



Mohamed Kheider University of Biskra  
Faculty of Foreign Languages  
Department of Language and English Literature

# MASTER THESIS

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## Title

**An Investigation into the Effect of Using Speech Contest to Help EFL  
Students Overcome Glossophobia**

**The case of third year EFL students of Mohamed Khider University of Biskra**

Dissertation Submitted to the Department of English Language and Literature as Partial  
Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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## **Declaration**

I, **Sebbahi Hadjer** 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**

*I dedicate this work to:*

*My beautiful beloved Mother **Mrs. Sadeddine Zahia** , for her support, efforts, and help in everything I needed . Without you I would never be whom I am today.*

*To my beloved father **Mr. Sebbahi Ramdane** who was supportive to me whenever I needed. Thank you for all your support.*

*To my brothers **Soufiane, Oussama, Zohir, Karim and Sohaib** and my sisters **Nesrine &Basma** for helping me in every single step I made in my life.*

*I would like to thank all my friends for their support.*

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## **Abstract**

This study investigates the effect of using speech contest to help EFL students overcome glossophobia for third year students of English at the University of Mohamed Kheider of Biskra. This research aims to provide an overview of speech contest and illustrate its application in the context of teaching oral expression to reduce students' fear of public speaking (glossophobia). We hypothesize that engaging EFL students in speech contest would help them overcome glossophobia. To accomplish the objectives of this research we opted for a descriptive approach; hence the data was gathered using three data collection tools: a students' questionnaire for third year EFL students. In addition, a semi-structured interview was conducted with four teachers of the English Department and another semi-structured interview was conducted with three clinical psychologists. The findings revealed that teachers, students and the clinical psychologists acknowledged the application of speech contest as real life practice for EFL students' public speaking skills in order to help them to overcome glossophobia.

**Keywords:** Speech Contest, Glossophobia, EFL Students, Public Speaking, Oral Performance.

## **List of Acronyms**

**EFL:** English Foreign Language.

**FL:** Foreign Language.

**CA:** Communication Apprehension.

**CBL:** Competition Based Learning.

**PS:** Public Speaking.

## List of Tables

<b>Table 1.1:</b> The Effects of CA (Glossophobia).....	19
<b>Table 2.1:</b> Objectives of the informative, persuasive and special occasion speech.....	25
<b>Table 3.1:</b> Participants' Gender.....	38
<b>Table 3.2:</b> The Participants' Choice of studying English.....	39
<b>Table 3.3:</b> The skill participants need to master the most.....	40
<b>Table 3.4:</b> The importance of practicing speaking skill in real life situations.....	42
<b>Table 3.5:</b> The importance of speaking skill in language learning.....	42
<b>Table 3.6:</b> Participation frequency in class discussions.....	43
<b>Table 3.7:</b> Speaking difficulties frequency among the participants.....	43
<b>Table 3.8:</b> Speaking difficulties faced by the participants.....	44
<b>Table 3.9:</b> Glossophobia frequency among the participants.....	46
<b>Table 3.10:</b> The effect of glossophobia on the participants' oral performance.....	46
<b>Table 3.11:</b> The effect of Glossophobia on the Participants' Academic achievement.....	47
<b>Table 3.12:</b> The Participants communication breakdown caused by glossophoobia.....	48
<b>Table 3.13:</b> Glossophobia symptoms frequency among the participants.....	49
<b>Table 3.14:</b> The frequency of students' participation in the speech contest.....	51
<b>Table 3.15:</b> Student's attitude toward the importance of public speaking training.....	51
<b>Table 3.16:</b> Students Attitude toward the Importance of Speech Contest to Help Them Overcome Glossophobia.....	52
<b>Table 3.17:</b> Participants' attitude toward the engagement in speech contest.....	52

## List of Figures

<b>Figure1:</b> Participants' gender.....	39
<b>Figure 2:</b> The Participants' Choice of Studying English.....	40
<b>Figure 3:</b> The skill participants need to master the most.....	41
<b>Figure4:</b> Speaking difficulties frequency among the participants.....	44
<b>Figure 5:</b> Speaking difficulties faced by the participants.....	45
<b>Figure 6:</b> Glossophobia frequency among the participants.....	46
<b>Figure 7:</b> The effect of glossophobia on the participants' oral performance.....	47
<b>Figure 8:</b> The effect of glossophobia on the participants' academic achievement.....	48
<b>Figure 9:</b> The Participants of communication breakdown caused by glossophobia.....	49
<b>Figure 10:</b> Glossophobia Symptoms Frequency among the Participants.....	50
<b>Figure 11:</b> The frequency of students' participation in the speech contest.....	51
<b>Figure 12:</b> Participants' attitude toward the engagement in speech contest.....	53



## **List of Appendices**

<b>Appendix A:</b> Students' Questionnaire.....	79
<b>Appendix B:</b> Teachers' Interview.....	82
<b>Appendix C:</b> The clinical psychologists' interview (Arabic version).....	84
<b>Appendix D:</b> The clinical psychologists' interview (English version).....	85

## Table of Contents

<b>Declaration</b> .....	I
<b>Dedication</b> .....	III
<b>Acknowledgements</b> .....	IV
<b>Abstract</b> .....	V
<b>List of Abbreviations and Acronyms</b> .....	VI
<b>List of Tables</b> .....	VII
<b>List of Figures</b> .....	VII
<b>List of Appendices</b> .....	IX
<b>Table of Contents</b> .....	X

## General Introduction

1. Statement of the Problem.....	1
2. Research Aims .....	2
3. The Significance of the Research .....	3
4. Limitations of the Study.....	3
5. Research Questions.....	3
6. Research Hypothesis.....	4
7. Research Methodology.....	4
8. Structure of the Dissertation.....	5

## Chapter One: Glossophobia among EFL Learners

### Introduction

1.1. Glossophobia Definitions.....	6
1.1.1. The Speaking Skill.....	7

1.1.1.1. Definition of Speaking.....	7
1.1.1.2. The Importance of Speaking Skill.....	7
1.1.2. Phobia Definition.....	8
1.1.2.1. Types of Phobia.....	8
1.1.2.1.1. Agoraphobia.....	8
1.1.2.1.2. Specific Phobia.....	9
1.1.2.1.3. Social Phobia.....	9
1.2. Glossophobia Symptoms.....	10
1.2.1. Physical Symptoms.....	11
1.2.2. Psychological Symptoms.....	12
1.2.3. Verbal Symptoms.....	13
1.2.4. Behavioral Symptoms.....	14
1.3. Causes of Glossophobia.....	14
1.3.1. Fear of the Unknown.....	14
1.3.2. Feeling Inadequate.....	15
1.3.3. Fear of Being Judged.....	15
1.3.4. Inability to Face Consequences.....	16
1.3.5. Transparency.....	16
1.3.6. Language barriers.....	17
1.3.7. Negative past experiences.....	17
1.3.8. Ignorance.....	17
1.4. The Effects of Glossophobia.....	18
1.4.1. The Effects of Glossophobia on Students’ Academic Achievements.....	18
1.4.2. The Effects of Glossophobia on Students’ Oral Performance.....	19
Conclusion.....	20

## Chapter Two: Speech Contest Importance for EFL Learners

Introduction.....	21
2.1. Definition of Speech Contest.....	21
2.1.1. Speech Definition.....	21
2.1.2. Definition of Contest.....	22
2.1.3. Definition of Speech Contest.....	22
2.2. Types of Speech.....	22
2.2.1. The Informative Speech.....	22
2.2.1.1. Characteristics of Informative Speech.....	22
2.2.1.1.1. Speaker intent.....	23
2.2.1.1.2. Supporting information.....	23
2.2.1.1.3. Audience information.....	23
2.2.1.1.4. The speaker expectations.....	23
2.2.2. The Persuasive Speech.....	23
2.2.2.1. Characteristics of the Persuasive Speech.....	24
2.2.2.1.1. Speaker intent.....	24
2.2.2.1.2. Supporting information.....	24
2.2.2.1.3. Audience information.....	24
2.2.2.1.4. The speaker expectations.....	24
2.2.3. The Special Occasion Speech.....	24
2.3. Speech Delivery.....	25
2.3.1. Methods of Delivery in Speech Performance.....	26
2.3.1.1. Impromptu Method.....	26
2.3.2.2. Extemporaneous Delivery.....	26

2.3.3.3. Manuscript Delivery.....	27
2.3.4.4. Memorized Delivery.....	27
2.4. Public Speaking (PS) .....	27
2.4.1. Definition of PS.....	28
2.4.2. The Importance of PS.....	28
2.5. Benefits of Participating In Speech Contest.....	29
2.6. Practicing speech and Communication Apprehension.....	30
2.7. Authentic Tasks.....	30
2.7.1. Definition of Authentic Tasks.....	31
2.7.2. Authentic tasks advantages for EFL learners.....	31
2.8. Competition Based Learning (CBL).....	31
2.8.1. Definition of CBL.....	32
2.8.2. Benefits of CBL.....	32
Conclusion.....	33

