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*Glossophobia as a Barrier to EFL Students' Academic Interaction with
 Special Reference to Foreign Language Classroom Anxiety Scale (FLCAS)
 by Hurwitz and Cope (1986)*

*The Case of First-year LMD English students of Abbas Laghrou
 University.*

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 Requirements for the Degree of Master in Language and Culture*

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Dedication

First and foremost, we would like to thank God for everything in our life. Some were blessings and some were lessons.

We must express our very profound gratitude to our parents, who raised us in a home that still respects independence and values learning and intelligence.

“To all the members of our families, and our closest friends.”

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Abstract

This study was conducted to discover to the extent to which Glossophobia acts as a barrier to EFL students' academic interactions. It aims at exploring the impact of glossophobia on EFL students' public speaking and oral presentations. It has been adduced that foreign language learners suffer from considerable levels of fear because they are exposed to the challenge of transforming contents with a language that they are not very familiar with. The majority of students are confronted with different factors that can create fear to them, which makes their goal of achieving proficiency and mastering the target language rather difficult. In order to achieve the research objectives, the data analysis procedure was based on the quantitative method, where two questionnaires were used as a data gathering tool. The first questionnaire which was the Foreign Language Classroom Anxiety Scale (FLCAS) model designed by Horwitz, and Cope (1986) was distributed to first year English students in the university of Abbas Laghrour Khenchela. In addition to a second questionnaire that was designed for the solidification of the data results and findings. Among the four factors, English classroom fear remained at the top, followed by communication apprehension anxiety. Fear of negative evaluation has been assigned the third position, and test anxiety got the least mean. This was even confirmed by the participated teachers who agreed on the prevalence of this latter. The following suggestions are forwarded based on the findings of the study that have significant pedagogical implications. It is suggested that EFL teachers should take into consideration glossophobia as a serious problem that should be treated in Abbas Laghrour University classes. Also, Teachers should encourage students not only about what they should learn in the curriculum but sharing their likes and dislikes in learning process too. Thus, students should be taught in an environment where they are less criticized to ensure better teacher-students learning atmosphere creating friendly relationship for increased interaction in the target language.

Key words: Academic interaction ,Barrier, Fear ,Foreign language classroom anxiety scale (FLCAS), Glossophobia, Public speaking

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List of Abbreviations

A: Agree.

D: Disagree.

EFL: English as a Foreign Language.

EIL: English as an International Language.

FL: Foreign language.

FLCAS: Foreign Language Classroom Anxiety Scale.

N: Neutral.

NA: No Answer.

NS: Number of the Students.

P: Percentage.

SA: Strongly Agree.

SD: Standard Deviation.

SD: Strongly Disagree.

SL: Second Language.

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General Introduction

1. Statement of the problem

The widespread of English language is usually found in terms of three distinct groups of users where English is used as a native language, a second language, or a foreign language. In Algeria, this global language is learnt and taught as a foreign language. Students of English as a foreign language (EFL) seek to achieve a high proficiency level of English, they need to develop the ability to read, write, listen, and speak this language. Yet, developing these skills seems to be difficult for most EFL students because of the numerous obstacles they face while learning the foreign language.

Speaking in public is an important life skill in the modern world. It is the act of performing a speech to a live audience in a structured manner, in order to inform, convince, explain, and persuade them. Despite of the storm of new communication technology, the need to develop students' Public speaking seems to be greater than ever. We observed that EFL students at Abbas Laghrour University tend to lack this productive or active skill, and this is caused by a group of factors. Particularly, glossophobia or the fear of public speaking EFL students who suffer from Glossophobia tend to freeze in front of any audience, even a couple of people. They find their mouth dries up, their voice is weak, running out of words and their bodies start to shake. They may even sweat, go red and feel their heart thumping rapidly. Glossophobia in EFL classes has a great impact on students' academic interaction, performance, and acquisition of language (Glossophobia, 2001).

Glossophobia should be taken into consideration as a serious problem because it can prevent students from taking risks to share their ideas, to speak about their misunderstandings, and to present their speeches and their works. As a result, it can affect how much they grow personally, academically and perhaps, professionally by consequence. At the same time, any negative public speaking experiences will make it less likely that they will speak in public in the future. Also, it can be considered as a starting point to understand the problems of public speaking and subsequently create strategies to help students overcome this kind of phobia (Tsaousides,T. 2017).

2. Questions and hypothesis

2.1. Questions

From the aforementioned introductory statement, it would be convenient to ask these questions;

- What are the virtual causes lurking behind the fear of public speaking?
 1. What is glossophobia and how does it affect EFL student's academic interaction(s)?
 2. What are the factors responsible for the fear of public speaking among EFL students?
 3. How can this kind of phobia be reduced and what practical strategies should be taken to do that?

a. Hypotheses

These questions in turn led us to formulate this hypothesis;

We hypothesize that EFL learners who study in glossophobic traits would exhibit less academic interaction than those learners who study in a glossophobic free environment.

4. Background of the study

In the past two decades, there has been a great deal in research concerning glossophobia (public speaking fear) estimated and studied since the mid-1930s. Social phobia is the extreme fear of being evaluated, and criticized .

Generally speaking, the word *phobia* was used in the same sense that it is used today, meaning an intense fear out of proportion to the apparent stimulus. These fears cannot be explained or reasoned away, and phobic individuals avoid the feared situations wherever and whenever possible. Glossophobia can be defined as the fear of public speaking (Hancock et al., 2010) and it comes from the Greek word *glōssa*, meaning tongue, and *phobos*, fear or dread. It is one of the most prevalent world fears, affecting approximately 75% of people. Statistically, more people claim a fear of public speaking than a fear of death (Glossophobia, 2001). Fear of public speaking affects the speaker physiologically, for instance, dry mouth, increased blood pressure, blushing, sweating, irregular breathing, and emotionally, as they fear humiliation and looking foolish (Kushner, 2004). Public speaking anxiety is very

common among both college students and the general population. Some estimates are that as many as 20-85% of people experience more or less anxiety when they need to speak in public (Katz, 2000).

The fear of speaking in public is related with anxiety or communication apprehension. It is a panic feeling associated with physical sensations that are all too painfully familiar to those affected-increased hearts and breathing rates, over-rapid reactions, and a tension in the shoulder and neck area (Mohamad et al., 2009).

Price's (1991) investigated by asking questions about what made students most anxious in foreign language class. All of the subjects answered that having to speak a foreign language in front of other students resulted in their fear. According to Beatty (1990), public speaking fear may stem from numerous sources, such as public speaking skill, fluency in a foreign language, emotional predispositions towards public speaking, and characteristics of the public speaking situation itself (as it is cited in Bartley 2011).

Fear of public speaking consistently tops every list of human fears. In an often cited 1993 study done by the polling firm Bruskin Goldring, 45 percent of those surveyed said they feared public speaking. Thirty percent said they feared death. In a study of 3,000 Americans published in the *Book of Lists* (David Wallechinsky, Little, Brown, 1995), the number one fear cited by 41 percent of those studied was speaking to an audience (cited in Abela,D,2006).

5. Aims and objectives

The purpose of this study is to investigate glossophobia as an obstacle that prevent EFL students from speaking comfortably in public without being scared. It tends to identify and investigate the causes behind the phobia of students' public speaking at university and recommend steps that could be adopted to overcome their fear. This study also presents the reasons behind the fear of public speaking in students and problems caused by this kind of fear, and going through this process was helpful to suggest some strategies that either help the students to cope with speech fear or it will be beneficial to enhance their speaking skill. Furthermore, the findings are not only applicable to students and lecturers but also helpful to others who are facing the same problem of glossophobia. The fear of public speaking is a psychological phenomenon which takes place in every educational setting. In Algerian EFL classes, at kenchela's university, speaking English in the presence of an audience is usually accompanied with fear.

The long term goals and objectives of this research are to:

- Provide a comprehensive review of glossophobia in addition to its sources and symptoms.
- Suggest strategies for this fear that will help EFL students to overcome it or at least alleviate it.
- Enhancing the knowledge in this field and marking a starting point for leading to further research.

6. Methodology

The methodology that will be applied to the study has been chosen in order to gather the relevant information needed for the study, in order to deduce conclusions about the effect of public speaking fear on students.

a. Method used

We opted for the quantitative research approach, which deals with numbers and anything that is measurable in a systematic way of investigation of a phenomenon. It is the most appropriate for our research because it is used to answer questions within measurable variables with an intention to explain, predict, and control a phenomenon (Leedy1993). However, it is believed that experimental designs will not suit topics of this nature, for the fact that there could be no manipulation over fear as an independent variable.

b. Instruments and data analysis

For the purpose of this research, and in order to achieve the objectives, we opted for a questionnaire survey; which will be conducted with first year students of English and teachers; since it's the most suitable for such kind of research. The students will be asked to answer questions which are taken from a questionnaire created by Hurwitz and Cope in 1986, which is the Foreign Language Classroom Anxiety Scale (FLCAS). It is commonly used for assessing foreign language anxiety, fear, and nervousness. The FLCAS questionnaire is a 33 items individual self report, which reflects three things; communication apprehension, test anxiety, fear of negative evaluation where Zheo (2007) added the fourth factor during his examination of the questionnaire which is “fear caused by English classroom” (see chapter3).

c. Study Population

The study would be conducted in the department of literature and foreign languages at Abass Laghrour University of Khenchela. Our case study was first year English students (210 students of English as a foreign language).

d. Sampling Procedure

The 48 Students who were chosen to be the case study of our research were selected randomly from a population of 210 students. The reasons behind choosing first year students is that they are beginner learners with a low level of English proficiency and a fear of the new educational environment would be very common. Thus, they are more likely to experience foreign language fear in performing a speech or making a presentation. Also, it is better to understand the phenomenon of glossophobia and the factors that reduce it at an earlier level for the purpose of helping them to overcome their fear and to improve their public speaking skill.

7. Structure of the Study

This study is composed of three chapters along with to a general introduction and a general conclusion. The first two chapters deal with the theoretical aspects related to the issue under study.

The first chapter, entitled “Foreign Language Acquisition and Academic Interaction”, develops under two main perspectives, the first one is to provide a comprehensive framework of both English as a Foreign Language and Public Speaking, highlighting both of their importance and development. The second perspective is to explore the relationship between language and academic interaction with a special reference to some theories of language and interaction. The second chapter, entitled glossophobia and Public speaking, digs deeply in the theoretical core of our research; it is based on discussing this phenomenon of glossophobia in details and familiarizes readers about every aspect of it. This chapter concentrates also on the public speaking skill where it was defined and discussed. The third chapter, entitled “Methodological framework; findings and results”, is the practical part of this research work.. It provides the description, the administration, the analysis, and the discussion of both students’ and teachers’ questionnaire results with some recommendations and suggestions to take into consideration.

Chapter 1

Foreign language Acquisition

And Academic Interaction

1. Introduction

The first decade of the 21st century has been a remarkable time of some significant developments and changes concerning the field of foreign language education. This chapter was conducted as an attempt to emphasize the importance of learning English as a foreign language. It encourages and calls teachers to develop their learners' ability in using their both linguistic and communicative skills in addition to their knowledge across English as a foreign language (EFL) in communicative situations through developing their speaking skill; (i.e.) the need of language learning to develop learners' speaking skills, thus their ability to mediate between different cultural perspectives in communicative situations.

This chapter introduces the topic of "foreign language acquisition and academic interaction", it sheds light at the present day global spread of English and the importance of speaking a foreign language in different academic situations, it informs the reader about the nature of the relationship between EFL, speaking skill, and academic interaction. In another words, This chapter was written to set an overview of research on the importance of English language in classroom discourse and interaction. It talks about both language learning and use. More specifically, it is concerned with foreign language acquisition (FLA) and theories of language and interaction. Furthermore, how these theories affect students' speaking skill and their ability to acquire a foreign language (FL).

Some attention is also paid to some measurements of using English in the world, highlighting its importance to invite and convince learners about the significance of speaking English. It defines some concepts which are considered as key terms within our study; such as the definitions of EFL, speaking skill, and academic interaction. It reviews the more general literature on classroom interaction, and the acquisition of English using the four skills with a special emphasis on the speaking skill since it is the concern of this research. This chapter centers the need of acquiring a foreign language and the need of using it.

2. English as a Foreign Language

The fact that English is an international language definitely cannot be neglected. By choice or force, English has built its existence in many parts of the world, and has been used for the sake of various purposes; its role as a global language will continue to expand. The Cairo Egyptian Gazette declared that English does not belong only to capitalist Americans, but to the entire world as well. Based on the geographically disparate varieties of English, there are two kinds of varieties; those of first language, as in the USA or Australia, and those

of second language (SL), or foreign language situations, where English is used as the language of commercial, administrative and educational institutions, as in Ghana or Singapore (Broughton.G; 2002). And in Algeria as well where English conquered an important place in several domains especially in education where it is taught as a foreign language (Belmihoub.K, 2018).

2.1. Definition of English as a Foreign Language

English as a foreign language is defined as a traditional notion for both the use and the study of English language by non native speakers in countries where English is generally not a local or a first language (Nordquist, 2019). According to Cambridge Academic Content Dictionary, English as a foreign language is that English taught to people whose English is not their main language nor the main language in the countries they live in, (I.e.) it is the practice and theory of learning and teaching English in countries where it is not an official medium. EFL is taught mostly in schools and educational institutions, but it does not serve a valid role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the official medium of communication and instruction; an average citizen does not need English or any other foreign language to practice his daily life or even to advance in his social or professional life.

Individuals who learn English as a foreign language have much choices of language variety to a larger extent than those who learn English as a second language. The Japanese situation for example is where British and American varieties are both acceptable in an equal manner and both are taught in educational institutions. The choice of variety is partly affected by variables such as the availability of teachers, geographical location and political influence. Foreign students of English in Mexico and the Philippines seem to learn American English. Europeans tend to learn British English, while in Papua New Guinea, Australasian English is the target variety to be learnt (Broughton, 2002).

As it is cited in the article of Broughton (2002), Michael West in 1953, defines the foreign language stating;

The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.

2.2. The Importance of English as a Foreign Language

EFL education has created itself a significant role in career development in several domains such as science, business, industry, medicine, and education on the global stage. The role of English in the world has been and is still increasing because it serves many needs and acts as a primary language in many sections such being the primary language of New Media (e.g. Satellite TV, and Internet).

2.2.1. English language in Algeria

The presence of English in today's world is so remarkable that it is impossible for Algeria to ignore it. In 2001, The Ministry of Education announced the new educational reform that presented numerous changes concerning the situation of teaching English in Algeria. Maybe it's still the second FL in the Algerian Educational System after French, but the considerable attention English received within the educational Reform is undeniable. English is introduced to learners at the level of first year middle school (at the age of 11), covering from that seven years; four of which at the middle school and three at the secondary school. This is mainly considered as a part of a whole process, its role is to design new syllabuses, create and set new textbooks and accompanying documents.

The objectives that follows are set by the Ministry of Education that provide more opportunities for teachers who want to make use of intercultural study and to encourage and spread tolerant attitudes among their students; it intended

- To help learners promote self learning and critical thought.
- To strengthen learners' intellectual capacities such as analyzing, evaluating and synthesizing.
- To help learners to exploit English documents, in new situation at work.
- To encourage learners to accept other culture and initiate the spirit of tolerance.

General aims of teaching are not the only concern of Algerian schools, but also promoting universal, human and national values, because not all cultures are the same and not all cultures share the same norms and values. People with different culture think that their culture is superior than the others' culture. Through teaching and learning a new language especially EFL here in Algeria, students will be helped to overcome their fear of strangers and to prevent stereotyping, and ethnocentrism.

Algerian interest of teaching English gives a great importance as well to linguistic and socio-cultural objectives (Thesis univ. biskra, 2010).

2.2.2. English as an International Language

Before we starting to illustrate the importance of English as an international language, we should first explain something that came across us during this research which is the difference between these two terms; “international English” and “English as an international language”, it would be really important to emphasize that EIL does not refer to a particular variety of English. Some scholars confuse the term ‘International English’ with EIL. Including the word ‘English’ with an adjective that precedes it often suggests a specific variety, such as American English, Singaporean English or Chinese English. Thus, ‘International English’ can present a particular variety of English, which is definitely not at all what EIL is said to capture. In fact, EIL rejects this concept of any particular variety being selected as a lingua franca for international communication. EIL means that English, with the various varieties it contains, is a language of international and therefore intercultural communication (Sharifian.F, 2009, p.2).

“With no doubt, English is truly the world’s leading language today. It is used on all continents. In many countries (more than 100, according to recent estimates) it has important internal functions as a “Second Language” in addition to one or more indigenous tongues, being used in politics, business, education, technology, the media, etc. It is almost always used as the mediator language (a so-called “lingua franca”) by people who need to talk with each other but have different mother tongues” (Sharifian.F, 2009, P20).

What was written in this quote above indicates that English is learned by hundreds of millions of people in all countries all around the globe simply because it offers plenty of beneficial uses. A recent estimate has put numbers of English speakers close to two billions; one of the main reasons that made this happen is the significant role of English as the primary gateway to better jobs and increasing incomes, thus a better life in many developing countries.

Knowledge does not come from vacuum. People have to read, meet with people, and have a discussion or obtain knowledge. In fact, they have to know the differences between their own opinion and other opinions and appreciate these differences. Then, it starts...it creates a thinking skill, it creates a new things that can help in solving many problems.

In addition to the approximately 400 million people who are native speakers, English is understood and/or spoken by almost a 1.6 billion of people. With over a quarter of the world speaking the language, there's always a chance to find someone to practice the language with, especially when you travel. English is the number one language for business and it has become almost a necessity for people to speak it. Learning English really can influence and change people's lives in enormous ways.

Briefly speaking, English nowadays is taken as a key tool for educational and occupational career and even is social life. According to the British Council, it is currently spoken by almost 1,8 billion people around the planet; it serves as an official language in 53 countries and as lingua franca in a lot of other countries. It is the language of education, politics, art, engineering, business and in many other domains in life, that's why students should do their best to acquire English as a foreign language for the sake of an advanced career and a better future.

2.2.3. English as a Second Language and Cognitive Ability (brain plasticity)

According to many experts, learning a foreign language can offer a great help when it comes to enhancing one's cognitive ability. As explained by Caccavale (2007), president of the national network for early language learning in cognitive benefits of learning language: the process of learning a foreign language is a cognitive activity; means that when someone intends to learn a foreign language, his cognitive ability would be used more than it is usually used and would get enhanced even more. This will facilitate the learning process of the person and would even make him learn things faster than regular monolingual person (P.50).

