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**Exploring the Impact of Communication Apprehension on EFL Students' Public
Speaking
The Case of Second-Year EFL Students at Biskra University**

Dissertation submitted to the Department of Letters and Foreign languages in partial
fulfilment of the requirements for the Degree of **Master in Sciences of Language**

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Declaration

I, **Kenza ZIAD**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

“In the Name of Allah, the Most Gracious, the Most Merciful”

I would like to thank Allah for giving me the courage to carry through the long road of this piece of research.

This work is dedicated to:

My beloved mother Ouarda, your love, support, and sacrifices are my greatest inspiration. I ask Allah to grant you good health and protection.

My dear step father Adel, who has filled the role of a father in my life, your kindness, guidance, and love have made all the difference. Thank you for being there for us.

To the one who I really love, who sincerely supported me, I am eternally grateful.

My father Abderrazak.

My dearest grandmother Saida Zire.

To my little angles Othmane and Bouthaina whom I have been the luckiest to be their older sister.

My beloved sister and brother Dhikra and Youcef.

My best friend and soul mate Sara.

My aunt Salwa, uncle Mohamed, and all their children namely: Khaoula, Islam, Ayoub, Rami, Ines, Ala, Yahia, Israa, and the cutest Batoul.

To our baby princesses Meriem Eline and Ritaje.

I dedicate my work with love and respect.

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Abstract

Public speaking becomes one of the essential skills that are needed for both academic and professional development. Therefore, it is addressed to undergraduate students, particularly, in EFL division. But unfortunately, some of those students may find this act difficult for a several reasons, mainly experiencing negative feelings such as communication apprehension. In this vein, the present project aims to explore the perceptions of both EFL teachers and students on the impact of communication apprehension on EFL students' public speaking, and answering the research questions which aims at; outlining the main factors which cause EFL learner' public speaking difficulties, figuring out the extent to which communication apprehension impacts second year EFL learners' public speaking, investigating the main factors that cause CA, and finding some strategies that would help students to reduce this phenomenon. Aiming to reach our objectives, the researcher used two data collection tools to check the validity of the research hypothesis, more specifically, a questionnaire for (50) second year EFL students along with an interview for six (6) EFL teachers who teach or have experienced teaching oral expression module at Biskra University. The results have shown that both linguistic and psychological barriers are considered as the main constraints that hinder students from delivering effective speeches. Furthermore, it revealed that both students and teachers agreed that communication apprehension has negative effects on students' performance and highlighted different sources behind this problem which involve student-related, teachers-related, classmates related, and classroom-related factors. Finally, the results came up with effective strategies that used by teachers or students themselves to overcome this problem.

Key words: Public speaking, communication apprehension, EFL learners, factors causing apprehension, strategies.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

Etc: et cetera (and so on, and so forth)

Et al: et alia (and others)

e.g.: exempli gratia (for example)

i.e., id est. (in other words)

RQ: Research Question

PS: Public Speaking

CA: Communication Apprehension

OCA: Oral Communication Apprehension

OE: Oral Expression

p: Page

para: Paragraph

&: And

(n.d.): No Date

Q: Question

%: Percentage

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General Introduction

It is a well-known fact that English is a language that is spoken all over the world today, and has given an international outstanding due to its spread and use among people in several fields, as economics, tourism, and education. In the realm of EFL teaching and learning, the need to master communication soft skills has gained a surge in interest. Thus, any process of communication entails the mastery of verbal features of language such as (vocabulary, grammar, pronunciation, etc), in addition to non-verbal ones (e.g. gestures, eye contact, facial expressions, etc). These features are required in delivering a speech in front of an audience in order to convey the intended meanings; that is known as public speaking.

Still, an adequate portion of EFL learners meet difficulties during the act of public speaking, since they face difficulties in sharing their thoughts and ideas effectively due to many reasons such as lack of language and paralinguistic competence, shyness and anxiety. This latter has many aspects mainly communication apprehension which associated with the fear of communicating with others as well as the fear of being judged. This apprehension can significantly impact EFL learners; particularly, in contexts that require public speaking. Moreover, different researchers conducted studies seeking to discover the main factors that contribute to this phenomenon. As a consequence, understanding these factors led to the development of targeted strategies that aimed to reduce communication apprehension mainly among EFL students.

1. Statement of the Problem

People around the world learn foreign languages to use them either for general or specific communicative purposes. To express their ideas, thoughts, knowledge and/or attitudes, they need to ameliorate their oral communication skills/competences. For this, teachers design and assign different communicative activities such as role plays, group

discussions and oral presentations. This latter will help them discuss any topic in front of an audience. However, they are not an easy task for many students because they require good linguistic and paralinguistic competences in addition to being in a good psychological state. They find difficulties to deliver successful speeches in front of their teachers and mates. For example they worry about making mistakes like mispronouncing words, or producing sentences full of grammatical mistakes. They may even lose their ideas or control of themselves.

All these problems happen due to many reasons such as having poor linguistic competence, lack of preparation, lack of self-confidence, lack of motivation, shyness and experiencing some levels or degrees of speech anxiety, especially speech apprehension. This latter is considered as one of the main affective factors that affect students' learning process especially their speaking performance. Thus, this study will deal with the impact of communication apprehension on EFL student's public speaking. The researcher will explore its main causes, signs and effects. Moreover, she will try to suggest some solutions and recommendations.

2. Research Questions

This study is based on the following questions:

- RQ1: What are the major factors that hinder EFL students from delivering a well-structured and a comprehensible speech in front of public?
- RQ2: How can communication apprehension affect EFL learners' public speaking?
- RQ3: What are the factors that cause communication apprehension among EFL students?
- RQ4: What are the useful strategies that help to reduce this problem?

3. Research Hypothesis

Through this study, we attempt to verify one main hypothesis:

We hypothesize that communication apprehension affect negatively students' public speaking.

4. Research Aims

Through this study, the researcher aims to:

- Discover the major factors that obstruct EFL students' public speaking.
- Determine the main factors that cause communication apprehension in EFL classes.
- Investigate how communication apprehension has an impact on EFL learners' public speaking.
- Determine the main strategies that used to alleviate such a phenomenon.

5. Significance of the Study

Many students encounter a feeling of fear and anxiety while performing in front of their teacher and mates. This affects their performance due to many reasons, mainly, oral communication apprehension. Therefore, this study will shed light on one of the most possible reasons behind the difficulties that face EFL learners in public speaking which is communication apprehension. The researcher will try to suggest some methods and strategies to help them overcome this problem and, therefore, to deliver a successful well-structured and comprehensible speech in front of their teachers and classmates.

6. The Research Methodology

6.1 Research method

The present study will take the form of a mixed method approach, that deals with both qualitative and quantitative methods, to answer the research questions. This method is more suitable and applicable for the nature of this study that belongs to social sciences.

6.2 Population and sample

In this study, we will choose second-year EFL students at Mohamed Kheider University of Biskra as a population (N=391) because they are expected to use oral presentations. Yet, fifty (50) of them will be randomly chosen to participate in this investigation, in addition to six (6) EFL teachers who teach or have experienced teaching oral expression module.

6.3 Data Gathering Tools

Since we will conduct a mixed method approach, the research will depend on two different data gathering tools: a semi-structured questionnaire for students and a semi-structured interview with teachers. These tools will serve to know the most difficulties that EFL students face in their public speaking, to explore the main causes of communication apprehension and to discover its main effects on their public speaking skills. Finally, to determine the useful strategies used to overcome communication apprehension.

7. Structure of the Dissertation

This dissertation is divided into three chapters.

Chapter one is devoted to present an overview of public speaking, mainly its definitions, importance, evolution, elements, in addition to the types of speech delivery,

methods, as well as its basic format. More specifically, it focuses on principles of public speaking, qualities of a good speaker, ethical public speaking, and teaching public speaking skills. Finally, it concludes with a discussion of students' speaking difficulties in public and the main reasons behind these difficulties.

Chapter two is devoted to the overview of oral communication and communication apprehension. It consists of two sections. The first section revolves around oral communication, mainly its nature, and importance. The second section dealt with communication apprehension, its definitions, types, causes, measurement, and symptoms. Moreover, it determines factors that contribute to communication apprehension among EFL students, its effects, and teachers' role in reducing communication apprehension.

Chapter three is subdivided into three sections. The first one is concerned with presenting the rationale behind the research methodology adopted in this study. The second section is devoted to the data analysis and interpretations, in addition to the discussion and summary of the study findings. Lastly, the third section presents pedagogical implications, recommendations, and limitations.

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Introduction

Public speaking (PS) is one of the main oral skills that play a crucial role in many domains. It becomes a need in different social events and in professional and educational settings. Moreover, in the educational sector, students learn courses in the classroom which require speaking in front of their teachers and mates. For this reason, students need to improve such a skill. This chapter intends to provide a general overview on the art of public speaking. It highlights the various definitions provided by different researchers concerning this issue in addition to its importance and evolution in different ages.

Furthermore, the core of this chapter is to shed light in details on the common elements of public speaking, its steps, as well as the three P's of public speaking. After that, it provides insights about different types of speech delivery, its methods, and its format. In addition, to the principles of public speaking, qualities of good speaker, ethics of public speaking, in addition to teaching public speaking skills. Eventually the chapter finishes with EFL students public speaking problems and the main reasons behind them.

1.1 Definitions and Importance of Public Speaking

Many scholars and authors viewed public speaking as a way of sharing one's thoughts, ideas, beliefs and attitudes with other people. In this context, Lucas (2009) argued that "public speaking, as its name implies, is a way of making [one's] ideas public – of sharing them with other people and of influencing other people" (p. 4). Moreover, Novaković and Teodosijević (2017) defined public speaking as every time someone talks to a group or one person, whether face-to-face or via electronic means of communication, aiming to achieve a specific goal or show a certain image using different ways to influence, inform, and entertain.

Similarly, Yee and Abidin (2014) explained that public speaking is speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners. Ultimately, the goal is for the audience to take away a message they can learn from at the end of the speech. Slagell (2012), on his part, stated that “In everyday language, public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech” (p. 1). Following this definition, public speaking seems as an everyday practice through which the speaker conveys thoughts to an audience using a speech.

Furthermore, Miller (2020) provided the following definition on public speaking:

Public speaking is an organized, face-to-face, prepared, intentional (purposeful) attempt to inform, entertain, or persuade a group of people (usually five or more) through words, physical delivery, and (at times) visual or audio aids. In almost all cases, the speaker is the focus of attention for a specific amount of time. There still may be some back-and-forth interaction, such as questions and answers with the audience, but the speaker usually holds the responsibility to direct that interaction either during or after the prepared speech has concluded (para. 7).

This description emphasizes that public speaking is a purposeful and organized communication effort by a speaker toward a group of people through words or presentation aids for a certain purpose; in that case, a give-and-take conversation such as questions and answers between the speaker and the listener is possible. To conclude, Aminin, et al. (2022) summarized that public speaking is a combination of speaking skills and the ability to speak in front of a large audience. All in all, most definitions agreed upon the idea that public speaking is about sharing ideas and presenting a message in front of an audience for a given purpose.

The importance of public speaking is widely represented in various aspects of life, and it has advantages for individuals in many fields. Nikitina (2011) emphasized that public speaking is a central aspect in both personal and social life. According to her, public speaking can boost self-confidence, enhance communication and organizational skills. Additionally, as public speakers develop their listening and persuasion abilities, they also cultivate a greater social influence. Moreover, public speaking opens doors to meet new people, and reduce anxiety when speaking in public, and it helps to improve memory, as well as provides better control over emotions and body language (Nikitina, 2011).

In the same vein, Schreiber and Hartranft (2017) highlighted that public speaking is needed for personal events, like weddings and funerals while learning to speak confidently in these situations helps people play important roles in their families and communities, and builds self-confidence. They also illustrated that public speaking is important for both professional development and advancement. Thus, effective public speaking is important for employees to succeed in their career.

To conclude, public speaking is a soft skill that can benefits individuals personally and professionally. Also, it helps to create a high position in society and open up different opportunities in social life.

1.2 Evolution of Public Speaking

Public speaking has a long history and was traditionally viewed as an art of persuasion. Decaro (2013) asserted that the art of public speaking was first started in ancient Greece and Rome around 2,500 years ago, where they called it as “rhetoric”. He also added that Greeks and Romans practiced public speaking in their daily life in a traditional way i.e., face to face, in order to convey their messages and persuade people. In the same regard, Barnard (2018) illustrated that Aristotle and Quintilian are considered to be among the well-

known ancient scholars, whom put forward the basic guidelines of public speaking. In this area, Quintilian wrote a meaningful text book named “twelve-volume textbook on rhetoric”, while Aristotle defined three distinct rhetorical appeals as they pertained to the art of persuasion: Ethos, Logos, Pathos (as cited in Barnard, 2018). Additionally, according to Aristotle ethos is about credibility and authority, logos refers to speaker’s appeal to logic, while pathos is used to persuade an audience by appealing to their emotions. Furthermore, Barnard (2018) mentioned that Cicero, a famous roman orator introduced a five step-process “five canons of rhetoric” for developing a persuasive speech which are still used by many public speakers today. According to Nikitina (2011, p. 12) these steps are:

- **Invention:** the development and formulation of the argument and what to say for the purpose of persuasion.
- **Arrangement:** means the well structured and coherent argument.
- **Style:** the way of presenting an argument by using rhetorical techniques and powerful words that affect the audience.
- **Memory:** memorization of speech and make it sound natural.
- **Delivery:** presenting the speech using voice strength and body language effectively.

Barnard (2018) also stated that in the modern ages (in the 20th century), public speaking become important in education, where educational institutions began teaching communication courses, then online courses witnessed a great increase due to the widespread of the internet. In the 21st century, public speaking becomes more required in many events such as business meetings (Barnard, 2018).

In short, the art of public speaking has witnessed a significant development from the oldest to the modern ages. It plays a vital role in countless domains such as education, business, etc.

1.3 Shared Elements of Public Speaking

In public speaking, there are some important elements required to ensure a good speech delivery. These elements are interrelated and working together to realize the process of public speaking. It is important to understand essential components of public speaking, once getting with these elements, the speech will be done effectively (Getting Familiar With the Main Elements of Public Speaking, 2021). In this sense, Devito (2016) suggested the following public speaking' elements:

- **The speaker:** is the center of the transaction, as s/he the reason of the assembly.
- **The audience:** refers to the listeners or readers of the speech, whether in live setting, or from other sources such as television.
- **The message:** is the giving speech of any length, where the speaker using linguistic (words or sentences), or paralinguistic capabilities (facial expressions, body language, etc), in order to persuade the audience.
- **The channel:** it is the tool through which the message is transmitted, namely auditory or visual channels.
- **Noise:** can be defined as anything that prevents the listener from receiving the message well. It may take four forms: physical (e.g. cars honking), physiological (hearing or visual impairment), psychological (wandering thoughts), or semantic like misunderstanding meanings. However, there are some ways to reduce its effects, for example enhancing thoughts using presentation aids.
- **Context:** refers to the circumstances in which the speech take place between the speaker and the listener, including: place, the nature of the relationship between the speaker and his/her audience, time, gender, beliefs, values, etc...

- **Ethics:** is an obligation in public speaking, because it deals with what is morally right and wrong. Moreover, the speaker should take the position that ethics is objective or subjective based on some values and beliefs.

In the same way, Grice and Skinner (2012) agreed that there are seven elements of public speaking namely: speaker, listener, message, channel, noise, context (as they named environment), except for the seventh element of “ethics”, and they added another main element which is “feedback”. Accordingly, Grice and Skinner (2012) defined feedback as the listeners’ reaction to the speaker’ message, and it can be verbal or non verbal. Feedback makes the speaker pay attention and interpret it accurately.

On the whole, public speaking comprises seven key elements and each element simultaneously has its influence, and is influenced by the other elements. However, the main shared elements are: the speaker, the listener, the message, channel, and noise.

1.4 Steps of Successful Public Speaking

Giving a speech is not difficult as most people think; however, it is like any other practice that entails a set of steps that make the process easy to learn and apply and offers the speaker valuable hands-on experience. For this, Goodman and Green (n.d) listed the following steps:

Step 1: Choosing a topic: the speaker should take considerable time in determining the appropriate topic for the audience, the occasion of the speech, as well as the type of speech.

Step 2: Analyzing the who, why, and where: the next step is analyzing the audience, in the sense of knowing what they need, why they are here, and what are their goals, to give a particular speech to this audience.

Step 3: Topic research: gathering materials and evidence: after that, the speaker should start researching about his/her topic using any kind of library. Moreover, the speaker should delve into the research, not be superficial, and spend a long time to gather information in order to support his/her claims to the audience.

Step 4: The thesis statement: it is important for the speaker to emphasize thesis statement at the end of the introduction, to define the main issue and the right direction of speech to the audience.

Step 5: Preparing supporting materials: once getting with the thesis statement, the speaker need to rely on some supporting materials to strengthening his/her own thesis statement, such as including facts, statistics, anecdotes, etc.

Step 6: Organizing and outlining your speech: the next phase is taking notes into a notecards and start organizing the main points of the speech, following with an outline of the information which called “organizational pattern” in public speaking that will help the speaker to remember what to say next, and for the audience to follow along.

Step 7: Creating presentation note cards: presenting improvisationally using note cards which contains key words instead of reading the outline word for word.

Step 8: Practice makes darn good: the speaker has to practice his/her speech in front of a mirror, record his/her self, or even practicing with his/her friends. It is an important step for the speaker, because it will help him/her to speak fluently and succeed in the presentation.

In conclusion, public speaking involves eight important steps according to Goodman and Green (n.d). The process of public speaking starts with choosing a suitable topic for a particular audience and occasion and ends with practicing the speech.

1.5 The Three P's of Successful Public Speaking

Most of the public speakers and researchers agreed upon the idea that effective public speaking does not happen randomly. However, it is based on training and practice. In this light, Jurd (2018), Ricci (2010), Nikitina (2011), Leslie (2022), asserted the importance of the three p's of successful public speaking, as follows:

- **Preparation:** before giving a speech, the speaker should prepare and organize his/her ideas, knowing the audience, and try to achieve the goal of the speech. Through preparation, he/she gain confidence, credibility, and help the audience to be more knowledgeable about his/her topic.
- **Practice:** the more the speaker training on his/her speech before the actual performance, the more the presentation will look natural, spontaneous, and well-rehearsed. Practice will help the speaker feel more confident, reduce nervousness and anxiety, and gauging time.
- **Performance:** the speaker has to be sure that he/she will make an effective presentation which will be beloved by the audience. This is why the speaker should leave the impression of fun and entertain the listeners by giving a hint of humor to make them interested not bored, and keep the most focus on them, especially by talking to them not at them.

It can be concluded that, anyone wants to be a great public speaker should follow the three golden p's of public speaking that are: preparation, practice, and performance in any

speech event. More importantly, most researchers acknowledged the significance of each part in delivering a successful speech.

1.6 Types of Speech Delivery

Giving that public speaking is presenting a piece of information in different events, so each event requires a certain type of speech. In those terms, the main kinds can be roughly organized into five categories according to its purposes which will be discussed below:

1.6.1 Narrative Speech

According to Gareis (2006), a narrative speech is about telling a story. Similarly, Mufanti, Nimasari and Gestanti (2017) confirmed that a narrative speech is concerning narrating any kind of story, even the personal experiences in order to entertain the audience. According to Labov (1972 as cited in Garies, 2006). there are five parts of story:

- **Opener:** A short statement announcing the story.
- **Orientation:** Introduction of time, place, and characters.
- **Complicating Events:** The events of the story.
- **Resolution:** How the story ends.
- **Coda:** A connection between the past and the present.

1.6.2 Demonstrative Speech

Gareis (2006) indicated that demonstration speeches are about showing how something works or done, where visual aids are useful in such type of speech. In the same line, Mufanti et al., (2017) clarified that in this type of public speaking, visual aids are needed to make hard points clear and understandable for the audience, so the demonstration will be obvious and effective.

1.6.3 Informative Speech

According to Schreiber and Hartranft (2017), the purpose of informative speeches is sharing ideas and information about a particular person, place, object, process, concept, or issue by using definitions, descriptions, or explanation. More precisely, As stated by Gareis (2006), “informative speeches aim to educate the audience; speakers basically act as teachers and provide new knowledge and ideas” (p. 36). She added that in order to give an effective speech, the speaker should take into consideration what the audience know or what they need to know.

1.6.4 Persuasive Speech

As its name implies, the main purpose of persuasive public speaking is to influence and convince the audience to agree with a certain point of view or take a particular action. The speaker should rely on emotional appeal to effectively convince listeners to accept his/her opinion (Kudooski, 2013). Furthermore, Schreiber and Hartranft (2017) identified some occasions where persuasive speeches take place including: a sales pitch to potential customers, a politician’s campaign speech, or a debate during a public forum.

1.6.5 Speaking on Special Occasions

The last type of public speaking aims to commemorate someone or something, or entertain the audience through humor, stories, or illustrations; these types include wedding toasts, graduation talks, funeral talks, presenting an award (Schreiber and Hartranft, 2017)

1.7 Methods of Speech Delivery

Competent speakers are those who are knowledgeable about choosing the appropriate method of delivering a speech. In this respect, several researchers outlined four essential methods of speech delivery.

1.7.1 Manuscript Delivery

Fraleigh and Tuman (2016) highlighted that speakers in that mode hold a printed or handwritten document and read the speech word by word. Manuscript delivery ensures that listeners receive the speaker's intended message precisely. Additionally, Lucas (2009) exemplified some situations where delivering from a manuscript is needed such as the president's speech, an engineer's report, etc. In this type the speaker must manage the speech to make it sound natural, and maintain eye contact, directness, and sincerity with his/her audience, to avoid reading to them rather than talking with them.

1.7.2 Memorized Delivery

Memorized speeches are those where the speaker learns the entire text by heart and recites it without any manuscripts, an example could be actors in a stage play or television program (Wrench, Goding, Johnson and Attias, 2020). According to Fraleigh and Tuman (2016), memorization allows the speaker to speak naturally with listeners without any barriers using eye contact, gestures, and visual aids. However, that mode has some disadvantages, for this reason, it is recommended to avoid it especially in long speeches, or for people who are most prone to forgetting.

1.7.3 Impromptu Delivery

Lucas (2009) stated that an impromptu speech is delivered with little even with no preparation; daily life is filled with impromptu conversations. Indeed, a person may be asked to give a few words in an unexpected situations like in class discussion, or in business meeting, etc. Moreover, Wrench et al. (2020) mentioned that the positive side of impromptu speech that it is spontaneous and responsive. On the other hand, its disadvantage is that

speakers have no thinking time, so the speech may look like disordered and difficult to be followed by listeners due to the lack of preparation.

1.7.4 Extemporaneous Delivery

Extemporaneous speeches are speeches that are carefully prepared and practiced by the speaker in advance; the speaker presents his/her speech using an outline of key words and phrases which include the main points to be communicated (O’Hair, Rubenstein, Stewart, 2015). They also emphasized that this style of speech is preferred by most public speakers, since it appears more natural and conversational. Speaking extemporaneously allows the speaker to modify, change or omit information in keeping with the audience and situation, in addition to using freely eye contact, gestures, body movement, and keeping control over his/her speech.

1.8 Basic Speech Format

Any speech is composed of three basic elements: introduction, body, and conclusion.

- ***The Introduction***

Marshall et al. (2022) explained that the speaker in this part should take enough time developing it because the first statements give the first impression to the audience about the speaker and his/her topic. According to Bjerregaard and Compton (2011), the introduction should function as an attention getter, set up credibility, goodwill statement, and give a preview of the speaker’ main points. Gaining audiences’ attention becomes the first thing to do in delivering speech because they need to know the reason of listening to that speaker, some examples of attention getters could be humor, statistics, rhetorical questions, and quotation.