### **Chapter Three: Fieldwork and Data Analysis**

Introduction.....	34
3.1. Research Methodology.....	34
3.1.1. Research Design.....	34
3.1.2. Population and Sample.....	34
3.1.3. Data Collection.....	35
3.2. Students' Questionnaire.....	36
3.2.1. Description of the Students' Questionnaire.....	36
3.2.2. Validity of Instruments.....	37
3.2.3. Administration of the Questionnaire.....	37
3.2.4. Analysis of the Students' Questionnaire.....	38

3.2.5. Summary of the Students' Questionnaire Findings.....	54
3.3. Teachers' Interview.....	55
3.3.1. Description of the Teacher's Interview.....	55
3.3.2. Administration of the Interview.....	55
3.3.3. Teachers' Interview Analysis.....	56
3.3.4. Summary of the Teachers Interview Findings.....	64
3.4. The Clinical Psychologists' Interview.....	65
3.4.1. Description of the Psychologists Interview.....	65
3.4.2. The Clinical Psychologists' Interview Analysis.....	66
3.4.3. Summary of the Clinical Psychologists' Interview Findings.....	68
3.5. Synthesis and Discussion of the Findings.....	69
Conclusion.....	70
Pedagogical Implications and Recommendations.....	71
<b>General Conclusion</b>	
General Conclusion.....	72
<b>References.....</b>	<b>73</b>
<b>Appendices.....</b>	<b>78</b>
الملخص.....	86

# **General Introduction**

## **General Introduction**

### **Introduction**

In EFL learning the oral performance of the learner is an essential aspect, learning a language requires the ability to speak fluently, and a low level of fear and hesitation. However, EFL learners may face some difficulties related to speaking in public. One of those wide spread problems is Glossophobia. This problem impedes the speaker from performing orally in an appropriate way. Moreover, EFL learners experience multiple situations where they have to perform orally; hence they are highly exposed to have glossophobia. Therefore, engaging students in authentic public speaking activities, such as speech contest may provide them with the proper setting to practice public speaking in front of a large audience, and may allow them to perform in public fluently. Thus, this will probably reduce the level of glossophobia for them. This study investigates the use of speech contest to provide students with public speaking practice in order to help them to overcome glossophobia. Furthermore, speech contest provides students with the ability to practice public speaking in front of a large audience rather than the small audience in the classroom. Hence, they gain the ability to speak in public fluently without suffering from glossophobia. Moreover, this study aims at investigating learners', teachers' perceptions and attitudes toward engaging EFL learners in speech contest to help them to overcome glossophobia (fear of public speaking).in addition to providing an expert perspective about engaging students in speech contest to help them to overcome this problem

### **1. Statement of the Problem**

The speaking skill is an essential skill for every EFL learner; therefore they have to be able to speak fluently in the different situations that require them to perform orally, either during their journey as EFL students or in other situations outside the university.



However, Practicing speaking in public may be associated with various problems that EFL learners encounter. One of the widespread problems of speaking in public is glossophobia. Glossophobia which is the fear of public speaking is a wide spread problem which affect students oral performance. Furthermore, EFL learners may be more exposed to have this problem because they experience many oral performance situations in their studies, especially in the oral expression course. Glossophobia is a serious problem that should be investigated in order to give in-depth explanation of it, also to shed the light of the importance of helping EFL to be able to overcome this problem, by engaging them in real-world tasks to train them on public speaking, so they will be able to perform orally in public without facing any problems.

Therefore, engaging EFL learners in speech contest to provide them with the proper practice for their public speaking skill may help them to overcome their fear of public speaking (glossophobia). This type of contest encourages students to perform orally in front of a large audience rather than presenting only in front of their teacher and classmates, in order to get used to public speaking situations, hence they will be able to overcome glossophobia.

## **2. Research aims**

### **General Aim**

The present study aims to shed the light on the importance of engaging EFL learners in speech contest to help them to overcome glossophobia.

### **Specific Aims**

- a. To investigate the effect of glossophobia on EFL learners
- b. To point out the reasons of glossophobia among EFL learners.
- c. To investigate the students' and teacher's attitudes toward the use speech contest to help EFL learners overcome glossophobia

d. To shed the light on the importance of speech contest for EFL learners.

### **3. The Significance of the Research**

This study attempted to make both teachers and students aware of the problem of glossophobia. Teacher may gain more understanding of this problem that may face their students. Hence, they will be able to deal with it in the oral expression course. Moreover, by conducting this research, we hope to introduce an appropriate solution of the problem of glossophobia which is speech contest. Furthermore, to highlight the importance of engaging students in real-world practices such as speech contests rather than practicing speaking only in the classroom.

### **4. Limitations of the Study**

- The first limitation is: we intended to interviews the teachers and the clinical psychologists face to face, but due to their commitments we could have the interview only by sending it to them via email.
- The second one is: the lack of resources for the use of speech contest for EFL context.
- The third one is: the number of participants of third year EFL students was not enough for this research (only 45).
- The last one is: this research is meant to be quasi-experimental not descriptive but there was not enough time.

### **5. Research Questions**

**RQ1:** What is the EFL learners' attitude towards engaging them in speech contest to help them overcome glossophobia?

**RQ2:** What is the EFL teachers' perception about engaging EFL students in speech contest?

**RQ3:** What is the clinical psychologists' perspective about engaging learners in speech contest to help them to overcome glossophobia?

**RQ4:** will speech contests help EFL students to overcome glossophobia?

## **6. Research Hypothesis**

This research hypothesizes if EFL students are engaged in speech contest, they would overcome glossophobia.

## **7. Research Methodology**

### **7.1. The population and sample of this study**

The population of this study is consisted of oral expression teachers and third year EFL students at Mohamed Kheider University-Biskra. The sample was chosen randomly from third year EFL students; (45) students participated in our research (07males and 38 female). The reason of this choice is to investigate the spread of this problem among EFL whom were studying oral expression course for three years, in order to reveal whether the traditional way of teaching oral expression helped in reducing glossophobia among EFL students or not, and to shed the light on the importance engaging new methods in teaching oral expression such as speech contests.

### **7.2. The research method and tools:**

The researchers intended to use the mixed' methods approach to collect data for the present study. The data collection tools are a questionnaire designed and administered to third year students at Mohamed Khider University of Biskra, to extrapolate their attitude toward the problem of glossophobia and to extract their opinions about engaging them in speech contest to help them overcome this problem. The second data collection tool was an interview with the teachers of oral expression to explicit their opinion about the glossophobia and the engagements of students in speech contest. The third tool was an interview for clinical psychologists to have an expert perception about the problem of

glossophobia and to check their opinion about engaging learners with glossophobia in speech contest. Eventually, the findings were presented and interpreted to answer the research questions.

## **8. Structure of the Dissertation**

This dissertation is consisted of both the theoretical and the practical part. The theoretical part contains two chapters. Each chapter discusses one of the variables, which are speech contest as an independent variable and glossophobia as a dependent variable.

**Chapter one:** this chapter is about glossophobia. It presents some importance concepts related to it. Additionally, it contains the different symptoms, causes, effects of glossophobia.

**Chapter two:** this chapter discusses the independent variable, which is speech contest. This chapter explains speech contest and some concepts related to it. Additionally it highlights the importance of speech contest for learners.

**Chapter three:** this chapter is composed of two sections the first one discusses the methodology of the study, whereas the second one is devoted for the analysis and the present of the gathered data

**Chapter One:**  
**Glossophobia among EFL**  
**learners**

## **Chapter One: Glossophobia among EFL Learners**

### **Introduction**

EFL learners speaking skill is highly important in their EFL learning. Therefore, in order to learn English they need to master the speaking skill. However; many students assume that they are not able to present their ideas in a good way because of their internal fear of public speaking, i.e; glossophobia. This chapter will identify and explicate glossophobia to give more understanding of this issue, by pointing out its physiological, psychological, verbal and behavioral symptoms, which may help EFL students and teachers to be aware of its signs, in order to make them able to cope with this problem. Moreover this chapter will show the possible reasons of this problem in order to provide some logical explanation of it. Additionally, this chapter will shed the light in the effects of glossophobia on EFL learners' oral performance and academic achievement.

### **1.1. Glossophobia Definitions**

Glossophobia is widespread in the world. According Black (2019), 75% of populations have glossophobia. The word glossophobia is formed from two Greek words; the first word is glossa, which means tongue. The second one is phobia, which means extreme fear (Hancock et al, 2010 as cited in khan et al; 2015). Glossophobia is known as the scientific term of public speaking anxiety (Perera, 2017). Furthermore, Mccroskey (2015) stated that communication apprehension, i.e; glossophobia is a level of anxiety occurs when the speaker is communicating with individuals or a group of people.

Glossophobia is defined as the fear of speaking in front an audience (Hancock et al, 2010 as cited in khan et al; 2015). Furthermore, in another definition it is known as a social phobia which occurs in different events; these events require the speaker to perform an action or speech in front of a group or individuals (Railean; 2019). He stated that

glossophobia has two sides in its definition, one side is related the speaker emotions, whereas, the other side is related to speakers' ability to link ethos pathos and logos.

Moreover, Greive (2012) indicates that there are different names of public speaking (PS) fear rather than glossophobia such as: communication apprehension (CA), speech anxiety, stage fright and public speaking anxiety.