2.3 The Acquisition of English as a Foreign Language (the four skills)

Listening to a foreign language has been considered as the most widely used language skill in normal daily life (Uso-Juan,2009). It conveys a complicated process that allows people to understand and interpret spoken messages through using a variety of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic and pragmatic (Lynch 1998). This process of listening comprehension has been considered the most difficult skill to learn out of the other four skills. In fact, many researches has been conducted over the last decades on how this skill is learnt, one of the findings has provided insights on why listening was traditionally believed to be a passive skill without any attention in FL teaching, and how it has been increasingly regarded as an essential skill in its own right (Uso-Juan,2009). Such progress set up the primacy of listening in foreign language teaching nowadays and made it

obvious presenting its great role in developing learners' FL communicative abilities (Juan Esther Uso and Flor Alicia Martinez, 2006, p45).

Reading is considered to be an essential skill for academic students representing the primary way for independent language learning (Grabe.W, 2002). In addition, the amount of reading research conducted in the last few decades shows how important this skill is. Such research helped us to better understand why the skill of reading was traditionally considered a passive skill with no place in FL teaching, and how its importance has been recognized increasingly as an interactive, constructive and contextualized process with a key role in the development of learners' communicative competence.

The nature of the writing skill has become much clearer nowadays. Broadly speaking, research conducted in the areas of linguistics, psycholinguistics, cognitive psychology and sociolinguistics has presented a great aid to both teachers and learners on how the writing ability is actually likely to be learned. They became aware of the fact that writing is not a de-contextualized activity, but rather it is embedded and hidden in the cultural and institutional context in which it is used (Hyland, 2002, P.8). Additionally, it involves a linked interaction among the three basic elements that play a part in the writing act, namely the text, the writer and the reader, which requires writers' full consideration of all of them in order to write accordingly and in a correct manner. Needless to say, this view of writing has influenced its teaching particularly stressing the key role that the social and contextual variables play in creating a piece of written discourse.

Speaking skill has always been the most challenging of the four skills because of its complexity when it comes to constructing meaning (Celce-Murcia, 2002, P.4). Such process requires speakers to take decisions about why, how and when to communicate based on the cultural and social context in which the speaking act is produced (Burns and Seidlhofer, 2002, P7). Moreover, it includes a dynamic interrelation between speakers and hearers that results in their simultaneous interaction of creating and processing spoken discourse within time constraints. With all these defining aspects of the complex nature of spoken discourse, increasing research conducted over the last few decades has recognized speaking as an interactive, social and contextualized communicative event. Therefore, the key role of the speaking skill in developing learners' communicative competence has also become evident, since this skill requires learners to have knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances (Jun E.U and Flor. A, 2006, P12).

3. Speaking skill

The worldwide spread of English is just one of many different developments subsumed under the general phenomenon of globalization. It is furthermore interrelated with boundless mobilities and, as such, is the language of globalisation (Gnutzmann, 2008, p9). With it occupying and playing a major role in many sectors including education in many countries around the world, English is being learnt and taught here in Algeria as foreign language. The mastery of any language needs complete awareness and a capability of performing the four skills of language in a correct manner. Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one and it can be considered as the heart of language learning since it is the basic tool for communication. It is really important for the learners of any language and without this skill, a language is reduced to a mere script.

3.1 Definition of Speaking Skill

In order to define this term of Speaking skill, we should first pay attention to its importance and how challenging it is, as Baygate (1987) believes arguing that;

“Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought” (P.1).

Speaking skill is the skill that gives the speakers the ability to communicate effectively and allows them to convey their messages in a passionate, thoughtful and convincing manner. It is one of the four skills that students of a foreign language need to communicate effectively in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatics and discourse rules of the spoken language.

Speaking is defined as an interactive process of constructing meaning that includes producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Another definition for the speaking skill submitted by Cole et al. (2007), who stating that *“Speaking is an essential collaborative and interactive process. It is an exchange. We may finish each other’s comments, interrupt, disagree with or extend what is said” (P.12).* This illustrates the importance of speaking skill as a process of interaction between students

for making explanations, interrupting for clarification, or establishing points of view and producing new concepts.

The speaking skill has been defined by many scholars from different angles. For instance, Thornbury (2005), defined speaking as a part of our daily life that is usually underestimated (P.34). In other words, spoken language that usually an average person produces is tens of thousands of words a day. Furthermore, Hedge (2000), defined the speaking skill as *“a skill by which they [people] are judged while first impressions are being formed”* (P.261).

3.2 Importance of Speaking Skill

Language is a tool for communication which allows us to express our ideas, and to know others' ideas as well. Communication takes place, where there is a speech. Without speech we cannot create any kind of communicate with one another. speaking is a skill which deserves much attention every bit as much as other language skills are concerned, in both first and second languages since in EFL classrooms, teaching speaking plays a key role for the learner's good oral achievement. This skill is highly used in real life situations more than the other skills. So, practicing the speaking skill by the foreign language learner and giving it the importance and attention needed would totally foster effective oral communication, assure real-life and purposeful communication and provide a smooth running of the language system learning.

Speaking skill has been given priority by many researchers in their researches over the last few decades because of its remarkable role in the process of teaching and learning a foreign language. As Ur (1991) stated that, *“of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing”* (p.120). This indicates that speaking is a highly important skill which is used by students to transmit knowledge in effective ways. Moreover, Richards (2012), sum up the importance of the speaking skill saying that: *“In sum, the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them”* (p.21). This means that the development of students' language proficiency requires a development of their speaking skill because of its considerable and great impact on their success in learning the foreign language.

Most of the learners assess their competence in the English language on the basis of how good they speak. This is believed by Richards (2008) who claims that *“learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”* (P.102). When mastering and maintaining the speaking skill, the speaker of the foreign language would be capable of gaining and grasping attention of the audience and hold it in till the completion of his message. The speaking skill is significant for career success, but certainly not limited to one’s professional aspirations; it can also enhance one’s personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences and international meetings. For becoming a well rounded communicator, one needs to be knowledgeable, fluent and proficient when it comes to the four language skills, but the ability to speak skillfully provides several distinct advantages for the learner of the foreign language such as the capability of expressing one’s thoughts, opinions and feelings in the form of words and putting them together in a meaningful way.

Additionally, mastering the speaking skill gives the speaker the joy of sharing one’s ideas with others which is immense. When we speak to others, we tend to have a better understanding of our own selves.

- **The relationship between Listening and Speaking**

Knowing the relationship between speaking and listening is essential for the sake of competence in English as foreign language. Students should be aware of and should have combination of the four language skills (listening, speaking, reading, and writing). Speaking is a skill that doesn’t seem to work in isolation and needs to be accompanied with other skills in order to complete it. In this sense, listening in particular is related to speaking as stated by White (1998), *“Listening is also closely connected with speaking”* (p.13).

Moreover, Thornbury (2005) talked about this saying that the speaker cannot use this skill in isolation because it is nearly impossible for speech events in real life situations to exist independently from other skills of language. Without forgetting the fact that the speaker always requires a listener since listening deals with the listener’s capability of understanding the speaker’s speech meaning. Thus, speaking has to be accompanied with the listening skill since a speaker needs a listener to comprehend his meaning (P.115).

Moreover, Field (2008) also argued that, *“ ... it is listening which is arguably the more important since it is listening which enriches the learner’s spoken competence with new*

syntactic, lexical, phonological and pragmatic information ” (p.5). So, besides speaking, EFL students need listening for the sake of obtaining new information which can provide them with major help concerning their progress in learning language. Listening and speaking are definitely two interrelated skills as Brown (2004) reported that *“from a pragmatic view of language performance, listening and speaking are almost always closely interrelated”* (p.140). Thus, teachers should raise students’ attention about this strong connection between these two skills.

Temple and Gillet (1989) also pointed to this close association of listening and speaking skill in this way *“Listening cannot be separated from the expressive aspects of oral communication. It is impossible to teach listening separately from speaking, or to set aside a portion of the instructional time for listening. Instruction and ignore it the rest of the time”* (P.70). Listening is as much a part of group discussions, dramatic play, or puppetry as speaking. When students develop their communicative powers, they also develop their ability to listen appreciately and receptively.

3.3 Types of Speaking

Speaking has many different types just like the other skills of language. Brown (2004), stated that there are five types of speaking which are classified according to speaker’s intentions. These types are: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking (P.140).

3.3.1 Imitative Speaking

Imitative speaking can be defined as one’s ability to repeat a word, a phrase or a sentence that have been said by other speakers. This repetition may convey several distinct attributes of language such as grammar and lexis for the sake of producing meaning or sometimes interacting in a conversation, by taking in consideration the pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, p141).

3.3.2 Intensive Speaking

Another type of speaking is intensive speaking which is believed to be the production of a limited amount of oral language which demonstrates competence in narrow band of grammatical, phrasal, lexical, or phonological relationships such as intonation, stress, and rhythm. In this type of speaking, the speaker must be knowledgeable when it comes to semantic properties of language in order to be able to respond. Also, it includes assessment

tasks such as reading aloud, sentence and dialogue completion, simple sequences and so on. (Brown, 2004, p.141).

3.3.3 Responsive Speaking

This type of speaking includes interaction but at a limited level such as short conversations, standard greetings, small talk follow-up, and so on; in order to preserve authenticity with only one or two follow-up as it is settled in this short conversation which was shown by Brown (2004);

A. Jeff: Hey, Setf, how's it going?

B. Setf: Not bad, and yourself?

A. Jeff: I'm good.

3.3.4. Interactive Speaking

This type of speaking requires the speaker to be aware of two forms of languages; transactional language for the sake of exchanging certain information, and interpersonal language for the sake of maintaining social relationships. In the interpersonal language, oral production can be more difficult and complex due to the use of casual register and colloquial language. (Brown, 2004, p.142).

3.3.5 Extensive Speaking

The final type of speaking is extensive speaking or monologue as referred to by other scholars and it includes speeches, oral presentation, and story-telling. Language in this style of speaking is usually more deliberative and formal for extensive tasks; this is due to our inability of ruling out certain informal monologues such as casually delivered tasks (Brown, 2004, p.142).

There are other types of speaking which haven't been discussed by Brown, such types include persuasive speaking and informative speaking. Persuasive speaking is where the speaker attempts to convince the listener about his ideas or his point of view and it includes public speaking. An informative speaking is when the speaker establishes and communicates knowledge concerning a specific topic (Brandi Brown,2017).

3.4 The Development of Speaking Skill

It is widespread in many educational institutions that foreign language students tend to master the three skills of language which are reading, writing and listening, but when it comes to the fourth one which is speaking, foreign language students usually find themselves at loss when trying to perform a conversation or even just simply talking. There are multiple techniques, strategies and tips that are known for their benefits in improving the speaking skill.

Role-playing is a communicative activity that can develop the speaking skill according to many teaching theories. It is an activity where students usually are assigned some roles and fit into some situations that they would face outside the classroom. This activity helps in creating interaction in the language classroom, motivating the learners and establishing good relationships between the teacher and students as well as among the students by encouraging a supportive and a comfortable environment for language learning and language practicing. Reading out loud is a very beneficial way for improving the speaking skill and fostering it especially when there is no one out there to listen which will reduce the stress and fear of being shy. Reading out loud gives foreign language learners the chance to focus on their pronunciation and pacing without being frightened of judgment or running out of words. This method is very helpful especially when reading aloud from an online transcript which many students nowadays use because of its remarkable aid in helping the learners to check their pronunciation by listening to how the speaker says something.

One remarkable thing that often leads students to frightening, stammering and even sweating is the students' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. So it is important for foreign language students who want to develop their speaking skill to find themselves native speakers that would help them in fostering their speaking and getting more attached to the culture of the foreign language (Effortless English, 2017).

The teacher as well can be a great facilitator in the process of developing the speaking skill by following certain classroom activities and tips which can help the process of teaching and learning to be progressed. As Scrivener (2005) pointed out, "*A key teaching skill is to successfully prepare, set up and run a single classroom activity or task*" (p.41). Thornbury (2005) as well said that: "*---- classroom speaking activities that involve minimal assistance,*

where learners can take risks and boost their confidence, provide an important launch pad for subsequent real world language use” (p.90).

Therefore, classroom speaking activities help students to practice real world language. Asking questions during class, forming groups of discussions and information gap activities and tips can have a great impact on students who feel shy to express and to participate. These activities enable the students to show all what he got and to take that fear of being criticized away (Scrivener, 2005, P.45).

4. Language and academic interaction

4.1. The relationship between language and academic interaction

The concept of academic interaction has been introduced by Marriott (1991), taking **into** consideration all aspects of communicative and non-communicative behaviors done by students in academic situations. These behaviors are explored through interaction with course instructors and other faculty members as well peer students. Academic interaction can also be determined through the degree of support and acceptance received by students from school program and peers. Moreover, Students’ level of accessibility (or interaction) to academic and study resources and services such as library, International Student Program Orientation will be considered (P.18). Academic Interactions concentrate on actual academic speaking events, which can be found in classroom interactions and work office particularly, and give students practice improving the ways that they communicate in a college or in university setting.

Language and Academic Interaction deals with how we use language to interact in educational environments such as classrooms and academic situations. How can foreign language students develop their language so that it copes and suits the situations that they find themselves within.

4.2. Theories of Language and Interaction

4.2.1. Krashen’s Theory

Learning a foreign language is worthy for so many reasons, and within this process, the learner may encounter many difficulties such as the amount of vocabulary that needs to be memorized, how to understand the grammatical systems and how to pronounce...etc.

A scholar of languages, Stephen Krashen suggested another reason why learning a foreign language can be difficult which resulted later in a theory named “The Affective Filter

hypothesis". The affective filter hypothesis is one of one 5 hypotheses for second language learning suggested by Stephen Krashen in his book *Principles and Practice in Second Language Acquisition* (1982, P.231). A filter is something that acts as a way to prevent or block a material from reaching its goal. An affect means a marked impact or an influence; it can be defined as an outer emotional expression. In a cognitive context however, an effect can be defined as sequence of environmental, biological and social variables that has an impact on the emotional state of the student. These variables include motivation, self-confidence and anxiety (Wikipedia)

According to Krashen and based on these variables, learning takes place when students are in an environment that is non-threatening, secure, and where they feel successful and allowed to make mistakes. This means that the level of anxiety is low and the language learning would be more effectively acquired. A low affective filter occurs when the student is in a relaxed and a clear emotional state, no stress, fear or anxiety of learning. This indicates that the student is ready to filter in information, because the state of mind is at an optimal, comfortable and desirable level for learning; a student that is not biased and does not feel threatened will listen and concentrate better, establish connections, and build the schema that is essential for decoding and encoding in second language acquisition. A high affective filter occurs when the student's emotional state is heightened and over-stimulated, usually encountered with stressors, fear and anxiety.

A student who comes from a very aberrant, dysfunctional and bullying home that has prejudices against learning a second language, or who feels incompetent enough to try is said to have a "filled filter", or a "high filter" This means that the stimuli which pervades the student's emotional state blocks any opportunities of learning.

A good example of high and low affective filter is observed when smaller children acquire first and second language faster and with more accuracy than olders do. This is due to the absence of prejudices and bias that possess the motivation and the open mind which is often associated with a low affective filter. Older learners may have pre-conceived notions about their own learning abilities that may control their learning chances (Stephen Krashen, 1982, P.187). This theory that was suggested by Stephen Krashen made a remarkable role in second language teaching in linguistics in general. It enabled teachers to understand their students and provided clear explanations of what should be done to lower the level of fear by stating the major variables that cause this anxiety while learning a second language.

4.2.2. Speech Act Theory

When communicating with others or in the middle of a conversation between two people or more, several misunderstandings may occur. Sometimes the listener misunderstands the speaker or interprets his message in a wrong way. The listener may wonder if there are hidden messages or not, sometimes what the speaker is trying to say is just as important as or more important than what he is actually saying. Within this context, the British philosopher John L Austin suggested in his book (1959), “How to Do Things with Words” a theory named “The Speech Act Theory” which, in simple words, takes a close look at what we say, how we say it and what it really means and tries to answer to what extent impartial interaction is possible between speakers (John Langshaw Austin, 1962, P. 154).

Speech act theory is a technical term in the linguistics and philosophy of language. It is concerned with the ways in which words can be used not only to present information but also to carry out actions. It is used to categorize utterances and look to what the speaker is trying to convey within these utterances. There are three aspects of utterances that can be defined within the Speech Act Theory;

- **Locutionary act;**

It is the actual semantic meaning, the locution, saying something with a certain meaning in a traditional sense.

- **Perlocutionary act;**

Is said to be the result of the locution and speech acts that have an effect on the feelings, thoughts or actions of either the speaker or the listener.

- **Illocutionary act;**

The performance of an act in saying something, what the speaker is doing by uttering these things.

Many scholars identify ‘speech acts’ with illocutionary acts, rather than locutionary or perlocutionary acts. As with the concept of illocutionary acts, there are different views on the nature of speech acts. American philosopher John Searle enhanced the notion of Speech Act theory. Simply, he believed that each time a word or a phrase was spoken, it was an illocutionary act that could be categorized into different types. Searle (1969) identified five illocutionary points;

➤ **Assertive;**

Statements that may be judged true or false, statements that commit the speaker to the truth of the expressed proposition.

➤ **Directives;**

Speech acts that make the hearer take a particular action such as requests, commands and advice.

➤ **Commissives;**

Speech acts that commit the speaker to do a future action such as promises and oaths.

➤ **Expressives:**

Speech acts that describe the speaker's attitudes toward the proposition such as congratulations.

➤ **Declaratives;**

Speech acts that aim at changing the reality by representing it as it has been changed (Searle, 1969).

When it comes to understanding what is between the lines, Speech Act Theory has presented a noticeable framework to show that words cannot be used to inform only but also to fulfill actions. This theory looks deep between the lines to clarify what a speaker is hiding behind his words. Austin's theory is now one of the most famous theories in the field of English language because of its significant aid especially when it comes to teaching EFL.

4.2.3 Politeness Theory;

An effective communication plays an essential role in our everyday life and the way we transfer, examine our information, and what is intended to say to other interlocutors is highly interesting. A conversation should be characterized by clear and direct expressions. Yet, there might be some indirectness or flouting in the Gricean maxims (Blum-Kulka, 1998, p50). One of many other difficulties that were explained and dealt with in what is known with Politeness Theory. To the average person, being polite means showing good manner. To a sociologist, a pragmatist and a linguist, politeness means using communicative strategies to create communicative harmony. Politeness theory which was offered by Penelope Brown and

Stephen Levinson in “Questions and Politeness” (1978); reissued with corrections as *Politeness: Some Universals in Language Usage* Press (1987) explains how and why we are polite to one another. It demonstrates how in everyday life we create messages that protect face and accomplish other objectives. In other words, this theoretical framework concentrates on polite interaction in communication and how to accomplish it. Brown and Levinson maintain that politeness is often a goal in communication because it is a culturally universal value (P.65).