The next thing, according to Bjerregaard and Compton (2011), the speaker has to do is being credible to create a level of trust with his/her audience. Speakers' credibility comes from their personal experiences, research on the topic, or even interest. Furthermore, they stated that the best good will statements include adequate eye contact, friendly non-verbal communication through gestures and warmth in voice. At the end of the introduction, the speaker should let the audience know about the main parts of his/her speech (Bjerregaard and Compton, 2011).

- ***The Body***

Is the main part of the speech where the speaker should stay close to his/her message by including specific details or anecdotes to support the main ideas. This is why passion should be presented here (Franchetti, 2015). In addition, Bjerregaard and Compton (2011) proved that the main points of the body portion should be in parallel format, and each main point needs connectives such as bridge transitions and signposts. According to them, bridge transitions are statements that link what have being discussed yet with where the speech will go next; thus will help the audience organize the speech in their mind. Accordingly, signpost transitions_ short words work to link the speech' ideas including next, now, finally, etc (Bjerregaard and Compton, 2011).

- ***The Conclusion***

Bjerregaard and Compton (2011) said that “[the conclusion] needs to be specific, rehearsed, and reinforce all the major themes of [the speech]. Be careful to end [the] speech within a short time frame once you have signaled that you are going to be done speaking” (p. 71). To illustrate more, they suggested three objectives of the conclusion: signal to close, internal summary, and memorable ending. First, signal to close prepares listeners for the end of the speech, using short phrases such as “in closing”, “to wrap things up”, “to end”. Second

objective is the internal summary which is the act of previewing the main points, using the past tense. Finally, the speaker has to end his/her speech with a strong memorable statement that will have a great impact on the audience and leave them end with positive feeling, for example ending the speech by quote, joke, or even with a story (Bjerregaard and Compton, 2011).

1.9 Principles of Public Speaking

Famous public speakers are not born with the skill of effective speaking, however they are made through coaching, training, and giving presentations many times. For this reason, public speaking demands some principles to be followed by speakers to master this art with the aim of influencing the audience. Zeoli (2009) listed and explained seven principles of public speaking as follows:

- ❖ **Perception: Stop Trying to Be a Great “Public” Speaker:** the speaker in this case has to be him/her self, focusing on speaking more than on public, feel comfortable and natural. Simply, the speaker needs to perform as he/she in a conversation with the audience. This is the key to a great speech.
- ❖ **Perfection: When You Make a Mistake, No One Cares But You:** because “to err is human”, the speaker should not focus on his/her mistake, he/she has to keep going when making a mistake, because listeners will not get attention to a minor slip.
- ❖ **Visualization: If You Can See It, You Can Speak It:** successful individuals across various fields share common practice which is visualization to reach their goals. The same in public speaking, speakers have to envision themselves speaking clearly to reduce anxiety and become more comfortable speakers.

- ❖ **Discipline: Practice Makes Perfectly Good:** practice has great value in public speaking, because it gives the opportunity to the speaker to improve his/her speaking skill and show well performance in front of the audience.
- ❖ **Description: Make It Personal:** personalize the message is crucial way to attract listeners' interesting of whatever topic. Moreover, the speaker may incorporate personal experiences, the triumphs, tragedies, and everyday humorous anecdotes. That will make strong connection between the speaker and his/her audience, and help him/her to overcome nervousness.
- ❖ **Inspiration: Speak to Serve:** the speaker must put most of his/her focus on the audience. Do not think of his/her self, but think how to achieve the main objective which is benefit the listeners based on speaking skills namely: teaching, entertaining, or motivating them.
- ❖ **Anticipation: Always Leave them Wanting More:** "less is usually more"; in this light, the best way to make listeners thirsty for more speaking is presenting a bit shorter than anticipated.

On the other hand, Dereza (2017) suggested three main principles of public speaking. First important principle is authority, where the speaker has to be credible, comfortable, and knowledgeable about his/her own topic to give the message appropriately without any troubles. The next one is authenticity. Personality is the pillar of authenticity, again the speaker must be his/her self and work on strengths instead of worrying about weaknesses, so watching a replay will be useful to teach the speaker about his/her self. Finally, she highlighted that the audience is the most important piece in any speech. Speech is for them, this is why the speaker need to know how to make them enjoy and excited listening to him/her. Thus, anecdotes and statistics will be helpful in achieving this goal (Dereza, 2017).

In a nutshell, both researchers agreed upon the importance of the above mentioned principles to develop an effective speech beneficial for both speaker and audience.

1.10 Qualities of A Good Public Speaker

As an idea, delivering a speech requires from the speaker a set of characteristics. Good public speakers possess a range of essential qualities that set them apart. In this vein, some researchers such as Bennett (2016), Zimmer (2016), Khoury (2015), McKenzie (2016), Mittal (2023) have mentioned the common characteristics that make a good public speaker.

- **Confidence:** self-confidence is the key to a successful speech. The audience will see confident speaker as an expert about his/her topic, credible, and they will trust him/her more. As a result, they will be more interested in the speech.
- **Passion:** the speaker has to be passionate about his/her topic. Passion brings out emotions that help to convey the message effectively, so listeners will be excited to hear what the speaker has to say.
- **Ability to tell a Story: “Paint a Picture through Storytelling”:** sharing personal stories and experiences or even stories had being experienced by others with the audience makes the speech more interesting and interactive.
- **Ability to be Succinct “Keep it Short and Sweet”:** effective public speaking need to be short and direct. Besides, the speaker has to keep the audience’ attention during his/her performance by moving smoothly and effectively, so they will better follow the speech.
- **Be Authentic:** listeners are a mirror of the speaker. This is why the speaker has to be natural and feel comfortable not nervous and stressed because that will reflect on him/her and destroy the audience from following the speech; that is known as call to action.

- **Connecting with the Audience:** good public speaker is the one who presents his/her speech in a form of a conversation with the audience. The speaker should make his/her listeners feel like they are the center of the room so they will want to hear to him/her and respond better with the speech.

All in all, good public speaker should be confident, passionate, great storyteller, succinct, authentic, and skillful in connecting with the audience. Moreover, adopting these unique qualities gives the opportunity to every speaker to improve his/her speech and presentation skills and also to become a successful public speaker.

1.11 Ethics in Public Speaking

In any field, the first assumption that comes in human mind when hearing about ethics is the distinction between what is right and wrong. In this the same line of thought, Grice and Skinner (2012) created a useful definition: “Ethics is what you do when no one is looking” (p. 19).

In the field of public speaking, Fraleigh and Tuman (2016) said:

Ethical speech refers to incorporating ethical decision making into [one’s] public speaking process and into what [one’s] ultimately say. It means that [one’s] follow guidelines for telling the truth and avoid misleading an audience—because such actions are ethical and the right thing to do. (p. 122).

Conducting a speech requires choosing the adequate decision about what to say as an ethical act and following some guidelines for ethical public speaking to avoid falling into unethical things.

On the other hand, Naeke and Kijne (n.d) formulated the following guidelines of ethical public speaking:

- **Purpose of the Speech:** allow to both speaker and audience knowing the outcome of the speech. Accordingly, the purpose of ethical speech should accomplishing good things.
- **Credibility of Evidence:** an ethical speaker should give his/her information based on facts instead of opinions. Further, it is important from the speaker to give sources when using someone' else information to avoid falling into plagiarism.
- **Plagiarism:** is using another person' ideas or words without crediting the original source. There are three types of plagiarism namely: global plagiarism (theft the whole work as it is), patchwork plagiarism (taking some parts), and the last one is incremental plagiarism which refers to grabbing some words or phrases.
- **Arrangement of Ideas:** ethical speech must to be organized and its ideas are connected to facilitate for the audience to follow the speech easily.
- **Language:** An ethical speaker should use familiar and understandable language with the audience and eliminate disrespectful or offensive words like those that are racist, sexist, or abusive.
- **Respect for the Audience:** respect for the audience embodied in respect the time, dressing appropriately for the event, acceptance of their feedback, and answer their questions.
- **Delivery:** ethical speaker should be prepared, and proves his/her presence by using body language and eye contact.

To conclude, ethical public speaking depends on what is good to do and what is bad to avoid. There are some guidelines to follow in order to achieve an ethical and effective

public speaking including: having clear purpose of the speech, credibility of evidence, avoiding plagiarism, organization of ideas, using the appropriate language, respecting the audience, and well preparation.

1.12 Teaching Public Speaking skills

Public speaking can be a teachable skill through the implementation of some techniques. Therefore, teachers inside the classroom have to adopt some techniques to help their students learn the necessary skills of public speaking. Covey (2016) mentioned that:

“Teachers were constantly correcting students in the classroom and helping them refine their oral communication. “Stand up straight with good posture.” “Stay on topic and avoid tangents.” “Speak clearly rather than slurring your words.” These were the types of comments I heard, given in the spirit of improvement” (para. 15).

In fact, the teacher has a crucial role in enhancing students’ performance in public speaking by giving them clear advices to make their presentations as impressive as possible.

According to Lightfoot (n.d), there are some techniques to teach students public speaking:

1.12.1 Ideas / Content Generation

The teacher should specify the type of speech that he/she wants from students to focus on, and encouraging group work at planning stage to help them to exchange ideas. In addition, the teacher may introduces some ways of making notes such as mind-mapping, making lists to help them organize their thoughts, so they can start easily with their public speaking.

1.12.2 Structure

The teacher has to focus on giving the importance of the main parts of the speech (beginning, body, and ending). He/she can help students to shape their speeches by giving a suggested format of the introduction, body, or even the conclusion of the speech in order to follow it.

1.12.3 Body Language

Many researches have confirmed that 70% of human communication is done through body language. For this reason, the teacher has to teach the use of body language to his/her learners to improve their performance. Body language includes posture, gestures and eye contact, and some activities could be helpful to practice body language in the classroom.

1.12.4 Chunking (pauses and stress)

It is a way that increases the speakers' confidence and the effectiveness of their speeches. For this reason, the teacher should stress the importance of chunking to his/her students. For example, the teacher can ask his/her students to listen to a specific speech and focusing on stressed words and pauses, then training themselves in the same way.

In brief, these techniques help teachers to teach their students essential skills that they need to develop, in order to give interesting speeches from organizing ideas and main structure to mastering body language and chunking.

1.13 Difficulties of Public Speaking

Oral presentations are common practice in many EFL classes as they are one way for students to improve themselves. However, some students may find difficulties in presenting

in front of their classmates and teachers. Numerous studies have aimed to explore the main problems that affect students' ability to speak in public. Wahyuni (2019), Norris and Nguyen (2023) suggested and explained the following public speaking issues among EFL learners:

- **Do not Know what to Include in the Speech:** some students may face difficulty in controlling his/her ideas and make it close to the central idea or mentioning unrelated things.
- **Problem in Keeping the Audiences' Interest:** one of the main difficulties that students can face is getting the audiences' attention and make them listening carefully to the speech.
- **The Speech does not Sound Natural:** students may use complex and biggest words in their speech that will hinder the meaning for the audience.
- **Memorizing Problem:** another problem can face students when speaking in public is forgetting what they want to say, thus led to blankness.
- **Time Management:** one of the main problems that students have during presentation is inability to manage time properly.
- **Nervousness:** most of the learners feel nervous about presenting orally, so they may not perform in a relaxed way.

1.13.1 Reasons Behind Public Speaking Difficulties

Every problem occurs because of one or different reasons and concerning public speaking there are a set of factors that cause difficulties that students may face when speaking in front of their teachers and mates. In this line, the researcher will divide them into three parts as follows:

1.13.1.1 Linguistic Factors.

1.13.1.1.1 Lack of Grammar. Is one aspect of language problems that may hinder students from delivering a speech properly. Himmah (2018) said, “they feel that grammar is one of the thing block them to express their idea; they stop to talk because they feel afraid if their sentences are wrong and finally they close their mouth and stop to talk” (p.12). Therefore, lack of grammatical rules is one of the main obstacles that prevent students from expressing their ideas.

1.13.1.1.2 Inadequate Vocabulary Storage. Vocabulary is one of the language components that build up communication. Students may find difficulties to express their ideas during presentation because of the lack of vocabulary, as Aminin, el. (2022) discussed in his study that “some respondents said that their biggest challenge was their need for more vocabulary, which made it difficult for them to express their ideas” (p. 5).

1.13.1.1.3 Pronunciation. Proper pronunciation is a gateway to effective public speaking in EFL classes. For this reason, pronunciation mistakes affect students’ speaking in public. As Aminin, el. (2022) stated in his research that students when presenting may feel that their pronunciation need to be corrected. So, students will have difficulty in performing as they doubt in their pronunciation.

1.13.1.2 Psychological Factors.

1.13.1.2.1 Fear of Making Mistakes. Is another common problem experienced by EFL learners which prevent them from speaking in public. Middleton (2009) (as cited in Juhana, 2012) argued that EFL students being afraid of speaking because they worry about how they will sound and they are scared to look like silly or foolish in front of the class.

1.13.1.2.2 Shyness. Is an emotional feeling that many students suffer from when they are asked to speak orally (Juhana, 2012). According to Saurik (2011, as cited in Juhana, 2012), students think that they will forget what they want to say or being laughed by their friends because of shyness. Thus, shy students are often unable to speak naturally in front of public.

1.13.1.2.3 Lack of Confidence. Some students in EFL classes prefer to keep silent rather than participating in communication because they are not confident from themselves. Virgonita (2022) based on her findings founded that, “Low self-confidence pupils, frequently look away from the instructor to avoid being called on, and they feel awkward while using the language orally because they are afraid of being judged or rejected” (p. 39). This shows that lower self- confidence is a big problem that hinder students’ speaking process.

1.13.1.2.4 Anxiety. Is a feeling of nervousness, worry, and discomfort which associated with the situation of public speaking. In this light, students do not communicate effectively when they are fearful, anxious, apprehensive, or scared to communicate with teachers (Wrench, Richmond, Gorham, 2009). Simply put, anxiety has a great impact on students’ performance.

1.13.1.2.5 Experiencing some Degrees of Communication Apprehension. CA is considered as a level of individuals’ anxiety about communicating. Moreover, communication apprehension is associated with fear of judgments which creates stress that will lead to impaired speech and inability to perform effectively (What are the negative impact of fear in public speaking on students’ academic performance?, 2024).

1.13.1.3 Paralinguistic Factors.

Public speaking is more than just words, body language also play a big role in delivering a meaningful speech and attracting the audience' attention. In this area, Dhu (2024) emphasized that “many people struggle with body language and unknowingly make body language mistakes that can undermine their message and impact” (para. 1). He suggested some examples such as lack of eye contact, poor posture, monotonous expressions.

1.13.1.4 External Factors.

1.13.1.4.1 Lack of Preparation. Numerous students do not prepare well for their oral presentations according to several factors. Himmah (2018) concluded that students are not well prepared due to some reasons such as too many assignments, poor understanding of certain materials, and may be poor time-management. These can be a problem that causing students to fail or perform badly.

1.13.1.4.2 Lack of Motivation. Also students' reluctance from speaking in front of their teacher and classmates can be driven from lack of motivation. Students who hesitate to speak are not motivated by teachers towards the communication, as reported by Babu (2010, as cited in Juhana, 2012) , lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.

Conclusion

The present chapter discussed a general overview of public speaking, with introducing the concept of public speaking according to different authors, its importance, and its historical background. Immediately following, it shed light on the central elements and steps, in addition to the three p's of effective public speaking. Then, it dealt with major types of speech, methods of speech delivery, and basic speech format. Equally important, this chapter presented the main principles of public speaking, characteristics of effective public speaker, also how to teach public speaking skills in the classroom. Furthermore, it wrap up with the major challenges of EFL students in public speaking as well as the main reasons of these difficulties. The subsequent section will dedicate to communication apprehension as a second variable.

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Introduction

Oral communication plays a vital role in teaching-learning a second or a foreign language. It is a primary process of exchanging ideas and improving speaking skills between two or more persons. Yet, English learners need to improve their language competence through oral communication; however, many students may face difficulties in communication some of those is oral communication apprehension. This latter is the feeling of anxiety or fear related to a certain communicative situation (McCroskey, 1977). Accordingly, this negative feeling affects students' learning process especially their oral performance through which it may hinder them from delivering their messages appropriately to the audience.

This chapter will be divided into two sections. The first section will deal with oral communication, its nature, and its importance. The second section will be about oral communication apprehension. First, it will shed light on the definition of oral communication apprehension, and its main types. After that, it will provide the main causes of each type of communication apprehension, its signs and symptoms, as well as the main possible factors contributing to OCA among EFL learners. Additionally, it will determine the impact of communication apprehension on the learners' willingness to communicate and performance in public. Finally, it will identify teachers' role in reducing apprehension and the main effective strategies to handle this phenomenon.

2.1 Oral Communication

2.1.1 Nature of Oral Communication

Oral communication is the process of interaction between two or more persons through spoken words. Richards and Schmidt (2010) referred to it as “the exchange of ideas,

information, etc., between two or more persons; in an act of communication there is usually at least one speaker or sender, a communication message which is transmitted, and a person or persons for whom this message is intended (the receiver)” (p. 97). In other words, communication denotes the act of transferring information from one person to another, it can be called also as a process of sending a message from a sender to a receiver.

Oral communication can take the form of face to face, telephonic, conversations, meeting, public, debates, and others. Hence, Bulut and Kırbaş (2022) explained that effective communication requires the ability to speak well, be intelligible, and using the voice effectively. Similarly, Delgado (2006) pointed out that “the final goal of foreign language learning is the ability to comprehend and produce appropriately the foreign language” (p. 2). This acquires the learners to have a complete knowledge about grammar, vocabulary, and phonology to be more orally productive.

2.1.2 Importance of Oral Communication

Oral communication plays a vital role in learning a language as said by Ur (1996) “people who know a language are referred to as ‘speakers’ of that language” (p. 120). Hence, the capacity of students to perform effectively in oral communication can be considered as a measurement of their success in learning a foreign language. As for the advantages of oral communication, Ali (2018, p. 125) provided that:

- ❖ Oral communication has the distinct advantage of being quick and prompt. It provides the opportunity to both the transmitter and receiver of the message to respond directly.
- ❖ Oral communication promotes close contact and thus promotes the mutual exchange of thoughts, information, understanding, and support.

That is to say, oral communication is a process of understanding and exchanging ideas between people in a quick and clear manner.

2.2. Oral Communication Apprehension

2.2.1 Definition of Communication Apprehension

The term “Communication Apprehension” or CA is considered as a common problem that faced people including students who learn English where it can affect their oral performance. Students experience some levels of communication apprehension in speaking class because they feel nervous, anxious, or worried to speak in front of their teacher and mates. As Leslie (2022) said “people’s number one fear is public speaking. Number two is death” (para. 3).

This concept was first introduced by the scholar McCroskey (1977) in his article in which he presented the view that CA is “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 78). To simplify, CA links with the fear or anxiety of communicating in different situations. Equally, Horwitz and Cope (1986, p. 127) stated that “communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself do”. As a result, CA can happen due to individual’ expectations about inability of understanding others and unease to communicate.

Moreover, Horwitz (2002, as cited in Rasakumaran & Devi, 2017) defined communication apprehension as a kind of fear or anxiety of communication with one or more interlocutor that affects individuals’ oral communication, social skills, and self-esteem.

According to Harris (2017), CA considered as a psychological react to evaluation; the mind interprets this psychological response as a threat, so the human body will react as if it is facing a real physical threat like a Mack truck. In addition, Spielberg (1983, as cited in Tom et al., 2013) described CA as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (p. 666).

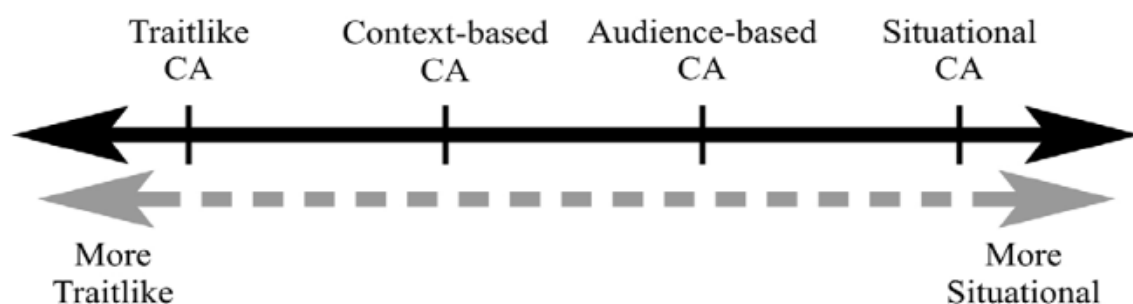
That is to say that the most familiar names to communication apprehension are shyness, nervous, anxiety, and fear based on what giving by scholars in different contexts. More precisely, communication apprehension is an emotional feeling that can take place in individuals in some situations and can affects their psychological stability.

2.2.2 Types of Communication Apprehension

CA can be viewed as a continuum concerned two extremes “trait and state”, between those two extremes there are some points including context-based CA and audience-based CA. To simplify, CA is divided into four subcategories: trait-like CA, context-based CA, audience-based CA, situational CA (McCroskey, 2011, as cited in Bragg 2017).

Figure 2.1

CA Types Continuum.



Note. Adapted from Richmond & Wrench & McCroskey (2013, as cited in Bragg, 2017, p. 30)

2.2.2.1 Trait like CA. While true trait refers to an invariant characteristic of individuals such as eye color and height, trait like is related to individuals' personality that are usually hard to change, however it may be changed during adulthood (McCroskey, 1984). According to him "Trait like CA is viewed as a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts" (p. 16). That is to say that persons with high level of trait anxiety remain silent or avoid all kinds of communicative situations.

2.2.2.2 Generalized-Context CA. Is another type of CA that is viewed as "a relatively enduring, personality-type orientation toward communication in a given type of context" (McCroskey, 1984, p. 16). In other words, individual' levels of CA differentiate from a certain environments to another. This type of CA could be founded in: dyadic communication, small group communication, meetings, public speaking.

2.2.2.3 Person-Group CA (Audience-Based CA). This type caused by people who are presented in the communication situation, as shown in McCroskey (1984)' definition "Person-Group CA is viewed as a relatively enduring orientation toward communication with a given person or group of people" (p. 17). As the extracted quote proclaimed, person-group CA is a response of individuals toward a communication with a specific person or group of people. For instance, an employee speaking to his/her boss could be an example.

2.2.2.4 Situational CA. An individual can experience high level of CA in a particular situation. Moreover, McCroskey (1984) defined situational CA as "a transitory orientation toward communication with a given person or group of people" (p. 18). For example: a student can ask his/her teacher a question without any fear or anxiety; contrariwise, when the teacher calls the student to a meeting he/she feels very anxious.

In conclusion, people can experience a lesser or greater level of communication apprehension based on different factors that affects their communication practice. Each type of CA occurs due to a particular reason such as environment, persons, context.

2.2.3 Causes of Communication Apprehension

Most of people who have fear of public speaking are passed by a negative experience. Moreover, communication apprehension or speech anxiety can happens due to various factors in life. Therefore, many researchers investigated that apprehension comes from personality traits are not the same that prompted in a particular situation (McCroskey, 1983, as cited in Petry, 2016) suggested the following factors that situational CA consequence from:

- **Novelty:** refers to individuals' uncertainty about the way they need to react or behave in a new situation, leading to discomfort and lower self-esteem . This uncertainty can increase communication apprehension. However, individuals can manage this by preparing themselves for new and unknown environments to participate in oral communication.
- **Formality:** “tends to be associated with highly prescribed appropriate behaviors, with comparatively little latitude for deviation” (McCroskey, 1983, as cited in Petry, 2016). In this context, Hardiyanto, Retno and Susanti (2022) confirmed that people in formal settings will have high level of CA because they fear of making mistakes. Some of formal situations could be funerals, wakes, seminars, etc.
- **Subordinate position:** CA increases when individuals talk to their superiors because they may afraid from making mistakes (Petry, 2016). An example could be between lecturers and students; in such a case students feel anxious when communicating with a lecturer (Hardiyanto, et al., 2022).
- **Conspicuous:** individuals experience high levels of CA when they know that they are the focus of an event, as provided in (McCroskey, 1983, as cited in Petry, 2016, p. 17)

“Generally, the more conspicuous people feel, the more CA they are likely to experience”. Additionally, Hardiyanto et al., (2022) affirmed that lack of preparation is a part of conspicuous, so people should prepare themselves for speech making in advance.