EFL students usually face situations where they need to express their ideas in public such as in the oral presentations, when answering their teachers' questions and when participating in class discussions. These situations may contribute in increasing the probability of having glossophobia problem.

Since glossophobia is related to the speaking skill and phobia. It is important to deliver some information about those two elements.

### **1.1.1. The Speaking Skill**

Speaking skill is one of the essential skills for EFL learners. Furthermore, they need to master it, in order to be able to express their ideas and thoughts; also it is an important element in their communication with others.

#### **1.1.1.1. Definition of Speaking**

Speaking is the ability of person to express his/her thoughts and ideas to other people. Royani (2020) indicates that speaking is the person use of constructed sentences and expressions to express his/her ideas, in order to deliver messages to other people. Thus means that speaking skill is a skill used for communication.

#### **1.1.1.2. The Importance of speaking skill**

It is importance to FL learners to be able to communicate with others and to explain themselves. Therefore, speaking skill may be considered as an essential skill for communication, since it is the skill used to deliver any messages to the listener. Furthermore, the speaking skill is an essential skill for communication. Hence, people are

allowed to express their ideas and thoughts through speaking (Kadamovna, 2021). According to Al-Mahrooqi et al (2017), teaching students speaking skill have a major role in developing their communicative competence, in addition to the ability to deliver their ideas to other people in a proper way. Thus, indicates the importance of speaking skill to language learner. This skill allows students to communicate in different life settings; in addition it provides them with the capacity to express their opinions or knowledge to the people surrounding them.

### **1.1.2. Phobia Definition**

According to Oxford Languages Dictionary phobia is defined as an extreme fear of something which means it is not regular fear that can be absorbed. Phobia is a high level of fear that may have serious outcomes on the person who suffers from it. Waters (2013) clarifies that a phobia is the terror of something that prevents the person from his regular life activities such as socializing and working. According to Kitchen (2011) phobia is a dread of a specific object, circumstance or action. According to Raypole & Osborn (2022) people who have phobias avoid the object or the situations they are feared of.

According to Manual et al (2008) experts point out that phobias appear due trauma or unsolved conflicts in childhood, and it may appear as evolutionary rudiments stored in the brain; however, in some cases phobias provenance cannot be diagnosed even by expert therapists.

#### **1.1.2.1. Types of Phobia**

According to Kitchen (2011), the American Psychiatric Association divided phobias to three Main categories: agoraphobia, specific phobia and social phobia.

##### **1.1.2.1.1. Agoraphobia**

This type of phobia refers to the fear of open places or a certain social situations where a large number of people meet together in the same place( Wodele, 2019).



Agoraphobia may make people to lock themselves in their houses so they will be able to avoid social events and crowded places (Wodele, 2019). Moreover, this type of phobia is noted by the fear of situations where people cannot cancel their attendance Kitchen (2011). Agoraphobia may occur in family events or work related events which may limit a person's life by impeding him from living his life in a normal way. People who suffer from this type of phobia are known as being horrified from the consequences of a sudden panic attacks which may occur from a certain object or activity (Bruce & Sanderson, 1998). Furthermore, as a result of this fear they may prefer to lock themselves in their houses and avoid the situations where they may encounter unexpected panic attacks.

#### **1.1.2.1.2. Specific Phobia**

This type of phobia is known as a phobia from a specific thing or situation this type of phobia may affect people's life (Kitchen, 2011). Moreover, according to McNiff (2022) specific phobia can be defined as an intense fear of a situation or an object. Even though specific phobia does not pose any danger on the person, it may affect his life. According to Sandersan & Bruce (1998) this phobia is divided to five types:

- Phobias of animals such as cats or insects
- Phobias of natural environment phobias such as the phobia of earthquakes.
- Phobias from injury, injection and blood.
- Situational Phobias such as the phobia of specific situations such as being in height places.
- Phobias from diseases or illness.

#### **1.1.2.1.3. Social Phobia**

The expression social phobia was first formulated by Janet (1903), this term was coined to describe the people who have fear of being a center of attention while practicing writing or speaking of playing on piano (Heimberg, 1995). According to Heimberg (1995)

people who suffer from social phobia are usually terrified of being adversely judged or humiliated in social or performance events. This type of fear changes from a fear of a certain settings to the fear from interpersonal communication (Heimberg, 1995). Moreover, the excessive dread of observation in discrete performance-oriented contexts is a hallmark of social phobia, including the situations of public speaking or particular activities such as writing in front of other people (Heimberg, 1995). Furthermore, this explains why EFL learners suffer from glossophobia which is categorized as a social phobia. EFL learners usually encounter social oral performance situations where they have to express their projects or opinions. According to Bruce and Sanderson (1998), the concentration of social phobia is centered on a person's fear of being embarrassed, humiliated or receiving a bad evaluation. These kinds of situation are more likely experienced by EFL students in classroom activities, where they may be afraid of receiving negative evaluation. Therefore, they may be embarrassed or humiliated in front of their classmates from their teachers' negative evaluation.

## **1.2. Glossophobia Symptoms**

Glossophobia is a social disorder that occur when a person is about to speak in front of individuals or a group of people. This type of phobia may be associated with several symptoms that may contribute in the determination of the students who are anxious of PS. Recognizing some of these symptoms may help teachers to indicate whether the student has this problem of glossophobia or not so they will be able to cope with it. In addition, students will be able to determine whether they have PS anxiety or not. These symptoms can be categorized into three categories: physical, psychological, verbal and behavioral symptoms.

### **1.2.1. Physical Symptoms**

They are the external symptoms that can be recognized on the person's body. These symptoms appear on the person with glossophobia when he/she faces a situation of PS. The body system responds to the fear of PS by certain physical symptoms which occur as a consequence to the alert of danger the body receives when the person is experiencing a situation of PS (Haubrich & Peters, 2012) The physical symptoms of glossophobia may be easy to determine due to the fact that these signs can be observed on the person when s/he is in a situation where s/he needs to perform orally in front of an audience. Haubrich & Peters (2012) stated that, as a response to glossophobia the body system triggers various physical symptoms which are related to each other; in addition, each single symptom is a consequence of another one. These symptoms are described by Haubrich & Peters (2012) as follows:

PS anxiety signs start with the rise of the adrenaline rate in the body to help the body to cope with the alleged danger. Therefore, the rapid breathing occurs to provide the body system with the needed amount of oxygen, so the body will be ready to take any physical action against the supposed danger. This will result in a rapid heartbeat to enable the oxygen reach all the body. All this changes in the body system results of a feeling referred to as butterflies in the stomach. This sudden change in the body state results in dry mouth feeling which is a consequence of the effort the body encounters. At this point the person starts sweating due the elevated heart rate according to the effort made the body system to cope with the new state.

Haubrich & Peters (2012) indicates that, when the muscles are prepared to respond to the danger alert but there are actions taken by the person because there is no real danger. Hence this creates tense body muscles, which results in shaky hands and trembling voice. In addition to these symptoms Tofanelli (2012) indicates other ones such as increase in the

blood pressure, stiffening the neck and acute hearing. The physical symptoms of glossophobia are a result of the nervous system response to the fight and flight situation (Tofanelli, 2012). The fight or flight response is a reaction to a danger alert where the person may either fight or to run away from the situation. This response is associated with various signs.

Some of glossophobia physical signs can be easily determined by teachers such as hand shaking, sweating, rapid breath rate and trembling voice. Recognizing these symptoms may give them the ability to cope with their students' speech anxiety. Learners need to identify whether they have the physical symptoms of the speech anxiety in order to limit its consequences on learning process. The body response to glossophobia may affect the students oral performance according to the unstable reactions resulted by this problem during the oral performance.

### **1.2.2. Psychological Symptoms**

The psychological symptoms of glossophobia are internal; therefore, it may not be observed only by the people who have this problem. According to Montijo (2022), the psychological symptoms of glossophobia include a number of feelings that occur when being in situation of PS .The person who has glossophobia may be intensively anxious and nervous. Furthermore, s/he is stressed and panicked when being in a situation where s/he has to speak in public. In addition to these negative feelings; the person with glossophobia has negative thoughts about speaking in public (Montijo, 2022) .These passive feelings and thoughts toward being in public speaking situations may have negative consequences on the person's life and behavior. Dannells & Palmerton, 2016 indicates that in addition to the negative thoughts and feelings, the person who has glossophobia tends to speak negatively about the oral communication. Moreover s/he evades any oral communication situations.

These signs symbolize the fact that people usually have negative feelings or thoughts about the things they hate or feared of, in addition to the avoidance of any chance of experiencing the things or events related to their fear.

### **1.2.3. Verbal Symptoms**

The verbal symptoms are some signs which can be recognized visually during the oral performance; furthermore, these symptoms are related to the speaker's way of speaking during his PS performance. The negative feeling that the speaker has because of glossophobia affects his/her performance negatively. The intensive anxiety may impact the speaker speech which may impede him/her from delivering it in a good way (Barnard, 2017). According to Tofaneli(2012), some of the verbal signs of speech anxiety that may appear on the speaker way of talking which contain the repetition hesitation words such as "hmm" and "umm", in addition to vocalized pauses; this signs meant by the speaker to have a moment of comfort to decrease the level of fear . Furthermore, the speaker's voice is automatically affected due the intense nervousness; therefore, some signs appear on his/her voice. The symptoms which are recognized on the speaker's voice include shaking voice, a weak tone of voice which symbolizes the lack of energy; moreover, stammers and tics characterize the speaker's oral performance as a sign of the extreme nervousness. However; the verbal signs are not limited to the previous mentioned ones but these ones are the most observed symptoms.