Politeness theory is based on the “face” notion which was introduced by the sociologist Erving Goffman (1956). In this context, the concept of face describes how every member of a community attempts and wishes to guard his or her face from possible damage through social interferences. Simply, face means the self-esteem or the public self-image everyone is seeking to claim for himself, with the assumption that we all have a positive face and a negative face (P.110).

For Brown and Levinson, the concept of face is dichotomized into negative and positive face. A positive face means the desire to be approved and appreciated by the interlocutor, the need to be accepted by others in a conversation; it is usually accompanied with compliments and greetings. In simple words, positive face occurs when others like, respect and approve us. A negative face on the other hand means to have his/her independent point of view and relative freedom of opinion. The right to be free and not imposed upon by others in a conversation is fulfilled by accompanying requests with apologies when communicating with others. Simply, a negative face occurs when the individual wishes to be unimpeded by others in one’s actions (P.69).

The concept of face leads back to another term which is the Face Threatening Act, which was included in Brown and Levinson’s theory and which was based on Goffman’s hypothesis concerning the speaker whom put himself in danger in the process of interaction. A face threatening act is the act which threatens the face needs of others and it might seem that you are not being thoughtful or even rude (Brown Levinson, 1987, P.132). Thus, According to politeness theory, a face threatening act is any statement that threatens other people’s face. The level of a face-threatening act is determined by three variables: power, distance, and rank. Power refers to the recognized power dynamic between speaker and hearer. As a speaker, is the intended hearer a superior, subordinate, or at your same social level? Distance is concerned with the social distance amount between speaker and hearer. As a speaker, is the intended hearer a close friend or a distant colleague? Rank refers to the cultural ranking of the

subject –the extent of sensitivity of the topic within a particular culture. Based on Brown and Levinson’s view, face threatening acts can be present in all of the interactions and to reduce the effect of these possible threats, politeness strategies are used (cited in Universalclass Politeness theory).

Politeness strategies are speech acts that express concern for others and minimize threats to self-esteem (face) in particular social contexts. Brown and Levinson identified three main strategies for performing speech acts: Positive politeness, negative politeness and off-record-indirect strategy.

❖ **The positive politeness;**

This strategy aims at addressing and enhancing the positive face needs of the hearer, it is based on compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (please), and in-group jargon and slang.

❖ **The negative politeness;**

A strategy that aims at avoiding offense by emphasizing friendliness. It is used to redress specific threats imposed by utterance. It is based on asking questions, hedge, being pessimistic, minimize the imposition, giving deference and apologizing.

❖ **Off-record indirect strategy;**

Is said to be a strategy that takes off some of the pressure as Brown and Levinson ones explained; “*it is not possible to attribute only one clear communicative intention to the act*” (1987, p.211). It is when the addresser is flouting one of the Gricean maxims on the supposing that the addressee is able to assume the intended meaning (Grice, 1975, P. 234).

To conclude, it would be convenient to state that politeness theory has given so much attention to SLA and interaction by looking at why people say what they do when performing actions such as making requests or giving advice. Nevertheless, it conveys implications for identifying management and personal relationships. It is one of the theories that offered a major aid when it comes to understanding how people interact and proposing solutions for the obstacles that face the effective communication.

5. Conclusion

The acquisition of any language is not an easy process and when it comes to the SLA, it would be difficult to accomplish and accompanied with major obstacles. In order to interact with others and speak SL correctly, we must bear in mind that we should know the language we are trying to master, we should be cultivated and refined and we should be aware of its importance. This is a part of what this chapter has dealt with in addition to shedding the light on one of the four skills of language which is speaking; what, why and how to perform it correctly since it is the core of any kind of interaction. The greatest part of this chapter was devoted to some theories of language and interaction. The Speech Act Theory, the Affective Filter Theory and The Politeness Theory are frameworks which concentrate on the importance of interaction in second language acquisition, the difficulties that may occur while people interact and how to facilitate this interaction with several strategies and techniques suggested by various researchers and linguists within this field. To conclude, we can say that this chapter is an attempt to clarify and acknowledge the significance of interaction in SLA and how to fulfill it successfully.

Chapter 2

Glossophobia And Public Speaking

1. Introduction

The ability to communicate using formalized systems of language is what differentiates human beings from other creatures. However, using language to communicate effectively in a correct manner is not as easy as it is expected to be especially in front of an audience or when performing a speech. Informing the reader with public speaking and formalizing them with the fear of public speaking, public speaking anxiety or what is known with glossophobia is the main purpose of this chapter.

The aim of this chapter is to present a theoretical account on public speaking and highlighting its importance in both academic and daily life. It will shed light on why public speaking is significant and stating its benefits. Moreover, this chapter will also discuss some factors that are believed to have a great effect on students' public speaking with a clarification of public speaking types and some of the best examples of competent public speakers in the world.

The second part of this chapter is devoted to the concept of glossophobia to familiarize the reader with this notion with an attempt to explain and state some of the major physical, verbal and behavioral symptoms that accompany this phenomenon of public speaking anxiety, in addition to the factors that cause glossophobia and an attempt to measure this phenomenon by showing statistics of different surveys.

2. Public Speaking

As an international, global and universal language, English has offered a chance for people from different communities to communicate and connect. But communication is not the only main purpose for English as a global language. Work and studies are other main purposes too, purposes that require the learner to master a certain level of public speaking.

2.1 Definition of Public Speaking

Public Speaking is referred to the capacity of addressing an audience effectively and communicating with them with clarity and confidence, whether this audience is a group of people you already know or a crowd of complete strangers. It can be regarded as the art and talent of communicating information and performing a speech usually in front of a large number of people.

According to Templeton and Fitzgerald, public speaking is when a speaker stands before the audience to deliver a speech in a organized manner, with the aim of either persuade, inform or entertain the audience (1999, P.56). According to English Offline Dictionary, Public speaking is also known with another name which is oratory, a word borrowed from Latin *ōrātōria*, from the feminine of *ōrātōrius* ("oratorial") which means the art of speaking

and eloquence, quality of artistry and persuasiveness in speech. From this point, it would be convenient to state that public speaking is regarded as an art and an attractive skill because not everyone has the ability to speak confidently, fluently and convincingly in front of an audience.

The idea of considering public speaking as an art is not new. Its long tradition can be traced back to Classical Greece (approximately 490-322 BC) where the first rules of a public speech were elaborated on over 2000 years ago by the Greek philosopher Aristotle who established three basic parts of persuasion that govern the affective public speech. According to Aristotle, a competent public speaker should maintain a certain level of knowledge, awareness and authority that grant him or her the right to talk about the topic, this is known as Ethos. A competent public speaker should also be able to transmit his message in a clear, informative and logical way making sure that the audience have received the message in an understood manner, this is known with Logos. Aristotle also argued that to be a competent public speaker, one must be able to grasp the audience attention and establish emotional connection with them. This is known with Pathos. (Arina nikitina, 2011, P.20).

2.2 History of public speaking

Although public speaking might have existed since the existence of human beings, most scholars who studied this skill trace the origins of modern public speaking back to ancient Greece and Rome. Despite the fact that these societies did not have any electronic tools or technological means that support and shape a good public speech, they managed to establish some public speaking methods that are still used today. Setting those methods of public speaking by the ancient Greece and Rome was because of their need for public speaking at that time.

The ancient Greeks are one of the first people who used public speaking to convince others. The need for public in ancient Greece came from their need to suggest or oppose laws during their assemblies since they had the right to do so. As a result, people used public speaking to convince others about their opinions and attitudes concerning political matters. This led Greeks to cherish public speaking considering it a desirable and a vital skill and a kind of art, they taught it to their youngest generations and called public speaking rhetoric which means the art of using language.

People used public speaking in a more formal way especially in the U.S and Europe. But this was until the 20 century when public speaking started to become less formal with a more

conversational style of speaking, in addition to the use electronic tools such as slideshow which started to emerge during that time. Towards the end of the 20th century, more electronic tools were developed to facilitate the transmission of information to the audience, such tools evolved into the computer software tools, such as PowerPoint, that we know and use today (Dom Barnard, 2018).

2.3 Elements of Public Speaking

An effective delivery of a public speech depends on various elements that the speaker has to follow to make a faultless speech and to grasp the audience' attention enabling them to understand the content of what is being delivered.

The first element that the speaker should take in consideration when it comes to producing an accurate speech is the public speaking anxiety. Following some steps such as practicing over and over again, performing the speech in front of a mirror, a friend, or a family member and understanding the real reasons behind this fear will definitely help the speaker to overcome his fear of public speaking and learn how to control it and how to be confident and brave.

Another element for a good public speaking is knowing your audience. In order to be successful in transmitting his message, the speaker must know some details about the targeted audience such as who they are, how old they are, their gender, their relationship to him or to his topic...etc. This will help the speaker to understand and figure out what suits the audience and what does not and present the speech upon that.

The third element for a good public speaking is researching your topic. The speaker must be aware of the topic he is presenting and should have enough knowledge about the topic to avoid falling in awkward moments in the middle of his speech or when questions pop up. Being aware of the content presented will also show the audience the competence of the speaker and gain him respect.

Having a strong personality is also one of the main elements of a successful public speech. The speakers should be relatable, impressionable and confident in his way of performing a public speech. The tone, body language and facial expressions are main features that a speaker could use to show his strong personality to the audience who will be more interested in him and in what he is presenting.

The last element that should be taken into consideration when performing a public speech is encouraging the audience' participation and engaging them in your presentation to give their point of view. This will erase the limits that may take place between the speaker and the audience. This will also indicate whether the audience have received the message in an understood manner or not, and will show how competent the speaker is especially when dealing with a large crowd (Lucas.S, 2004, P.77).

2.4 Importance of Public Speaking

Communication nowadays is seen as the backbone of every society. One form of communication is public speaking which has numerous advantages that most people are not aware of. The truth is that you might have the best grades, years of experience or an outstanding educational background, but if you cannot communicate this to your target audience in a correct, understood and organized way, your effectiveness will be limited to some point.

Public speaking can enhance critical thinking skills and offer beneficial knowledge and skills that fulfill the personal and professional development of an individual. The process of preparing and writing a public speech obliges the deliver to think more carefully about the message and how to deliver that message in a way that fits the needs of the audience. According to Lucas (2004), setting up a speech is not only about organizing ideas but it is an important part of shaping the ideas themselves. So, spontaneously, the deliver of the speech will find himself thinking how to make points which are relevant to the audience, and how to make the audience perceive the message. Thinking in this way is a great to improve critical thinking skills. Consequently, the more a person trains on and practices public speaking, the more sharpened his critical thinking will be (P.79).

Nevertheless, public Speaking also leads to job success. Most companies and work bosses today look for employees who can listen carefully, present ideas in a convincing manner and think critically. Therefore, the ability to present thoughts clearly and persuasively, which is gained from practicing public speaking and being competent. It will lead to job success and create more opportunities for people to accomplish their dreams as it is cites in the Boundless Communications

One of the best benefits that public speaking offers as well is establishing a strong personality and bringing personal satisfaction (Hamilton, 2003, P. 29). The success in delivering a good speech will create a kind of personal satisfaction experienced by the

speaker. That positive response from the audience can help the speaker feel more confident, enhance his reputation, strengthen his communication skills and marks a sense of achievement. (Hamilton.C, 2003, P.30).

Furthermore, public speaking can be used as a way of influencing the world and affecting people's thoughts. In fact, the very best and inspiring stories of successful people and well known figures are about persons who can speak with eloquence in front of a group and verbalize their ideas so they are heard, understood, and acted upon. Most of us have been influenced at least one time by people who have succeeded to spread their influence through public speaking. Martin Luther King, Barack Obama, Billy Graham, Abraham Lincoln, and Nilson Mandela are people who succeeded in influencing and affecting large populations around the world. These people are examples which prove that public speaking has a great power on people's minds and can be used to mark changes in the world (cited in Courses.lumenlearning).

In addition, and based on the previous point, public speaking affects cultures. According to Jaffe (2004), culture is dynamic, which means it can be shaped and changed continuously through a lot of factors and public speaking is listed as one of those factors. Both men and women have influenced cultures and changed history so many times using public speaking. They have spoken on issues that transformed cultures, they saved lives, started wars and created peace just with being competent speakers. Most historical events have some sort of public speaking involved within (P.78).

Moreover, public speaking increases knowledge and grows it without even realizing that. While preparing for the topic that should be delivered publicly, the deliver of the speech will encounter many topics and go through a lot of information that will increase his awareness and his knowledge (Jaffe, 2004, P.56).

2.5 Factors that Affect Students' Public Speaking

Whether in classroom, work, or in other daily life situations, the ability to speak fluently and confidently in front of an audience is empowering. Public Speaking now is seen as a vital life skill and a secret weapon for educational needs, career development and even influencing others. Yet, not everyone can master this life skill, and this is due to several factors that people who fail in public speaking may have no idea about. These factors affect the delivery of a public speech and influence the speaker negatively which will result in public speaking anxiety or what is known with Glossophobia.

Dyslexia is a major factor that influences students' public speaking and oral performance. Dyslexia is a learning disability and a reading disorder that makes it hard for students to read effectively. More formally, Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition and by difficulties in spelling and decoding abilities. No matter how much they try, students diagnosed with dyslexia will always feel incapable of delivering a speech publicly or making an oral presentation because of their fear of being run out of words or being unable to pronounce or read some words. Students who are diagnosed with dyslexia can also face difficulties with sound sequencing and substitutions, and rhyming, word recall in general may be problematic. This 'tip-of-the-tongue' phenomenon can lead to misspelling and hesitation in delivering speech. This will result in embarrassment and anxiety, which disrupt speech fluency and may cause low confidence, and low self-esteem overtime (Lyon et al 2003, P.261).

Being different from the audience and not sharing the same cultural background with them can stand as an obstacle in the face of a good public speech performance. This is mainly concerned with international students who find it confronting to adjust to a new environment, which may have an impact on their academic success and psychological well-being. International students usually face difficulties when interacting with other people in their educational environment, where they usually fail expressing their thoughts and end up being misunderstood. This is because not all cultures are the same and what could mean something in a culture could mean absolutely something else in other cultures. That's why international students distance themselves from any kind of activity that has a relation with oral performance or public speaking because of their fear of being misunderstood, not being able to deliver the message correctly or not being able to understand the audience (Shamala, P,2013).

These factors affect students' public speaking negatively and what makes it even worse is that most students do not know that.

2.6 Types of Public Speaking

Public Speaking is an artistic skill which is based on using words in order to transmit specific information to an audience. Mastering this artistic skill requires the speaker to have enough knowledge about it. One of the things that the speaker should know and should be able to differentiate between is the four primary types of public speaking: ceremonial, demonstrative, informative and persuasive.

2.6.1 Ceremonial Speaking

Ceremonial speech is a type of public speaking that most people somehow will have to perform it at a certain stage during their lifetime. Usually, this kind of speech is used in special occasions such as weddings, graduations and funerals, as well as birthday parties and office holiday parties. Ceremonial speaking usually involves a toast where people talk about how they feel concerning the occasion and present their gratitude. This kind of speech tends to be personal with an intimate emotional connection to people hearing it.

2.6.2 Demonstrative Speaking

This type of public speaking is based on speaking in a clear and a concise way in order to describe certain actions and to perform those actions while speaking. It includes some techniques such as science demonstrations and role playing. A demonstrative speaker may describe the process of generating power while cycling to power a toaster. Demonstrative speaking aims at informing people about a certain process, so after a demonstrative speaking is presented, the audience members usually leave with the knowledge about how to do something.

2.6.3 Informative Speaking

Informative speaking is simply concerned with explaining a concept to the audience. This type of public speaking concentrates more on the information itself. The speaker in this case is not seeking agreements or approvals from the audience nor giving them advice or showing them how to do something for themselves; it is rather based on presenting and disseminating vital information. Informative speaking is used more commonly in college lectures and industry conferences where public officials share important information.

2.6.4 Persuasive Speaking

This type of public speaking is based on convincing the audience members concerning a particular point of view by using voice inflections as well as nuance of language. It is usually used by politicians, lawyers and clergy members. Persuasive speaker uses emotional appeal and strong language while speaking publicly, and tend to have a stake in the outcome of the speech. For instance, a politician may seek voices for supporting a pet project, while lawyers are trying to convince a jury of their position and defend the accused using persuasive statements, and clergy members are trying to win others over to their faith.

2.7 Examples of Good Public Speakers

Public Speaking is more than just a set of words, it is a combination of the speaker, language and context which work together to produce the best speech. There are some figures around the world that succeeded in combining those elements and provided the best speeches of all time. Such figures left a mark in the history and managed to influence a lot of people because of their brilliant talent in public speaking. They forever changed the course of history with their words. By informing students with these figures, their awareness to the importance of public speaking will increase and they will be inspired to overcome their anxiety.

✓ **John F. Kennedy(1917-1963)**

John F. Kennedy is an American president who ruled the United States from 1961 to 1963. He is the thirty-fifth president of the United States. He gave two of the most inspirational speeches of all time. The first speech is when he talked about the space expedition to the moon, where he presented his famous speech "*We Choose Go To The Moon*", which is considered as one of the most influential speeches. This speech had a great impact on Americans and persuaded them to take the step to first take the journey to the moon.

His second speech is when he was trying to convince the West Berliners to build the Berlin wall. The success of his speech was shown 22 months later when the Soviet Union built the Berlin wall. This finest piece of public speaking presented by John Kennedy was to convince the Berliners that the U.S. got their back and will provide support against any threat of the communist bloc in the east.

✓ **Martin Luther King Jr.(1929 –1968)**

Martin Luther king was a black American who defended the civilian rights in the United States and dedicated his life to fight the racial discrimination. He was a great humanity supporter and always believed in non-violence and that all people are equal despite their race or color. He delivered his most famous speech that marked a new beginning to the Americans at the Abraham Lincoln's Memorial. This 17 minutes speech, which was untitled "I Have a Dream", was so powerful that it got Presidential Medal of Freedom in 1997. This speech offered a great aid in understanding the real meaning of race equality and respect of humanity.

✓ **Adolf Hitler (1889-1945)**

There is no doubt that the name of Adolf Hitler is a name that everyone recognizes. Hitler may be considered as one of the most evil men in history, but he's also considered one of the most powerful men in history. He created the largest German political party, conquered a dozen nations, and slaughtered as many as 21 million people during his brutal 12-year Third Reich. All these achievements were because of his charisma and his incredible talent in delivering speeches. He had a very rare and a powerful ability to hold an audience of millions of people in his hand and persuade them to adapt his perspectives and even follow his religious beliefs.

✓ **Ronald Reagan (1911 – 2004)**

Ronald Reagan was one of America's best public speakers. He was an actor, a politician, a governor and a President of the United States. He was given the name of the "Great Communicator" because of his superb ability in convincing and connecting to his audience. His famous speech "Tear Down This Wall" which was delivered at Brandenburg Gate of Berlin on June 12, 1987 to challenge the Soviet Premier Mikhail Gorbachev to destroy Berlin wall, is considered as one of the most mesmerizing political speeches in history.