- **The degree of attention:** similar as conspicuous, CA level is quickly rise when people stare or ignore the communicator. This works for both situations; i.e. if the presenter gets a lot of attention, he/she will feel anxious. Likewise, when someone giving a presentation and some members are disinterested, he/she will feel more anxious (Petry, 2016).
- **The degree of evaluation:** evaluation can cause communication apprehension in different situations such as a student giving presentation in school. Students with oral communication apprehension anxious when they realize that they will be judged based on their performance (Petry, 2016).
- **Unfamiliarity and similarity:** individuals feel anxious when speaking with someone they do not know (unfamiliar), so the process of communication will be affected by unfamiliarity (Hardiyanto et al., 2022). On the other hand, for similarity Petry (2016) founded that “individuals tend to connect with others with whom they have commonalities” (p. 18). In simple meaning, speaking with different people from the individual increases the degree of tension.
- **Prior history:** failure in past experience will affect the future one. Some people associate their defeat in past situations when they are required to give a speech or a conversation with future interactions, so they will display higher levels of anxiety when facing the challenge of communicating within similar contexts (Petry, 2016).

In the same vein, McCroskey (1984) founded two main factors in regard to trait-like CA namely: heredity and environment. Hardiyanto et al., (2022) provided a brief explanation for these causes of CA. This explanation assumed that children tend to adopt the values taught by their parents, if they never learn their children about self-confidence in public

speaking, children may grow up experiencing communication apprehension. Additionally, environment is another cause that contributes to individuals' communication apprehension, as some individuals can be influenced by habits of others so they will have communication apprehension. However, reinforcement plays an important role in reducing CA; while children are not given supports within their environments, they will have difficulties in communicating or rarely communicate.

2.2.4 Communication Apprehension Measurement

Several researchers suggested a number of methods to measure the level of communication apprehension in individuals. However, the widely used method to measure the level of communication apprehension of an individual is the personal report of CA (PRCA).

Woods (2007) defined the PRCA as a valid instrument designed by McCroskey which consists of 24 Likert-type items evaluating trait-like communication apprehension (CA). In addition, he stated that PRCA assesses the individual' CA related to one of the following communication contexts which are: public speaking , small group, meeting, and interpersonal; each type is assessed by six items where respondents indicate their anxiety levels regarding participation in oral communication in one of these four contexts by filling out the form. Moreover, McCroskey (1994) confirmed that the self reported scales has three advantages for researchers; first, it is easy and inexpensive to use. Second, it enabled the assessment of anxiety responses across multiple communication situations simultaneously. Third, Likert-type self-report scales was proven to be of high validity and reliability.

Equally, Gilkinson developed another instrument of measurement which known as "The Personal Report on Confidence as a Speaker". It is used to measure and assess person's fear over undertaking public speaking. Gilkinson (1942) explained the two purposes of the

investigation that begun in 1941 as follows: the first aim was developing a method of securing reports from students on the emotions that they experience when performing in front of their mates. While the second purpose refers to investigate the association and correlation between these reports and data relative to some factors such as speech skill, academic achievement, age, experience, training, physical status, fears and sensitivities, and morale.

That is to say that personal report of CA which designed by McCroskey and the personal report on confidence as a speaker which improved by Gilkinson are the main used instruments in order to assess people's communication apprehension that they experience in public contexts.

2.2.4 Symptoms of Communication Apprehension

People with communication apprehension show some signs during communication with others or in a presentation that can be observed by the audience. For this, Horwitz (2002, as cited in Beghoura, 2020, p. 22) mentioned the common signs of CA that appears in individuals as shown in the table below:

Table 1.1

Characteristics of Communication Anxiety

-
- **Intense fear before and during the performance**
 - **Heightened physiological arousal (autonomic nervous system and endocrine system reactivity)**
 - **Subjective reactions to arousal (unrelated to the intensity of arousal)**
 - **Hypervigilance to bodily reactions**
 - **Sense of loss of control**
 - **Catastrophic thoughts**

- **Fear of revealing anxiety**
 - **Dread of visual scrutiny**
 - **Fears may not dissipate with experience**
 - **Shift of attention and diffusion of concentration and energy**
 - **Powerful mind-body interrelationship**
-

Note. Adapted from Horwitz (2002, as cited in Beghoura, 2020, p.22).

To explain more about these symptoms, it is likely to classify them into three categories: psychological, physiological, and physical symptoms.

First, according to Cuofano (2024) psychological symptoms could be feelings of anxiety, self-doubt, or low self-esteem in communication contexts. In addition, Billington and McKay (2022) stated that there are a number of physiological changes arise in the body when someone feel anxious from speaking such as circulation and breathing become rapid, rushes of adrenaline, inhibition of digestive processes. Last category is physical symptoms e.g. dizziness, dryness in the mouth, clammy hands, sweating, faster heartbeats, quivering voices, a sensation of butterflies in stomach, panic, etc (Lindberg, 2022).

2.2.5 Factors Causing Oral Communication Apprehension among Language Learners

The previous studies showed that the potential cause of students' inhibition in communicating orally is communication apprehension. More importantly, the exist thing occurs because of another thing (s) i.e. there are an underlying causes of communication apprehension among EFL learner; thus, the researcher will divide them into five categories namely student-related factors, topic-knowledge factors, teachers- related factors, peers-related factors, and classroom-related factors.

2.2.5.1 Students- related factors.

- **Linguistic factors.** The student him/her self could be a reason behind the issue of communication apprehension. According to Malik, Qin and Oteir (2021), “the psycholinguists and researchers have frequently stated that English as a second language has difficult, complex system of pronunciation and it’s difficult to master like a native speaker” (p. 744). Addedly, they stated that students may face difficulty in remembering and retrieving vocabulary to express their ideas, so they feel apprehensive. Then, they found that grammar knowledge of second language regarded as a source of students’ apprehension, because students may feel that their knowledge about grammar rules may not be enough to deliver effective speech. Besides, poor pronunciation of the language can cause communication apprehension and misunderstood of the meaning by the audience (Malik et al., 2021).
- **Psychological Factors.** A number of psychological factors have been considered as leading to oral communication apprehension. To begin with, self-esteem considered as factor of building ones’ success in an activity. Regarding this matter, Rashidi and Yamini and Shafiei (2011) stressed the fact that students with low self-esteem typically avoid taking risks or striving to reach their potential. Thus, low self-esteem hinder students’ speaking act. Moreover, shy and introvert students may have difficulty in participating in oral tasks because they are unnoticed by their teachers and classmates, so their shyness and introversion make them apprehensive (Rashidi et., 2011). Similarly, Malik et al., (2021) carried out other psychological factors that causes OCA including lack of self-confidence and anxiety.

2.2.5.2 Lack of topic-knowledge. Students’ apprehension may be increased due to their lack of the topic that they will present in front of their teachers and mates. According to Aeni and Jabu and Rahman and Strid (2017), “when someone does not feel adequately

prepared or otherwise lacks background knowledge about the topic s/he feels really nervous and afraid to talk” (p. 159). Consequently, lack of knowledge about the topic leads to communication apprehension in EFL classes.

2.2.5.3 Teachers-related factors. In some cases, teachers could be a reason that cause students’ apprehension mainly their feedback which becomes destructive rather than constructive. Young (1991, as cited in Renko, 2012) pointed that giving feedback on errors all the time for example brings students’ anxiety, so they will not benefit from it. Henceforth, teachers must be aware of the way they give feedback to their students to ensure reducing apprehension.

2.2.5.4 Peers-related factors. Some studies discussed the impact of peers’ factors in driving students’ apprehension in the classroom. In the same line of thought, Byrne, Flood, and Shanahan (2012) asserted that some students fear of being judged or negatively perceived by their classmates brings them apprehensive. Eventually, they said that those students fear of seem foolish or making errors, so, their classmates will have negative reactions. For these reasons, peers are regarded as a main factor that contribute to some students’ apprehension.

2.2.2.5 Classroom-related factors. Classroom environment creates an important role in students’ success in oral communication, as it can be a constraint to this activity. According to Malik et al., (2021) argued that formal and strict classroom in addition to authoritative instructor could be a source that provokes students’ apprehension. To simplify, classroom discipline is the set of rules that might be developed by teachers in order to maintain a proper classroom atmosphere.

In summary, communication apprehension is not something which happens naturally; however, students themselves, teachers, peers, and classroom are all factors that provoke students' apprehension.

2.2.6 The Effect of Oral Communication Apprehension on EFL Learners' Willingness to Communicate and Performance

The previous factors of CA lead to several studies investigating the impact of communication apprehension in the learning environment especially on oral performance. According to McCroskey and Richmond (1987) effects of CA can be divided into two main types:

2.2.6.1 Internal Effects of Communication Apprehension. Most of this research has focused on the impact of communication apprehension on communication behaviors. To be viewed that the only universal effect on individuals is the internal experienced feeling of discomfort; in other words, whenever communication apprehension increased, discomfort exacerbated and willingness to communicate is likely to fall out. (McCroskey & Richmond, 1987).

2.2.6.2 External Effects of Communication Apprehension. McCroskey and Richmond (1987) argued that the external effects of CA include three patterns of behavioral response: communication avoidance, communication withdrawal, and communication disruption, in addition to the fourth pattern which occurs rarely. Booncherd (2016) tried to summarize them as follows:

a) Communication Avoidance: If individuals feel fearful of a person or situation, they might choose keep silent and avoid communication.

- b) **Communication Withdrawal:** in a certain situations, avoiding communication it is almost impossible; however, some people with low willingness to communicate will withdraw by refraining silent or talking only whenever it is required.
- c) **Communication Disruption:** people who are poor in verbal speech will show disruption in communicating, this means that they adopt inappropriate behaviors when they try to express themselves such as stuttering or biting their nails.
- d) **Over communication:** this effect of CA is uncommon and occurs rarely in some people who have high level of communication apprehension, they talk overly and in abnormal manner to cope their fear.

In the same line of thought, Mejias et al., (1991, as cited in Nasir & Yaacob & Rashid & Amin, 2023) noted that students with high levels of communication apprehension tend to keep silent as a preferable response for them in classroom activities. According to Nasir et al., (2023) , “this choice of remaining silent or offering minimal responses serves as a coping mechanism to handle their communication apprehension, enabling them to avoid potential embarrassment, criticism, or scrutiny from peers and instructor” (p. 211). Further, they noted that understanding the relation between communication apprehension, limited oral participation, and the preference for silence help educators and researchers to develop strategies to cope with students’ CA and build a supportive environment and also encouraging active participation.

To conclude with those effects, Wrench et al., (2009) mentioned another effects of CA among students such as being less competent, less intelligent, less likely to be called upon to respond, have less opportunities to correct their learning mistakes, receive less attention from the teacher, volunteer to participate less, and might receive lower grades on class participation reports.

2.2.7 Teacher's Role In Reducing Oral Communication Apprehension

The teacher plays a significant role inside the classroom and takes the responsibility of creating a supportive environment for students and helps them to engage in oral communication without apprehension. Thus, the teacher can adopt different roles during classroom procedures for the purpose of facilitating the language learning process and helps students to overcome oral communication apprehension such as:

- **Prompter:** students may get lost or do not know what to say, which can disrupt the fluency the teacher expects from them. In such case, the teacher may help them by offering guidance and suggestions in a supportive way without disrupting the discussion or making students feel uncomfortable (Ayu Radhiah, 2017). She said “ [suggestions] will stop the sense of frustration that some students feel when they come to a “dead end” of language or ideas” (p. 34).
- **Participant:** teachers should participate in classroom discussions or role plays . In this sense, Ayu Radhiah (2017) illustrated that setting up a clear and exciting tasks will offer new information along the activity and keeping students' participation; simply, creating an active atmosphere.
- **Controller:** the teacher is responsible for the charge of the class, students, and the learning process. Harmer (2001) stated that teachers transmit their knowledge into their students. So teachers are responsible for what happen in the class even the difficulties the students can face.
- **Organizer:** here the teacher guide his/her students about what they need to do and how to answer the activities easily. According to Harmer (2001) the teachers may organize activities in pairs or group-work and give instructions to students about the way they have to interact, as well as stopping everything when time is finished. Such type of role involves students to participate in the activities without inhibition.

- **Assessor:** teachers should evaluate students' performance and provide them with feedback and correction . Harmer (2001) “students need to know how and what they are being assessed” (p. 60). Hence, students should being knowledgeable about the reason behind their assessment, by letting them know about their weaknesses and strengthens in order to know their level of progression and how will they work.
- **Resource:** even if the teacher acts each one of the previous roles, students may still need him/her as a resource. Harmer (2001) highlighted that students may have ambiguity for something such as the meaning of words or something, thus teachers can help them by answering their questions. Reducing the problems that students can face during an activity is a part from the role of the teacher in classroom.
- **Observer:** it is the responsibility of teachers to observe the students' performance especially in oral activities. However, according to Harmer (2001) teachers should avoid getting too close to their students, or taking notes all the time, so as do not distract them to do their work well.

All in all, teachers in the classroom and especially during oral activities, could adapt with different roles to help students overcoming their communication apprehension and enhancing their performance such as: prompter, participant, controller, organizer, assessor, resource, and observer.

2.2.8 Strategies to Reduce Oral Communication Apprehension in the Classroom

Various techniques are used to reduce students' oral communication apprehension. Teachers play a great role in reducing their students' speaking anxiety by simply creating a healthy classroom. Horwitz, Horwitz and Cope (1986) saw that “educators have two options when dealing with anxious students: 1) they can help them learn to cope with the existing anxiety- provoking situation; or 2) they can make the learning context less stressful” (p. 131).

Besides, those conditions could be achieved based on the following three strategies which help students handle their apprehension.

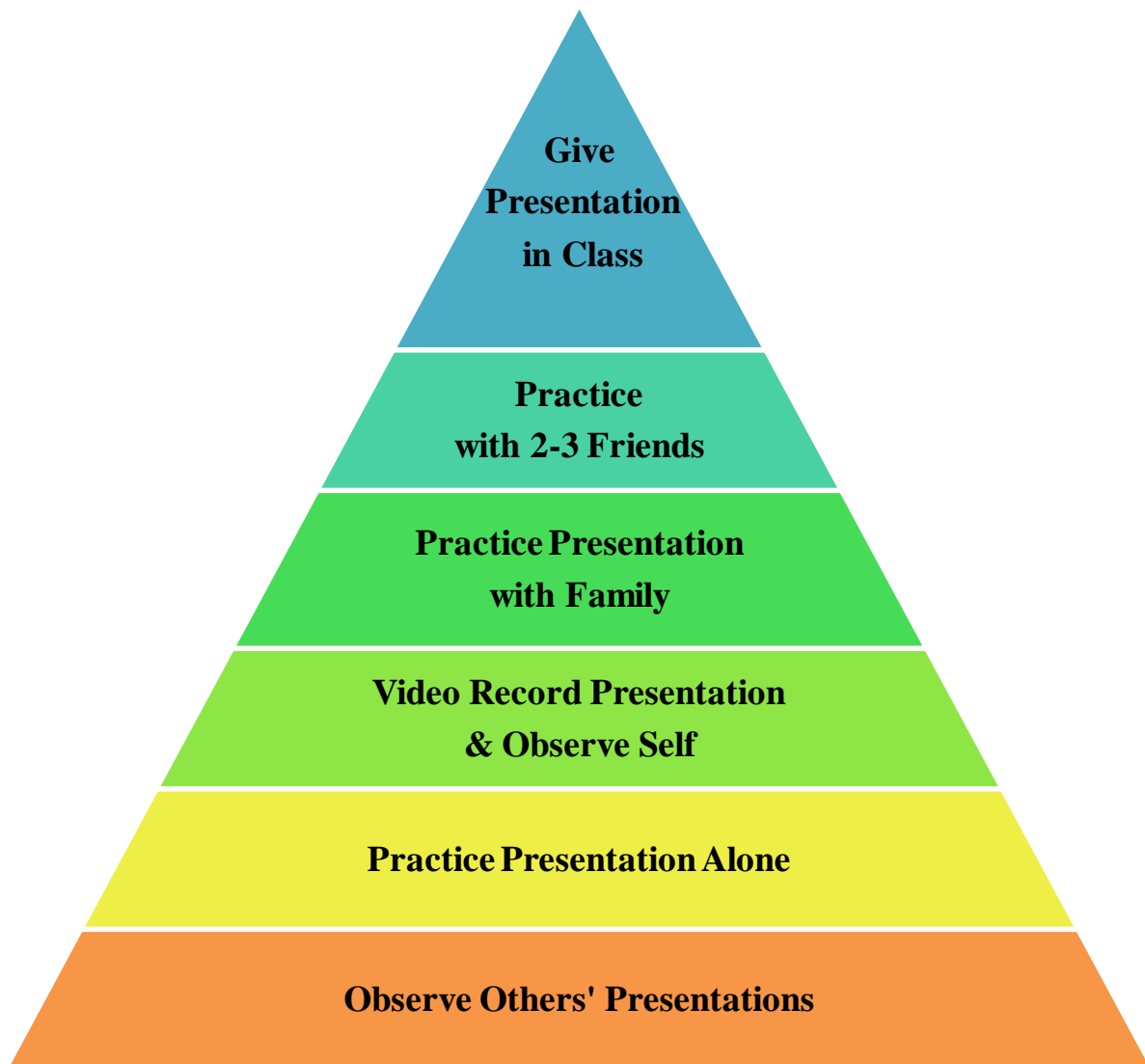
2.2.8.1 Skills Training. Students become apprehensive because they lack communicating skills to perform speeches. As per in Ashman and Cruthers (2021), “skills training is a strategy for managing public speaking anxiety that focuses on learning skills that will improve specific speaking behaviors” (para. 11). The major aim of this strategy is to teach students the skills required to be good language communicators.

2.2.8.2 Classroom Activities. Effective teachers use different activities to help their students to enhance their communication abilities, as Scrivener (2011) declared that “The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways” (p. 152). To explain more, speaking activities is needed to achieve the purpose of communication using L2 and offer a chance for students to improve their communicative competence. An example of classroom activities could be role-play activities, discussions, storytelling, information gap, drama and simulations, problem solving activities, dialogues, and students’ presentation.

2.2.8.3 Systematic Desensitization. According to Amara (2012), systematic desensitization is a strategy that helps individuals to reduce their communication apprehension through replacing the feeling of anxiety by relaxation and calmness. It involves taught students relaxation in the presence of stimuli, so students will be less apprehensive. The following pyramid shows an example of systematic desensitization.

Figure 2.2

An Example of Reducing Oral Communication Apprehension Using Systematic Desensitization Method



Note. Adapted from Wikipedia (2015).

Figure 2.2 shows the steps suggested to reduce learners' communication apprehension when having a presentation. It starts from the less difficult practice (presentation with friends/family) to the high difficult (give a final presentation in class).

Conclusion

Learning English as a foreign language requires practicing through oral communication. Thus, teachers have a significant role in helping their students to achieve this goal and improve their speaking skills such as providing them with classroom activities. However, the effective mastery of a language could not be achieved with apprehensive learners because they avoid communication. Consequently, this will affect negatively their academic achievement particularly their oral performance. Therefore, there are a set of strategies that implemented by teachers to reduce students' apprehension or even by students themselves.

This chapter consisted of two sections. The first section was about oral communication; it shed light on its nature, importance. The next section discussed communication apprehension, its definition, types, and causes of the main types. Accordingly, it highlighted symptoms of apprehensive learners, and the major factors that lead to CA among EFL students. It also determined the impact of oral communication apprehension on the learners' willingness to communicate. At the end of this chapter, the researcher stressed the role of the teacher, as well as the strategies used to reduce students' communication apprehension.

Chapter Three: Fieldwork and Data Analysis

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Introduction

So far, we have presented in the theoretical part a brief literature study regarding public speaking and communication apprehension. Meanwhile, the current chapter is concerned with the results' analysis and interpretation. It is separated into two main parts; the first one provides a comprehensive explanation of the research methodology, population and sampling, data gathering tools and data analysis procedures. The first part includes a detailed explanation of data collection tools, their aims, their description, and administration. As for the second one it is concerned with analyzing the data collected through students' questionnaire and teachers' interview. The current study aspire to explore the impact of oral communication apprehension on EFL students and their performance mainly in public speaking.

3.1 Research Method

This study is conducted through the combination of both qualitative and quantitative methods “the mixed- method approach” as it is the appropriate technique for the nature of the undertaken study. Therefore, the researcher chose the mixed method to ensure a more profound knowledge of the topic; as well as it enables the researcher to explore teachers' and students' perceptions toward how can OCA affect EFL students' public speaking.

3.2 Population and Sampling

In order to gather and obtain the needed information and for answering the research questions, the researcher dealt with EFL teachers and students to collect their view point and perceptions for the sake of feeding the study.

- *For Teachers*

From about (n=70) teachers of English division at Mohamed Khider University of Biskra, the researcher dealt with six (n=6) volunteer teachers who teach or have experienced teaching oral expression module, in order to gather different views concerning the influence of communication apprehension on EFL students' public speaking.

- *For Students*

The population of our study is second-year students of English as a foreign language at Mohamed Kheider University of Biskra. The whole population of second year students is (n=391) students. However, the number of students who have volunteered (n=50) students. There are two main reasons for choosing this population; firstly, because they are taking courses that are related to public speaking such as oral expression module. Secondly, because they are likely to suffer from the problem of communication apprehension.

3.3 Data Collection Methods

Both teachers' and students' point of view is significant to this study that is why it is necessary to gather their opinions about the impact of communication apprehension on EFL students' public speaking. Therefore two main gathering tools and instruments were used; the first one is a semi structured questionnaire that is targeted towards second year LMD students of English and the second one is a semi structured interview that is addressed to teachers of oral expression. These two tools are appropriate to collect accurate data that help in identifying the point of view of both teachers and students as well as confirming the hypothesis.

3.4 Data Analysis and Procedure

The researcher is going to analyze the data through counts, and percentages by using statistics with the questionnaire and descriptive analysis with the interview. Then the results will be presented in tables and charts.

3.5 Students' Questionnaire

3.5.1. Aim of the Students' Questionnaire

The ultimate goal of this questionnaire is to find out whether the students have difficulties in delivering a speech in public speaking, especially in front of their teachers and classmates. Also, it attempted to explore whether they suffer from communication apprehension and its impact on their oral performance in public speaking. In addition to that, it sought to find out the root causes of this problem and the strategies that might be used to overcome it.

3.5.2 Description of the Students' Questionnaire

The semi-structured questionnaire consisted of (19) open-ended and close-ended questions. Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into four sections, each one of them is devoted to a particular aspect related to the research. The first section aimed to know general information about students and it contains three (03) items, students' gender, the main skill needed to be improved, in addition to their ability to speak in front of people. The second section contains five (05) questions that combine between yes and no questions, multiple choices, options, intended to collect data about the difficulties students face while delivering a speech and the reasons

behind them. On the other hand, the third section includes nine (09) items containing yes and no questions, options, and multiple choices, which seeks information about oral communication apprehension as an important factor in this research. And more specifically, the impact of communication apprehension on EFL students' public speaking. Finally, the last section is composed of two (02) items focused on the strategies used to reduce oral communication apprehension.