In addition to the physical symptoms the verbal ones are also easy to be recognized because they appear on the person's speech. These signs may tell that the speaker is having a problem in speaking fluently. However, the psychological symptoms can be recognized only by the people themselves due to the fact that they are a combination of negative feelings and thoughts which is a consequence of being in dreadful situation.

#### **1.2.4. Behavioral Symptoms**

The behavioral symptoms can be easily noticed by the surrounding people. These symptoms are the person's reaction when being in a situation of public speaking. According to Dannells & Palmerton, 2016, there are some signs that appear in the person's behavior when s/he experiences a situation of PS; moreover, he indicated that the person experience pacing and restlessness. In addition to that s/he tends to twist his/her hair and jamming hands into ounce's pocket. However, students with glossophobia may attempt to hide their behavioral, physical symptoms which are easily to be recognized, so they will not be observed the audience (Dannells & Palmerton, 2016).

#### **1.3. Causes of Glossophobia**

In order to understand the problem of glossophobia, it is important to determine its causes, hence suggest some solution for it. Glossophobia has several possible reasons; however, its causes cannot be fully known.

##### **1.3.1. Fear of the Unknown**

It refers to a person's confusion when dealing with a new situation where he/she is not able to cope properly with it (Dannells & Palmerton, 2016). When a person is exposed to new situations he/she may not be able to deal with it in a good way; for example, when a student is asked to perform orally in oral presentation for the first time this new situation may increase the level of speaking anxiety. Gamble & Eisenberg (1991) claim that the majority of people avoid to perform a speech because they consider it as a threat to them even though they know what they will perform, where and how. Furthermore, when people experience some situations for the first time which they have no clue about how to perform or act in it, this may contribute in the increase of (CA), i.e; glossophobia (Gamble & Eisenberg, 1991).

### **1.3.2. Feeling Inadequate**

People may think internally that they are not able to deal with a certain situation. These thoughts may affect their attitude during the situation they are afraid of. People usually fear of taking risks because they think that they are not able to deal with it (Gamble& Eisenberg, 1991). These internal feelings may affect the person's ability to perform a speech due to the lack of confidence and the unwillingness to take risks. According to Gamble& Eisenberg (1991), people feel unable to perform a speech when they are asked to due to the feeling of inadequacy; therefore, they attempt to avoid such action which they consider it as a risk. Furthermore; people tend to avoid situation where they feel that they are not able to deal with.

### **1.3.3. Fear of Being Judged**

Speech performance is usually associated with audience evaluation. The fear of being judged may impede the person from being able to deliver a speech. However; Gamble& Eisenberg (1991) claim that people avoid speech performance to escape from a situation where they may be judged. Furthermore; the person who has speech anxiety may be afraid from being judged because of previous experiences where he/she received a negative judgment (Gamble& Eisenberg, 1991).the previous situation where the person received a negative judgments may involve in increasing his/her fear of PS ;in order to avoid the bad experience he/she have being through previously. Moreover; the degree of evaluation may increase people speech anxiety (Daly& Hailey, 1980 as cited in McCroskey, 1982).thus students may be anxious when they are asked to perform in oral presentation or present a project in classroom because of the possibility of receiving a bad evaluation. EFL learners my may face different situations where they are judged for their oral performance since they are language learners they are exposed to may situation where they have to speak the language as a part of their evaluation or participation in class.

#### **1.3.4. Inability to Face Consequences**

Presenting a piece of writing whether it's a speech ,project or oral presentation means to expect some outcomes from the audience this outcome will determine whether the speaker succeeded in this oral presentation or not. The speaker's fear of these outcomes, in addition to the inability to face it and accept it may increase the rate of speech anxiety (Gamble& Eisenberg, 1991). However; the speaker's success in handling these consequences may help him to decrease the rate of public speaking anxiety. Gamble& Eisenberg (1991) indicate that the speaker must be able to face and handle the consequences of his/her speech. Moreover, when the learner is able to process and accept any kind of consequences; this will decrease the speech anxiety and help him/her to improve his/her ability to deal with similar situations in the future. Students must be able to cope with the consequences of their oral presentation whether they succeed or fail in their oral performance. Furthermore, when they are prepared to accept both the negative and the positive evaluation of their work this may help them improve their performance in the future and decrease their speech anxiety caused by the inability to face consequences.

#### **1.3.5. Transparency**

Transparency is the speaker's internal thoughts of being visible to the audience s/he is convinced that people can see his/her thoughts and feeling (Gamble& Eisenberg, 1991).Therefore, these thoughts about being transparent may contribute in the increase of the PS anxiety. The most things that may raise the level of CA is conspicuousness, i.e; transparency (Buss, 1980 as cited in McCroskey, 1982). This belief of being transparent to the audience may raise the possibility of having CA. Moreover, whenever the person is conspicuous the more he/she experience CA (Buss, 1980 as cited in McCroskey, 1982). Transparency may be one of the major reasons of glossophobia; furthermore, it may be



similar to the feeling of insecurity because of the person belief that people can see through him/her.

### **1.3.6. Language barriers**

EFL learners are required to communicate in classes in English. However, according to Gamble & Eisenberg (1991), it is difficult for university students whose English is not their native language, to present a speech using the English language when they are asked to in classes. Moreover, it may cause them a panic attack if they were asked to perform orally. Therefore, using a foreign language to communicate may increase the probability to exposure speech anxiety for EFL learners. Furthermore, language barrier may result of a combination of emotions which may cause public speaking anxiety for students (Gamble & Eisenberg, 1991).

### **1.3.7. Negative past experiences**

People negative experience of PS situations may be hard to be removed from their minds. Moreover, it may affect their oral performance. Gamble & Eisenberg (1991) claim that deleting a passive past experience mark of PS from a person's memory seems to be very difficult or even impossible. Furthermore, when a person receives negative consequences in a PS situation, s/he may formulate passive feelings toward any future experience from the same kind, which may cause him/her in failing in any similar future events and it raise the level of CA as result of the prior negative experience. Failing in past experience may increase the rate of CA, whereas the success in a past experiences may decrease CA (McCroskey; 1982). Negative paste experiences may have a major effect on the probability of having the problem of glossophobia.

### **1.3.8. Ignorance**

The speaker ignorance means the lack of preparation of the task of PS, in addition to lack of information about the performed task and the audience. The ignorance is a

combination of many elements such as: the lack of knowledge about how to produce a successful speech and the speech goals, in addition to the lack of information about the audience expectations from the speaker's speech (Gamble& Eisenberg, 1991). All of these elements may be a direct cause of having glossophobia; moreover, it may result in the speaker's failure to deliver the speech.

Glossophobia causes are not only those which are mentioned previously. Many researchers indicate other different causes in addition the mentioned once in this research paper. However; there are some reasons of PS anxiety which are similar to the once mentioned, but they may have different terms.

#### **1.4. The Effects of Glossophobia**

Glossophobia may have internal and external effects on the speaker during his/her oral performance. According to McCroskey(1982), the effects of glossophobia may be internal and external. The internal effects may be recognized by the person itself and it is self reported, whereas the external one may be observed as it is a visible behaviors. McCroskey(1982) believes that the internal effects cannot be determined as it is cognitive and not visible. However, the external once may be recognized because it can be observed. Furthermore, he indicates that the only internal effect that can be recognized is the speaker's feeling uncomfortable in a speech anxiety situation. However, the external feelings can be summarized in three behavioral responses to high level of CA: communication avoidance, withdrawal and communication disruption.

##### **1.4.1. The Effects of Glossophobia on Students' Academic Achievements**

Glossophobia may have a negative effect on students' academic achievement. The grades of students who have a high level of CA are low and they show passive attitude toward school (McCroskey&Aderson, 1976 as cited in Powell& Powell, 2015). Students with high CA may find it difficult to communicate with teachers to ask for feedback and

help (Powell & Powell, 2015). Therefore students academic achievement may be negatively affected as results of students avoid asking for the needed help from their teachers.

#### 1.4.2. The Effects of Glossophobia on Students' Oral Performance

Glossophobia verbal symptoms show that the speaker may not be able to deliver the speech properly if s/he has the problem of glossophobia. Intensive anxiety may impact the speaker speech which may impede him/her from delivering it in a good way (Barnard, 2017). Another symptom that appears in the speaker oral performance is a weakened tone of voice which may make the audience notice the student's nervousness; moreover, thus may result in the audience negative impression about the student's oral performance. Glossophobia symptoms are recognized on the speaker's voice including a shaking voice and a weak tone of voice which symbolizes the lack of energy (Tofenali, 2012). The oral performance of students may be affected by glossophobia negatively according the signs that appear on the students. This fact may reveal the student speech anxiety to the audience, in addition to a weak oral performance delivered by the speaker.