✓ **Nelson Mandela (1918-2013)**

Nelson Mandela was a South African politician and activist of human rights. He spent his life fighting the policy of racial separation used by South Africa from 1948 to 1990, which was known with the apartheid, and the racial discrimination that came with this policy. He was charged with sabotage in 1962 and imprisoned for 27 years, but he didn't give up on his fight and continued the political activism as a prisoner. The prison and the unfair treatment of the then Apartheid Government of South Africa did not affect Mandela's beliefs in non-violent means of struggle. Due to his continuous struggle and his ability to persuade people, he became a president of South Africa in 1994. His speeches are still influential for South Africans until now.

✓ **Nick Vujicic (1982- still alive):**

Nick Vujicic is an Australian motivator who was born with a disorder named Tetra-Amelia syndrome, where someone is born without the four limbs. Growing up without legs nor hands was absolutely difficult for Nick who suffered both physically and mentally. But this didn't stop him from being one of the most influential and motivational people in the world today. His disorder led him to create his own organization called "Life Without Limbs

". Millions of people have watched his videos on YouTube and changed their lives forever. He was rewarded for being the best motivational speaker.

3. Glossophobia

The speaking skill today is taken as one of the most important skills of language, and any attempt of communication done without speaking is nearly impossible. With today's globalization, speaking skill has offered numerous opportunities for people to achieve their goals whether in education, work, or daily life situations. Public Speaking is one of those speaking skills that helped people to gain what they intended. It is an empowering life skill that every individual needs at some point of their lives. Yet, and unfortunately, not everyone is good public speaker. In fact, a great majority of people hold a huge fear of public speaking and regard it as a serious anxiety which is referred to Glossophobia.

3.1 Definition of Glossophobia

Glossophobia is a technical term given to the fear of public speaking. The history of the word glossophobia can be traced back to 300 years ago, where Greek psychologists have given this term to the condition of having a serious anxiety to public speaking. It can be classified into two units; glōssa which means tongue or language, and phobos means fear, anxiety and dread (Hancock, 2010, P.202).

According to Pierre Janet (1930), glossophobia is a subset of social phobia and it can be categorized as a type of Psychasthenia, which is a type of neurotic disorders that includes most of the neurotic phenomena, such as phobias, anxiety, obsessions, and depression. Considering glossophobia as a social phobia is because of its symptoms which are the same symptoms of any kind of social phobia, such symptoms appear when the individual is in a distressing social situation, such symptoms include extreme perspiration, trembling, nausea, blushing, and difficulty speaking which are nearly the same symptoms that glossophobic people may have, and that make them avoid public places and situations that oblige them to express themselves publicly (Doctor Ronald.M,2010,P.178).

Glossophobia or public speaking anxiety affects most of the world populations today. The fear of speaking and performing to an audience is not new. Stage fright or performance anxiety is a type of panic that affects people in situations where they are obliged to talk to a large crowd of people. Stage fright grows mainly from the fear of making mistakes in front of others, looking foolish or uncertain...etc. All of these terms are related to Glossophobia. Moreover, studies showed that some individuals may show a slight nervousness of the

thought of public speaking itself, while others experience full-on panic and phobia which may be even considered by them as their biggest fears. (Glossophobia, 2001).

As it is cited in an article titled “do you suffer from glossophobia”; Brawn (1995) defined glossophiba, saying that this phenomenon is the fear of speaking in a public or even the fear of trying to speak. Several surveys along this decade showed that for some individuals, the fear of public speaking is even greater than the fear of death. People diagnosed with Glossophobia usually tend to avoid any kind of interaction that involves standing in front of crowd; they find themselves incapable of controlling their nerves and would even end up having a nervous breakdown in addition to other physical and verbal symptoms and signs. This type of social phobia may not be limited to speaking to large audiences only. Actually, people suffering from Glossophobia may even find it difficult to speak in meetings, classrooms and in other smaller group settings. This will make the suffers struggle to communicate effectively, and consequently, will affect their abilities to further their academic, social and career opportunities.

3.2 Symptoms of Glossophobia

Developments in the latter half of the 20th century and into the 21st have led to a remarkable and an increased knowledge concerning anxiety and phobic disorders, as well as new strategies in treating them. A kind of treatment, which is called the treatment of choice, is a focus on helping people to cope with their anxieties. In many therapeutic settings, therapists usually use an integrated perspective to treat phobic people, and before treating any problem, they should first be aware of its symptoms. (Doctor.R.M.Kahn,2001, P67). Such symptoms can be classified into three categories; physical, verbal, and behavioral;

3.2.1 Physical Symptoms

According to Barbara Fish MEd, the fear may happen in the classroom where the student prays that the teacher doesn't call on him to answer a question. Physical symptoms, which are considered the most overt one, include increased blood pressure and heart beats, increased sweating tendency, stiffening of neck and upper back muscles and dry mouth when giving a speech or presenting a topic in classroom. They find their mouth dries up, their voice is weak and their body starts shaking gradually. They may even sweat; their skins go red and feel their heart thumping rapidly. The thought of speaking in public itself can leave the students frozen with fear; they may even face a nervous breakdown whenever confronted with such large crowd of people, claiming that they would prefer death over giving a speech (Glossophobia, 2001).

Physical symptoms that students usually encounter when confronting a large audience are; trembling, sweaty and clammy hands, hot and cold flushes, dry mouth, nausea and

vomiting, dizziness or fainting, frequent urination, abdominal uneasiness and elevated heart beat under the influence of stress and fear.

3.2.2 Verbal Symptoms

Verbal symptoms are concerned with the performance, the voice and how the physical symptoms affect the speakers' presentation; they include a tense voice, quivering voice as well as vocalized pauses that comfort the anxious speakers. A particular form of glossophobia is the dysfunctional speech anxiety and the intensity of fight-or-flight response, which inhibit individuals from effective performance. People who suffer from speech anxiety, will often distance themselves from opportunities to speak in public situations. Physical symptoms that public speakers may face will reveal their verbal symptoms; such as then nervousness through their voice; the voice may sound tense, they stutter, use words like "Umm" and "Ahh" frequently and speak fast just to finish the performance as possible they can. It would be difficult to control such symptoms because once the speaker hears that his voice sounds nervous, it would be harder to control his fear (Glossophobia, 2001).

3.2.3 Behavioral Symptoms

Are about what the speaker is able to do, and what is not able to do when performing a speech. People who face public speaking anxiety are usually incapable of standing for a long time, they are unable of making eye contact with their audience and wipe their hands on the trousers. These symptoms make it even harder for the person who's about to speak publicly to perform as should be, and would even show that he suffers from the Inability to think clearly thus he mixes ideas, which would result in saying incomplete sentences, words without aim, and even can stop talking. On the contrary, glossophobics are able to perform effectively on stage when they do not see the audience. These persons stay away from events which focus the attention of individuals present in a group and avoiding such situations (Glossophobia, 2001).

According to Dr.ronald.M (2010), such symptoms may involve features of anxiety attacks, including dry mouth, lump in the throat, faintness, palpitations, rapid pulse, trembling, sweating, stomach upset, frequent urination, and inability to move. Some will avoid situations where they would talk publicly, and some may overcome these feelings and go through with their performance.

To make it clearer the symptoms of glossophobia are simplified in this figure below;

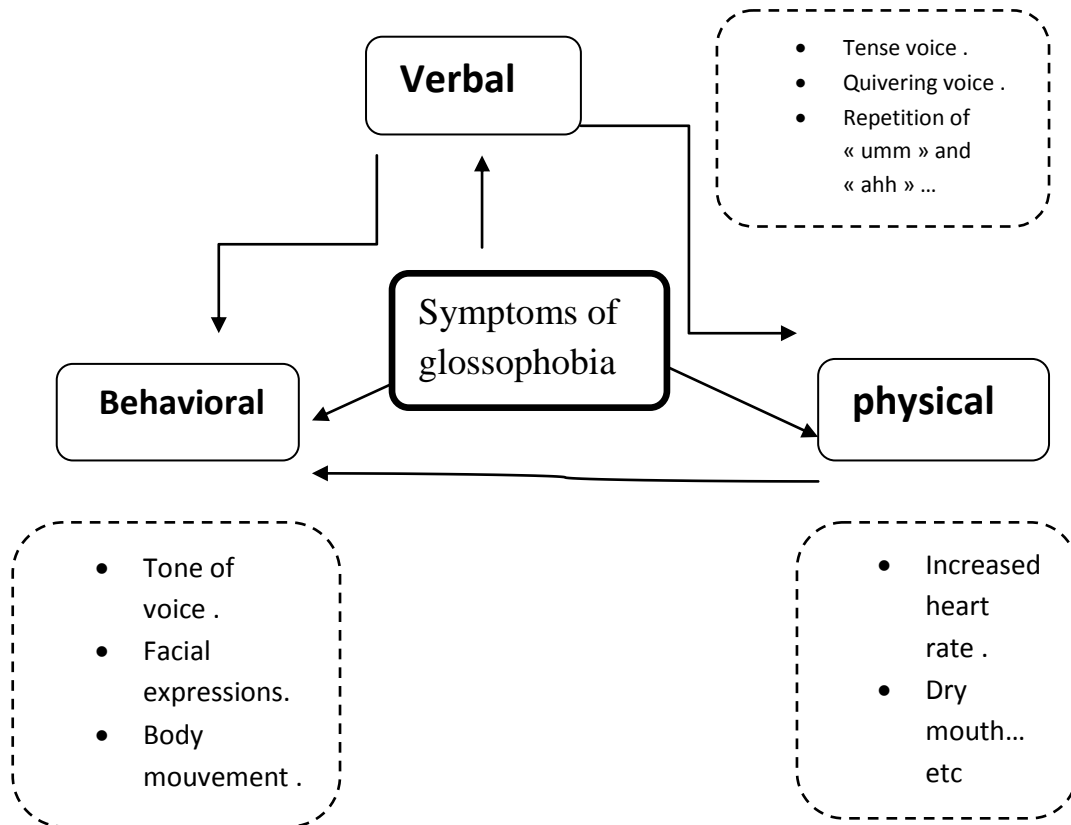


Figure 1: Symptoms of Glossophobia.

3.3 Factors Responsible for Glossophobia

It is believed that there are some basic fears that may take place in the human brain as an internal protection against dangerous creatures or particular experiences such as, the fear of strangers and the fear of public speaking. The Fear of public speaking is not so much related to the quality of a speech as it is to how the speaker feels, thinks, or acts when confronted to a public while performing the speech. There are many reasons behind this fear of public speaking, but the exact factors responsible for the development of this condition are still unknown. However, experts could decide several factors that lead to this disorder. It is often believed that glossophobic people might have been affected by certain events at some point in their life which have made speaking in public a fearful notion in their minds.

All subjects answered that speaking a foreign language in front of other students will result in the most anxiety. According to Beatty, Balfantz & Kuwabara (1989), public speaking anxiety may raise from numerous sources, such as public speaking skills, fluency in a foreign language, emotional predispositions, and characteristics of the public speaking situation itself (P.39).

- **Bad Past Experiences**

Many people who have a strong fear of public speaking have a fear of being judged, embarrassed, or rejected. They may have faced an unpleasant experience, like a presentation of a work in class that didn't go well, or they're been asked to perform a speech in public suddenly and with no preparation. All of these factors make students avoid speaking in classrooms. Thus, they avoid any situation where interaction takes place. The national institute of mental health found that the brains of people who are diagnosed with glossophobia have a response when they face negative comments. Such heightened response wasn't seen in people without Glossophobia.

- **Fear of Acculturation**

Is a process associated with increased anxieties and fears. Precisely, anxiety may take place in situations where there are linguistic communications barriers or individual's expectations are not congruent with what takes place. As reported in an editorial in Canadian Family Physician (1995).

- **Student's Thoughts**

Negative views of oneself as a speaker (I am not good enough at speaking in front of crowd, I am not a good public speaker, I am boring, etc.) can also raise anxiety of speaking in public. Theo Tsoulosides, a neuro psychologist argued in his book that the fear of public speaking is strongly linked to Performance Orientation, in which the students view public speaking as something that requires special skills, and see the audience as cruel judges who are evaluating how good presenters they are.

Lose of Self-esteem:

One of the most remarkable discoveries in educational psychology in recent years has been the finding that students' levels of participation and sharing their ideas in classroom are influenced strongly by their image about themselves. A vast body of research evidence has accumulated showing a positive correlation between these factors.

In one hand, Self-esteem is considered as an essential factor that effect students' speaking abilities, which it can have a great impact on their classroom interaction as well as their academic achievement. Self-esteem is the feeling of people about themselves, feeling satisfied with their abilities and comfortable with their personalities. Richards and Schmidt (2010), defined self-esteem as *“a person's judgment of their own worth or value, based on a feeling of 'efficacy', a sense of interacting effectively with one's own environment”* (p.517). Also, Lawrence (2006) stated that *“self-esteem is an attitude towards oneself”* (p.67). Moreover, Wong (2009) argued in defining self-esteem saying that *“self-esteem is the perception you have of yourself as a human being”* (p.134). Based on these definitions, it

would be convenient to say that self-esteem is people's feeling of having respect for their own character and their abilities. Lawrence and Wong as well defined Self-esteem as the person's way of thinking about his/her character and qualities. Lawrence (2006) described self-esteem as an umbrella term;

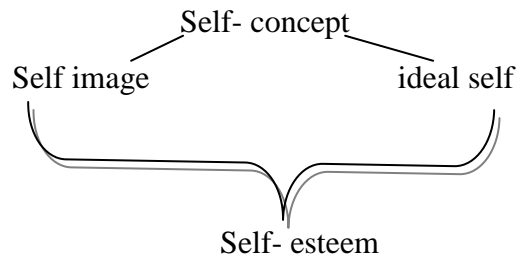


Figure 2: Self esteem as an Umbrella Term (Lawrence, 2006, P3).

Self-image represents how students see themselves, the image that they have about their character and abilities. So, when students are aware of their self-image, they will start to think of how to possess ideal self (I.e.) they start to think about how to build an ideal character. Self-esteem is something that includes both of how students see themselves and how they want to be as Lawrence (2006) argued that “*self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self*” (p.5).

In another hand, students who lose their self esteem are fearful of change, they are worried about what can happen in the future asking questions such as "what if it went this way? What if it didn't go as expect? ...They possess negative attitudes about their abilities and they are usually re-active rather than pro-active. They tend to be pessimistic believing that bad things will happen when they try to speak or participate in classroom, they face difficulties in communicating about what they really want. For them, everything is difficult and they cannot reach it, so this factor affects students' public speaking and make them avoid any situation where self-esteem is needed; subsequently, they prefer to be passive students.

To sum up, most phobias seem to appear unexpectedly, often starting in childhood or early adulthood. A phobia may arise because of a combination of genetic tendencies and other environmental, biological, and psychological factors. People who fear public speaking may have a real fear of being embarrassed or rejected. Glossophobia may relate to one's prior experiences as Dr. Strawn once said; “*An individual who has a bad experience during public speaking may fear a repeat of that prior experience when attempting to speak again,*” (Black.R, 2018).

3.4 Measurements of Glossophobia

Language fear has been claimed by many researchers to influence language learning whereas facilitating this fear produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991, P.361). According to the National Institute of Mental Health (NIMH), 40 million adults ages 18 and older in the United States suffer from one or more anxiety disorders in any given year. Anxiety disorders last more than six months and they may worsen if they go untreated.

Some individuals with anxiety disorders develop problems with substance abuse or dependence. Statistically, more people claim a fear of public speaking than a fear of death (Glossophobia, 2001). It is one of the most prevalent world fears, affecting approximately (75%) of the population.

In a study done by the polling firm buskin have found that “people fear public speaking more than death,” and to replicate the study among college students. Participants in a multi-section communication course (815 participants) completed the survey during the first week of class by selecting their fears from a list of fears, ranking their top fears, and completing the 6 public speaking context items of the Personal Report of Communication Apprehension (24 items). The statistics of this study showed that public speaking was selected more often as a common fear than any other fear, including death (American number one fear, 2011).

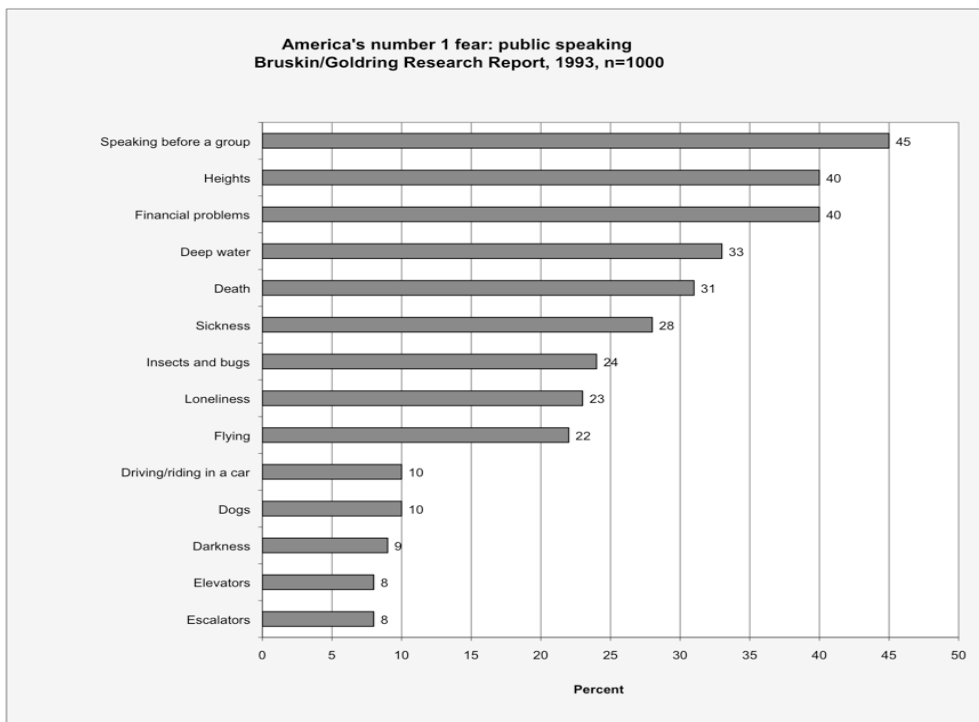


Figure 3: Americans' number one fear public speaking Bruskin goldring survey of Lilyan Wilder's (1999) (American number one fear, 2011).

This figure is about the detailed results from that survey, titled “America’s number one fear: Public speaking”, where they found that 45 percent of those surveyed participants confessed that they feared public speaking. Thirty percent said they feared death.