3.5.3 Administration of Students' Questionnaire

This questionnaire was administrated online; it was sent to second year EFL students via their messenger groups. This online questionnaire was created through the survey software Google forms. The researcher received (50) responses in two days.

3.5.4 Analysis and Interpretation of Students' Questionnaire

Section One: Personal/General Information

Item 01: Would you specify your gender please?

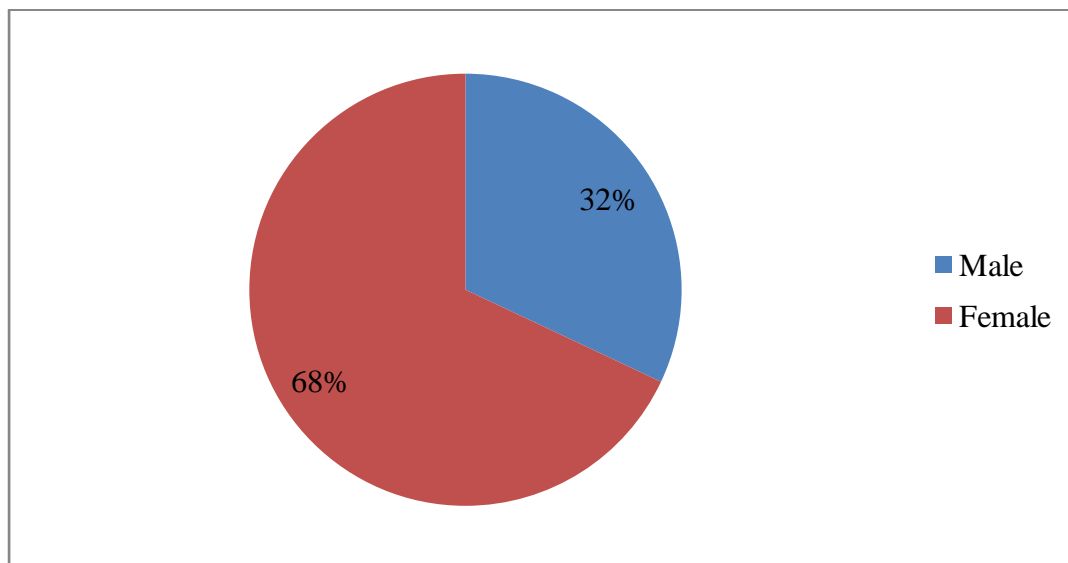
Table 3.1

Students' gender

Option	Frequency	Percentage
Male	16	32%
Female	34	68%
Total	50	100%

Figure 3.1

Students' gender



The results displayed in the table above show that the majority of the informants are girls. They are 34 that represent 68% from the whole population, whereas only 16 boys participated in this study and represent 32%. It is seen that most second-year EFL students are females; this means that the desire to learn English as a foreign language for female students is more than for male students.

Item 02: Which skill do you want to improve the most?

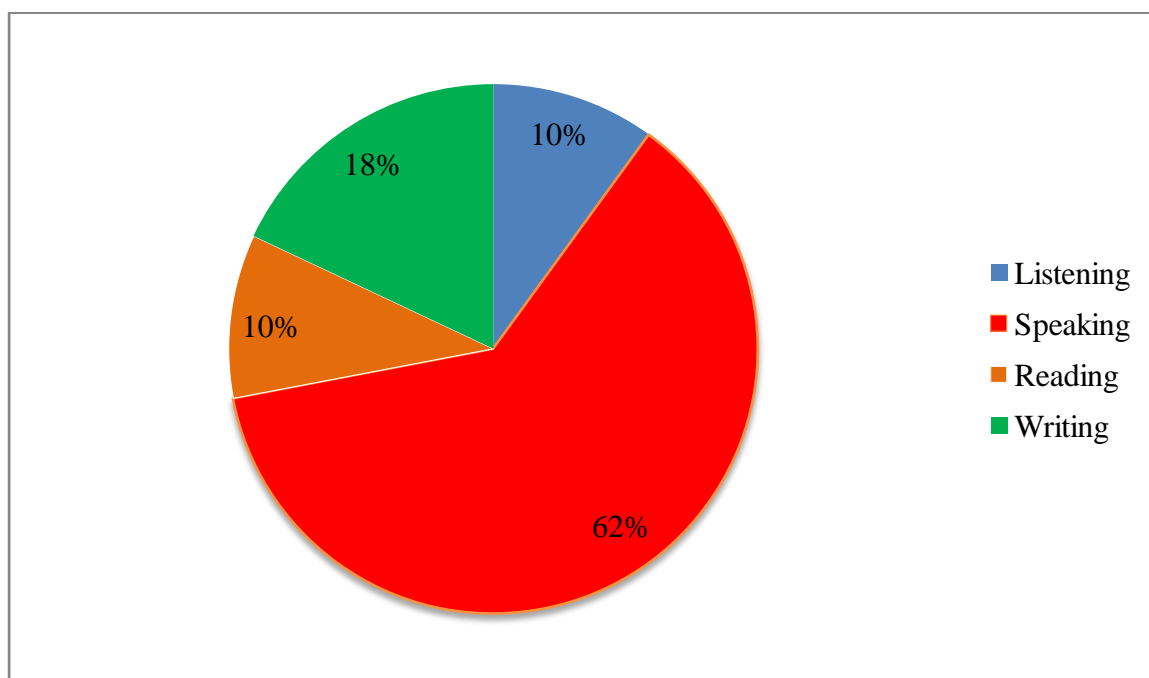
Table 3.2

Skills students would like to improve

Option	Frequency	Percentage
Listening	5	10%
Speaking	31	62%
Reading	5	10%
Writing	9	18%
Total	50	100%

Figure 3.2

Skills students would like to improve

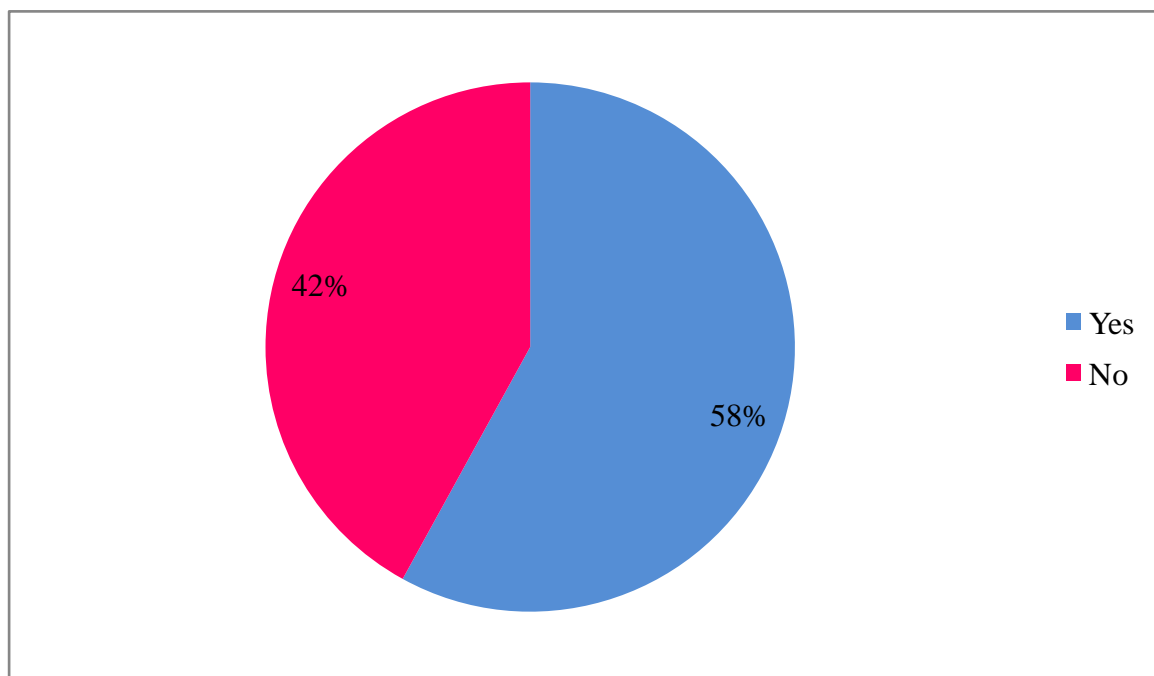


The reason behind asking this question is to know which of the four skills is more important for second-year EFL respondents. The table 3.2 and pie chart 3.2 indicate that the majority of students with highest percentage (62%) prefer to improve the skill of speaking while (18%) of students selected the writing skill; however, both listening and reading skills has the same rate where (10%) of students prefer to improve their listening skill and others (10%) chose reading skill. It can be deduced that speaking is the first interest for most second year EFL learners.

Item 03: Do you have the ability to speak in front of people?

Table 3.3*Students' abilities to speak in front of people*

Option	Frequency	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Figure 3.3*Students' abilities to speak in front of people*

The purpose of this question is to investigate whether or not students have the ability to speak in front of a number of people. Analysis of this question reports that a leading majority of (58%) of students (see Figure3.3) who answered by saying “yes”, meaning that they have the ability to speak in front of people. In addition, a considerable portion of 42% asserted that they do not have the ability to speak in front of others.

Section Two: Students' Public Speaking Difficulties

Item 04: Have you ever experienced speaking in front of a considerable number of people?

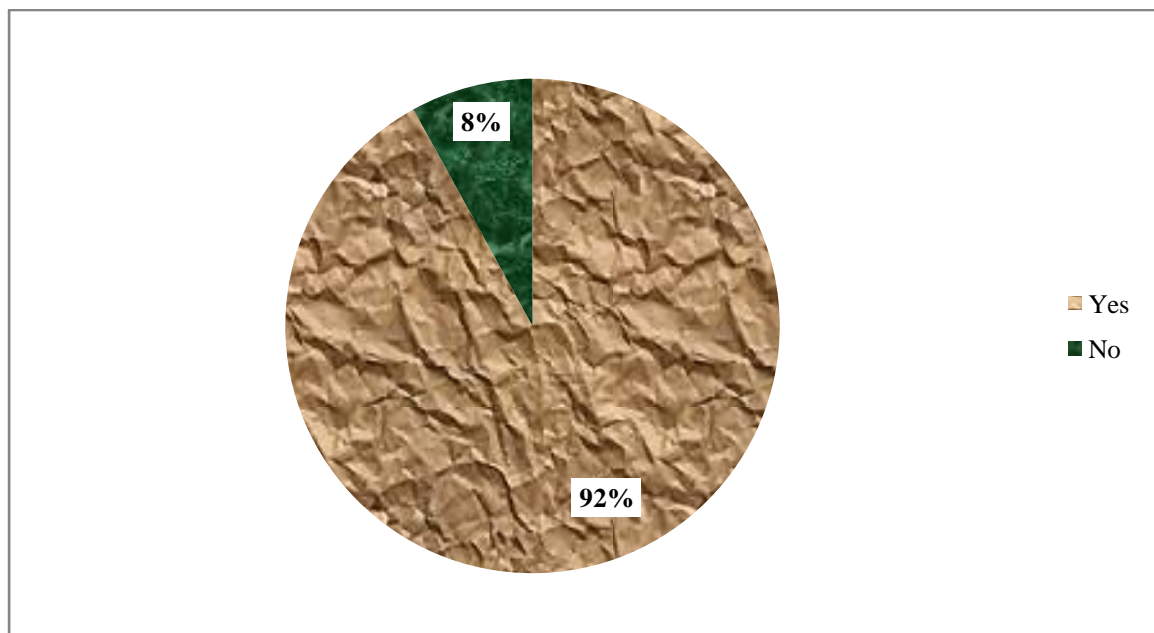
Table 3.4

Student' experience of speaking in front of a considerable number of people

Option	Frequency	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Figure 3.4

Student' experience of speaking in front of a considerable number of people



This question probed whether learners have experienced speaking in front of a large number of people or not. As the table statistics display, the majority of participants 46 with a rate of (92%) revealed that they have experienced speaking in front of others before.

However, only 4 participants representing (8%) claimed the opposite by choosing the option of “no”. Accordingly, the majority of second year EFL learners claimed that they have practiced speaking in front of an audience before, which means that they are familiar with public speaking.

If yes, would you specify where exactly?

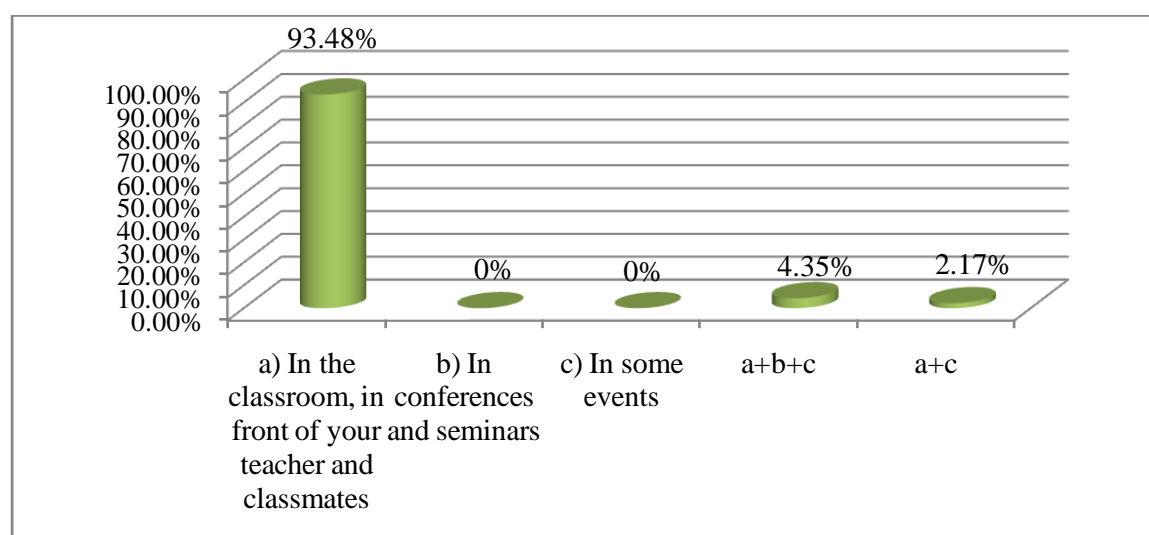
Table 3.5

Settings where students experienced speaking in front of a considerable number of people

Option	Frequency	Percentage
a)In the classroom, in front of your teacher and mates	43	93.48%
b)In seminars and conferences	0	0%
c)In some events	0	0%
a+b+c	2	4.35%
a+c	1	2.17%
Total	46	100%

Figure 3.5

Settings where students experienced speaking in front of a considerable number of people



While justifying the choice of “yes” for this question, the students demonstrated the places where they have practiced public speaking. It is clearly observed in figure 3.5 that a big portion of the sample (93.48%) experienced talking in the classroom in front of their teachers and classmates. On the other hand, a rate of (4.35%) of students noted that that they have experienced speaking in all the given settings, while (2.17%) selected two of the provided settings which are “in the classroom” and “in some events”. Finally, no one (0%) practiced public speaking only in conferences and seminars. Also, “in some events” got (0%).

From the results, we can conclude that the classroom is the common place where students experienced speaking in front of a large audience, as reported by the vast number of students.

Others:

Only one participant who said “for teaching”.

Item 05: How do you find speaking in front of a large number of people?

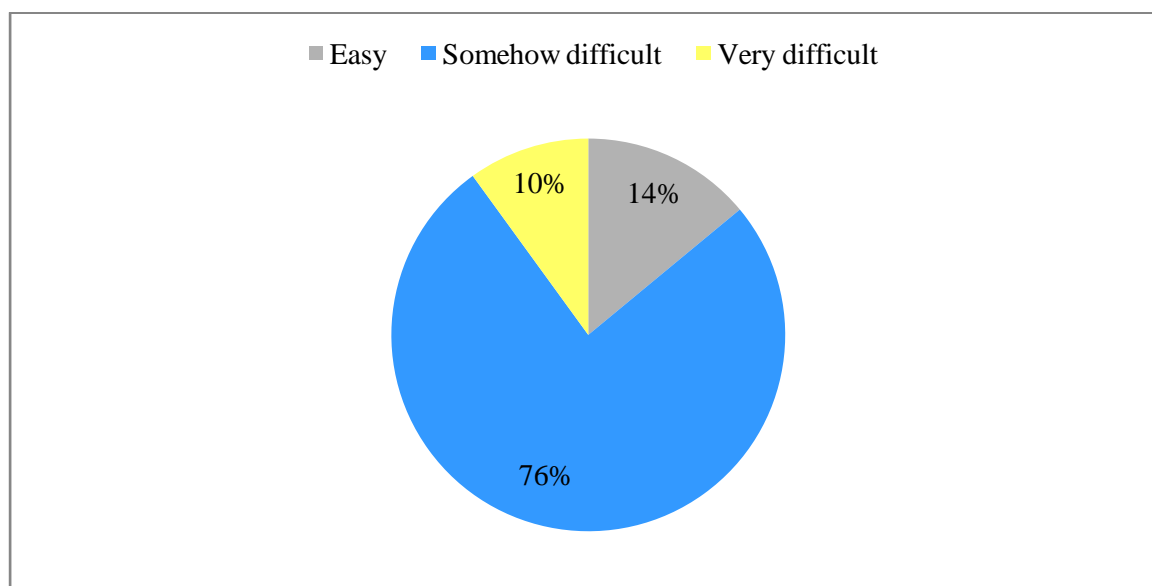
Table 3.6

The degree of speaking difficulty in front of a large number of people

Option	Frequency	Percentage
Easy	7	14%
Somehow difficult	38	76%
Very difficult	5	10%
Total	50	100%

Figure 3.6

The degree of speaking difficulty in front of a large number of people



The table 3.6 indicates that speaking in front of a wide audience is quite difficult as stated by the majority of respondents (76%). On the other hand, 7 respondents (14%) opted for “easy” means they find no difficulties when speaking in public. However, 5 respondents (10%) considered speaking in front of a large audience a very difficult task. To conclude, we can extract that speaking in front of a large audience is not an easy task for the majority of second year EFL students at Biskra University.

Respondents’ justifications of their answers

In this item, all of respondents were demanded to justify their answers and this provided several and valuable justifications. To begin with, the minority of respondents who find speaking in public easy did not justify except two; one of them said “Speak without following your emotions such as: stress, anxiety, etc.. just speak”, while the other respondent stated “because I trust myself”. This means that whenever students ignore their stress and

anxiety and trust that they will do their best, they will develop their speaking abilities and overcome their speaking difficulties.

However, the majority of those who answered choosing “somehow difficult” listed some reasons that hinder them from getting involved in public speaking, such as: “stress, shyness, social anxiety, uncomfortable feeling, fear of making mistakes, confuse, nervousness”. Accordingly, a respondent pointed also that these reasons sometimes make them forget what they are going to say. Eventually, one respondent added “I get stressed at times especially when the topic is hard to be delivered. Hence, the lack of topic knowledge affects negatively students’ performance. Other respondents shared common justifications. They claimed that finding the appropriate vocabulary and falling in the trap of grammatical mistakes, in addition to the difficulty of remembering words at the moment of speaking, hurdle their performance. Similarly, only one respondent who asserted that speaking a second language is not easy for him/her.

On the other hand, those who chose another level of difficulty and ticked the option “very difficult”, only two of them have acknowledged the following justifications: “I have social phobia”, “I feel complicated”.

In summary, most of the students face various difficulties when delivering a speech in front of their teachers and classmates which are frequently due to psychological problems. However, it can be predominated by both students themselves or teachers based on a set of helpful and supportive strategies.

Item 06: Which public speaking stage(s) do you find more difficult? (You may choose more than one stage)

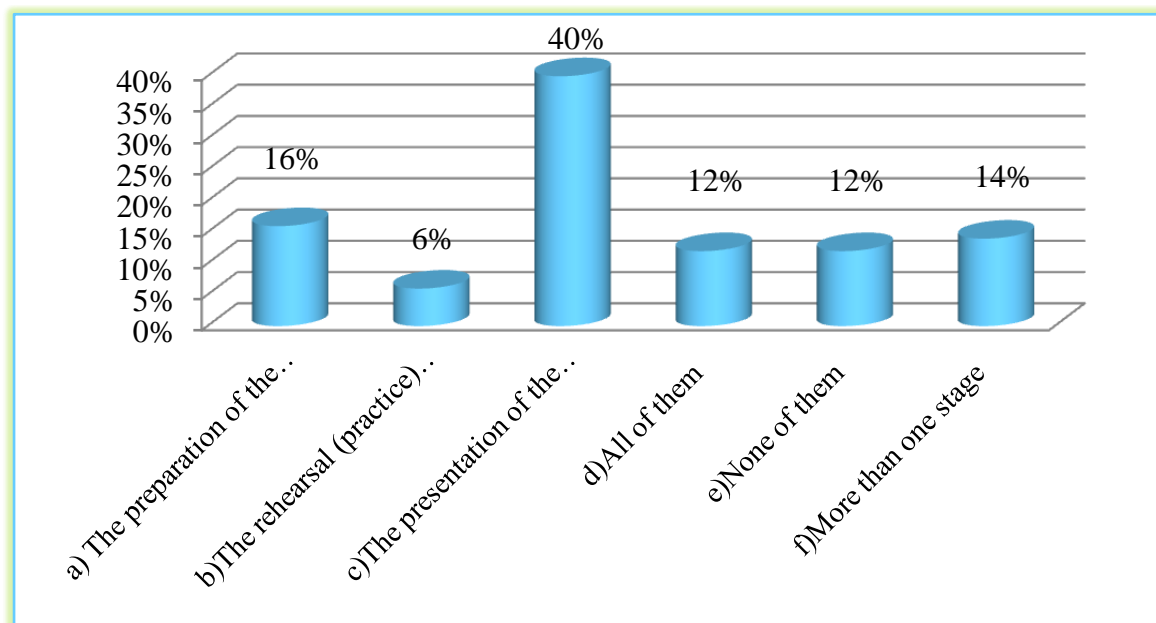
Table 3.7

Public speaking stages that students find more difficult than the others

Option	Frequency	Percentage
a) The preparation of the speech	8	16%
b)The rehearsal (practice) of the speech	3	6%
c)The presentation of the speech	20	40%
d)All of them	6	12%
e)None of them	6	12%
f)More than one stage	7	14%
Total	50	100%

Figure 3.7

Public speaking stages that students find more difficult than the others



Regarding this question, the objective was to indicate which stages do students face difficulties in public speaking. What is noticeable in the table (3.7) above is that the presentation of the speech is the most difficult stage for the vast majority of students (40%).

This can back to students' psychological problems such as shyness and anxiety as stated by students' justifications in item (05). In addition, lack of topical knowledge and poor linguistic competence could be reasons too. Whereas, 8 students- making up (16%)-opted for "the preparation of the speech" meaning that they face difficulties when preparing the speech. Yet, 7 students (14%) selected more than one option. Similarly, 6 students (12%) stated that all the stages are not easy; and an equal percentage (12%) claimed that they do not encounter difficulties in any of the above stages. However, a lesser number of 3 students (6%) claimed that they face difficulties with the second stage "the rehearsal (practice) of the speech", which is probably reflects that they do not know how to rehearse for the speech efficiently or how to prepare for the presentation. This shows that all the stages are difficult for second year EFL students but the presentation of the speech is the most one which they face difficulty and obstacle in.

Item 07: Do you find any difficulties when speaking in front of your class mates?