Dannells & Palmerton (2016) clarify the effects of CA on students in the table below:

Compared to students with low apprehension students with high communication apprehension tend to:	Example Sources
Sit at the back or sides of classroom	Levine et al. , 1980
Be less in favor of classroom discussions	Scott & Wheelless , 1977
Have lower GPA and test scores	Richmond & McCroskey , 1997
Perform more poorly on classroom assignments	Boohar & Sciler , 1982
Have difficulty comprehending and remembering course content	Booth - Butterfield, 1988
Be more likely to drop out of school	Ericson & Gardner , 1992 McCroskey , Booth - Butterfield , & Payne , 1989
Perform poorly in participation activities	Richmond & McCroskey , 1997
Receive less attention from teachers and be perceived as lazy or distant	McCroskey , 1977 McCroskey & Anderson , 1976 Powers & Smythe , 1980
Favor large lecture classes	Richmond & McCroskey , 1997
Have more of a negative attitude towards school and less motivation to learn	Frymier , 1993 Hurt & Preiss , 1978 Richmond, 1984 Richmond & McCroskey , 1997

**Table 1.1: The Effects of CA (Dannells & Palmerton, 2016, Table 6.3)**

In this table the researchers are explaining the different effects of CA on students with high level of CA. The effects mentioned in the table are some examples provided by different researchers. In the table above (Table 1.1) Dannells & Palmerton (2016) indicates the attitude of students with high CA from different researchers' perspective, such as the poor performance in classroom activities, have a high probability of dropping school, less motivation...etc.

### **Conclusion**

As a conclusion, in this chapter the researchers introduced glossophobia by providing some definitions of it, and other information about some concepts related to this problem, such as the speaking skill and phobia,. Additionally, the researchers gave in-depth insights about this problem by providing a clear explanation of its symptoms, causes and the effects on students' oral performance and academic achievement.

**Chapter Two:**

**Speech contest importance**

**for EFL learners**

## **Chapter Two: Speech contest importance for EFL learners**

### **Introduction**

Public speaking is an important skill for any EFL learner due to its contribution in developing EFL learners' English skills (speaking, listening, writing, and reading), which are important skills for FL learning. However, EFL learners may not have the opportunity to practice public speaking in real life situations such as speech contest, which provide them with an authentic situation where they practice public speaking. Additionally, this contest prepares them for future public speaking events. This chapter proceeds to identify and explicate speech context. Furthermore, it attempts to shed the light on different concepts related to speech contest, and to highlight the importance of engaging EFL students in speech contest.

### **2.1. Definition of Speech Contest**

In order to define speech contest, it is important to first define speech and contest separately, to perceive more understanding for each element alone.

#### **2.1.1. Speech Definition**

Speech definitions are usually similar and they describe the process of speech. Speech is considered as a way of communication. Hence, Nordquist (2019) stated that speech is the use of spoken words to communicate. Godfrey (2019) defines speech as human use of language to communicate. Hence speech is the process of communication by the use of language.

#### **2.1.2. Definition of Contest**

According to Lexico (n.d), contest is to compete with others in order to outperform them with the possibility of being rewarded. Thus, means that contest in a competition between people to win something. Britanica (n.d.) define contest as a situation where two or more person compete against each other to gain a reward.

Contest definitions usually share the same concept of competing to win any kind of prize either a gift or good grade or a title.

### **2.1.3. Definition of Speech Contest**

Speech contest is defined as a situation occurs publically or privately which focuses on the person's speaking skills (Hanchar, 2018). This means any public speaking performance where the person speaking ability is used. Furthermore, speech contest is defined as a kind of public speaking where students present a speech in front an audience (Lutviana, 2016). Hence, speaking is related to performing public speaking before an audience.

## **2.2. Types of Speech**

There are several types of speeches which may be presented in speech contest. However, in this research we will mention three types of speech which are: the informative the persuasive special occasion speech

### **2.2.1. The Informative Speech**

This type of speech attempts to inform or explain a certain concept to the audience.

Furthermore, it is defined as a speech that delivers information to the hearers. Hence, the type of information delivered in this of speech is: facts, principals and truths (Verderber, 2010). Thus means the informative speech goal is to inform, educate and explain some piece of knowledge to the audience. According to Hamilton (2016), the informative speech is meant to explain or submit any kind of knowledge whether about people, things, situation or any piece of information.

#### **2.2.1.1. Characteristics of Informative Speech**

According to Hamilton (2016), in order to be able to differentiate between the informative speech and the persuasive speech it's important to be aware about its

characteristics. Additionally, he indicates that characteristics are: speaker intent, supporting information, audience information and the speaker's expectation.

**2.2.1.1.1. Speaker intent:** the students intent in the informative speech is to clarify, explain some ideas about a certain topic the attempt is to deliver some information to the target audience with no attempt to convince them.

**2.2.1.1.2. Supporting information:** the supporting information in the informative speech is used in unbiased way; to do not affect the audience choices; but to give them more understanding to the topic; in order they will be more aware when they make their choices about the topic.

**2.2.1.1.3. Audience information:** the speaker in informative speech attempt to analyze the audience psychologically in order to make his speech similar to their thought and backgrounds. Furthermore, the speakers are more likely concerned with the cultural or values differences; which may create a gap between the speech and the listener therefore the listener may lose his interest in the information delivered in the speech.

**2.2.1.1.4. The speaker expectations:** in the informative speech the speaker expectation from the audience is they will be able to catch all the major information delivered in the speech in addition to understanding the content clearly.

## **2.2.2. The Persuasive Speech**

The persuasive speaker attempt to convince the audience not just inform .Moreover; according to Steinberg (1999), in order to achieve this goal of convincing the hearers the persuasive speaker uses there techniques which are: logos pathos, and ethos. These techniques mean to use logic, emotions and credibility to convince the audience.



### **2.2.2.1. Characteristics of the Persuasive Speech**

According to Hamilton (2016), there are four characteristics that differentiate the persuasive speech then the informative one which are: speaker intent, supporting information, audience information and the speaker's expectation.

**2.2.2.1.1. Speaker intent:** the persuasive speaker intent is to persuade the audience by targeting their beliefs, values and behavior.

**2.2.2.1.2. Supporting information:** the speaker uses only the information which contributes in convincing the audience.

**2.2.2.1.3. Audience information:** the speaker uses the psychological information collected about audience in order to convince them.

**2.2.2.1.4. The speaker expectations:** the persuasive speech goal is not only to make the hearer change a certain attitude but to make sure that message is delivered to the audience in a good way.

The characteristics of the informative and the persuasive speech may clarify the differences between this two to types of speech.

### **2.2.3. The Special Occasion Speech**

This type of speech is known as a short piece of speech which have a certain point to deliver, presented in specific occasions (Agbontaen; 2019). This type of speech is limited to a certain occasions and may take short type then the other types of speech. According to Hamilton (2014), the special occasion speech differs from the informative and the persuasive speech in the mount of the information delivered and in the goal. He indicates that the information presented in it is less than the one delivered in the informative and the persuasive. Moreover, the especial occasion speech does not try to convince or to teach anything to the hearer but only express emotions.

Hamilton (2014) summarizes the objectives of those three types of speech in the following table:

	<b>Informative</b>	<b>Persuasive</b>	<b>Special occasion</b>
<b>Goal</b>	Informative Share knowledge : instruct , demonstrate	Persuasive Influence belief or action : gain compliance , alter behavior	Special Occasion Entertain ; reinforce , strengthen bonds among audience members
<b>Sample Topic</b>	To explain the process of public speaking	To convince listeners that they should take a course in public speaking among members To students	To congratulate students in a public speaking class after their first speech

**Table 2.1: Objectives of the Informative, Persuasive and Special Occasion Speech (Hamilton, 2014, p.286)**

This table demonstrates the objectives of each of the types of speech its goals, in addition to the sample topic related of each one of them. Moreover, it states that the informative one only delivers, explain some information or educate, whereas the persuasive one try to affect people believes ad behaviors, in the other hand the special occasion speech goal is to entertain. Additionally; this table clarifies the sample topic of each of the three types of speech.

### **2.3. Speech Delivery**

Every speech have its type of delivery which is determined based on some factors such as the size of the audience the speaker the level of formality and the whole atmosphere of the speech also the materials available(Capper et al, 2002).Hence, each speech have its Method of delivery which is determines due to the surrounding factors.

### **2.3.1. Methods of Delivery in Speech Performance**

According to Dunn (2016), speech delivery is categorized to four types: impromptu, manuscript, memorized, extemporaneous.

#### **2.3.1.1. Impromptu Method**

In the impromptu delivery the speaker presents his/her speech without any previous knowledge about the content. Hence, this method of delivery exists in the speeches which do not require any previous preparation or notes and it is performed spontaneously (Griffin, 2008). Furthermore, the impromptu delivery may be used only in the speeches which do not require any kind of planning hence the speaker is more likely to make mistakes. Capper et al (2002) stated that this type of delivery is usually for special occasion speeches due to the fact that it is not planned before, moreover; it is not proper for the technical or complex materials because of the high possibility making mistakes.