In a study of 3,000 Americans published in a book that the number one fear cited by 41 percent of those studied was speaking to an audience. Another study done by Ronald Seifert of the behavioral institute of Atlanta indicated that as many as 40 million Americans hate speaking so much, they’d do almost anything to avoid it (American number one fear, 2011).

The FLCAS has been administered, in a number of separate studies, to approximately 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin, and has demonstrated satisfactory reliability with this population. The results of the study, wording to reduce the effect of the negative response and address conceptually and clinically important aspects of anxiety. These results indicate that anxiety specifically related to foreign language class accounts for approximately 25% of the variance in final grades. It seems reasonable to assume that foreign language anxiety would correlate even more strongly with a measure of language proficiency (Elaine K. Horwitz, 1986, P.127).

4. Conclusion

Like the other educational settings, EFL settings are experiencing the problem of fear in foreign language education in different domains of language. Most discussions about foreign language anxiety concentrate on the productive skill “Speaking” (Horwitz & cope, 1986, P.125). The fear of speaking in classroom is considered as a negative factor that lessens the learners’ proficiency due to the fact that under the anxious situation, it is difficult to think clearly.

This chapter evidently had two goals; the first goal is to give students and readers an overview of the nature and the problems of glossophobia and public speaking, means that giving a clear picture to these terms focusing on the different symptoms and factors that may affect students’ public speaking. Highlighting some measurements or statistics from different surveys to show the importance of the topic. The second goal, is to clarify the relationship between public speaking fear and foreign language learning. It will first presents the definition of public speaking and its history, arguing the importance of it in language learning, then it indicates a negative relationship between students’ public speaking factors and students’ achievement.

This chapter shows how glossophobia can be a cause of poor language learning through illustrating in one hand, how poor speakers act in front of people, and in another hand how

some people become famous through their speeches giving some examples or names of good public speakers in the world such as: Martin Luther King, Adolf Hitler, and Ronald Reagan.

Chapter 3

*Methodological framework;
findings and results*

1. Introduction

The present study aims to explore the link between foreign language fear of public speaking and students' academic interaction; issues concerning anxiety in language learning have been widely discussed for more than fifty years (Hurwitz, 2001, P.130). Research on the relationship between anxiety and language learning has been carried out not only for a long time but also covering a wide range of languages such as Arabic, English, and Japanese. One reason for the relationship between anxiety and language learning, having been a hot issue to investigate, is that language courses are believed to be the most anxiety provoking learning tasks for many students (Walker, 1997).

This chapter provides a general description to both students' and teachers' questionnaires, In addition to their administration and analysis. Furthermore, it provides a general discussion of the main results.

There are two main reasons to call for investigation into Glossophobia among foreign language learners. First of all, the word Glossophobia doesn't exist in any research that was conducted in Abbas Laghrour university, the second reason is that the related studies conducted in Khenchela are too limited to draw general conclusion about the students anxiety nervousness and fear, where we found that public speaking is an issue that has attracted little attention in language learning research. With this concerns in mind, this study Examines the following research questions;

8. What are the virtual causes lurking behind the fear of public speaking?
 1. What is *Glossophobia* and how does it affect EFL student's academic interaction(s)?
 2. What are the factors responsible for the fear of public speaking among EFL students?
 3. How can this kind of phobia be reduced and what practical strategies should be taken to do that?

The findings of our research are related to the research questions that guided the study depends on a questionnaire that was developed and used to investigate the students' glossophobia, their perceptions on the reasons leading to that, and the possible strategies to overcome such fear. In addition to teachers' questionnaire which used to give more solidification to the study. This study reports on the adaptation of FL Classroom Anxiety Scale (FLCAS) of Hurwitz and cope in 1986, where the data analysis procedure will be illustrated, data will be analyzed, and the necessary tables and figures will be also presented to

demonstrate the final results and analysis of the quantitative findings of both questionnaires. Data were analyzed to identify, describe and explore the students' fear of public speaking and its effect on their academic interaction. And at the end of this chapter we will provide students and teachers with some suggestions and strategies in order to help them overcome this kind of fear highlighting a new method which is the use of communication coaching mobile application named the ORAI as a suggest for a further research.

4. Methodology and Materials

The method used in this research was carried out in two phases. The first measuring was conducted to students' survey. The second one was conducted to teachers' questionnaire survey.

The use of questionnaires as tool to this research depends on the explanation of Brawn (2001), saying that the advantages using questionnaires are cheap, quick, and efficient. As a result, it gives the opportunity to cover a large number of people within a short time; adding that when questionnaire assures anonymity the participants will feel comfortable responding to sensitive topic (p.77).

The research used quantitative method. Aliaga and Gunderson (2000) defined it as "*explaining phenomena by collecting numerical data that are analyzed using mathematically based methods*" cited in (Mujis, 2011, P1); the advantage of using quantitative method is that *the results are statistically reliable* as Koul explained this in his book (2009, P.82).

B. Students' Questionnaire

A.1. The Description of the Students' Questionnaire

In the scope of learning a foreign language, numerous studies have considered public speaking as an important skill. Researchers investigated various aspects of FL acquisition, highlighting one of these aspects which is "anxiety" that effects students' speaking skill, due to its significant role in learning a language. Whereas, the existing findings that measure anxiety do not test an individual's response to specific stimulus of language learning. According to this view of language anxiety, and for this purpose, Horwitz and Cope investigated FLCAS as a new instrument to measure the FL learning stress, fear, and anxiety. It has been developed to provide investigators with a standard instrument, in order to measure the degree of anxiety as a barrier to students' performance containing its symptoms and situation avoidance.

The study of Horwitz and Cope (1986), considered the most influential in this regard. They defined FL anxiety related to learning process, saying that: "*a distinct complex*

construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). They investigated 225 learners from a beginning language class at the University of Texas where they developed FLCAS, which proved to be a unique contribution to identify the scope of FLA. The model has been widely used by the researchers worldwide. This instrument includes 33 Likert scale items, comprising three related components which are: communication apprehension, test anxiety, and fear of negative evaluation.

Pre-examine Hurwitz and Cope’s instrument Zhao (2007), added the fourth factor which is Fear caused by English classes. So, instead of three factors of Hurwitz and his colleague we have four factors.

FLCAS questions are followed with five possible responses ranging from “strongly disagree” to “strongly agree”. It is meant to measure the degree of FL attitudes experienced in language classrooms that can be presented in their negative performance, for example; the item 7: “I keep thinking that the other students are better at languages than I am”.

The four factors are defined as;

1. Communication apprehension; the fear to communicate with people, whether talking in front of others or receiving and responding on spoken messages. It also causes the fear of not being able to understand others’ speeches, it includes the items: “1, 9, 14, 18, 24, 27, 29, 32”.

2. Test anxiety; is the fear of failing to perform. It can be explained through the high desire that learners put on themselves to be perfect masters of FL. It contains the questions: “2, 8, 10, 19, 21”.

3. Fear of negative evaluation; is explained as the learners’ expectation to be evaluated negatively by others in any kind of situation. The items “3, 7, 13, 15, 20, 23, 25, 31, 33” are used to investigate this factor.

4. Fear caused by English classroom; comfortableness in speaking and negative attitudes towards the class. It includes the items “4, 5, 6, 11, 12, 16, 17, 22, 26, 28”.

A.2. Administration of the questionnaire

FLACS was adopted and administered to forty eight LMD students of first year who were chosen randomly from the department of English in Abbas Laghrour University of Khenchela as a sample of our research. The students answered the questionnaire in their classrooms with the presence of their teachers.

A.3. Data Analysis procedure

The procedure of our study included the administration of the questionnaire and the statistical analysis. We administrated the questionnaire to 48 first year LMD students. In addition to the proportions, the collected data were analyzed through calculating the Mean and the Standard Deviation (SD), believing that the mean is often the best choice for summarizing the central tendency of a Likert item, where we used the following formulas referring to Seliger and Shohamy (1989, P.215). (X bar referred to the mean, and Sigma referred to DS);

$$\bar{x} = \frac{(\sum x)}{n}$$

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

σ = lower case sigma
 \sum = capital sigma
 \bar{x} = x bar

The possible responses of the students are used to score the foreign language fear of public speaking, where we will analyze each category separately then we will generalize it to draw a final result of students' glossophobia. This procedure has been already used in a large number of research projects in different foreign language contexts.

A.4. Results and findings

Table 1. Data analysis for communication apprehension anxiety items.

	SA	A	N	D	SD	NA	Mean	SD
	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)		
Q1	12 25%	11 23%	10 21%	9 19%	6 12%	0 0%	2,708333	2.44335
Q9	13 27%	16 33%	7 15%	9 19%	3 6%	0 0%	2.39583	2.70739
Q14	11 23%	14 29%	2 4%	4 8%	17 35%	0 0%	3.04166	2.83488
Q18	13 27%	1 2%	3 6%	7 15%	24 50%	0 0%	3.58333	3.41760
Q24	15 31%	15 31%	6 13%	5 10%	7 15%	0 0%	2.45833	2.84253
Q27	17 35%	14 29%	3 6%	11 23%	3 6%	0 0%	2.35416	3.06920
Q29	12 25%	12 25%	7 15%	7 15%	10 21%	0 0%	2.81257	2.24944
Q32	5 10%	5 10%	8 17%	15 31%	15 31%	0 0%	3.62598	2.32808

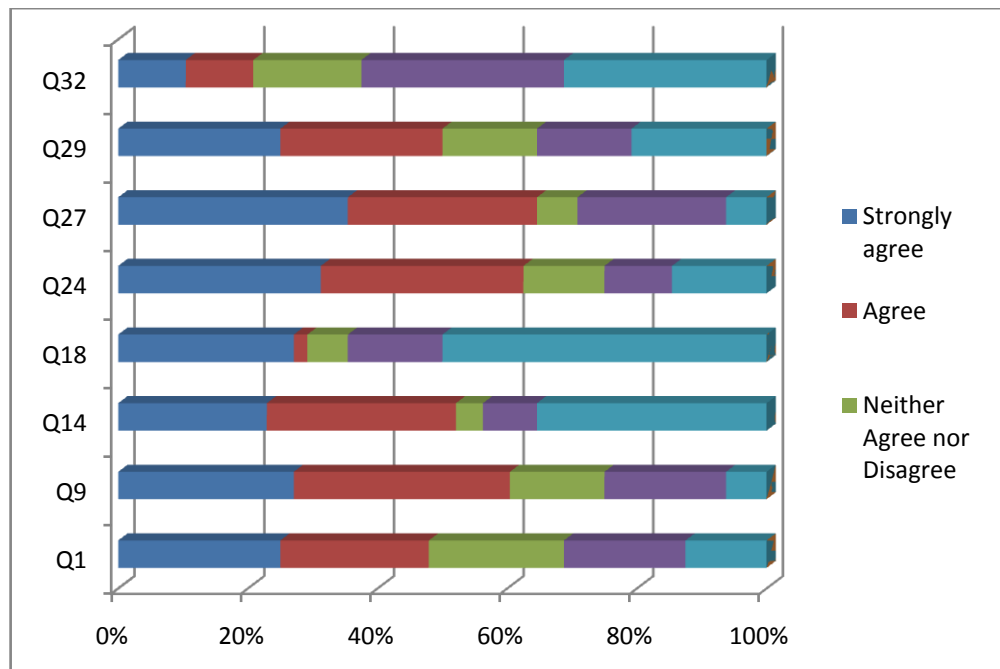


Figure 4. Data analysis for communication apprehension anxiety items.

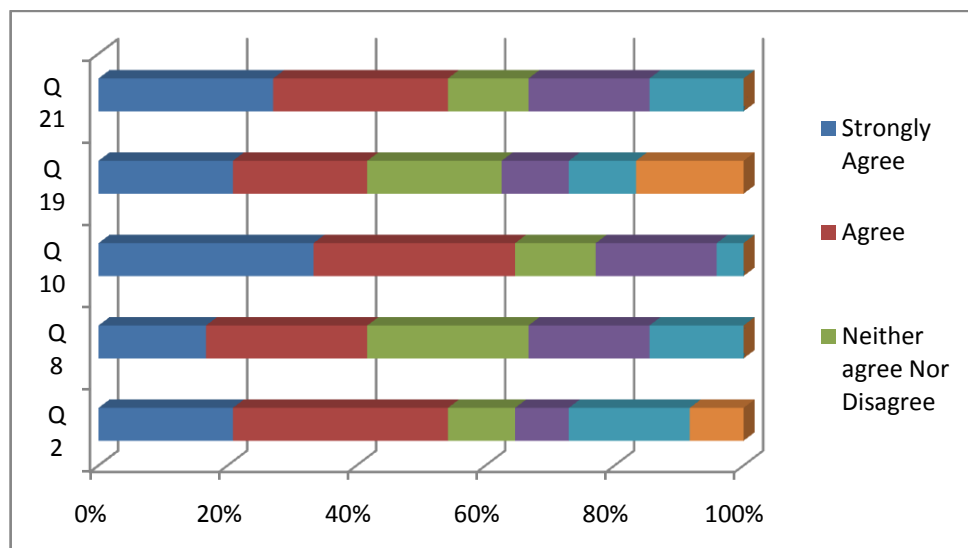
The students' results concerning the first category of the questionnaire survey are given below with a detailed explanation. For each item, the number of the correspondents was 48 students.

Concerning data analysis of communication apprehension anxiety items, questions number 1, 9, 4, 24, and 32, worked nearly the same for testing the average fear, however, Q27 and Q18 had a large standard deviation, this means that students had much different reactions towards these two questions. The range and the spread of fear scores of the two questions are wider. Because Q92 had a lower standard deviation, it shows that the students had more consistent reaction.

Comparing the averages of the students answers, it would appear that the students fear concerning questions Q14, Q18, Q32 is higher than the other questions, it is found that most of the students confessed that they don't feel quite sure of themselves while speaking in their foreign language classes, and they agreed that they start to panic when they have to speak without preparation (60%). The majority of the students get nervous and confused either when they speak in their language class or in front of native speakers (64%) with a mean score of 3,04.

Table 2. Data analyses for test anxiety items

	S A	A	N	D	SD	NA	Mean	SD
Questions	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)		
Q2	10 21%	16 33%	5 10%	4 8%	9 19%	4 8%	3.52034	2.32809
Q8	8 17%	12 25%	12 25%	9 19%	7 15%	0	2.54321	2.23159
Q10	16 33%	15 31%	6 13%	9 19%	2 4%	0	2.29166	2.99332
Q19	10 21%	10 21%	10 21%	5 10%	5 10%	8 17%	3.12875	2.33238
Q21	13 27%	13 27%	6 12%	9 19%	7 15%	0	2.6666	1.93649

**Figure 5. Data analyses for test anxiety items.**

The students' results concerning the second category of the questionnaire survey are given below with a detailed explanation. The number of the correspondents for each item was 48 students.

The higher mean score goes for Q2 (3.52) and Q19 (3.12), with a standard deviation of 2,33, this means that the students had the same reaction towards the two questions, most students (54%) are afraid that their language teacher is ready to correct every mistake they make than the other questions. (52%) of the students can get so nervous they forget things they know with a mean score of 2.66, Q21 had a much smaller standard deviation than the

other questions, it shows that the students had more consistent reaction towards nervousness in classroom. the basic idea is, standard deviation is the measure of dispersion that tells the researcher how far the answers are spread out, where the data analysis shows that the answers of Q2, Q10, Q19, and Q8 are more dispersed than the other questions responses.

Table 3. Data analysis for Fear of negative evaluation anxiety items.

	SA	A	N	D	SD	NA	Mean	SD
	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)	NS P (%)		
Q3	13 27%	10 21%	12 25%	9 19%	4 8%	0 0%	2.60416	2.34520
Q7	12 25%	16 33%	5 10%	9 19%	6 13%	0 0%	2.60416	2.17485
Q13	17 35%	8 17%	7 15%	8 17%	8 17%	0 0%	2.62587	2.44540
Q15	13 27%	13 27%	9 19%	5 10%	8 17%	0 0%	2.62587	2.34968
Q20	10 21%	14 29%	5 10%	11 23%	8 17%	0 0%	2.85416	2.34093
Q23	9 19%	12 25%	9 19%	9 19%	9 19%	0 0%	2.93758	2.16564
Q25	4 8%	9 19%	16 33%	11 23%	8 17%	0 0%	3.20833	2.47790
Q31	10 21%	18 38%	5 10%	11 23%	4 8%	0 0%	2.60416	2.67207
Q33	8 17%	21 44%	8 17%	7 15%	4 8%	0 0%	2.54166	3.10241

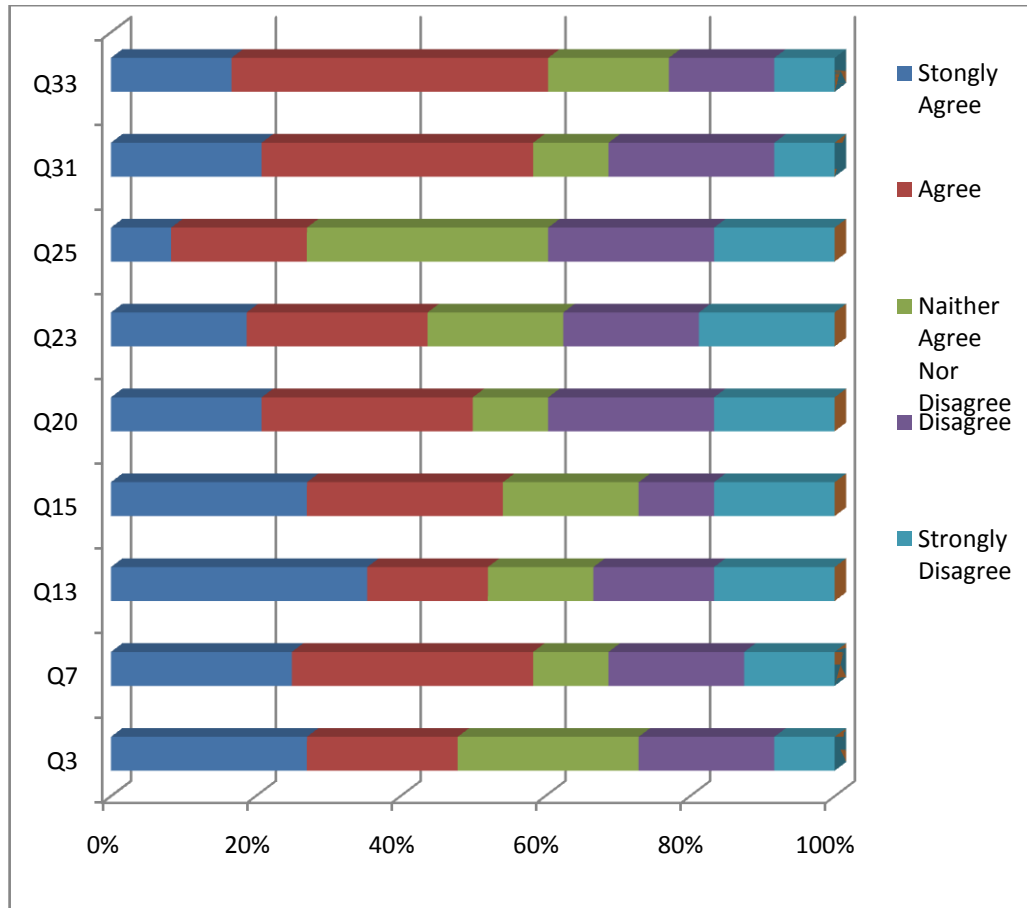


Figure 6. Data analysis for Fear of negative evaluation anxiety items

The students' results concerning the third category of the questionnaire survey are given below with a detailed explanation. The number of the correspondents for each item was 48 students.