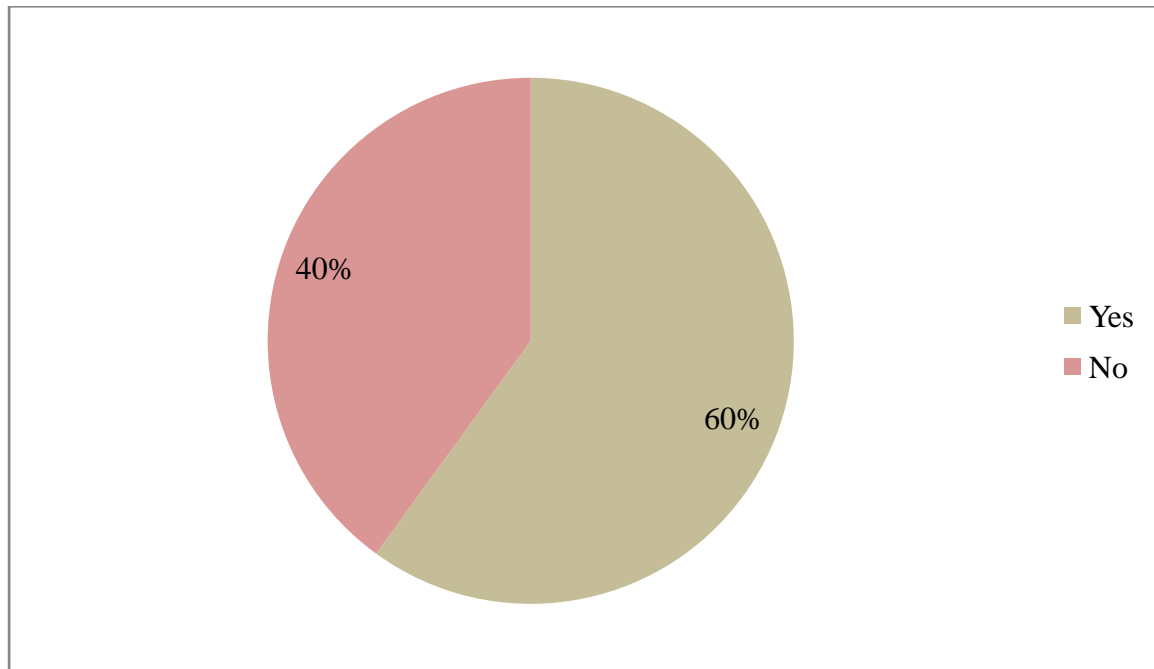
Table 3.8

Student' answers whether they find any difficulties when speaking in front of their classmates or not

Option	Frequency	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Figure 3.8

Student' answers whether they find any difficulties when speaking in front of their classmates or not



The present question seeks to investigate whether students encounter difficulties when performing in front of their classmates or not. It is clear that more than the half of learners (60%) find speaking in front of their classmates difficult. However; about (40%) from the rest of learners answered with “no” meaning that they do not face difficulties when speaking in front of others. As a result, the majority of students hurdle when speaking in front of their classmates which reflects the fact that they can not master this skill as it should be.

If yes, what kind of difficulties do you face? You may choose more than one option.

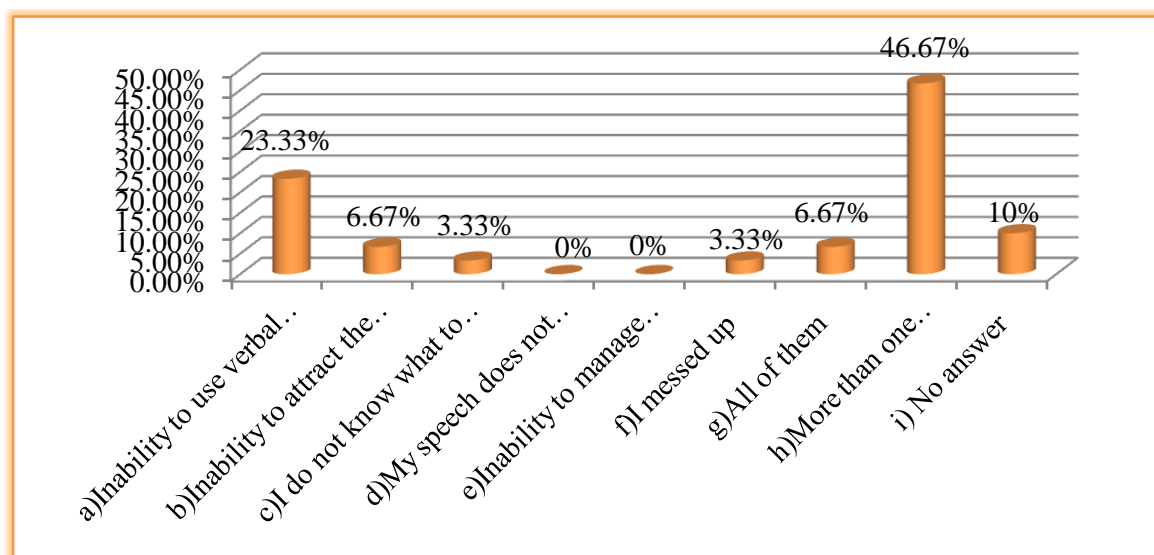
Table 3.9

Kinds of students' difficulties when speaking in front of their classmates

Option	Frequency	Percentage
a)Inability to using verbal and non-verbal language (eye contact , movements, gestures,...) properly	7	23.33%
b) Inability to attract the audience's attention	2	6.67%
c) I do not know what to include in my speech	1	3.33%
d) My speech does not sound natural	0	0%
e) Inability to manage the time properly	0	0%
f) I messed up	1	3.33%
g) All of them	2	6.67%
h)More than one difficulty	14	46.67%
i)No answer	3	10%
Total	30	100%

Figure 3.9

Kinds of students' difficulties when speaking in front of their classmates



The question of (If yes, what kind of difficulties do you face?), was meant to discern EFL students' difficulties during public speaking. Figure 3.9 shows that the highest percentage is (46.67%) which reflects the ones who chose more than one difficulty. However, (23.33%) of them are struggling with the inability to use verbal and body language properly when they speak in front of their classmates. Moreover, (10%) from those who chose “yes” did not selected any option. Additionally, (6.67%) of respondents stated that inability to attract the audiences' attention is one of the main difficulties that they face while delivering a speech or while speaking in front of others, while (6.67%) aforementioned that it included all the difficulties mentioned in the table above. (3.33%) of respondents declared that they do not know what to include in their speeches. However, (3.33%) highlighted “I messed up”. At last, no one of the samples opted for “my speech does not sound natural” and “inability to manage the time properly”. It is important to note that all these problems which students find them during public speaking act are established by such reasons. However, inability to use verbal and body language properly considered as the biggest problem for second year EFL students.

Other difficulties

“I faced problems in controlling stress while speaking even my English is well”.

“I do not find the most appropriate vocabulary, sometimes regarding pronunciation”.

Item 08: According to you, what are the main reasons behind public speaking difficulties?

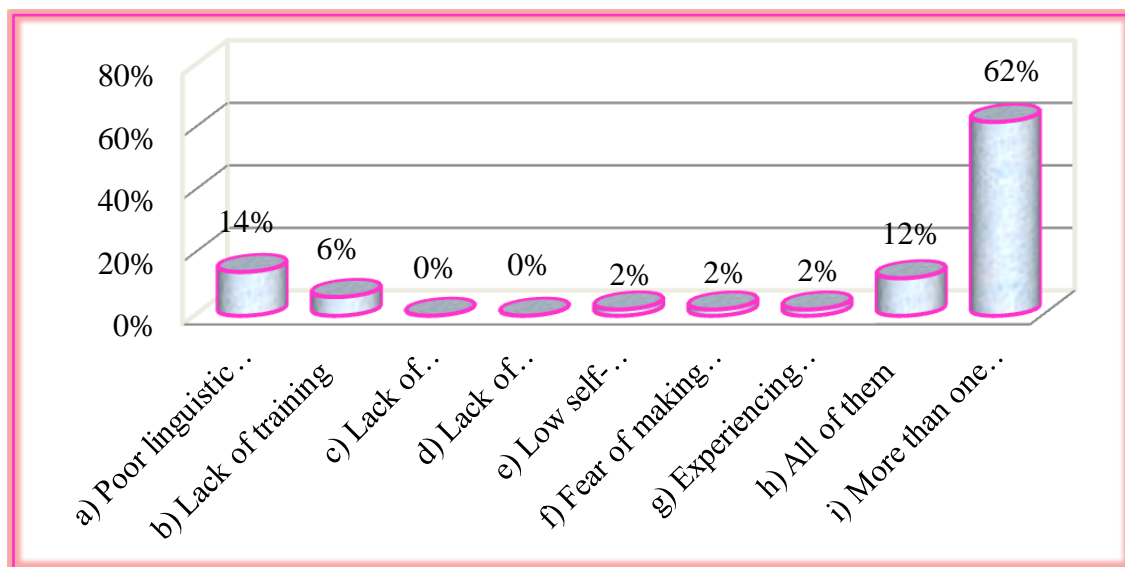
(You may choose more than one reason).

Table 3.10*The main reasons behind public speaking difficulties*

Option	Frequency	Percentage
a) Poor linguistic (vocabulary, grammar, pronunciation, etc) and paralinguistic competence (eye contact , movements, gestures,...)	7	14%
b) Lack of training	3	6%
c) Lack of knowledge about the topic	0	0%
d) Lack of preparation and organization	0	0%
e) Low self-confidence and shyness	1	2%
f) Fear of making mistakes	1	2%
g) Experiencing some degrees of fear (anxiety or apprehension)	1	2%
h) All of them	6	12%
i) More than one reason	31	62%
Total	50	100%

Figure 3.10

The main reasons behind public speaking difficulties



Since students face difficulties in public speaking, this item targets the main reasons that hurdle public speaking for second-year EFL students. Table 3.10 shows that the rate of (62%) that shapes 31 participants selected more than one reason behind their public speaking difficulties. Yet, 7 participants (14%) responded that the main reason behind public speaking difficulties is lack of linguistic and paralinguistic competence. Furthermore, (12%) which represents 6 participants opted for all the mentioned reasons. The second reason “lack of training” constitutes (6%) of the whole responses that participants have opted for. However, those who responded with “low self-confidence and shyness”, “fear of making mistakes”, and “experiencing some degrees of fear (anxiety or apprehension)” their percentage is equivalent to (2%). Finally, the two options of “Lack of knowledge about the topic” and “Lack of preparation and organization” got (0%). Hence, we can deduce that poor linguistic and paralinguistic competence are regarded as the main source for public speaking difficulties, this supports and confirms the respondent’ justifications in question five (05).

Section Three: The Impact of Communication Apprehension on EFL Students Public Speaking

Item 09: How often do you participate in oral classroom activities?

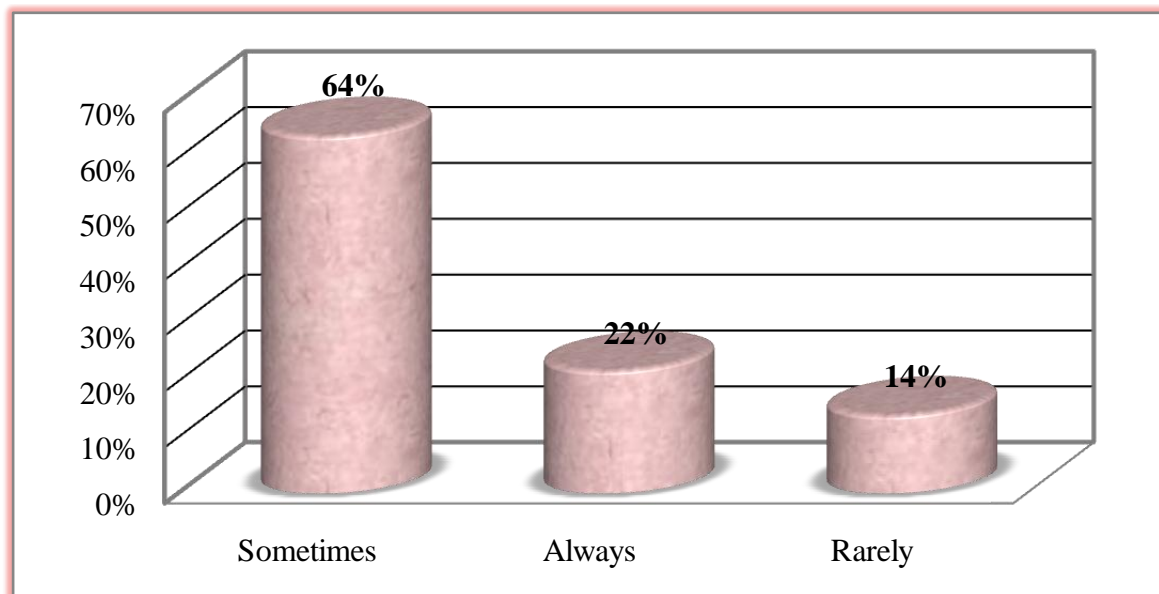
Table 3.11

Frequency of students' participation in oral classroom activities

Option	Frequency	Percentage
Sometimes	32	64%
Always	11	22%
Rarely	7	14%
Total	50	100%

Figure 3.11

Frequency of students' participation in oral classroom activities



The objective of the question was to identify how often students participate in oral classroom activities. As shown in the table above, the majority of students who represent

(64%) are sometimes participate in oral classroom activities. While, others (11) with a percentage of (22%) claimed that they are always get engaged whenever they have oral activities. However, only (14%) of the answers indicate the number of students who do not participate at all, this means they prefer remaining silent; thus, those whose participation is rarely observed. These results may refer back to the students' personal factors that can affect their speaking and participation.

Item 10: Knowing that communication apprehension is a degree of anxiety and fear about communicating with others in a certain situations. This anxiety happens due to the fear of judgment from the people one communicates with. Do you feel apprehensive when you are giving a presentation in class?

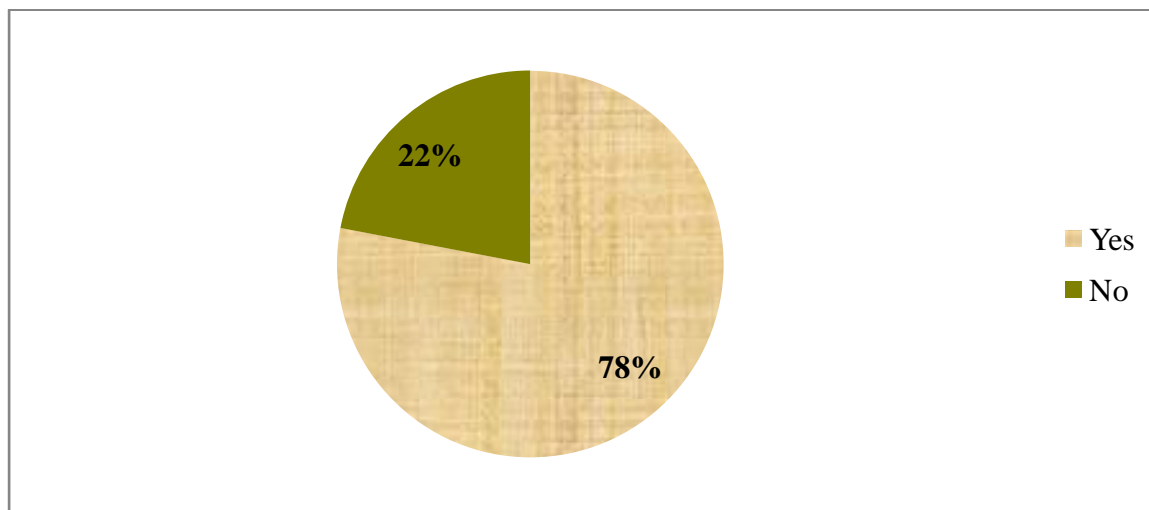
Table 3.12

Students' apprehension when they are giving a presentation

Option	Frequency	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

Figure 3.12

Students' apprehension when they are giving a presentation



The results obtained from the above question indicates that the majority of students (39) with a rate of (78%) declared that they feel apprehensive when they are asked to give a presentation. Consequently, they have stage fright. In contrast, the minority of the sample (11) students which represents (22%) said the opposite, means that they find this activity as an easy task, which is likely due to their motivation and willingness to speak.

As a consequence, most of second-year EFL students struggle with the psychological hindering element “apprehension” when during oral presentation in front of their classmates. This means that oral presentation is a challenging task for most of EFL learners.

Item 11: In which of the following stage(s) do you feel more apprehensive

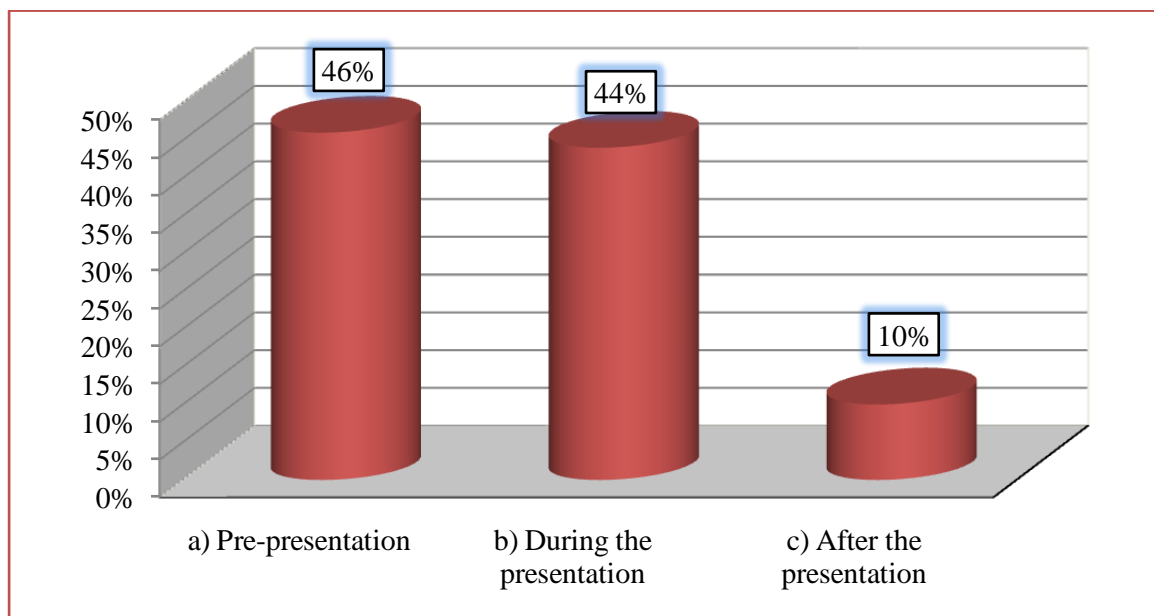
Table 3.13

Stages where students feel apprehensive when giving a presentation

Option	Frequency	Percentage
a)Pre-presentation	23	46%
b)During the presentation	22	44%
c)After the presentation	5	10%
Total	50	100%

Figure 3.13

Stages where students feel apprehensive when giving a presentation



The current item aims to indicate which stage(s) do students feel more apprehensive. The results reveal that a significant number of 23 respondents with a percentage of (46%) demonstrated that their apprehensive increasing just before giving the presentation. While, 22 respondents (44%) said their claim that they feel apprehensive during the presentation stage. However, only 5 respondents (10%) chose the last option “after the presentation”. Hence,

most of second year EFL students experience communication apprehension in all the given stages when they are required to give a presentation that might be due to some factors which will be presented in item 13.

Item 12: Please, indicate whether the following symptoms apply to you when you are giving a presentation or not by ticking the right answer.

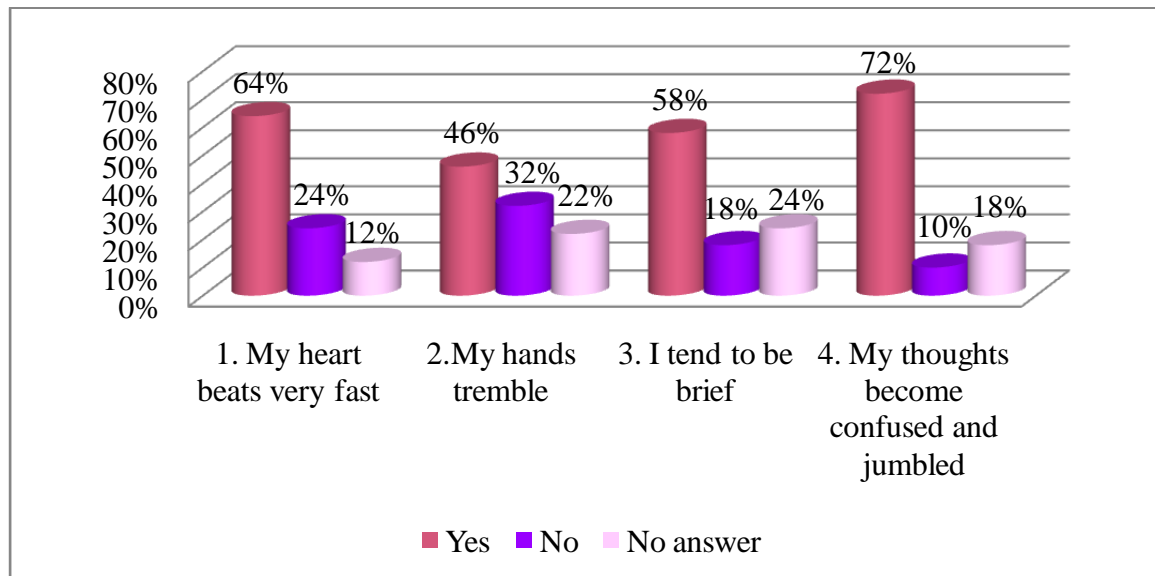
Table 3.14

The symptoms of communication apprehension

Option	Yes		No		No answer		Total	
	N°	%	N°	%	N°	%	N°	%
My heart beats very fast	32	64%	12	24%	6	12%	50	100%
My hands tremble	23	46%	16	32%	11	22%	50	100%
I tend to be brief	29	58%	9	18%	12	24%	50	100%
My thoughts become confused and jumbled	36	72%	5	10%	9	18%	50	100%

Figure 3.14

The symptoms of communication apprehension



Since most of students feel apprehensive during a presentation, we proposed to them some symptoms and signs that can appear on them when they are giving a presentation. Then, we asked them to indicate whether the suggested symptoms apply to them or not. 32 participants (64%) highlighted that they feel their heart beating during oral presentation while 12 participants (24%) stressed that they have a natural heartbeat while presenting. Then, 6 participants (12%) did not provide an answer. Another observable symptom is hands trembling; here, 23 participants (46%) pointed out that they start trembling when they are presenting; however, 16 participants said that they do not suffer from such a problem, whereas 11 participants (22%) had no answer. Furthermore, when the participants were asked if they tend to be brief in such a situation . (58%) of them affirmed that they speak a little beat or abbreviate their explanation that due to the apprehension. Yet, (18%) speak comfortably and present all what they have planned to explain. 11 participants with a rate of (24%) did not selected this option. Nevertheless, the last given option was “my thoughts become confused and jumbled”. Thus, the highest percentage (72%) which represented the

dominant number of participants answered with “yes” whereas (10%) selected the “no” option, and another percentage (18%) is assigned to those who did not provide an answer.

To sum up, all the suggested symptoms apply for the majority of participants so oral presentation seen stressful and difficult task to undertake for most of second year EFL students.

Item 13: Which of the following factors bring you apprehension when delivering a speech in front of your teacher and your classmates?