#### **2.3.2.2. Extemporaneous Delivery**

This type of delivery is one of the most chosen ones among the four methods of delivery presented in speech. Capper et al (2002) indicates that extemporaneous method is the most used type of speech delivery because its nature help the speaker to build his/her credibility before the audience, also, this method .Extemporaneous delivery require good preparation before the presentation of the speech, also the speaker should have previous outline or notes about the speech sequence (Griffin, 2008). Thus may facilitate the speech presentation because the speaker is allowed to use notes and outline. The Extemporaneous method requires the interaction with the audience because it is conversational in nature (Capper et al, 2002). Hence, having the audience as a part from the speech may make help the speaker to gain the audience attention easily which may contribute in the success of the speech presentation.

### **2.3.3.3. Manuscript Delivery**

The manuscript method requires previous preparation of the speech text; hence the speaker will read the prepared text before the audience (Capper et al, 2002). However, reading a speech from a text may cost the speaker to lose the audience attention, moreover; if the audience loses their interest in the speech it may result in the failure of delivering the message beyond the speech. In this type of delivery the speaker presents a plenty of details in a limited time (Griffin, 2008). Delivering a wide range of information in a short time may not help the speaker to deliver his/her speech in the proper way. Therefore, Crapper (2002) describe this type of delivery by ineffective because the eye contact between the speaker and the audience is missing.

### **2.3.4.4. Memorized Delivery**

The memorized delivery requires the use of memory as the first source of information. The speaker memorizes his speech or only the main ideas of it, and then he/she deliver it from their memory to the audience (Griffin, 2008). Moreover, the speaker in this type of delivery depends only on the memory which allows him to interact with the audience. Therefore, this method provides more interaction between the speaker and the audience (Fujishin, 2000), furthermore; the speaker may be able to impress audience, if s/he was able to deliver the speech only from his/her memory (Griffin, 2008). However, if the speaker failed to recall some parts of the memorized information s/he may lose his self confidence, thus may cause him/her to forget the rest of the speech (Crapper, 2002). Hence, this method of delivery may be suitable for the people who have a good memory.

## **2.4. Public Speaking (PS)**

PS is an important skill for EFL learners, in order to present project or perform orally in any communicative event. Furthermore, Speech contest is considered as a type of PS

(Lutviana, 2016). This type of contest provides students with the opportunity to practice PS skills. Hence, it is important to explain public speaking skill and the importance of practicing PS for EFL learner.

#### **2.4.1. Definition of PS**

PS can be defined as performance of a speech in front of an audience (Nikitina, 2011). Many EFL learners are exposed to several situations where they must to express themselves orally, such as to introduce themselves in front of their classmates or in the oral presentation asked by teachers. Furthermore, they may not be able to present orally before a small audience (classmate and teacher) because of their PS anxiety. Therefore; teaching EFL learners the strategies of PS is very important to them. According Seedat (2014), the skill of PS is considered as an advanced English performance skill, which may provide students with the needed training for their English skills.

#### **2.4.2. The Importance of PS**

PS skill is one of the most important skills for EFL learners. This skill enriches students with the ability of critical thinking, fluency in speaking and creativity. However, this skill needs to be practiced in addition to its theoretically learning (Seedat, 2014). Furthermore, studying PS provides students with training on the language skills. Seedat (2014) divided the benefits of PS into two important majors .The first one is: PS which provides a good opportunity for students to practice the English language skills; moreover, presenting speech means to prepare it first using writing and reading skills to collect the information needed for the topic after that to write the piece which is going to be presented. In addition the listening skill is involved when interacting with the audience to discuss their comments or answer their questions. Indeed, PS may allow students to practice their speaking skill when presenting a speech.

The second major indicated by Seedat (2014) is that practicing PS provides students with the ability of critical thinking. Furthermore, this ability is gained through the process of preparing their speech where they have to critically analyze theories and information's related to their topic, in order to prepare the speech they want to deliver to the audience. Sullivan (2009) clarifies that PS training is important to reduce the level of communication apprehension. Moreover, he indicated that individuals who studied PS are more able to manage their fear of PS.

PS skill is an essential skill for any EFL learner due to its benefits on the students oral performance .Therefore, training students on such an important skill may help them to manage their fear of PS. Also they may gain the ability of critical thinking which is substantial cognitive skill for learners.

### **2.5. Benefits of Participating In Speech Contest**

Participating in speech contest may give students an opportunity to develop various important skills. According to Denny (2017), performing a speech helps students to improve some skills such as: research skills, critical thinking; organization, persuasion and communication. In fact these skills may be very beneficial for EFL learners as future researchers.

The English skills (speaking, writing, reading, and listening) are essential skill for any EFL learners. Furthermore the speech contest engagements allow students to practice the four English skills due to the fact that speech preparation and performance require the use of all the English skills by reading about the topic, listening for instructions, and writing speech and finally performing the speech (Bury et al, 2012). Indeed the process of speech contest, which begins with the preparation and ends with the performance on stage, may be considered as training for students English skills.

Speech contest have a long term benefits for students because of its contribution in improving students confident in speaking tasks, also the improvements in writing skill, moreover speech competition make students spontaneous when being interviewed (Denny, 2017). Speech contest provides with the opportunity to participate in autonomous speaking activity, which is a good activity for students (Lutviana, 2016).As a result; speech contest may have a major role in developing various essential skills for students such as speaking, writing, reading and listening, also; it contribute in the improvement of students confident and spontaneity in speaking.

## **2.6. Practicing speech and Communication Apprehension**

Speech practicing on stage before a traditional audience may be a good way to decrease communication apprehension for EFL learners. Cheal (2012) stated that performing speeches in front of an audience contributes in reducing communication apprehension. Hence, speech contest may be a good chance for student with public speaking fear to practice speech in order to lower their speech anxiety. Moreover, Dhir (2021) stated that one of the ways to help students overcome their fear is through facing it with the support of their teachers. Furthermore, providing EFL learners with an opportunity to face their fear of public speaking through speech contest with their educators support may help them to reduce their fear of public speaking.

## **2.7. Authentic Tasks**

Hernandez-Gantes (2009) claims that speech contest provides students with the opportunity of practicing an authentic context which may help them to improve their English skills. Therefore Speech contest may be considered as a good authentic task due to the fact that it is real life situations where students use English language skills to perform on stage. Authentic tasks have multiple benefits for EFL learner.

### **2.7.1. Definition of Authentic Tasks**

The authentic task is a kind of tasks where students perform a real world activity, this type of tasks has a communicative goal and it is expected to on achieve a certain effects (Maley & Tomlinson, 2017). Shiel (2016) defined authentic tasks as real life performance which require students to use the knowledge or the skills they are learning or already learned. Speech contest may be a good example of authentic tasks due to the fact that it is a real life situation where students use English language skills to perform on stage.

### **2.7.2. Authentic tasks advantages for EFL learners**

Students must experience situations where they face a real audience rather than having only their teacher and classmates as an audience in oral expression course. Hence, they may gain the ability to present orally in front of any kind of audience .Mc Tighe et al (2020) indicated that the authentic tasks are good opportunity for students to face a real audience. Additionally, involving EFL students in the authentic tasks may contribute in their language and skills developments (Al-Mahrooqi & Troudi, 2014). Thus may help EFL learners to have a chance to practice their English language skill in a real life situation. Satya (2008) stated that the authentic tasks offer real and practical activities for learners in order to help them in their learning for the target language. Students may need to practice the target language outside to classroom to develop their English language competence

### **2.8. Competition Based Learning (CBL)**

CBL is a type of learning which is based on competition between learners to achieve a specific prize. Hence, it is important to know the importance of CBL in order to understand the importance of involving completions such as speech contest in the learning process.



### **2.8.1. Definition of CBL**

CBL is a style of learning which is based on competition between students in order to achieve a certain reward. According to Culha (2021), this type of learning involves competition in the learning process. CBL is a type of learning which attempt to use competition as a learning style where students compete against each other to achieve individual aim such as gaining a good score in their studies (Wang et al, 2008). This type of learning concentrates on the use competitive activities for students.

### **2.8.2. Benefits of CBL**

CBL may have several benefits for EFL students. According to Hernandez-Gantes (2009), competition improves students' English competence by giving students strong motivation and a real context as a result of the engagements in competitive events such as prepare or ex speaking. Thus means that EFL students' participation in learning competition provides them with the proper environments for developing their English skills. Competitions motivate students to use their skills and information to gain a certain achievement. Moreover, these achievements encourage them to work harder for future achievements. Additionally, the desire of wining may motivate students to participate in competitive events which may be a good chance to practice their skills and to use their knowledge.

The idea of competitive learning is similar to playing games, which is a joyful way of learning for students (Wang et al, 2008). Thus means that using competition in learning may be a pleasant task for students. Moreover, student engagements in competition provide them with eagerness in learning. According to Culha (2021), CBL raises students' level of fervency. Furthermore, Competitive learning strategy encourage students to face their fear of failure, also they may enjoy the competitive learning due to its similarity to games (Okereke & Ugwuegbulam, 2014). Hence, practicing competition may be a good

opportunity for students who have fear of failure to face their fear when experiencing competitive activities. As a result, involving Competitive activities such as speech contest in students learning process may have a positive effect on their achievement and attitude toward learning.