This category of fear of negative evaluation anxiety items showed a higher standard deviation with questions 33 and 31, which demonstrates that students answers were more spread out with these two questions. The mean provides an estimate of the central tendency of the answers' distribution, where it is found that the higher mean scores of Q25 and Q23 indicate that a good number of the students confessed that they feel the other students speak the foreign language better than they do, where (50%) of them they come across this kind of feeling.

The results showed a slightly change in the mean scores of the other questions with 2.93 is the highest one and 2.54 is the lowest one. The lowest standard deviation of the questions Q7 and Q23 indicates that the answers are closed to each other than the other questions responses. The results reported that the standard deviation of the question 33 is the higher one which means that the students answers of this question are more dispersed than the others.

(59%) of the students feel afraid that the other students will laugh at them when they speak the foreign language; with a mean score of 2.60. (61%) of the respondents get nervous when the language teacher asks questions which they haven't prepared in advance, this question get a mean score of 2.54.

Table 4. Data analyses for Anxiety caused by English classroom items.

	S A	A	N	D	S D	N A	Mean	SD
	NS	NS	NS	NS	NS	NS		
	P (%)	P (%)	P (%)	P (%)	P (%)	P (%)		
Q4	8 17%	15 31%	7 15%	11 23%	7 15%	0 0%	2.87589	3.43074
Q5	17 35%	12 25%	7 15%	6 13%	5 10%	1 2%	2.93583	2.90860
Q6	13 27%	22 46%	7 15%	6 13%	0 0%	0 0%	2.16666	3.43074
Q11	2 4%	10 21%	4 8%	19 40%	13 27%	0 0%	3.64978	2.68514
Q12	10 21%	15 31%	7 15%	9 19%	7 15%	0 0%	2.75973	2.33238
Q16	11 23%	18 38%	7 15%	4 8%	8 17%	0 0%	2.33333	2.89309
Q17	4 8%	13 27%	11 23%	7 15%	13 27%	0 0%	3.25795	2.49198
Q22	10 21%	17 35%	10 21%	11 23%	0 0%	0 0%	2.45833	3.00659
Q26	5 10%	14 29%	8 17%	11 23%	10 21%	0 0%	3.41583	2.34093

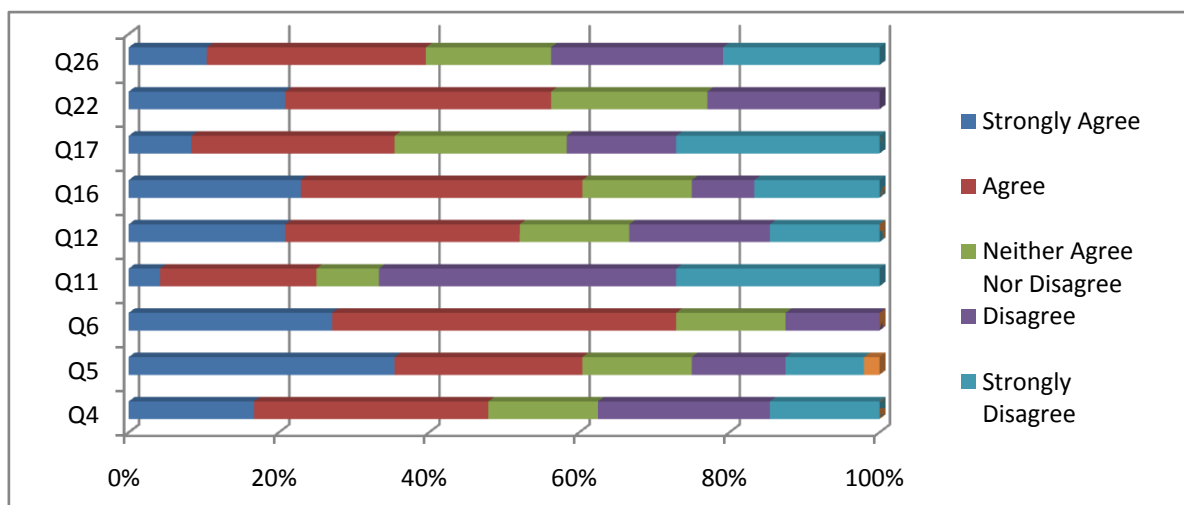


Figure 7. Data analyses for Anxiety caused by English classroom items.

The students' results concerning the last category of the questionnaire survey are given below with a detailed explanation. The number of the correspondents for each item was 48 students.

The mean is the average of the data which is the sum of all the observations. the mean scores of Q11, Q17, Q26 are higher than the mean of the other questions, it indicates that (61%) of the correspondents feel anxious in language class even if they prepared well; they feel more tense and nervous in language class than in their other class as it is shown in the table above with a mean of 3.65 for Q11, 3.27 for Q17, and 3.41 for Q26. Concerning the standard deviation, scores of Q6 and Q22 are higher than the remaining questions which suggests that the students answers are more dispersed than the other students' answers. (56%) of the students stated that they feel pressure to prepare very well for language class with a mean of 2.46. the data results of Q12 having lower standard deviation, tells the researcher that students' answers are more closed than the other questions responses.

Table 5. The overall results of the students' Fear in classroom (proportion);

	Anxious students	Non anxious students	Neutral and no Answers
F 1	223 56%	115 30%	46 12%
F2	123 51%	108 45%	9 4%
F3	217 50%	80 19%	63 31%
F4	244 58%	127 29%	61 15%

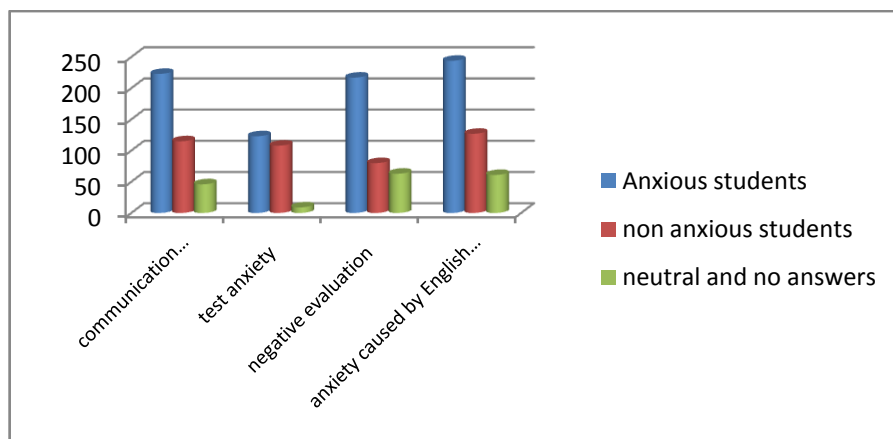


Figure8. The overall results of the four factors of Hurwitz and cope (1986) questionnaire.

Throughout the analysis of the students' answers, table 5 reveals that the students scored a high level of fear on the factor of communication apprehension anxiety. Concerning the fear

caused by English classes factor the participants scored higher level of fear than communication apprehension. Fear of negative evaluation set on the third position, where Test anxiety took the lowest score.

Table 6. The final mean results of each factor of the students' Fear in classroom

Factors	Mean
Communication apprehension	3.28746115
Test anxiety	2.40948
Fear of negative evaluation	2.97339
Fear caused by English classroom	3,7539588

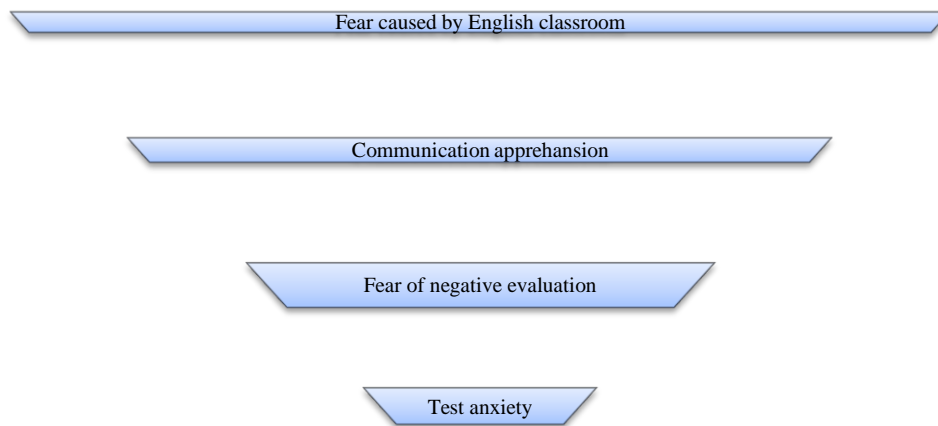


Figure 9. The classification of the four factors according to 1st year students' fear.

The data obtained from the students' questionnaire revealed some interesting facts concerning the four categories of (FLACS), that affect students public speaking in classroom. As it is shown in table 5, students scored a higher level of the first category; "communication apprehension anxiety" (mean score of 3.28). Concerning the second category entitled, fear caused by English classrooms; the results showed that students made a high score even higher than all the other categories (mean score of 3.75). The results as well showed that the fear of negative evaluation took the third position (mean score of 2.9) as a factor that interferes when students perform public speaking in classroom, where test anxiety category took the last category proving that it's not causing as much fear as the other categories (mean score of 2.4).

C. Teachers' Questionnaire

B.1. The Description of the Teachers' Questionnaire

Data was gathered through an online questionnaire submitted to randomly selected 12 English teachers of abbass Laghrour University. The data was coded and the analysis was run to calculate the frequencies for the various items of the questionnaire. The results were presented and discussed. Findings and recommendations are forwarded as a logical conclusion of this research survey.

In this phase, the questionnaire contains 13 closed questions. The participants had to tick the appropriate answer for each question, where the items basically asked for the participants' opinion about glossophobia, symptoms, and the factors responsible for it.

B.2. Results and Findings

Q1. Are you familiar with the term Glossophobia?

Table 7. Teachers' awareness about glossophobia.

answers	P (%)
yes	100%
no	0%

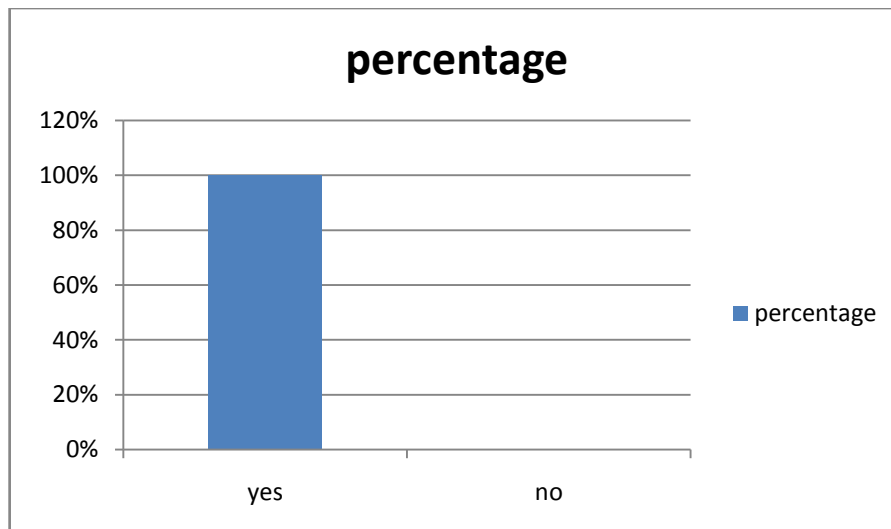


Figure 10. Teachers' awareness about glossophobia.

Concerning this question which was based on questioning teachers about whether they ever came across the term glossophobia or not, all of teachers answered yes (100%).

Q2. Did you struggle with the fear of public speaking when you were an EFL learner?

Table 8. Teachers' answers about their experience of glossophobia.

answers	P(%)
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yes	66%
No	34 %

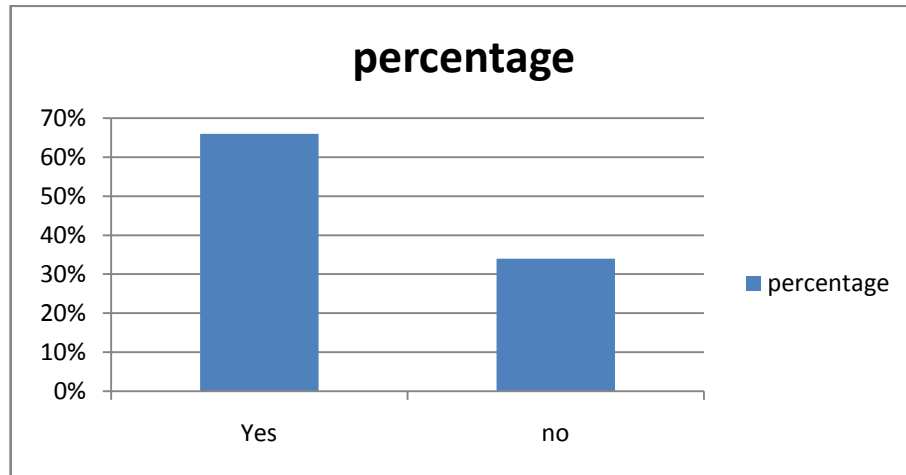


Figure11. Teachers’ answers about their experience of glossophobia.

The majority of teachers in this question confessed that they suffered from this fear of public speaking when they were EFL learners, where it was noticed that (66%) answered yes, while only (34%) of them denied that they struggled with this kind of phobia.

Q3. Do you think your students experience speaking fear in class?

Table 9. learners experience of glossophobia.

answers	P (%)
Yes	83%
No	17%

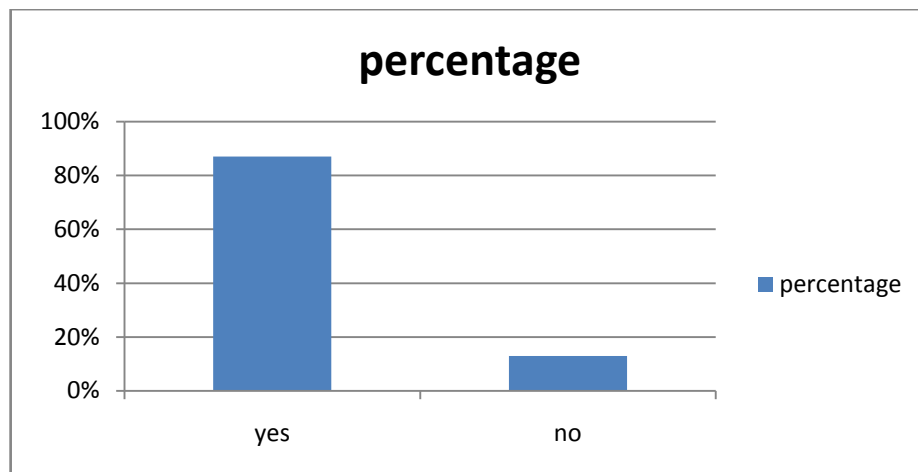


Figure 12. Teachers answers about learners experience of glossophobia.

A large number of teachers in this question, precisely (83%), stated that their students experienced fear of public speaking in class, and only (17%) declared that their students didn't experience such phobia.

Q4. public speaking fear impact students' grades.

Table 10. The relationship between glossophobia and learners' grades.

answers	P(%)
Strongly agree	66%
agree	34%
neutral	0%
disagree	0%
Strongly disagree	0%

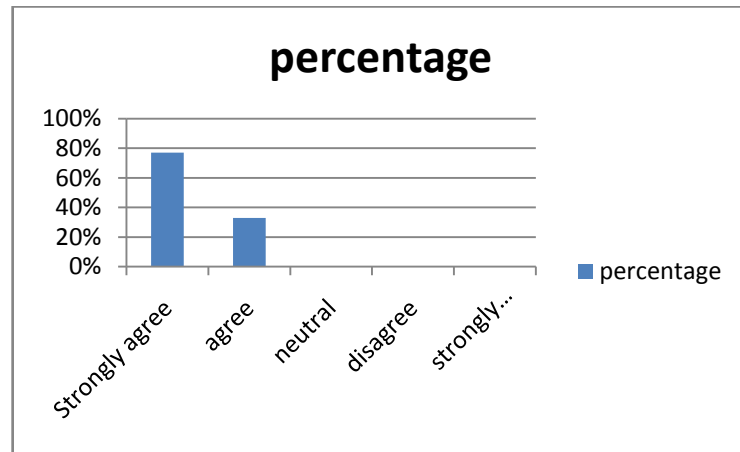


Figure 13. Teachers' answers about the relationship between glossophobia and learners' grades.

Concerning the fact that public speaking fear impact students' grades, all of teachers agreed on that where results showed that (66%) of teachers ticked "Strongly Agree", (34%) of them ticked "Agree" and no teacher at all disagreed.

Q5. On a scale of 1_10, how can you rate your learners' fear of public speaking? (1 = low; 10 = high).

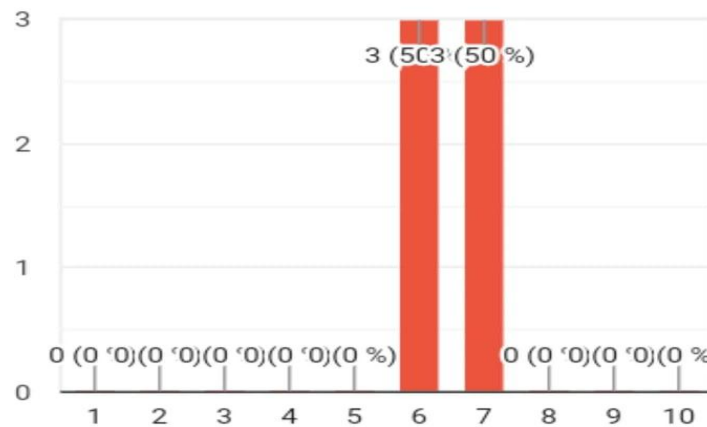


Figure 14. The degree of learners' fear of public speaking.

Teachers concerning this question were asked to rate their learners' fear of public speaking on a scale of 1 to 10, where results showed that (50%) of teachers picked 6 as a scale of rating their students' fear of public speaking, and the other (50%) picked 7.