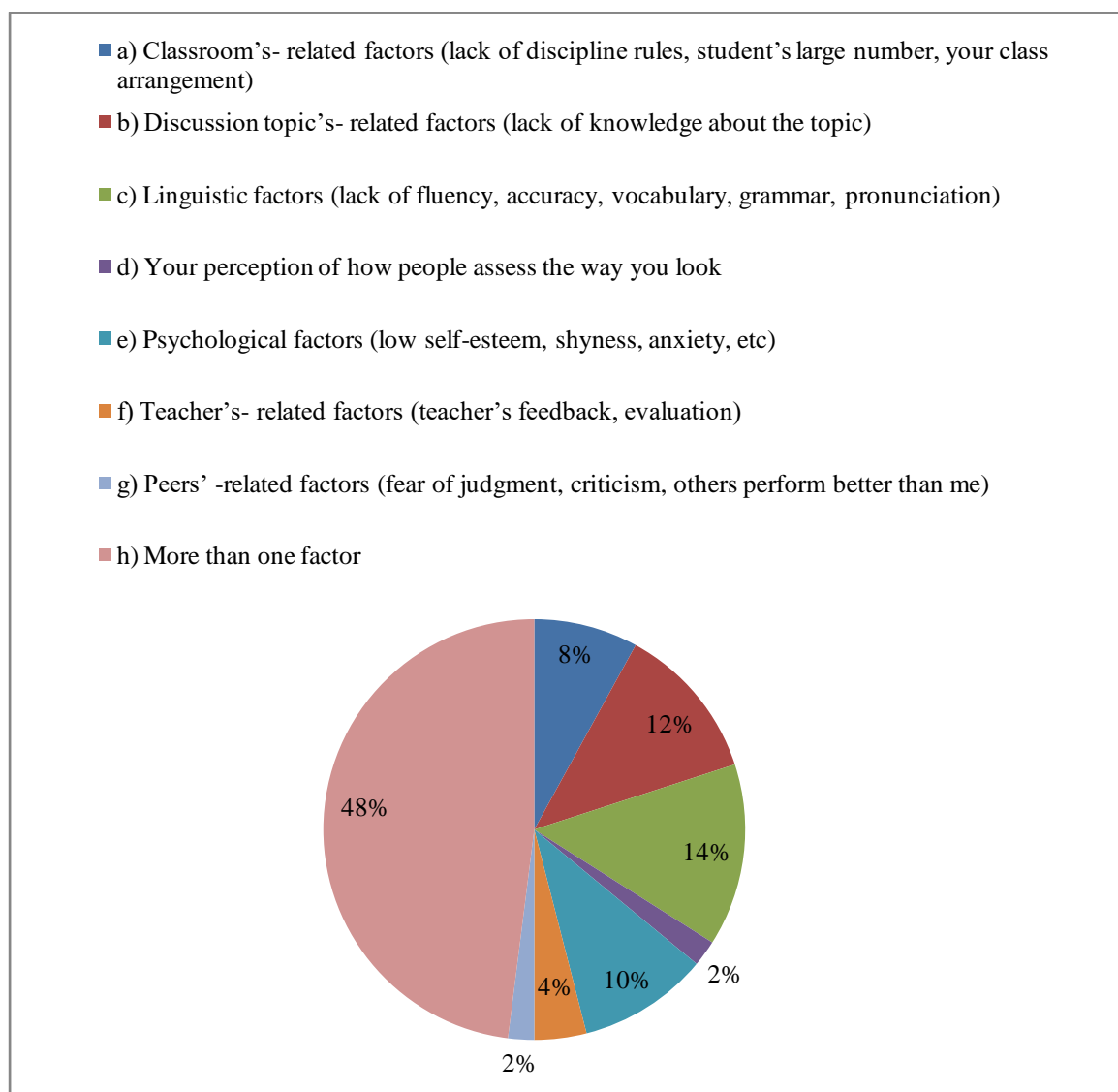
Table 3.15

Students' perspectives about the factors that cause oral communication apprehension

Option	Frequency	Percentage
a) Classroom's- related factors (lack of discipline rules, student's large number, your class arrangement)	4	8%
b) Discussion topic's- related factors (lack of knowledge about the topic)	6	12%
c) Linguistic factors (lack of fluency, accuracy, vocabulary, grammar, pronunciation)	7	14%
d) Your perception of how people assess the way you look	1	2%
e) Psychological factors (low self-esteem, shyness, anxiety, etc)	5	10%
f) Teacher's- related factors (teacher's feedback, evaluation)	2	4%
g) Peers' -related factors (fear of judgment, criticism, others perform better than me)	1	2%
h)More than one factor	24	48%
Total	50	100%

Figure 3.15

Students' perspectives about the factors that cause oral communication apprehension



This item aimed to highlight the main factors that contribute to oral communication apprehension among students. It can be seen from the table 3.15 and figure 3.15 above that the majority of students (48%) selected more than one factor. On the other hand, 7 students (14%) consider linguistic problems as their main cause of oral communication apprehension. Moreover, 6 students (12%) affirmed that they have been put in a situation where they have no prior knowledge about the topic of discussion. 5 students with a rate of (10%) opted for

psychological factors, while 4 students (8%) illustrated that the classroom, in some cases, affects negatively their performance in public speaking that it causes them apprehension. Yet, 2 students (4%) claimed that teacher's feedback, evaluation brings them apprehension. However, only one who stated that his/her classmates are the reason behind his/her oral communication apprehension, whilst another affirmed that his/her performance is affected by how people assess the way he/she look. As a result, most of the students vary in choosing the factors that cause their oral communication apprehension, but linguistic factors (student-related factors) are regarded as the main reason behind students' communication apprehension.

Item 14: In a speech delivery, do you get so nervous that you forget things you know?

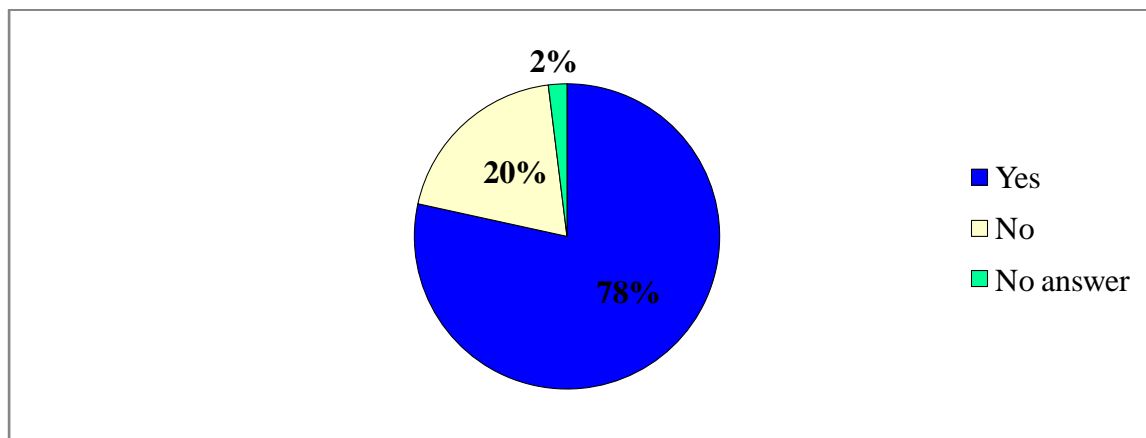
Table 3.16

Students feel nervous that they forget what to say

Option	Frequency	Percentage
Yes	40	80%
No	9	18%
No answer	1	2%
Total	50	100%

Figure 3.16

Students feel nervous that they forget what to say



The results as shown in the table above affirm that the highest percentage of students (80%) stated that they feel nervous during performing that they forget what they were planning to say or present. The minority (20%) affirmed that they do not feel nervous to the extent where they forgot their speeches. However, only one (2%) had no answer. This indicates that the majority of students suffer from memorizing problem during speech delivery due to their nervousness.

If yes, what symptoms you usually have when you are nervous? (choose more than one symptom?)

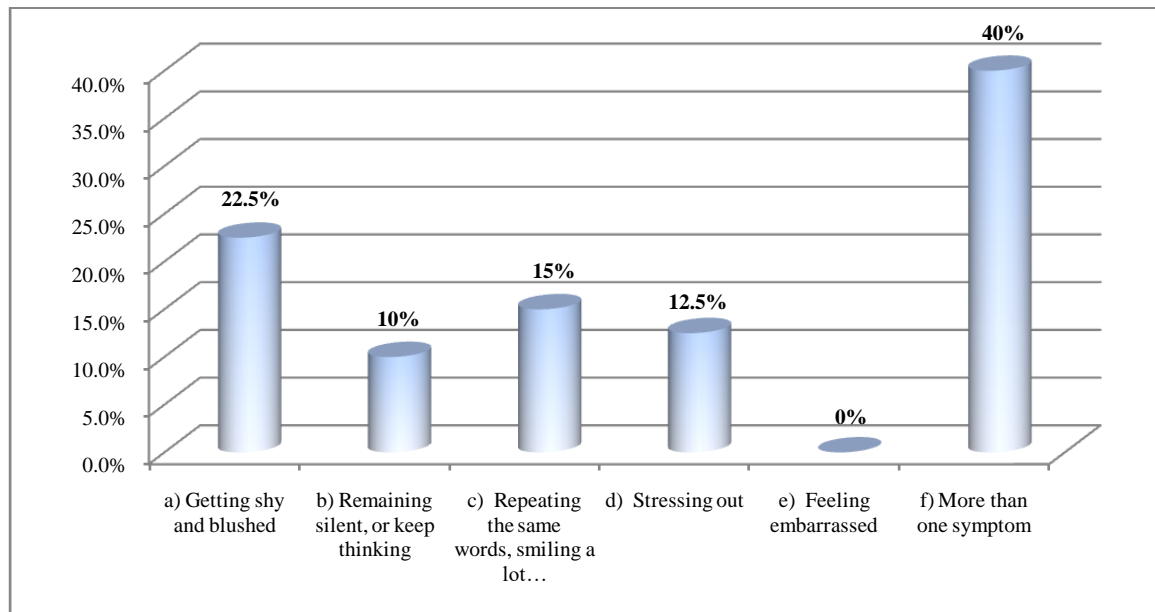
Table 3.17

Symptoms that students usually have when they get nervous

Option	Frequency	Percentage
a) Getting shy and blushed	9	22.5%
b) Remaining silent, or keep thinking	4	10%
c) Repeating the same words, smiling a lot....	6	15%
d) Stressing out	5	12.5%
e)Feeling embarrassed	0	0%
f)More than one symptom	16	40%
Total	50	100%

Figure 3.17

Symptoms that students usually have when they get nervous



Concerning those who answered “Yes”, that they feel nervous that they forget what to say, are specifying their symptoms when they feel nervous according to the preceding suggestions on table 3.17. Looking at the results, the greater percentage (40%) of learners selected more than one symptom. Additionally, 9 learners (22.5%) denoted that they getting shy and blushed while they feel nervous. Then, 6 others (15%) claimed that they tend to repeat the same words and smiling a lot. While, 5 learners (12.5%) who opted for “stressing out”, and others who responded that they remain silent or keep thinking constitute (10%) 4 of the sample. At the end, no one chose the option of “feeling embarrassed”. Thus, the majority of learners show different symptoms and signs due to their nervousness; however, shyness and blushing are regarded as the most observable symptoms which prevent them from delivering a speech effectively.

To sum up, nervousness is a common symptom of communication apprehension, reflecting the discomfort or unease individuals may feel when faced with communication challenges.

Others:

“The need to cry”.

“Laughter”.

“I try to explain with the easiest or overcome directly”.

“Actually even if I am stressed my body language won't show but I get blushed”.

“Sometimes, I get angry with the fact that I am not able to talk, but I fix that quickly”.

Item 15: Do you find it difficult to focus on your performance when you feel apprehensive?

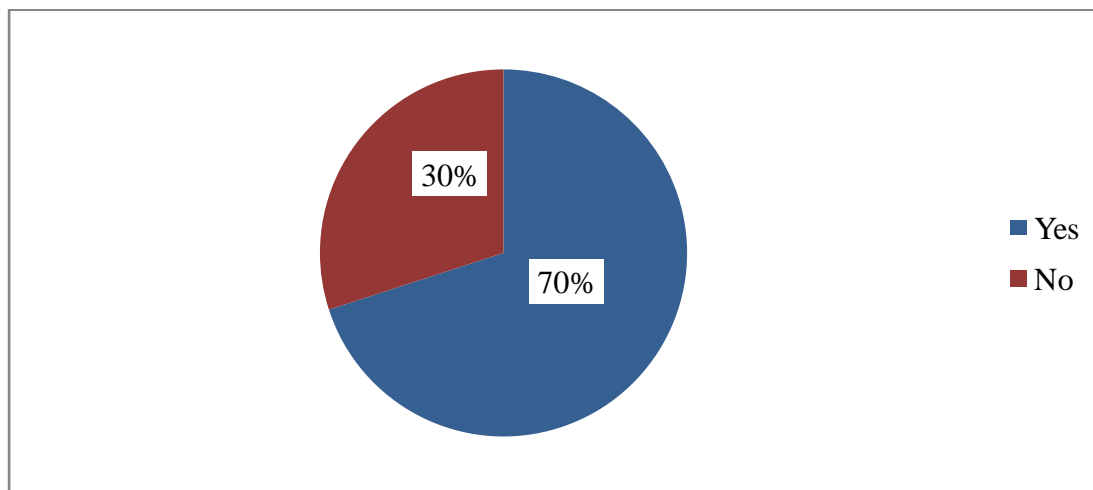
Table 3.18

Student's difficulty to focus on performance when they feel apprehensive

Option	Frequency	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Figure 3.18

Student's difficulty to focus on performance when they feel apprehensive



The results reveal that 35 respondents (70%) agreed that they find it difficult to focus on their performance when they feel apprehensive. This indicates that this emotional state directly interferes with their ability to concentrate. Contrariwise, only 15 respondents (30%) who said that they do not mix their apprehension with their performance. This reflects that they have developed coping mechanisms or strategies to manage their feelings of apprehension. Thus, the feeling of communication apprehension has a direct impact on students' performance. In other words, it distracts their ability to concentrate on their performance in public.

Item 16: Do you recognize how your emotions affect your performance?

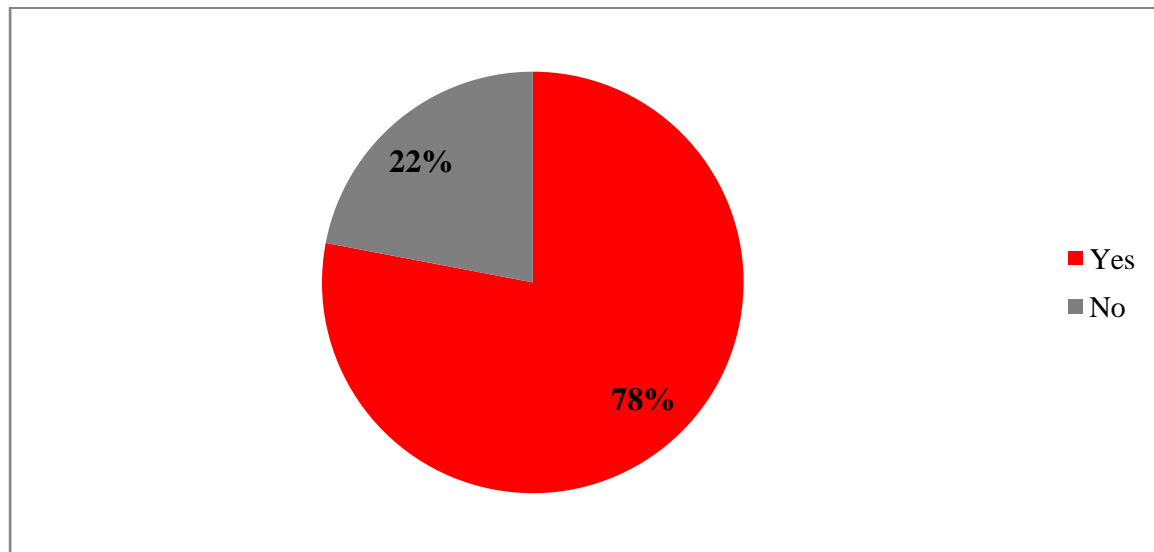
Table 3.19

Student's ability to know the effect of emotions on their performance

Option	Frequency	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

Figure 3.19

Student's ability to know the effect of emotions on their performance



To sum up the above yielded data, (78%) of the students agreed that they recognize how their emotions affect their performance. However, (22%) denied this relationship between emotions and their performance. It can be deduced that most of second year EFL students are fully aware of how their emotions impact their performance, so they will know how to cope with their communication apprehension.

Item 17: To what extent can communication apprehension affect EFL students' performance in public speaking?

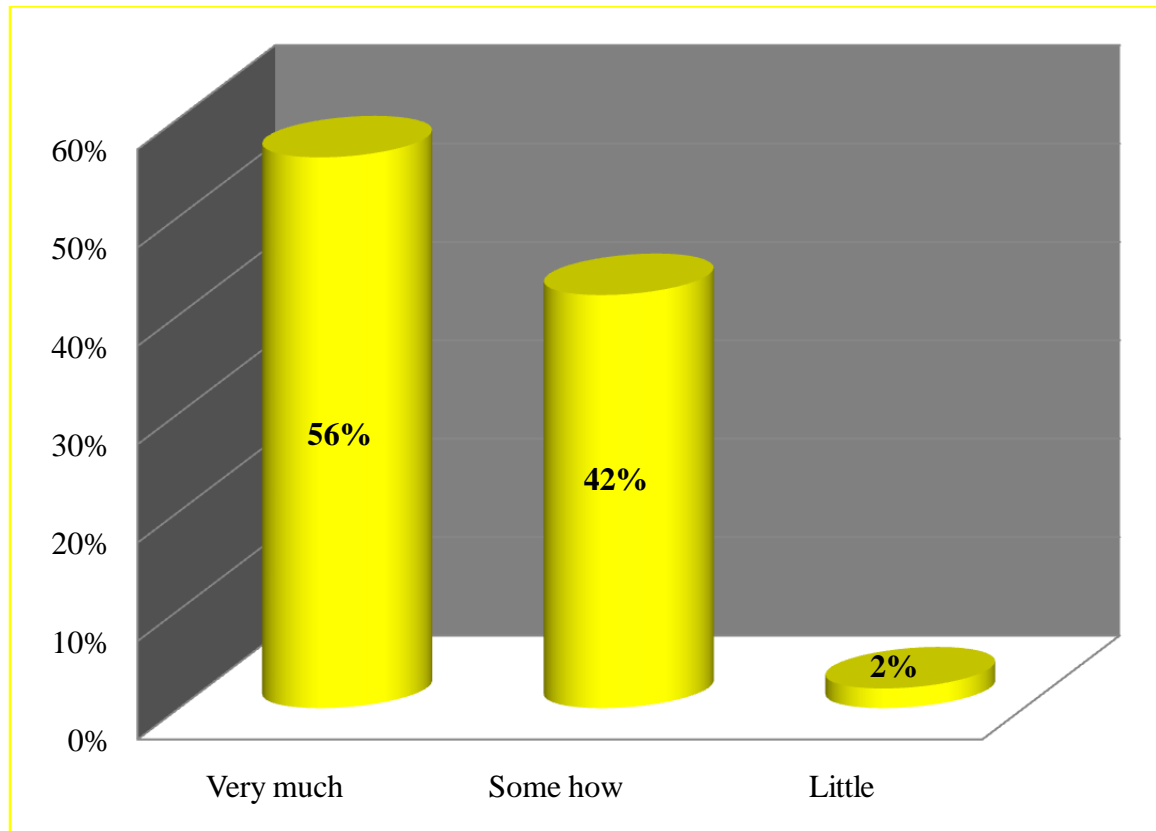
Table 3.20

Degree of effect of communication apprehension on EFL students' performance in public speaking

Option	Frequency	Percentage
Very much	28	56%
Some how	21	42%
Little	1	2%
Total	50	100%

Figure 3.20

Degree of effect of communication apprehension on EFL students' performance in public speaking



The question above attempts to identify students' viewpoints about the effect of communication apprehension on EFL students' performance in public speaking. The results show that more than the half of participants (56%) believed that communication apprehension has a high extent in affecting their speaking performance. 21 participants (42%) claimed that CA has an intermediate extent and only one participant thought that CA has a low effect on their speaking performance. That is to say, communication apprehension has a great impact on EFL students' performance in public speaking. Therefore, students and teachers should look for effective strategies to overcome this problem.

Students' explanation:

To gather more data about the impact of communication apprehension on EFL students' public speaking the researcher requested a justification for the respondents' answers. On one hand, the majority of students who answered with "very much" listed the following justifications:

- "I can not controlling myself"
- "It leads to low academic achievement"
- "It tends to affect the performance negatively which ultimately leads to errors"
- "High levels of apprehension can lead to physical symptoms like shaking and sweating, which hinder focus and delivery. Students may struggle with language fluency, causing hesitations and unclear speech"
- "Communication apprehension can greatly affects EFL students' public speaking performance due to reduced confidence, fluency, and overall negative impact on performance and well being"

On the other hand, those who answered with "somehow difficult" gave explanations as follows:

- "It causes lack of self confidence and inability to communicate with others"
- It depends on the level of CA. If it is high it can lead to anxiety that the students won't be able to convey their ideas"
- "Communication apprehension affects one's performance in public speaking, but not always. When you educate yourself about the dead rules of how to perform, you can facilitate the process of public speaking. No one is aware of what you are thinking about or about your apprehension unless you have shown them explicitly. Just ensure that you have already covered all the aspects that will be discussed during the presentation"

From the aforementioned justifications, it can be deduced that communication apprehension affects negatively students' public speaking. It includes a range of emotions that hinder their performance; however, it can be reduced through a set of strategies and tasks.

Section Four: Strategies Used to Reduce Oral Communication Apprehension

Item 18: What strategies you usually use to reduce your apprehension when you present in front of your teacher and mates?

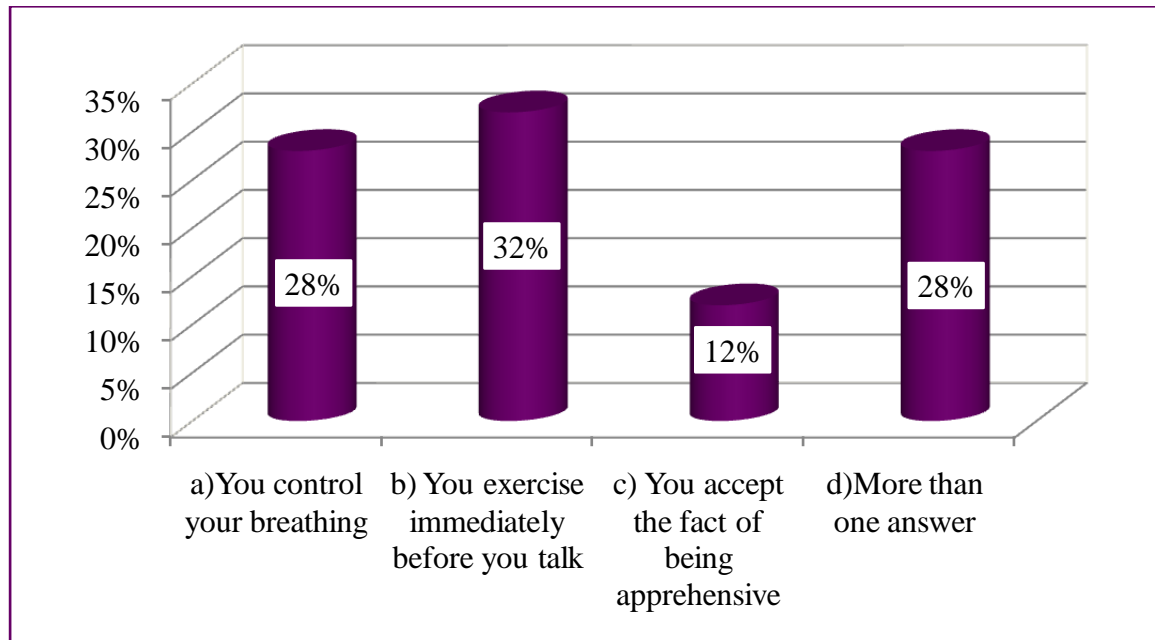
Table 3.21

Strategies used by students to reduce their communication apprehension when presenting in front of their teachers and mates

Option	Frequency	Percentage
a) You control your breathing	14	28%
b) You exercise immediately before you talk	16	32%
c) You accept the fact of being apprehensive	6	12%
d) More than one answer	14	28%
Total	50	100%

Figure 3.21

Strategies used by students to reduce their communication apprehension when presenting in front of their teachers and mates



Statistically speaking, the highest percentage of (32%) represents those who preferred to exercise immediately before they talk. In contrast, the rest of the sample was divided equally between “you control your breathing” and “more than one answer”; (28%) for each option. This confirms the results concluded from item (16) (students’ awareness of how their emotions impact their performance leads to their knowledge of the way that coping their CA)

Similarly, (12%) represents those who claimed that they accept the fact that they are apprehensive. Which shows their need for their teachers’ guidance to overcome their CA.