### **Conclusion**

As a conclusion, in this chapter the researchers gave in-depth insights about speech contest by providing some definitions of it and some information about other elements related to it, such as speech, contest, types of speech and methods of delivery in speech. Also, we highlighted the importance of speech contest for students, and we shed the light on the importance of some concepts related to it, such as public speaking, the authentic tasks and competition based learning.

**Chapter Three:**  
**Fieldwork and Data**  
**Analysis**

## **Chapter three: Fieldwork and Data Analysis**

### **Introduction**

This chapter investigates the use of speech contest as a technique to help EFL students practice public speaking in real life situations, in order to help them overcome glossophobia. It contains the research design, research approach, tools and instruments used to gather data, and sampling techniques for this research. Finally, this chapter presents the analysis of the collected data as well as discusses the results and the findings of the interview and questionnaire, in order to test the validity of the research hypotheses to draw logical findings and interpretations.

### **3.1. Research Methodology**

Research methodology is the procedures the researcher follows to accomplish the study. It refers to the way researchers design their studies in a systematic organized manner, which will ensure the validity of the research results and findings, to fulfill the objectives of the research.

#### **3.1.1. Research Design**

In order to answer the research questions, we used the descriptive design for this research to assess the potentiality of using speech contest as a technique to train students to speech in public; hence they overcome their fear of public speaking. We opted for a mixed' methods approach, because the nature of this investigation demands a deep understanding of the problem. The aim of combining the two methods is to reduce the weaknesses of each approach by compensating each approach weaknesses by the other approach strengths. Hence, the credibility and the validity of this research findings and results will increase.

#### **3.1.2. Population and Sample**

The population targeted for this research is third year EFL students of Mohamed Kheider University-Biskra. The reason for this choice is that third year students already

experienced the oral presentations for three years where they were asked to perform orally in oral expression course which may increase the probability of experiencing glossophobia. Therefore, this population is the suitable for this research. And to avoid being biased, we used a random sampling technique to collect data from students. Also, this technique will provide us with different perspectives about the studied subject in this research. Additionally, the number of students who responded to the questionnaire was forty-five (45) third year EFL students.

The teachers who were invited to participate in the interview were teachers with an experience in oral expression module because they have a direct contact with students during their oral performance. Therefore, oral expression teacher may provide this research with a significant data.

Finally, in order to have in-depth understanding of the problem, we opted to invite specialists in clinical psychology for an interview to have an expert point of view of the problem and to examine the validity of the implication of speech contest, to help students to overcome glossophobia.

### **3.1.3. Data Collection**

Data collection tools were used to achieve the objectives of this research, test the hypothesis and provide answers for the research questions. The data collection included a questionnaire for students to elicit students' attitudes towards the problem of glossophobia and the concept of speech contest. Furthermore, we interviewed the teachers of oral expression to have their perception point of view about the problem and their point of view about the implication of speech contest to provide students with an authentic task for practicing public speaking, in order to help them to overcome glossophobia. Moreover, we interviewed clinical psychologists to have an expert perception about glossophobia and the

implication of speech contest as a technique for students, in order to reduce their fear of public speaking (glossophobia).

The questionnaire was designed for third year EFL students of applied linguistics major at the University of Mohamed Khider of Biskra. The targeted sample contained (82) students amongst the population which comprised a total of (247) students.

## **3.2. Students' Questionnaire**

### **3.2.1. Description of the Students' Questionnaire**

This research used a semi-structured questionnaire to examine the research problem from the students' perspective. The questions in this questionnaire were open-ended and close-ended questions. Hence, the purpose of this questionnaire was to get in-depth insight about the students' experience of the problem and to provide their opinions about engaging them in speech contest, in order to help them overcome (glossophobia). The questionnaire was divided into four general sections.

#### **Section One: Background Information**

The First section is about students' general information and it contains two questions, in this section we aim to have some basic information about the sample, by identifying their gender and if studying English was their first choice.

#### **Section Two: The Importance of Speaking Skill for the Participants**

The second section aims to reveal the importance of speaking skill for the sample of the study and it contains six questions about the speaking skill. At first the participants were asked about the skill they need to master the most, in order to determine how many students think they need to master speaking skill. Also the questionnaire addresses the importance of speaking skill for the participants. At the end, the participants were asked to select the difficulties they face in speaking.

### **Section Three: Glossophobia and its Effects on EFL Learners**

The third section is about the problem of this study. To have the sample experiences and knowledge about glossophobia and its effect on their oral performance and academic achievement, at first the participants were asked whether they suffer from glossophobia or not, in order to determine the spread of this problem among the participants. Also the participants' were asked about the effect of this problem on their oral performance and academic achievement. At the end they were asked to select the symptoms of glossophobia which they have during their oral performance.

### **Section Four: Students Attitude toward Speech Contest**

The fourth section is about the sample attitude toward speech contest. At first we asked them to tell as if they have participated in speech contest to determine whether they have experienced this kind of contests. Also this section aim to reveal the participants opinion about engaging them in speech contest to help them to practice public speaking in order to overcome their fear of public speaking. At the end we asked the participants whether they will participate in speech contest if they were given the opportunity to do so this question is meant to reveal the participants' attitude toward this type of contests.

#### **3.2.2 Validity of Instruments**

The students' questionnaire was handed to the supervisor before its actual administrating to the participants, in order to get some feedback/suggestions concerning the items included within the questionnaire. Eventually, the supervisor proposed some valuable remarks. Consequently, the questions that seemed to be repeated were excluded from the final version of the questionnaire.

#### **3.2.3. Administration of the Questionnaire**

The final version of the questionnaire was designed using Google forms. Then, it was administered online to the target population via a Facebook group on May 03rd, 2022.

Submitting the questionnaire online was to facilitate the process of answering on the participants and in order not to interrupt them during their classes, but the targeted number was not reached; therefore, a number of hard copies of the questionnaire were delivered to students by hand.

### **3.2.4. Analysis of the Students' Questionnaire**

The questionnaire was designed for EFL students to investigate their views, attitudes and perceptions about the use of speech contest to overcome glossophobia. The participants were forty five students of third year LMD students at Biskra University. The questionnaire consists of four sections, each section deals with a different aspect. The questionnaire items will be analyzed and interpreted with respect of each one them.

#### **Section One: General Information**

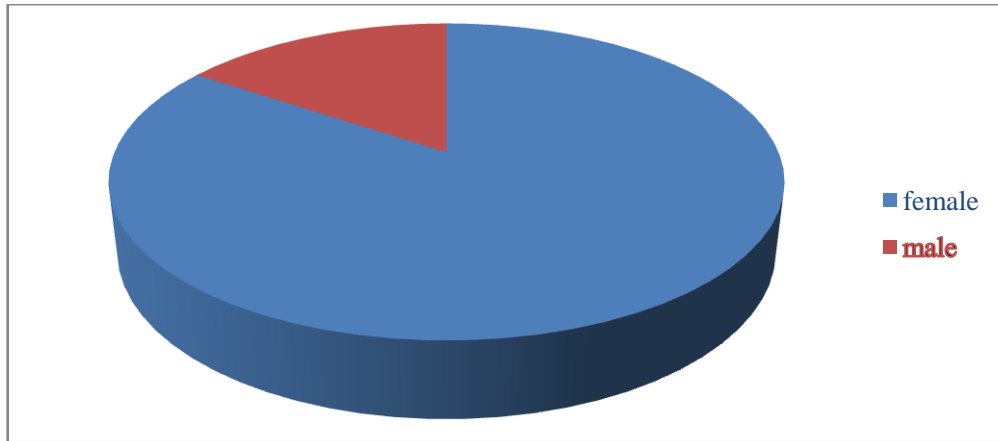
This rubric provides some background information about the sample of this study. The questions were asked to the participants to specify their gender (male or female) and to determine whether studying English is their first choice.

#### **Item 01: Participants' Gender**

**Table 3.1: Participants' Gender**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	38	84.4%
<b>Male</b>	07	15.6%
<b>Total</b>	45	100%





**Figure1: participants' gender**

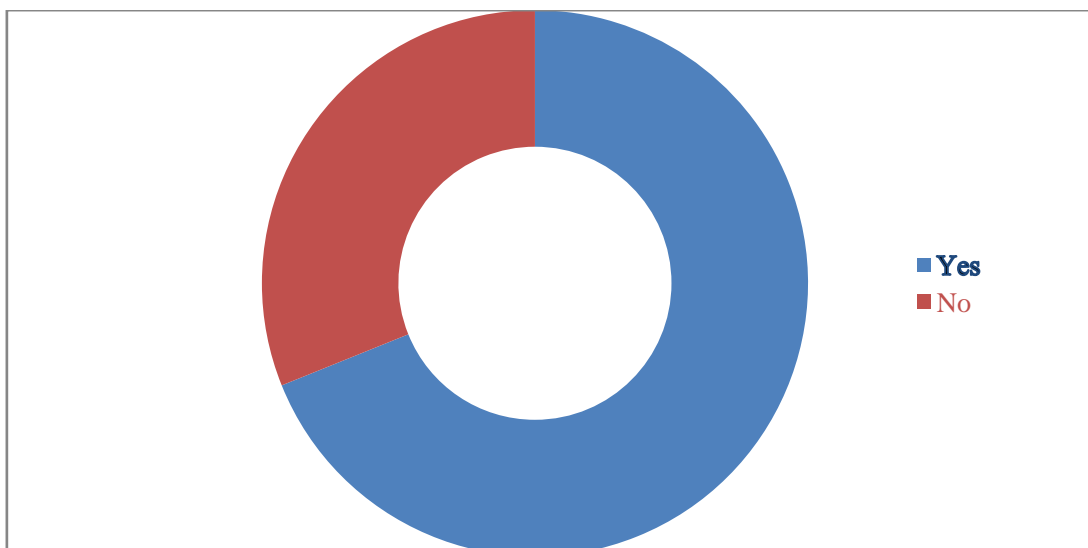
The item reveals the gender of the participants. As it is presented in the table and the chart, the majority of the participants are females. Out of forty five (45) participants there are seven (07) males while the rest (38 participants) are females. This is due to the fact that females are more interested in studying English as a foreign language than males.