Q6. In your experience, what factor interfere the most when the learners experience fear of public speaking?

Table 11. Teachers answers about the factors of glossophobia.

answers	P(%)
Communication apprehension anxiety	0%
Test anxiety	17%
Fear caused by English classroom	33%
Fear of negative evaluation	50%

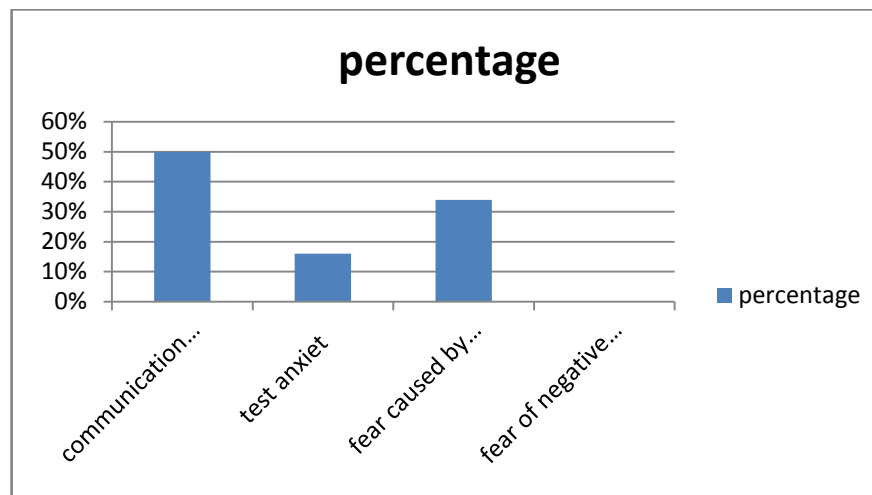


Figure 15. Teachers answers about the factors of glossophobia.

Based on their experience, (50%) of teachers in this question stated that the fear of negative evaluation is what interferes most when students experience fear of public speaking, (33%) of them said that it's the fear caused by English classrooms, (17%) said that it's test anxiety and no teacher picked communication apprehension anxiety as a factor that interferes when students experience fear of public speaking.

Q7. Do you think interactive group exercises may help to build the learner's confidence?

Table 12. Teachers' answers about the effect of interactive group exercises.

answers	P(%)
Yes	100%
No	0%

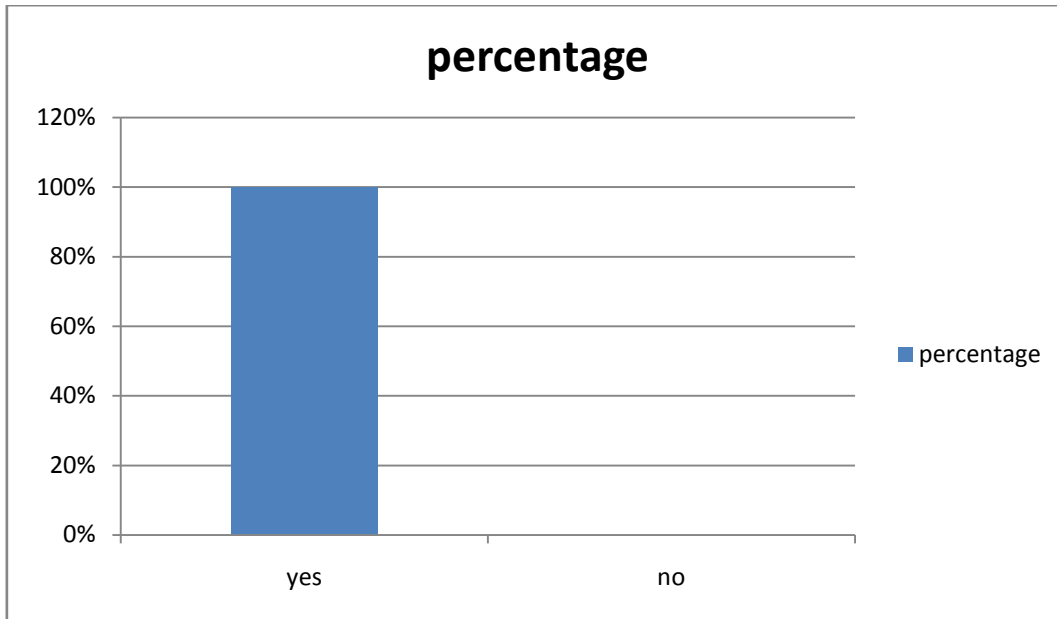


Figure 16. Teachers' answers about the effect of interactive group exercises.

Teachers concerning this question were asked about their opinion whether group exercises would help in building the learners confidence or not, all of teachers agreed on that ticking "Yes" as it is presented in the table above.

Q8. Do you think public speaking should be taught during graduate studies?

Table 13. Teachers' answers about including public speaking skill in graduate studies.

answers	P (%)
Yes	83%
No	17%

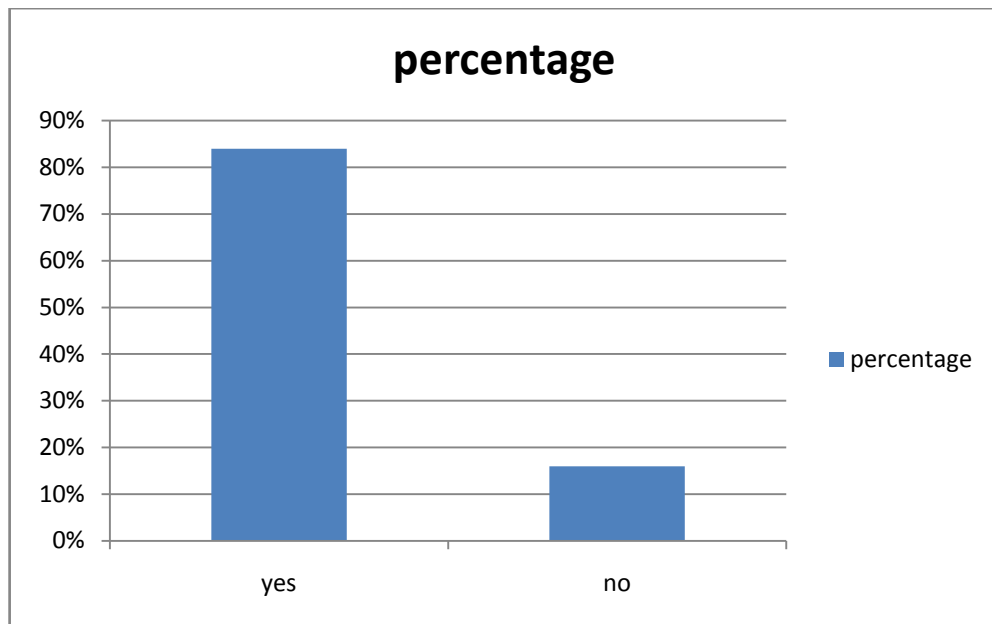


Figure 17. Teachers' answers about including public speaking skill in graduate studies.

This question also asks teachers about their opinion whether public speaking should be taught during graduate studies or not, (83%) of teachers agreed on this answering yes and (17%) of them answered no.

Q9. Do you think that students exhibit different 'personality' or 'oral' characteristics when speaking?

Table 14. Teachers' answers about students' attitudes.

answers	P (%)
Yes	83%
No	17%

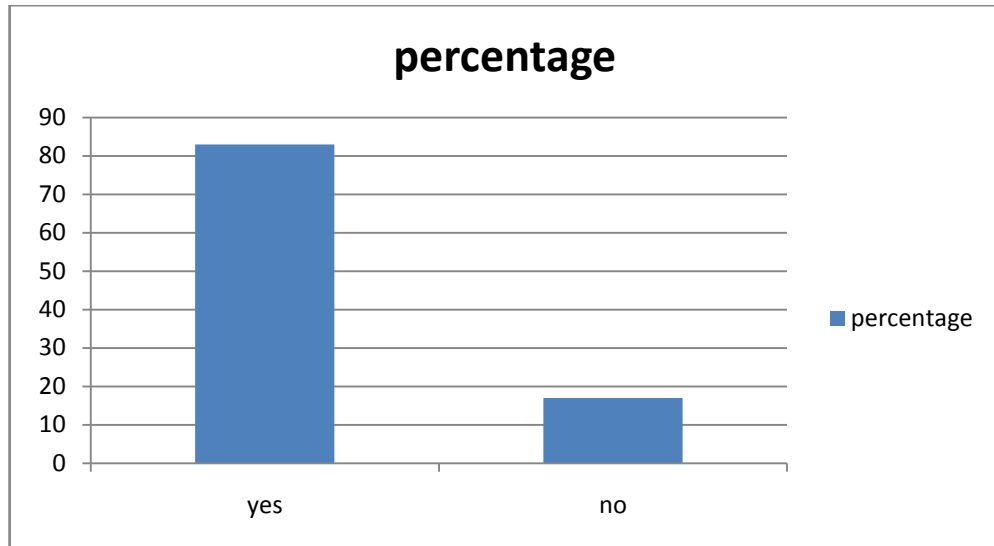


Figure 18. Teachers' answers about students' attitudes.

"Do you think that students exhibit different 'personality' or 'oral' characteristics when speaking?" This was the content of this question where results showed that (83%) of the teachers agreed on that ticking "Yes" and only (17%) of teachers ticked "No" as it is shown in the table above.

Q10. The majority of learners have a fear of presenting in front of a crowd.

Table 15. Teachers' answers about learners' presentations.

answers	P (%)
Yes	84%
No	16%

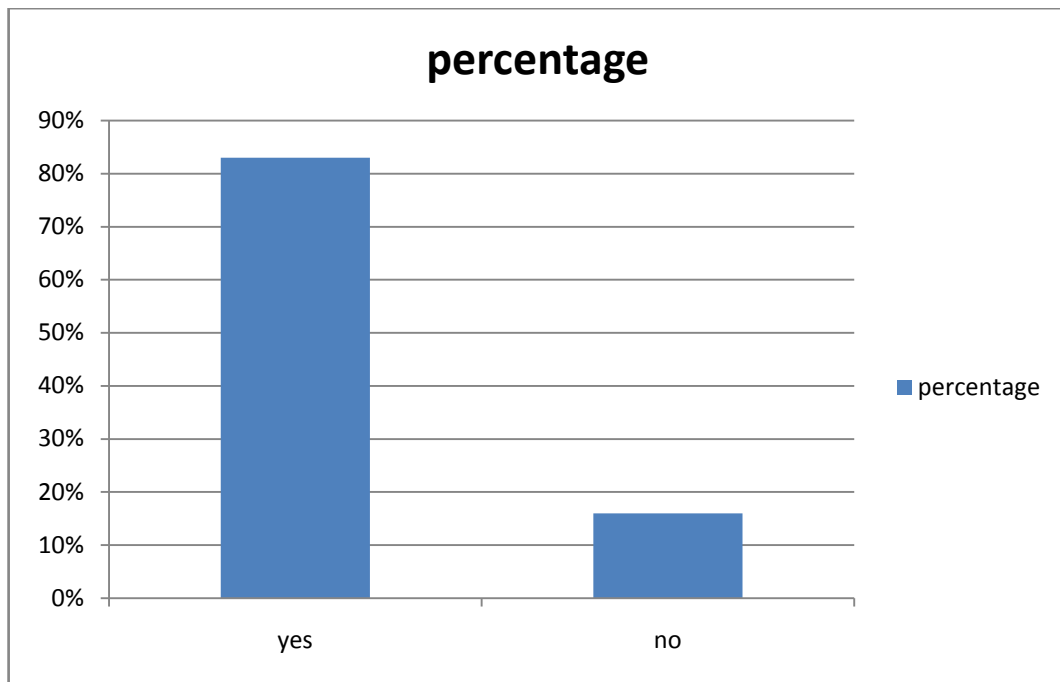


Figure 19. Teachers' answers about learners' presentations.

As it is presented in the table above; most teachers precisely (84%) of them thought that the majority of learners have a fear of presenting in front of a crowd, while (16%) of teachers who were questioned denied that.

Q11. Do you think that this fear is due to the lack of the learners' confidence?

Table 16. Teachers' answers about learners' confidence.

answers	P (%)
Yes	80%
No	20%

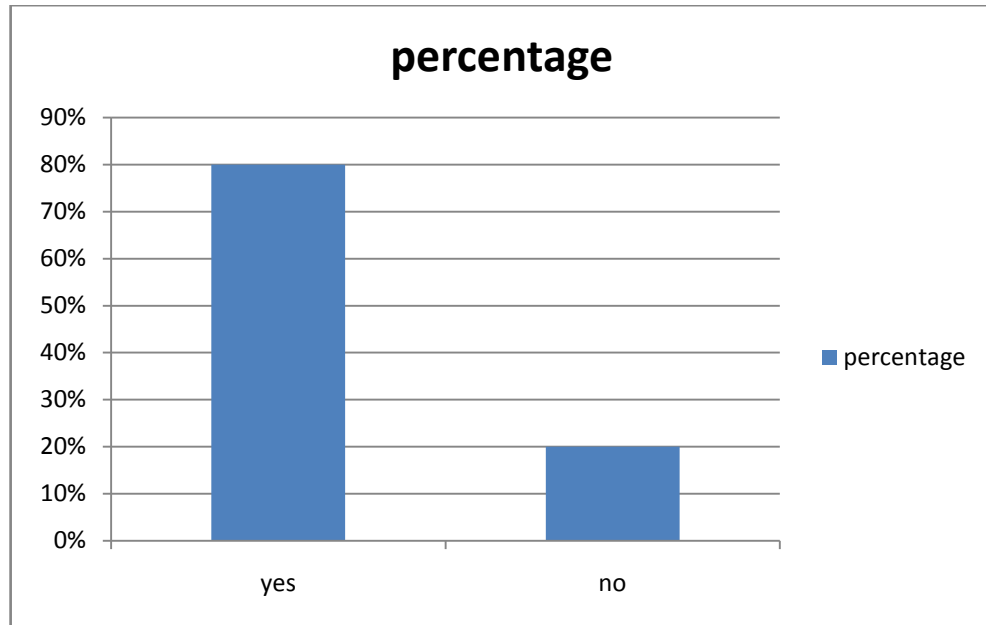


Figure 20. Teachers' answers about learners' public speaking.

The table above; shows (80%) of the teachers think that this type of anxiety is due to the lack of the learners' confidence, ticking "Yes", while only (20%) do not believe of that, ticking "No".

Q12. In oral sessions, have you ever noticed that one of your students is having a fear of public speaking?

Table 17. Teachers' answers about learners' public speaking.

answers	P(%)
Yes	100%
No	0%

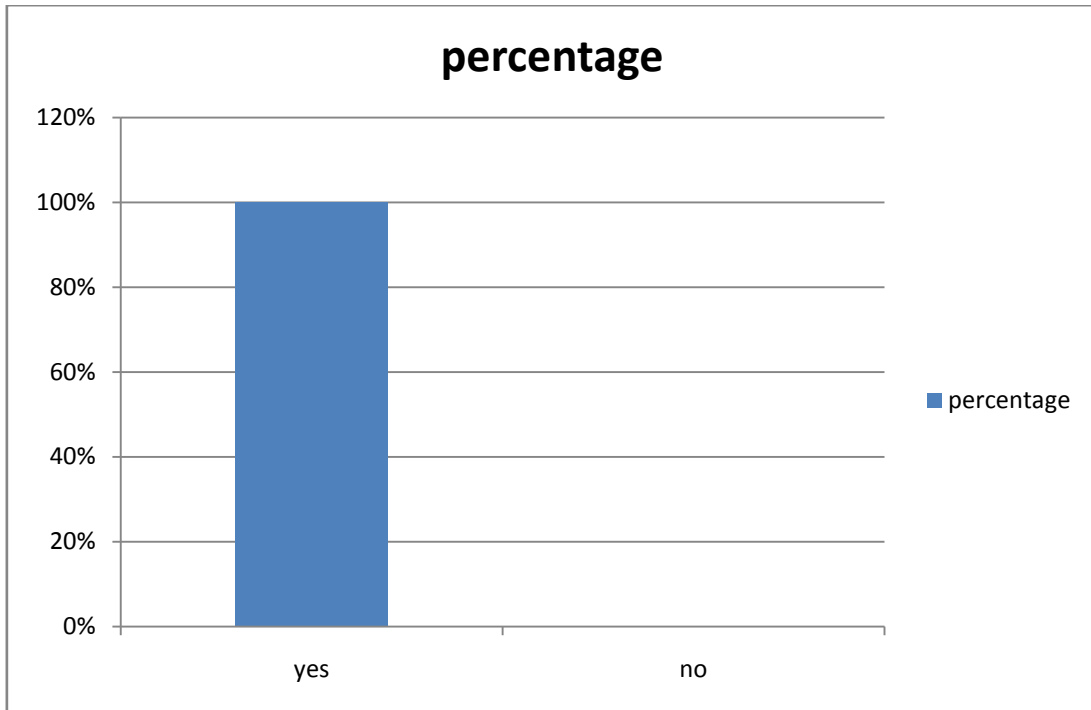


Figure 21. Teachers' answers about learners' public speaking.

All teachers concerning this question stated that they have noticed that one of their students is having a fear of public speaking.

Q13. If yes, which one of these symptoms have assured that to you?

Table 18. Teachers' answers about the three symptoms of glossophobia.

answers	P(%)
Behavioral symptoms	50%
Verbal symptoms	33%
Physical symptoms	17%

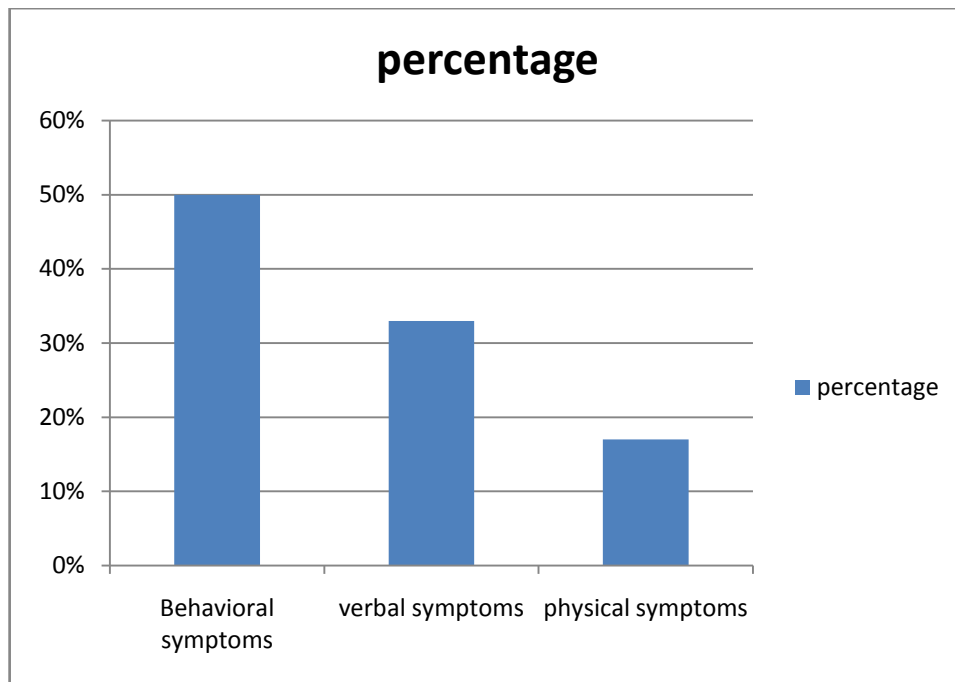


Figure 22. Teachers' answers about the three symptoms of glossophobia.