As a result, one can deduce that there are different strategies used by students to cope with their apprehension while presenting in front of their teachers and classmates.

Other examples:

“Good preparation for the topic”

“I use my hands as if I'm explaining at the same time it helps in being relaxed as much as I can and I avoid eye contact”.

“I say whether will happen, it's not the end of my life”.

Item 19: How does your teacher help you overcome oral communication apprehension?

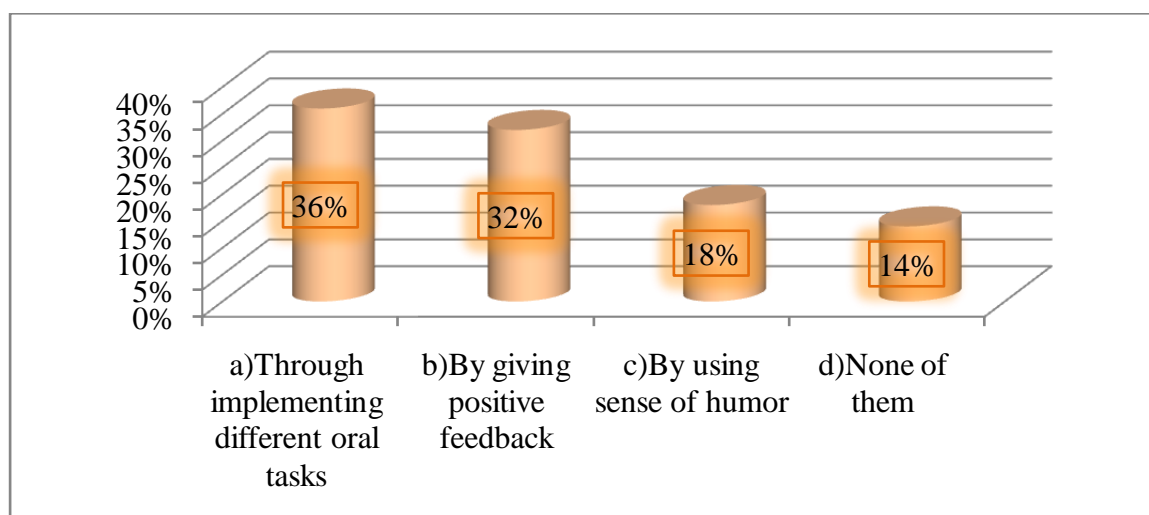
Table 3.22

Teachers' strategies to reduce their students' oral communication apprehension

Option	Frequency	Percentage
a)Through implementing different oral tasks (role-plays, discussions, storytelling, dialogues, etc)	18	36%
b) By giving positive feedback	16	32%
c) By using Sense of humor.	9	18%
d) None of them	7	14%
Total	50	100%

Figure 3.22

Teachers' strategies to reduce their students' oral communication apprehension



This question intends to explore the main instructional strategies that used by teachers to reduce their students' oral communication apprehension. It is remarked from the results obtained, the majority of respondents (36%) claimed that their teachers help them in overcoming their communication apprehension by implementing different oral tasks. 16 others (32%) said that their teachers gives them positive feedback. Moreover, 9 respondents (18%) went for using a sense of humor. So, the teachers' awareness about their students' apprehension leads them to utilize various strategies to help their learners overcome CA. Finally, a few of them (7 respondents) with a rate of (14%) reported that none of the listed strategies are used by their teachers to reduce their apprehension, this implies teachers' ignorance about this issue. The conclusion that can be drawn here, is that EFL teachers play an important role in reducing their students' apprehension and supporting them to improve their public speaking abilities.

3.5.5 Discussion of the Findings

This part holds the summary and the discussion of the findings that are resulted from the analysis student' questionnaire which provided us with different and precious responses that helped the researcher to answer the research questions. Based on the student's responses, it can be concluded that the majority of students confirmed that the speaking skill is the most important skill that they would like to improve. Consequently, it is discovered that most of them experienced speaking in front of a large audience "public speaking"; thus, most of their participations were in the classroom, in front of their teachers and classmates. Although it is not an easy task for many of them.

In the same path, the majority of students find the act of public speaking somehow difficult. According to their responses, they highlighted distinctive reasons that hinder them

from getting involved in public speaking such as anxiety, shyness, fear of making mistakes, poor linguistic competence, and also lack of topic knowledge, etc.

In addition, students confirmed that they still encounter different kinds of difficulties during the act of presenting a piece of information in front of others, including inability to use verbal (vocabulary, grammar, pronunciation...) and body language properly such as eye contact and gestures properly as a top of these difficulties. Correspondingly, they emphasized that the reason behind these difficulties is poor linguistic and paralinguistic competence as a major reason compared to other ones. This is clearly illustrated by Juhana (2012), who noted that linguistic factors were seen as the main challenges that faced students during oral performance. In the same matter, Cherami (2023) stated that poor body language can distract the audience' attention and influence the speakers' credibility.

Furthermore, concerning giving a presentation; the vast majority of students claimed that they feel apprehensive when their teacher asks them to present. This supports what Liu (2007, as cited in Tadjouri, 2017) claimed when she said: "students feel apprehensive in oral presentations when they find themselves alone in front of a huge audience" (p. 12). Likewise, most second year EFL students asserted that there are a number of symptoms appear on them in which it affects the quality of the speech and performance, especially "thoughts jumbling" which seems as the main symptom that they suffer from when they experience apprehension.

Similarly, students argued that the main factors that contribute to their oral communication apprehension are related to the environment which is the classroom, topic of discussion, students themselves (psychological, linguistic factors), teacher, and classmates. According to Hardi (2017), communication apprehension involves the fear of engaging in oral communication across various situations; it deals with how individuals react towards the given communicative situations. She added that "the present of the communication setting

given such as the audience, the context of communication or the members of the communication effects uncomfortable situation” (p. 4). This supports what students claimed concerning the factors that lead to communication apprehension.

Typically, the majority of students determined that they lose focus on their performance during presentation due to their feeling of apprehension. Thus, it can be deduced that communication apprehension act as a distraction to students’ performance. More importantly, when students asked to give their opinions about the impact of communication apprehension on EFL students’ performance in public speaking, they stressed the fact that CA has a great impact on students’ public speaking in which it affects negatively their performance and abilities to speak leading to catastrophic outcomes. The predominance students declared that communication apprehension lead to low self confidence, lose of self controlling, and low academic achievement. In addition, they stressed the fact that high levels of apprehension can lead to physical symptoms which hinder focus and unclear delivery, also students may struggle with language fluency, causing hesitations and unclear speech. However, they attempted to use different strategies to decrease this problem mainly the immediate exercise before talking and other strategies.

In the same vein, the awareness of teachers about their students’ apprehension help them to implement the right strategies and techniques to help them overcome this speaking difficulty. Moreover, respondents emphasized the effectiveness of implementing different oral tasks by teachers such as role-plays, discussions, storytelling,, dialogues. So, the teacher has a crucial role in reducing learners’ CA. This is confirmed by Lundberg and Hyseni (2022), when they noted that incorporating more enjoyable and engaging activities, such as discussions, debates, and role-playing, will mitigate students’ reluctance to speak and lead to less performance anxiety.

To conclude, this questionnaire was a useful tool of collecting data from second year EFL students. The results obtained were helpful in responding important research questions. Moreover, the researcher through this questionnaire discovered the main difficulties that hinder students from delivering a speech effectively. Besides, the study results showed the factors that lead to oral communication apprehension among EFL classes; as well as, it confirmed the hypotheses that communication apprehension has a negative impact on students' public speaking. At the end, the attained results highlighted effective strategies that might be utilized by teachers to reduce their students' oral communication apprehension.

3.6 Teachers' Interview

3.6.1 Aim of the Teachers' Interview

The ultimate goal behind this interview is to determine the main problems that EFL students encounter in public speaking from teachers' perspectives. It aims also to gather reliable data to confirm the students' answers about the existence of communication apprehension and its effects on students' performance and to investigate the teachers' views on the presence of this issue during the public speaking activities. Additionally, it sought to know teachers' perceptions about the factors that cause oral communication apprehension among EFL students and find out effective strategies to reduce it.

3.6.2 Description of the Teachers' Interview

The interview consists of twelve (12) questions (open-ended and close-ended questions) to limit teachers to researcher's theme boundaries and make them free in giving much more details about our theme. The questions in this interview are distributed over four sections. The first section aims at collecting items of information on the sample. Initially, it comprises three questions; the first question aims to present the participants' degree: master,

magister and doctorate. Since, the second one holds to know their exact apprenticeship for seeking their experience in teaching Oral expression. The last question, attempted to discern teachers' opinions and views about the importance of public speaking courses for students. Besides, the second section entitled "students' public speaking difficulties", sought to identify the main difficulties that are faced by students in public speaking and the reasons behind them. Then, we asked teachers to identify the main strategies that they use to help their students in improving their public speaking skills.

The third section consists of five (05) questions; seek information about the teachers' attitude and opinions about oral communication apprehension, and the major factors that cause OCA, as well as its impact on students' oral performance during public speaking activities.

Furthermore, the last section attempted to find out strategies/ tricks used by teachers to decrease the problem of communication apprehension among EFL learners. Finally we left the teachers the opportunity to add whatever they want (comments, suggestions).

3.6.3 Administration of the Teachers' Interview

For the administration phase, the interview was designed as a semi-structured interview administrated to teachers who teach or have experienced teaching oral expression module in the division of English at Mohamed Kheider University of Biskra, especially those. Because oral expression module is the main context in which public speaking skills are most use. Additionally, in this module, teachers can easily realize students' communication apprehension in public speaking. Henceforth, the researcher created a written interview through Google forms platform, then she sent invitations via email or Facebook to (06) teachers to fill the form and provide answers.

3.6.4 Analysis of the Teachers' Interview

Section One: General Knowledge

Q1. Would you specify your educational degree?

Table 3.23

Teachers' educational degree

Option	Number
Master	0
Magister	3
Doctorate	3
Total	6

From teachers' responses, it is observed that three (n=3) teachers have Magister degree, while the rest three (n=3) teachers have doctorate degree. However, none of them has the master degree. This latter is advantageous for us, since it gave us the opportunity to collect data from teachers with different high degrees. Thus, it can be deduced that teaching oral expression at university level is restricted only to two degrees (Doctorate or Magister).

Q2. How long have you been teaching Oral expression?

Table 3.24

Teachers' experience in teaching oral expression module

Option	Number
1-3 years	1
4-8 years	4
More than 10 years	1
Total	6

From this item, the researcher sought to have an idea about teachers' experience in teaching oral expression. The majority of teachers (n=4) have been teaching oral expression from 4-8 years. Yet, only one teacher (n=1) has been teaching OE from 1-3 years, and another one has been teaching OE for a long time (more than 10 years). As a result, it can be concluded that the majority of teachers have some experience in teaching oral expression which is adequate to give the researcher valuable data.

Q3. Do you think that public speaking courses are important to your students, and why?

This question attempts to elicit teachers' attitudes towards the importance of public speaking courses for EFL students. Then, we asked them to justify whatever their answers (yes or no). All teachers agreed that public speaking courses are necessary for EFL students, this reflects their awareness of the significance of developing this art among their students. Consequently, they clarify and provide reasons from their own perspectives as EFL teachers that make public speaking essential in the students' learning process:

Teacher 01: Yes because they show them techniques and strategies on how to express themselves in public. Moreover, these courses help them practice speaking; thus, enhancing their self-confidence and reducing shyness and anxiety.

Teacher 02: Public speaking promotes students' communication skills and increase their self confidence. It also gives them chances to practice their language and share their experiences with peers.

Teacher 03: Yes. Just to make sure that they will be able to deliver their oral message in front of an audience controlling fear, stress and anxiety.

Teacher 04: Yes they are since they involve them into practice.

Teacher 05: Yes, they make them learn many skills and fluency.

Teacher 06: Yes of course.

From teachers' responses, (teacher 1, 2, 4) agreed upon the idea that public speaking courses offer the opportunity for students to practice speaking. Another shared point of view between teacher 1 and 2 is that these courses enhance students' self-confidence. Hence, we can understand that public speaking could be a great self-esteem booster for learners and providing them opportunities for practice. Moreover, teacher 1 claimed that public speaking courses show students techniques and strategies on how to express themselves in public. In the same matter, teacher 2 added that it also gives them the chances to share their experiences with peers. Thus, they confirmed that public speaking leads students to be expressive and this motivate them to create their own presentation based on what they have experienced before. Teacher 3 stated that public speaking courses help students to deliver a speech in front of others without stress and anxiety which confirmed teacher 1 saying that "it reducing shyness and anxiety". Hence, public speaking is an aid for students to overcome their anxiety of addressing group of people through practicing and getting comfortable speaking in public. At the end, teacher 5 claimed that public speaking courses help students to learn many skills and fluency, which means that public speaking courses are seen as valuable tools for facilitating students' learning of multiple skills and achieving fluency in speaking.

Section Two: Students' Public Speaking Difficulties

Q4. Do your students have any difficulties when delivering a speech in front of their classmates?

Table 3.25

Teachers' attitudes about whether their students have speaking difficulties or not

Option	Number
Yes	6
No	0
Total	6

The present item attempts to investigate teachers' opinions about whether their students have speaking difficulties or not. It is clearly observed that the majority of teachers confirmed that their students encounter difficulties when they deliver a speech in front of their classmates.

If yes, what kind of difficulties do your students face? You may choose more than one option.

Table 3.26

Students speaking difficulties from their teachers' perspectives

Option	Number
Inability to use verbal and body language properly	0
Inability to attract the audience's attention	0
Memorizing problem	0
Inability to manage the time properly	0
Their speech does not sound natural	0
They do not know what to include in their speeches	0
All of them	2
More than one answer	4
Total	6

The above table illustrates the different constraints that hinder students when they present in front of their classmates from their teachers' perspectives. From what the interviewed teachers demonstrated above, the majority of interviewees (n=4) selected more than one difficulty. Yet, two (n=2) interviewees argued that all the given difficulties are faced by their students. Therefore, teachers are aware of the different difficulties that hinder students from performing well in speech delivery.

Others, specify please.

Teacher 01: Hesitations and interruptions.

Teacher 02: Feeling anxious and shy.

Teacher 06: They are shy, anxious and lack confidence because of their fear of the class' judgment as well as the fear to make mistakes, seem foolish or being laughed at.

Q5. What do you think are the reasons behind students' public speaking difficulties?

The current question aims to detect the main reasons behind students' public speaking difficulties.

Teacher 01: Lack of linguistic fortune, lack of practice, psychological difficulties.

Teacher 02: Lack of practice- lack of vocabulary - lack of self-confidence+ low self-esteem - anxiety and fear of others' opinions - lack of support (teacher's or mates') - lack of motivation.

Teacher 03: Fear and anxiety, lack of exposure to the language, low confidence and unwillingness or reluctance to participate in group activities and oral tasks.

Teacher 04: Lack of practice and unfamiliarity with the public speaking. Also, linguistic and cultural incompetence might be considered as major reasons.

Teacher 05: Fear, anxiety, lack of confidence.

Teacher 06: Lack of vocabulary (meaning problem with the linguistic baggage itself), lack of self confidence stemming from the previous problem, fear of audience, shyness and anxiety.

Through the above responses, teachers highlighted the main reasons behind their students' speaking difficulties in front of others. It can be divided into lack of practice, psychological difficulties e.g. fear, anxiety, shyness, low self-confidence, low self-esteem), linguistic difficulties such as lack of vocabulary. In addition to those reasons, teacher 3 added two external factors which are "lack of support (teacher's or mates)" and "lack of motivation". In fact, lack of support or motivation can affect negatively students' willingness to participate in oral communication as teacher 3 said "unwillingness or reluctance to participate in group activities and oral tasks". Thus, we can deduce that motivation plays a major role in the learning process, and its absence shapes a difficulty and impacts negatively on the learners' willingness to communicate. Whereas, "fear of the audience (judgments)" is another reason shared by both (teacher 2 and 6), which could be due to low self-confidence. Furthermore, teacher 4 claimed that unfamiliarity with public speaking, in addition to linguistic and cultural incompetence considered as the major reasons of students' speaking difficulties. This indicates the need for teachers' presence by providing opportunities for practice, offering support for language development, and fostering cultural awareness and sensitivity.

As a result, we can deduce that there are different reasons behind public speaking problems, but the common reasons are related to linguistic and psychological factors, as well as lack of practice.

Q6. What strategy (ies) do you use to help your students develop their public speaking skills?

You may choose more than one option.

Table 3.27

Teachers' strategy(ies) that they use to help your students develop their public speaking skills

Option	Number
Modeling	0
Oral presentations	1
Monologues	0
Storytelling	0
All of them	1
More than one answer	4
Total	6

As far as this question is concerned, we opened door for teachers to provide us with strategies that can be effective to develop students' public speaking skills. In this regard, a considerable number of teachers (n=4) agreed that more than one strategy are useful for developing students' speaking skills in public. However, only one (teacher 1) who pointed that oral presentation is the main strategy he/she used to help students in developing their public speaking skills. Yet, another one (teacher 2) chose all of the suggested strategies. Consequently, EFL teachers vary in using the strategies that develop their learners' public speaking performance.

Others, specify please.

Teacher 01: Dialogues.

Teacher 02: Role plays- class discussion.

Teacher 03: Role plays.

Teacher 06: I encourage different techniques, but from my part I try to comfort their fear and trust them and they are able to speak more confidently in front of their class mates, setting a positive learning atmosphere through praising along with other techniques.

Section Three: The impact of Communication Apprehension on EFL students' Public Speaking

Q7. Knowing that oral communication apprehension is one of the main reasons behind EFL learners' public speaking difficulties. To what extent your students suffer from oral communication apprehension?

This open-ended question is designed know to what extent students suffer from oral communication apprehension.

Teacher 01: It is very high to hinder their progress.

Teacher 02: I would say that a considerable number of students suffer from it a lot. It can be extreme for a few as they tend to be completely silent.

Teacher 03: Most of them exhibit a certain aspect of apprehension during public speaking activities but with differing degrees and depending on the complexity of the task and level of motivation.

Teacher 04: Most of them demonstrate some aspects of this apprehension but with different levels.

Teacher 05: Many of them do suffer from this.

Teacher 06: A lot, indeed.

The majority of teachers admitted that many EFL students suffer from communication apprehension during public speaking activities with different degrees which implies their awareness about this issue. In this respect, teacher 1 stated that CA has a higher impact on students' progress whilst teacher 2 asserted that it can lead to communication avoidance for some students. The reason behind that may refer to the lack of teachers' encouragement to their students, or students themselves are not motivated due to personal factors. As for teacher 3 who answered that the complexity of tasks and level of motivation could be a reason of experiencing different degrees of CA among students. Thus, teachers' adaptation of non-suitable tasks can increase students' communication apprehension. Consequently, teachers should be acquainted with this issue by adopting effective strategies and support students' participation to be a part of their activities.

Q8. What are the observed signs/ symptoms of communication apprehension among your students?

Table 3.28

Symptoms of communication apprehension

Option	Number
a) Psychological symptoms (could be feelings of anxiety, self-doubt, or low self-esteem, shyness, nervousness)	0
b) Physical symptoms (e.g. dizziness, dryness in the mouth, clammy hands, sweating, faster heartbeats, quivering voices, a sensation of butterflies in stomach, panic)	1
c) All of them	5
Total	6

The goal of this item is to identify the symptoms of communication apprehension that students appear. As illustrated in table 3.28, the greatest amount of teachers (n=5) affirmed that all the aforementioned signs apply for their students when they feel apprehensive. Yet, only one teacher who said that physical symptoms could be more observed on students during performance. To sum up, the provided symptoms could prevent learners from participation and keep silent most of the time (corresponds with what teacher 2 claimed in the previous item).

If others, specify please.

Teacher 01: Hesitation, long pauses.

Teacher 02: Nervous, laughter.

Teacher 03: non clear and shaking voice, unaccurate sound articulation, shieft of attention and unfocused performance.

Teacher 06: They eventually rush when speaking or keep silent.

Q9. What are the factors you think they can cause oral communication apprehension among EFL learners when delivering a speech in front of their mates?

Since there is a problem there should be a root causes behind it. From teachers' responses, the factors that contribute to oral communication apprehension can be classified into four categories: student-related factors, peers-related factors, and teachers-related factors, classroom-relatedfactors. Starting with students' related factors, all the teachers spoke about this kind of factors. They stated that emotional instability, lack of self confidence, lack of self-control under stress are issues that lead the learners to feel less important and ignore. Hence, there are some teachers, who added other factors (teacher 1 and 2) including lack of practice and low level of students, along with uncertainty and lack of

rehearsals as stated by teacher 4. Henceforth, students must extend their knowledge and improve their speaking skills through practice.

Equivalently, peers could be a source of students' apprehension in some cases. Teachers (2, 3, 4) said that fear of peers' judgement and criticism could be a source of students' apprehension; because some students laugh and make fun of others when speaking, so they quit getting engaged in oral task.

Furthermore, teacher (2) and (3) also assigned that teachers are one of the reasons behind students' apprehension. Teacher 2 illustrated that lack of positive support and motivation from teachers have a negative impact on students' speaking process. Equally, teacher (3) yielded that fear of teachers' assessment make students apprehensive.

However, only one teacher (3) who assumed that classroom-related factors regarded as a factor of CA from his/her perspective. He/she claimed that the overall classroom atmosphere leads students to do not engage in oral activities. Example could be small, noisy, and not well-lightened classes.

All in all, most EFL teachers argued on similar factors which cause students' apprehension, mainly student-related factors, peers, teachers, and classroom atmosphere.

Q.10 How can communication apprehension influence students' oral performance during public speaking activities?

This item is principally proposed to unravel the teachers' insight views toward the impact of communication apprehension on EFL students' public speaking.

Teacher 01: it has a negative effect by hindering them from fast progress.

Teacher 02: It has generally a negative impact. It makes students make a lot of pauses while speaking, make mistakes, become emotional and nervous, lose words and flow of ideas or stop totally speaking (freeze).

Teacher 03: it affects their oral performance and academic achievement, limits their potentials and causes them confusion and missing opportunities for learning, growth and progress.

Teacher 04: It has a significant impact as it determines the success or the failure of the students' performances.

Teacher 05: Of course it can affect negatively their performance

Teacher 06: It can cause a very low oral performance.

All teachers agreed upon the idea that communication apprehension has a negative effects on the learner' performance . However, some teachers noted other opinions. According to teacher 2, CA causes a range of problems including: make a lot of pauses while speaking, make mistakes, become emotional and nervous, lose words and flow of ideas or stop totally speaking (freeze). Aside from academic achievement, teacher 3 said that "it limits their potentials and causes them confusion and missing opportunities for learning, growth and progress".

From teachers responses, we can say that communication apprehension have a negative outcomes on EFL learners. To simplify, it affects negatively students' performance and distract them from effective delivery. Additionally, it has a great impact on students' academic achievement and development by limiting their willingness to engage in speaking tasks and learning process.