Based on the previous questions, students were asked about what kind of symptoms they noticed on students who experienced fear of public speaking, where results showed that (50%) of teachers stated that they noticed behavioral symptoms, while (33%) of them stated that they noticed verbal symptoms, and the rest (17%) noticed physical symptoms.

5. Discussion

Concerning the first factor “*communication apprehension anxiety*”; the eight questions elicited the students’ responses related to communicative apprehension anxiety. According to Hurwitz and Cope (1986), communication apprehension anxiety is about the learners’ shyness when they communicate in the foreign language, and it is also “*a distinct complex of self-perception, beliefs, feelings, and behaviors...arising from uniqueness of the language learning process*” (p.128). Aida (1994), illustrated the definition of Hurwitz and Cope saying that learners who suffer from communication apprehension tend to avoid any kind of situations where interaction takes place, and even if they face such situation they can smooth away from it. This can be seen when the students start cutting foreign language class in order to avoid these situations.

According to the students’ responses of this study, they assigned high level of fear to all the eight questions of this factor, where we found that (58%) of the students never feel quite sure of themselves when they speak in their foreign class with a mean score of 3.62, they start to panic when they have to speak especially without preparation, they would be nervous, confused, less confident, and not comfortable when speaking either with native speakers or in their language class facing the audience , where we found that the highest mean scores are for Q32, Q18, Q14, and the lowest one is for Q9. It means that the students fear of speaking is not caused by the act of speaking itself, but it is about

facing audience either native speakers or students and teachers. Whereas (30%) of the students do have a lower level of panic, fear, or nervousness concerning communication apprehension with a mean of 2.35. The results are in line With the studies of Tianjian (2010) and Nahavandi and Mukundan (2003), where the findings revealed that the majority of their participants experience moderate to high levels of speaking anxiety.

The five items of the second category are related to test anxiety to identify the students fear of test and how can this affect their academic interaction. Many researchers argued that test anxiety is an important component of foreign language anxiety. According to Hurwitz et al (1986), many students made grammatical mistakes during either spoken or written tests that they know pretty well before due to this kind of anxiety. Conway (2007), said that test anxiety is “*produced when students remember after the test that they made a mistake and put down a wrong answer because of their nervousness during the test*” (P.45).

The participants of this study show an average level concerning test anxiety with a mean score of 2.41, where it is found that 51% of the sample suffer from the fear of tests, they worry about making mistakes in language classes, the consequences of failing their foreign language class, and they fear teachers’ correction of their mistakes. The fear of tests may be happened because of a bad past experience where the student lost his self confidence, which might be the reason behind test anxiety, The results showed the same symptoms of glossophobia as we explained it before (see P....). our results goes in line with the results of Al-Shboul et al (2013) who have found that Palestinian learners of English as a foreign language also assigned average level of test anxiety; They consider test anxiety as a major factor in their poor performance.

Concerning the fear of negative evaluation, it is defined as “*Apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively*” (Horwitz et al, 1986, p. 128).

The results of the survey questions related to the fear of negative evaluation show a higher level of the participants’ fear with a mean of 2.97, where we found that (50%) they tremble when they know that they are going to be called on in language class, thinking that the other students are better at languages than them, so they never think to give a volunteer answers in their language class, feeling their hearts pounding when they are going to be called on, and they are afraid that the other students will laugh at them when they speak. This factor is the closest one to confirm that half of the students are glossophobic, because the students’ responses show that they have a fear of speaking in classroom in front of the audience. This can be seen clearly in the students’ answers of the nine questions. Their fear of being evaluated by the teacher is big as their fear of being evaluated by classroom mates. In one

hand; our results are totally the opposite of Quddami (2003) results who has found low average level of negative evaluation fear by EFL learners at Al-Quds University, in the other hand; it goes in line with the findings of Na (2007) who has found that EFL learners have high fear of negative evaluation.

The last factor which is Anxiety caused by English classroom; like the other factors the participants have also assigned high level of anxiety with 3.75 mean score. (56%) they get nervous in language class they forget things they know even they are well prepared for language class they feel anxious about it with a mean score of 3.41. The results of this category are in line with the findings of Nahavandi and Mukundan (2013) who investigated the attitudes of Iranian foreign language learners and they found high level of anxiety for all four factors included in this questionnaire.

The gathered data which were obtained from the teachers questionnaire provided clear ideas concerning public speaking fear impact on students. Teachers responses to this kind of fear and what according to teachers is useful to avoid such phobia. The results showed that even teachers have faced this kind of fear at some point in their lives, which indicates that every learner could face fear of public speaking at some time. Results also showed that the majority of teachers have witnessed their students having a fear of public speaking and even observed one of its symptoms which illustrates the fact that glossophobia exists, and in higher levels at Abbas Laghrour University.

According to the announced results from the teachers questionnaire, this kind of phobia is due to the lack of confidence which is mainly caused by the lack of experience and avoiding speaking publicly, all teachers who were questioned agreed on the fact that glossophobia affects students grades and performance, which provides our hypothesis with more strength. The overall results shows as well levels of glossophobia which is 6.5 and which confirms that levels of glossophobia in Abbas Laghrour University are higher than expected and should be treated. Such levels according to teachers are caused by several factors; such as the fear of negative evaluation which confirms the concept that students lack self confidence. Such lack of confidence will strength this fear of public speaking, and leads students to exhibit different personalities when speaking.

Basically, most of the participant teachers argued that glossophobia is a serious problem that should be fixed and that should even be taught during graduate years, to raise students' awareness to this fear, and reduce it.

Moreover, the best way to reduce glossophobia according to teachers is by setting group exercises at classroom, which would enable students to talk more freely; to get out of the box and beat their fear.

To conclude, it would be convenient to say that the teachers questionnaire have confirmed more that glossophobia stands as an obstacle and a barrier to EFL students academic interactions and oral presentations. It showed that every individual would face this fear at some points of their life and revealed the teachers opinions regarding this fear, where most of them considered it as a major barrier that should be erased.

4. Conclusion

The research findings and results support the hypothesis that EFL learners who study in a glossophobic environment would exhibit less academic interaction than those learners who study in a glossophobic free environment. The researcher arrived to the goal which is to investigate glossophobia as an obstacle that prevent EFL students from speaking fluently in public without being scared.

This study identifies and investigate the causes behind the fear of students' public speaking at university depending on the most common used instrument (FLCAS), in addition to teachers' questionnaire, to measure students attitudes.

We found that the high level of anxiety presents the reality of glossophobia, where all the four factors affect the students' public speaking skill with a slightly difference between them.

This research has raised further questions that need investigation; *is there a causality relationship between the four factors of Hurwitz and cope's questionnaire? If there is any relationship, to what extent does reducing the fear of one factor helps in overcoming the fear of the other factors? Are there other factors that can affect students' public speaking, that can be considered as a barrier to their academic interaction?, And since most of Abass laghrour university students are females, does gender indicates higher level of language fear?,* these and other issues should be considered in order to promote more academic interaction atmosphere in the university environment.

5. Suggested Recommendations to Overcome Glossophobia

In education, it is essentially important for every student to be able to get their point across. It is likely that every student will have to speak in public one day. Whether you are giving a presentation to your colleagues, or simply talking to your teacher in a formal way,

speaking skills are essential to get ahead in educational and professional setting. There are different steps that students can use to reduce their fear of public speaking and succeed at delivering their message to their audience. Students should work on their anxiety before they present and on the day present to lower their fear.

As it is cited in Webteam, U, the major steps to overcome glossophobia are;

○ **Before the Speech;**

List down the reasons of your nervousness. If one of the reasons you listed was something like, “I’m afraid I’ll look stupid”, search a little bit more for what would make you look stupid? You may find that it is because you are afraid that you will forget what you wanted to say. This strategy will help you at pinpointing specific things to work and practice on.

Prepare your speech well; the preparation of your speech at the last minute will only increase track. After preparing your speech, practice your speech many times non-stop, practice at least 7 to 10 times just before you deliver your it. Make sure that your main points are known and organized to avoid losing your place. Try to deliver your speech in front of a mirror in order to see how your gestures and body language are working and to practice on making eye contact. Delivering your speech to friends or family members will help you in practicing as well and will provide feedback concerning your performance. Audio or videotaping are very useful ways to evaluate and improve your performance. If your presentation is limited by a given time, make sure that you use a stopwatch as you give your speech. Each time you practice try to make changes to ensure that you will be able to stay within the given time you are limited to. Never forget that most people speak more quickly when they are facing a real audience.

Know your topic; the more you know your topic, the more confident and ready you'll be when delivering your speech. Researching your topic thoroughly will guarantee that you are presenting accurate information and will make you able to answer questions that the audience may ask.

Be aware of the speech situation; dealing with a surprise that may occur in the middle of the presentation may be the hardest thing the student has to deal with. The student should be aware of every aspect of the speech situation ahead of time. Know your given time that you are limited to, who are your audience, how old they are and how many people are there, what kind of equipment you will be using (computer, overhead, podium, easel, etc.), and any

other details that should be taken into consideration within your presentation. Also, if you are including any type of technology in your speech (i.e. a PowerPoint presentation) make sure that you have a back-up plan in case something went wrong because technology can be a wonderful tool but it cannot be predictable.

Make realistic expectations; no one is perfect. Public speaking is difficult to master and even the most talented public speakers make mistakes at some point. Instead of thinking how to deliver your speech flawlessly, think realistic things like how to scan your notes and continue your speech if something went wrong or if you lost your place. Always bear in mind that small mistakes will not ruin your speech.

Replace negative thoughts with positive thoughts and always visualize success. Thinking negatively will only increase anxiety. When a negative thought pops up to mind, try to take it out and immediately replace it with positive thoughts. Other performers such as athletes and musicians have discovered that visualization can be an empowering tool to strengthen performance. Always imagine yourself delivering the speech with confidence and successfully conveying your message to the audience.

Always try to gain experience; one of the best ways to master public speaking is to gain public speaking experience. Always take those opportunities that allow you to speak in public. Speak in your classes or volunteer to give presentations, speak to your friends and family. Try anything that gives you a chance to improve your public speaking skills.

○ **On the Day of the Speech;**

Exercise, try to exercise several times on the day of a speech so that you reduce anxiety and stress and get along with what you are presenting.

Use relaxation techniques. There are some techniques that students can use to relax, lessen anxiety and focus on the task at hand. Some of the most used relaxation techniques are: taking deep breaths in a slow way, tightening and then relaxing your muscles, and imagining a peaceful scene.

Accept fear and make use of it. Accept the fact that you are nervous and always remember that it is normal to have speech anxiety. Use that nervousness to improve your presentation and that extra adrenaline that comes from fear to invigorate your gestures and enthusiasm about your topic. Always remember that even the best speakers get nervous, but they benefit from that nervousness and use it to enhance their delivery.

Act confident and try to hide your fear from your audience. Remember that your nervousness should be invisible to your audience. If you act confidently, your audience will assume that you really are confident. This will create a positive circular process where the audience gives the speaker the respect that he is a competent speaker, the speaker receives positive feedback that gives him more confidence and that confidence enhances his ability and his performance, and the audience gives you more respect again and so on. One mistake that novice speakers usually make is telling their audience that they are nervous. This does not reduce your fear and it will make your audience feel uncomfortable since they expect you to succeed your delivery. Acting confident is a very effective strategy.

Find friendly faces in the crowd. While you are presenting your topic, search for people in the audience that seem to give you positive feedback like nodding in agreement, smiling when appropriate, etc. Making eye contact with those people who have friendly faces will encourage you to go on with your presentation.

Find ways to hide your fear. Keep yourself ready all the time for any kind of glossophobia symptoms. If your mouth goes dry, always stay hydrated and make sure to bring a glass of water with you when you speak. If you suffer from excessive sweat when performing a speech in public, always make sure to wear clothes that will hide that from your audience. If your hands shake during presentation, use gestures that mask that shaking.

One of the major reasons that made students fall in the track of public speaking is that they do not know how to treat this social phobia. They may even tend to use some strategies that will make them more nervous, that's why they believe that they will never be good public speakers and try to avoid public speaking as possible. But if students focused on tips such as the ones mentioned above, they will definitely get rid of their fear and overcome it (Speech fear, 2019).

- **The ORAI Application;**

for personal and professional success of every single person Communication is the most important key to achieve that success. In the Ted talk, Danish Dhamani discusses how can Glossophobic people overcome their fear of public speaking in order to unlock the true potential of them. Danish's way of thinking is to empower everyone around the world to overcome their fear of public speaking and to become a better communicator.

The inspiration of this idea comes to Danish's mind when he went to a country where English for whom is a second language, the fear of public speaking haunted Danish

throughout his early life. By constant practicing and coaching, he soon realized that people are not born public speakers; instead public speaking is a learn able skill. This is what inspired Danish to create Orai, a mobile application that uses artificial intelligence to improve the speaking ability.

“Public speaking is not easy. The way people speak can negatively affect their credibility. The ORAI is a mobile public speaking course designed to tackle this specific problem”.

6. Pedagogical Implications for Classroom Instructions (further research prospects)

Throughout our research findings and results, it seems very important to provide glossophobic-free environment for students. As a result they can share their ideas, information, and even their problems in learning English. Abbass Lghrou’s English departement, should take pedagogical solutions in order to maximize the foreign language learning process, with the help of the teachers discussing this problem; trying to create a communication atmosphere through encouraging the students to participate positively, in purpose of reducing this factor that affects them in their future career and jobs. It is better to find a solution to the phenomenon of fear in order to reduce it at an earlier level in the purpose of maximizing their ability to acquire English and to be better communicators. Helping them to do not fear any kind of situations where academic interaction takes place.

General Conclusion

The present investigation was set out to explore the impact of glossophobia on students' academic interactions and oral presentation. It aims at raising teachers and students' awareness towards fear of public speaking and how it affects students' performance. This study, which took place at Abbas Laghrour University, used the quantitative method depending on the questionnaire as a data gathering tool. Two questionnaires were opted in order to investigate both teachers' and students' attitudes concerning this phenomenon of Glossophobia, and to measure this type of fear within students. The students' questionnaire was designed by Horwitz, and Cope (1986).

After analysing the findings of both questionnaires, the data analysis results reveal that first year English students of Abbas Laghrour University represented by the participants of this research bear a high level of language learning fear. Among the four factors, the fear that is caused by English classes and Communication Apprehension remained at the top with a higher mean. Fear of negative evaluation has been set on the third position, and Test anxiety factor took the least mean.

It has been reported that the participants of this research don't have self confidence, they don't feel comfortable, they panic when they speak in English in front of their classmates, teachers, and even in cases of native speakers if they are around them. The highest means concerning fear of "communication apprehension" goes for the questions that talk about comfortability around native speakers of the foreign language, nervousness and confidence while speaking in English class. The results also revealed as well that first year English students avoided the oral English lessons from the other lessons as far as the degree of fear is concerned. It has been found that the participants of the study have been recorded a medium range of test anxiety, they don't have a higher fear concerning taking tests in language class, and failing their tests, and this is because almost all tests are written rather than oral.

The research findings and results support the hypothesis that EFL learners who study in a glossophobic environment would exhibit less academic interaction than those learners who study in a glossophobic free environment, where this research arrived to its goal. This study identifies and investigates the causes behind the fear of students' public speaking in university depending on the most common used instrument (FLCAS) to measure students' attitudes. It is found that the high level of anxiety presents the reality of glossophobia, where all the four factors affect the students' public speaking skill with slightly difference among them.

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Appendices

Appendix A: Students' questionnaire

**The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbas Laghrour University of Khenchela
Faculty of Letters and Languages
Department of Foreign Languages
Division of English
Students' Questionnaire**

Foreign Language Anxiety Scale:

Please answer the following questions by providing the number correspondent to the option that best describe your opinion.

1. Strongly Agree. 2. Agree. 3- Neither Agree nor Disagree. 4- Disagree. 5- Strongly Disagree.

Questions	1. Strongly Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Strongly Disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					

14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					
20. I can feel my heart pounding when I'm going to be called on in language class.					

Appendix B; Teachers' online questionnaire

<https://docs.google.com/forms/d/e/1FAIpQLSdKBPG1-3GvfVTC4eBTHqmCQq9FBkvsxXzl-vHhj2VjELBhsw/viewform?fbzx=-1364648416971393503>

Teachers' questionnaire

Dear teachers;

This questionnaire is a part of a research project entitled " Glossophobia as a barrier to students academic interaction" aims at exploring the link between foreign language fear of public speaking and students' academic interaction; concerning anxiety in language learning at Abbess Laghrour University at Khenchela. Please mark the appropriate answer by a tick ✓ or provide more details where necessary.

1. Are you familiar with the term Glossophobia?

yes

No

2. Did you struggle with the fear of public speaking when you were an EFL learner?

yes

No

3. Do you think your students experience speaking anxiety in class?

yes

No

4. public speaking fear impact students' grades.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

6. On a scale of 1_10, how can you rate your learners' fear of public speaking? (1 = low; 10 = high).

7. In your experience, what factor interfere the most when the learners experience fear of public speaking?

Communication apprehension anxiety

Test anxiety

Fear caused by English classroom

Fear of negative evaluation

8. Do you think interactive group exercises may help to build the learner's confidence?

yes

No

9. Do you think public speaking should be taught during graduate studies?

Yes

No

10. Do you think that students exhibit different 'personality' or 'oral' characteristics when speaking?

Yes

No

11. The majority of learners have a fear of presenting in front of a crowd

Yes

No

12. Do you think that this fear is due to the lack of the learners' confidence?

yes

No

13. in oral sessions, have you ever noticed that one of your students is having a fear of public speaking?

Yes

No

14. if yes, which one of these symptoms have assured that to you?

Behavioral symptoms (Tone of voice , Facial expressions, body movements).

Verbal symptoms (Tense voice, repetition of "amm" and "ahh").

Physical symptoms (Increased heart rate, Dry mouth...etc).

الملخص