Section Four: Strategies used by teachers to reduce students' oral communication apprehension

Q11.What strategies/ tricks you use to help your students overcome their oral communication apprehension? You may choose more than one option.

Table 3.29

Strategies used by teachers to help their students overcome their oral communication apprehension

Option	Number
Through implementing different oral tasks	1
By giving positive feedback	0
By using Sense of humor	0
None of them	0
More than one answer	5
Total	6

This item helps us to illustrate the significant strategies that are used by teachers to help their students overcoming communication apprehension while presenting. What is evident in table 3.29 is that the majority of teachers (n=5) reported that all the suggested strategies are applicable to help students to cope with their apprehension. Whereas, only one teacher who chose implementing different oral tasks as the most effective strategy to reduce students' apprehension.

Thereupon, we can discern that teachers are working as a facilitator and controller to their students. They tend to help their students to over pass their communication apprehension by using strategies that are suitable to their problem. In addition, they try to facilitate the learning process.

If others, please specify.

Teacher 01: rehearsing, public dialogues, open topic discussions

Teacher 02: -Encouraging group work/ interaction -Tolerating mistakes - Providing a funny, friendly atmosphere - the teacher can be talking about his/her own past personal experience/ difficulties and showing that success goes first through obstacles - giving advice.

Teacher 03: by building good relationship with students, ensuring trust and maintaining a safe classroom atmosphere plus assigning to them regular oral activities based on team work.

Q12. We would be highly grateful for any farther suggestions or comments.

Through this item, we demand from teachers to comment or add any suggestion; however, only one teacher (teacher 2) who said “Even though apprehension is a psychological issue that concerns the student personally, it is one of the teacher's role to help reduce/overcome it by using effective motivational strategies. The teacher should be able to understand students' differences, styles, and difficulties and work accordingly to cope with different situations”.

3.6.5 Discussion of the Findings

The obtained data from teachers' interview have provided us with a wide range of rich information that is beneficial to answer our research questions that are intended to be investigated, mainly, the third question which entails knowing the teachers' perceptions about the impact of communication apprehension on EFL students' public speaking. From teachers' responses, we have deduced that most of second year EFL students encounter different difficulties when delivering a speech in front of their classmates. Particularly, their speech does not sound natural, inability to use verbal and body language properly, and inability to attract the audience' attention, and other problems. In the same line of thought, all

teachers mentioned miscellaneous reasons, which lead to the existence of these difficulties. Besides, they argued that lack of practice, psychological difficulties such as lack of self-confidence, low self-esteem, anxiety and shyness, in addition to linguistic difficulties (lack of vocabulary, and poor mastery of grammar are the common reasons.

Another main point, all interviewers confirmed that their students suffer from communication apprehension with different degrees, when they are asked to give an oral presentation. Then, they pointed out its symptoms which involve psychological symptoms which include feelings of anxiety, self-doubt, or low self-esteem, shyness, nervousness. In addition to physical symptoms that could be clammy hands, sweating, faster heartbeats, quivering voices and others mentioned by them.

It is worthy to mention that “the psychological threat individuals perceive in the communication situation prompts physiological changes designed to help the body respond” (Harris, 2017). In other words, communication apprehension brings psychological symptoms which directly lead to physical signs as the body appears.

More importantly, they affirmed that factors derived from the teachers, classmates, students themselves, or classroom can be reasons behind learners’ communication apprehension. However, the majority of teachers assumed that student-related factors which include psychological factors, lack of practice, and low level can be the most dominant factors that contribute to oral communication apprehension.

Therefore, there was a total agreement between teachers on the impact of communication apprehension on EFL students’ public speaking, mentioning that it has a negative effect on students’ performance and progression, affects their academic achievement, as well as limiting their willingness to engage in speaking tasks and learning process, that support our hypothesis. This is clearly proved by Zeqiri (2022) who found that

the students who failed in delivering a good presentation and received lower grades, are all affected by communication apprehension to some degree, from average to severe.

Interestingly, teachers highlighted a set of strategies that help students to overcome their speaking apprehension. These strategies include implementing different oral tasks, supporting them by giving positive feedback, and using sense of humor in order to decrease from their apprehension. They also suggested other strategies such as encouraging group work/ interaction, building good relationship with students, ensuring trust and maintaining a safe classroom atmosphere and so on. Accordingly, Shanahan (2012) pointed that “lecturers should be informed of the number of high apprehensives in their classes and be aware of the difficulties that students have when called on to communicate, especially making a presentation”. To simplify, teachers should be well informed about this issue among their learners, thus they took the responsibility to alleviate students’ speaking apprehension.

Concerning teachers’ interview, it can be concluded that oral communication apprehension affects the students’ performance in public speaking. This problem caused by several reasons including teachers, classmates, students themselves, or classroom. For this reason, EFL teachers of oral expression at Biskra University suggested a number of effective strategies that they use to help students participate in speaking tasks and reduce their apprehension.

3.7 Summary of the Findings

The main aim of this study is to have an idea about oral communication apprehension as an aspect that obstructs students’ public speaking. Thus, to have credible research results the researcher dealt with a couple of tools to gather feedback that feed the study which are: a questionnaire administrated to second year EFL students and an interview administrated for EFL teachers. In particular, this study was conducted to highlight the main challenges, which

hurdle EFL students' oral performance. Moreover, it sought to explore the impact of communication apprehension on EFL student' public speaking, as well as its factors. Finally, it provided strategies to help students reduce their apprehension.

First of all, the findings showed that there are different difficulties which hinder students' public speaking performance mainly related to psychological factors such as anxiety, fear, shyness, low self-confidence, and low self-esteem. Besides to the linguistic factors, for example lack of vocabulary, grammar, pronunciation.

More importantly, both teachers and students agreed on the existence of communication apprehension among students when they asked to present in front of their teachers and mates. In addition, they agreed on the negative impact of oral communication apprehension on learners' speaking in public which might be derived from different sources. In the same path, they argued that communication apprehension affect students' performance and academic achievement in addition to limiting their willingness to engage in speaking tasks.

Furthermore, data from the two instruments confirmed that the student himself/herself considered as the biggest factor that contribute to oral communication apprehension. In other words, students may suffer from linguistic problems such as sufficient vocabulary, grammar, or even pronunciation, and psychological factors such as shyness, anxiety, fear, and low self esteem. In addition to other factors such as teachers' feedback which considered as teachers-related factors, fear of classmates' judgement (peers'-related factors); nevertheless, classroom related factors.

Besides, students' questionnaire results agreed with teachers' interview results about the strategies that used by teachers to reduce students' apprehension including implementing different oral tasks, supporting them by giving positive feedback, and using sense of humor.

To sum up, through the analysis of both students' questionnaire and teachers' interview responses, and discussing their findings that are answered the four research questions. It can be deduced that communication apprehension affects negatively students' public speaking.

Conclusion

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study; namely: research approach, population, sampling, data collection methods, and data analysis and procedures. The second part aimed to explore the influence on communication apprehension on students' speaking in public. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and summary of the findings.

General Conclusion

The present investigation endeavoured to explore the impact of communication apprehension on EFL students' public speaking. Therefore, this study sought answers to all the research questions, as well as to the validity of the hypothesis. Since it hypothesized that communication apprehension impact negatively students' public speaking.

The study comprises three chapters, the two initial chapters was devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. Fundamentally, the first chapter gives a closer look at the most important elements related to public speaking. Initially, it highlighted an overview of public speaking, its definitions, importance, and evolution. Moreover, it clarified the shared elements of public speaking, steps, the three P's of successful public speaking. In addition, it introduced types of speech delivery, methods, and basic speech format. Then, the focus was shifted to the principles of public speaking, characteristics of public speaker, ethical public speaking, in addition to teaching public speaking skills. To conclude this chapter, it wraps up with public speaking difficulties among EFL learners and the main reasons behind those difficulties.

As for the second chapter, is dedicated to communication apprehension. It consisted of two sections; the first one focused on oral communication, nature, as well as importance. While the second section provided the essential element of communication apprehension, its definitions, types, causes, and symptoms. More importantly, it highlighted the main factors that cause communication apprehension, and the impact of this latter on students' performance in public speaking. This chapter also discussed the role of teachers in reducing CA and the useful strategies that help students to overcome this issue.

Finally, the last chapter is concerned with the analysis and the interpretation of the data collected through the students' questionnaire and teachers' interview. It is consisted of

two main parts; the first part dealt with the description of the research methodology, research instruments, and population. Whereas the second part is concerned with the analysis of data which is gathered from the tools mentioned earlier and closed up with the findings and results.

Methodologically, this research is conducted by a mixed-method; under that, it used two data collecting instruments to confirm the research main hypothesis and objectives. . A questionnaire was administered to fifty (50) second year EFL students, and an interview to six (06) EFL teachers who teach or have experienced teaching oral expression. Furthermore, the second one was conducted to seven teachers at Mohamed Khider Biskra University to get their insight views and attitudes toward this investigation.

Accordingly, the findings from both questionnaires proved that public speaking is not easy for most of EFL students due to the various difficulties that make them unable to perform effectively. In this vein, both teachers and students stated that linguistic factors are the main reason behind public speaking difficulties, besides psychological factors. Furthermore, the obtained results showed that most EFL students suffer from communication apprehension during presentation. This latter is caused by different factors namely: student-related factors, teachers-related factors, classmates-related factors, and classroom-related factors. More vitally, both teachers and students supported the validity of the hypothesis of this study which emphasized that communication apprehension has a negative impact on learners' speaking in public. They maintained that CA affects students' performance, academic achievement, and also limits their willingness to communicate and engagement in speaking tasks. Furthermore, the obtained results showed that there are a variety of strategies that help reducing or, in some cases, overcoming this issue which can be implemented by both teachers and students.

In conclusion, thanks to the data collection methods of this study “the students” questionnaire and the teachers “interview” that were analyzed, interpreted and discussed, this research work succeeded to answer the research questions and proved the research hypothesis. This hypothesis highlighted that communication apprehension is negatively affecting EFL students’ public speaking.

Pedagogical Implications

- Public speaking is a difficult act for many EFL students, in which many obstacles are encountered by them and hinder their ability to deliver a speech effectively.
- A variety of reasons are behind public speaking difficulties particularly, linguistic factors, psychological barriers, as well as lack of practice.
- Communication apprehension is considered as a psychological harm that affect negatively students’ performance and speaking abilities.
- Oral communication apprehension affects the students’ willingness to communicate. Thus, it can be the reason behind the lack of participation in EFL classes.
- Different factors can contribute to communication apprehension which are related to students themselves, lack of topic knowledge, teachers, classmates, or environment (the classroom).
- In order to minimize the negative outcomes of this problem, a set of effective strategies can be used by teachers such as implementing different oral tasks, giving positive feedback, and using sense of humor and others.
- A number of tricks could be implemented by students to overcome this phenomenon; for instance, exercising immediately before speaking and others.

General Recommendations

For teacher

From the obtained data, the following recommendations might be useful to English language teachers:

- Oral expression teachers should provide their learners with opportunities to express their ideas and perform orally in front of their class mates.
- Teachers are highly recommended to know how to deal with students' public speaking obstacles and difficulties mainly their psychological factors and linguistic barriers.
- Teachers should support apprehensive students and give them the chance to be a part of the learning process.
- Teachers should be aware of the factors that contribute to their students' apprehension in order to identify the right techniques that help students to alleviate this problem.
- Teachers should play the role of the guider and controller who encourages students to participate in their lectures.
- Teachers have to integrate shy students and those with a high communication apprehension in groups and help them interact
- Teachers have to use a various tasks and create a positive atmosphere and environment for apprehensive that lessens the stress and spreads positivity.

For students

- Students should engage in oral tasks and public presentations, and avoiding to be spoon-fed.
- Students are recommended to learn the process of presenting in front of a large audience.

- Students have to be aware of their weaknesses in public speaking then improving them instead of avoiding engaging in speaking publicly.
- Students are recommended to practice the language inside or even outside the classroom.
- Students should not neglect the issue of having oral communication apprehension and its negative impact on their oral performance.
- Students need to determine the reason behind their oral communication apprehension in order find out the most effective solution.
- Students are recommended to take a part in classroom interaction with their classmates to avoid introversion and reticence.
- Students train themselves by practicing alone in front of the mirror to boost their self-confidence.

For Syllabus Designers

- Syllabus designers should offer some extra sessions for oral expression module within the syllabus.
- Syllabus designers should create a module calling it public speaking to teach students the main skills and strategies to deliver an effective speech.

For Future Researchers

The current research findings proved the existence of communication apprehension in EFL classes and its negative impact on students' public speaking, in addition it highlighted the useful strategies and tricks implemented by both teachers and students to overcome this issue. Therefore, studies should be conducted to gain more knowledge about how these strategies could minimize students' apprehension. Moreover, the researcher pointed out the

factors that contribute to oral communication apprehension. Consequently, further research can concentrate on investigating the influence of each factor on learners' performance.

Limitations of the Study

Due to several causes, this research study included particular limitations which were encountered during the implication of the study findings. One of the limitations of the present research lies on the nature of the questionnaire. In this study, we designed a semi structured questionnaire which contains some subquestions that required students to provide justifications and long answers. Although we made sure that providing answers to all questions was obligatory on Google Form, most of the students skipped answering some questions by typing unrelated answers which was a hindering factor during the data analysis process. In addition, a few available sources related to the second variable on the internet was the main difficulty; in turn, this affected the progress of this study. Finally, we started collecting data during the second semester period when students and teachers were most of the time unavailable. The researcher wasted most of her time trying to get in contact with the teachers to set for an interview; however, she succeeded on perceiving only six responses on the interview.

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Appendix A: A Questionnaire for Second-Year EFL Students

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring “The Impact of Communication Apprehension on EFL students’ Public Speaking”. Therefore, you are kindly requested to answer the following questions. Please tick (✓) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, efforts and collaboration.

Section One: Personal/General Information

Q1. Would you specify your gender please?

a) Male

b) Female

Q2. Which skill do you want to improve the most?

a) Listening

b) Speaking

c) Reading

d) Writing

Q3. Do you have the ability to speak in front of people?

a) Yes

b) No

Section Two: Students' Public Speaking Difficulties

Q4. Have you ever experienced speaking in front of a considerable number of people?

- a) Yes b) No

If yes, would you specify where exactly? (You may choose more than one answer).

- a) In the classroom, in front of your teachers and class mates
- b) In conferences and seminars
- c) In some events

Others, please specify.

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Q5. How do you find speaking in front of a large number of people?

- a) Easy b) Somehow difficult c) Very difficult

Justify your answer please.

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Q6. Which public speaking stage(s) do you find more difficult?

- a) The preparation of the speech
- b) The rehearsal (practice) of the speech
- c) The presentation of the speech
- d) All of them
- e) None of them

Q7. Do you find any difficulties when speaking in front of your class mates?

- a) Yes b) No

If yes, what kind of difficulties do you face? (You may choose more than one option)

- a) Inability to using verbal and non-verbal language (eye contact , movements, gestures,...) properly
- b) Inability to attract the audience's attention
- c) I do not know what to include in my speech
- d) My speech does not sound natural
- e) Inability to manage the time properly
- f) I messed up
- g) All of them

If others, please specify.

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Q8. According to you, what are the main reasons behind public speaking difficulties? (You may choose more than one option)

- a) Poor linguistic (vocabulary, grammar, pronunciation, etc) and paralinguistic competence (eye contact , movements, gestures,...)
- b) Lack of training
- c) Lack of knowledge about the topic
- d) Lack of preparation and organization
- e) Low self-confidence and shyness
- f) Fear of making mistakes

- g) Experiencing some degrees of fear (Anxiety or apprehension)
- h) All of them

Section Three: The influence of Communication Apprehension on EFL students Public Speaking

Q9. How often do you participate in oral classroom activities?

- a) Always
- a) Sometimes
- b) Rarely

Q10. Knowing that communication apprehension is a degree of anxiety and fear about communicating with others in a certain situations. This anxiety happens due to the fear of judgment from the people one communicates with. Do you feel apprehensive when you are giving a presentation in class?

- a) Yes
- b) No

Q11. In which of the following stage(s) you feel more apprehensive?

- a) Pre-presentation
- b) During the presentation
- c) After the presentation

Q12. Please, indicate whether the following symptoms apply to you when you are giving a presentation or not by ticking the right answer.

Symptoms	Yes	No
1. My heart beats very fast.		
2. My hands tremble.		
3. I tend to be brief.		
4. My thoughts become confused and jumbled.		

Q13. Which of the following factors bring you apprehension when delivering a speech in front of your teacher and your classmates?

- a) Classroom's- related factors (lack of discipline rules, student's large number, your class arrangement)
- b) Discussion topic's- related factors (lack of knowledge about the topic)
- c) Linguistic factors (lack of fluency, accuracy, vocabulary, grammar, pronunciation)
- d) Your perception of how people assess the way you look
- e) Psychological factors (anxiety, low self-esteem, shyness, etc)
- f) Teacher's- related factors (teacher's feedback, evaluation)
- g) Peers' -related factors (fear of judgment, criticism, others perform better than me)

If others, please specify.

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Q14. In a speech delivery, do you get so nervous that you forget things you know?

- a) Yes
- b) No

If yes, what symptoms you usually have when you are nervous? (You may choose more than one symptom)

a) Getting shy and blushed

b) Remaining silent, or keep thinking

c) Repeating the same words, smiling a lot....

d) Stressing out

e) Feeling embarrassed

If others, please specify.

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Q15. Do you find it difficult to focus on your performance when you feel apprehensive or nervous?

a) Yes

b) No

Q16. Do you recognize how your emotions affect your performance?

a) Yes

b) No

Q17. To what extent can communication apprehension affect EFL students' performance in public speaking?

a. Very much

b. Somehow

c. Little

Please explain.

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Section Four: Strategies Used to Reduce Oral Communication Apprehension

Q18. What strategies you usually use to reduce your apprehension when you present in front of your teacher and mates?

- a) You control your breathing.
- b) You exercise immediately before you talk.
- c) You accept the fact of being apprehensive.

If others, give examples please.

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Q19. How does your teacher help you overcome oral communication apprehension?

- a) Through implementing different oral tasks (role-plays, discussions, storytelling, dialogues, etc)
- b) By giving positive feedback
- c) By using Sense of humor
- d) None of them

If others, please specify.

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If you have any suggestions or comments, please feel free.

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**Appendix B: An Interview for EFL Teachers who Teach or Have Experienced
Teaching Oral Expression at Biskra University.**

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. This latter is about “Exploring the Impact of Communication Apprehension on EFL students’ public Speaking”. We would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of research objectives.

Thank you for your time, effort, and collaboration.

Section One: Personal Information

Q1. Would you specify your educational degree?

a) Master

b) Magister

c) Doctorate

Q2. How long have you been teaching oral expression?

a) 1-3 years

b) 4-8 years

c) More than 10 years

Q3. Do you think that public speaking courses are important to your students, and why?

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Q4. Do your students have any difficulties when delivering a speech in front of their classmates?

- a) Yes b) No

If yes, what kind of difficulties do your students face? You may choose more than one option.

- a) Inability to use verbal and body language properly
- b) Inability to attract the audience's attention
- c) Memorizing problem
- d) Inability to manage the time properly
- e) Their speech does not sound natural
- f) They do not know what to include in their speeches
- g) All of them

Others, please specify.

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Q5. What do you think are the reasons behind students' public speaking difficulties?

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Q6. What strategy(ies) do you use to help your students develop their public speaking skills?

(You may choose more than one option)

- a) Modeling
- b) Oral presentations
- c) Monologues
- d) Storytelling
- e) Authentic and non authentic videos
- f) All of them

Others, specify please.

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Q7. Knowing that oral communication apprehension is one of the reasons behind EFL learners' public speaking difficulties. It can be defined as "a type of anxiety brought on by communicating with others or the anticipation of communication with others. This anxiety is fueled by the fear of judgment from the people one communicates with" (Glaser, 2023). To what extent your students suffer from oral communication apprehension?

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Q8. What are the observed signs/ symptoms of communication apprehension among your students?

- a) Psychological symptoms (could be feelings of anxiety, self-doubt, or low self-esteem, shyness)

- b) Physical symptoms (e.g. dizziness, dryness in the mouth, clammy hands, sweating, faster heartbeats, quivering voices, a sensation of butterflies in stomach, panic)
- c) All of them

If others, specify please.

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Q9. What are the factors you think they can cause oral communication apprehension among EFL learners when delivering a speech in front of their mates?

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Q10. How can communication apprehension influence students' oral performance during public speaking activities?

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Q11. What strategies/tricks you use to help your students overcome their oral communication apprehension? You may choose more than one option.

- a) Through implementing different oral tasks
- b) By giving positive feedback.
- c) By using Sense of humor.
- d) None of them

If others, please specify.

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Q12. We would be highly grateful for any further suggestions or comments.

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ملخص الدراسة

اصبحت الخطابة واحدة من المهارات الأساسية اللازمة للتطوير الأكاديمي والمهني . لذلك، فهي موجهة إلى الطلاب الجامعيين، وخاصة في قسم اللغة الإنجليزية كلغة أجنبية. لكن لسوء الحظ، قد يجد بعض هؤلاء الطلاب هذا الفعل صعباً لعدة أسباب، بشكل أساسي يعانون من مشاعر سلبية مثل الخوف من التواصل. في هذا السياق، يهدف المشروع الحالي إلى استكشاف تصورات كل من معلمي اللغة الإنجليزية كلغة أجنبية والطلاب حول تأثير مخاوف التواصل على التحدث أمام الجمهور لدى طلاب اللغة الإنجليزية كلغة أجنبية، والإجابة على أسئلة البحث التي تهدف إلى ؛ تحديد العوامل الرئيسية التي تسبب صعوبات التحدث أمام الجمهور لدى متعلم اللغة الإنجليزية كلغة أجنبية ، ومعرفة مدى تأثير التخوف على الخطابة العامة لطلاب السنة الثانية جامعي تخصص لغة انجليزية، والتحقيق في العوامل الرئيسية التي تسبب التخوف من التواصل، وإيجاد بعض الاستراتيجيات التي من شأنها أن تساعد الطلاب على تقليل هذه الظاهرة. بهدف الوصول إلى أهدافنا ، استخدم الباحث أداتين لجمع البيانات للتحقق من صحة فرضية البحث، وبشكل أكثر تحديداً، استبيان ل 50 طالبا في السنة الثانية من اللغة الإنجليزية كلغة أجنبية إلى جانب مقابلة لستة (6) معلمين للغة الإنجليزية كلغة أجنبية يقومون بتدريس وحدة التعبير الشفهي أو لديهم خبرة تدريسها في جامعة بسكرة. و قد أظهرت النتائج أن كلا من الحواجز اللغوية والنفسية تعتبر القيود الرئيسية التي تعيق الطلاب من إلقاء الخطب الفعالة. علاوة على ذلك، كشفت أن كلا من الطلاب والمعلمين اتفقوا على أن التخوف من التواصل له آثار سلبية على أداء الطلاب وسلطت الضوء على المصادر المختلفة وراء هذه المشكلة والتي تشمل العوامل المتعلقة بالطلاب، والمتعلقة بالمعلمين، زملاء الدراسة، والعوامل المتعلقة بالفصول الدراسية. وأخيراً، فإن النتائج جاءت باستراتيجيات فعالة يستخدمها المعلمون أو الطلاب أنفسهم للتغلب على هذه المشكلة. في ضوء هذه النتائج، تم قبول الفرضية التي تم ذكرها سابقاً.

الكلمات المفتاحية: الخطابة العامة، التخوف من التواصل ، متعلمي اللغة الإنجليزية كلغة أجنبية، العوامل التي

تسبب القلق، استراتيجيات.