**Item 02: Participants' Choice to Study English**

This item is used to reveal whether studying English was the participants' first choice among the choices they were able to choose before being EFL students, in order to investigate students' interest in studying English.

**Table 3.2: The Participants' Choice of Studying English**

Option	Frequency	Percentage
Yes	31	68.9%
No	14	31.1%
Total	45	100%



**Figure 2: The Participants' Choice of Studying English**

The results in the table and the chart above (Table 3.2, Figure 2) show that the majority of students (68.9%) selected English as their first choice, whereas (31.1%) of the students English was not their first choice. Therefore the students whose English was their first choice may be more motivated to learn more than the rest of them.

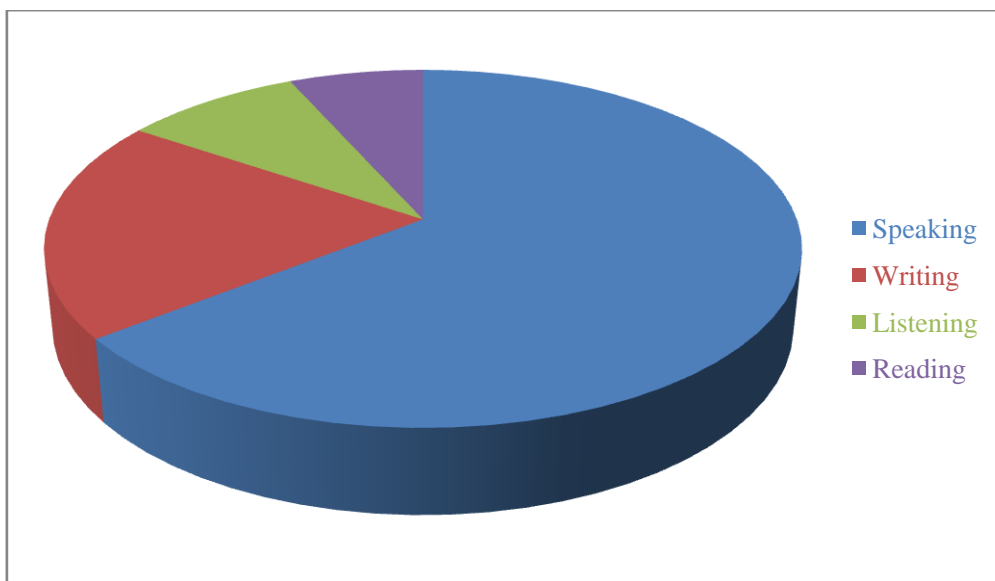
### **Section Two: The Importance of the Speaking Skill for the Participants**

**Item 01:** what is the skill that you need to master the most?

This question aims to reveal which skill students think they need to master the most, in order to know which skill is the most important to them.

**Table 3.3: The Skill Participants Need to Master the Most**

Option	Frequency	Percentage
Speaking	29	64.4%
Writing	09	20%
Listening	03	6.7%
Reading	04	8.9%
<b>Total</b>	45	100%



**Figure 3: The Skill Participants Need to Master the Most**

As shown on the table and the chart above (Table 3.3, Figure 3) the majority of the participants selected the speaking skill as the skill they need to master the most. Furthermore, 64.4% choose speaking skill as the skill they need to master the most, 20% of the participants selected the writing skill, 6.7% choose listening skill, and 8.9% went for reading skill. Moreover, when we asked the participants to justify their choices, we were able to extract the following frequent responses:

- The speaking skill is the most needed in communication and exchanging ideas.
- Practicing speaking is difficult, because of low self-confidence and shyness.
- Speaking skill is an essential skill in English learning.
- To be able to speak fluently.
- Speaking skill is important to improve other skills.

The participants' responses reveal that they want to master the speaking skill and they are aware of its importance despite the problems that hinder them from mastering it.

**Item 02:** Do you agree to master speaking skill you need to practice it in real life?

This item investigates the frequency of students who believe that practicing speaking skill in real-life situations is important in order master it.

**Table 3.4: The Importance of Practicing Speaking Skill in Real Life Situations**

Option	Frequency	Percentage
Agree	21	46.7%
Disagree	0	0%
Strongly agree	23	51.1%
Strongly disagree	01	2.2%
Total	45	100%

As it is shown in this item the majority of student think that it is important to practice speaking skill in real life in order to master it. Students answers reveal that 51.1% of the participants strongly agreed on the importance of practicing speaking skill in real-life, additionally 46.7% agreed on the same idea, none of the students 0% disagreed; furthermore, 2.2% strongly disagreed.

**Item 03:** Do you agree that speaking skill is very important to learn any language?

This item investigates whether students believe that speaking skill is important to learn any language, in order to reveal to what extent they think that speaking skill is important for their English learning

**Table 3.5: The Importance of Speaking Skill In Language Learning**

Option	Frequency	Percentage
Agree	26	57.8%
Disagree	1	2.2%
Strongly agree	17	37.8%
Strongly disagree	1	2.2%
Total	45	100%

Most of the students think that speaking skill is very important in language learning. Furthermore, 37.8% of the participants strongly agreed that speaking skill is very important in language learning, 57.8% of the participants agreed on the same idea, whereas 2.2% disagreed and 2.2% strongly disagreed.

**Item 04:** How often you participate in class discussions?

This question investigates the frequency of participation inside the classroom. Hence, the frequency of participation may reveal the students who have speaking anxiety.

**Table 3.6: Participation Frequency in Class Discussions**

Option	Frequency	Percentage
Always	6	13.3%
Sometimes	27	60%
Rarely	12	26.7%
Never	0	0%
Total	45	100%

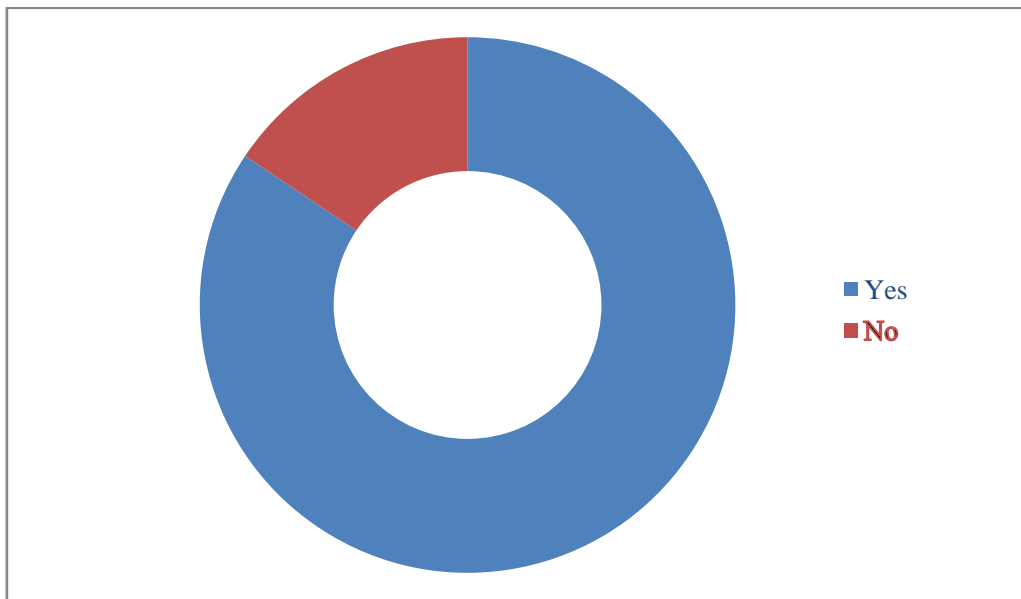
In this question the frequency was measured on a frequency Likert scale. As it is shown in the table above 13.3% of the participants declared that they always participate in classroom discussions. Whereas 60% claim that they sometimes participate. In contrast 26.7% of them pointed out that they rarely participate; furthermore, no one of them selected the choice (never).

**Item 05:** Do you face some difficulties when you practice speaking in your classroom?

This item reveals whether students have difficulties in practicing speaking. This question focuses on investigating the frequency of students who face difficulties in speaking.

**Table 3.7: Speaking Difficulties Frequency among the Participants**

Option	Frequency	Percentage
Yes	38	84.4%
No	7	15.6%
Total	45	100%



**Figure 4: Speaking Difficulties Frequency among the Participants**

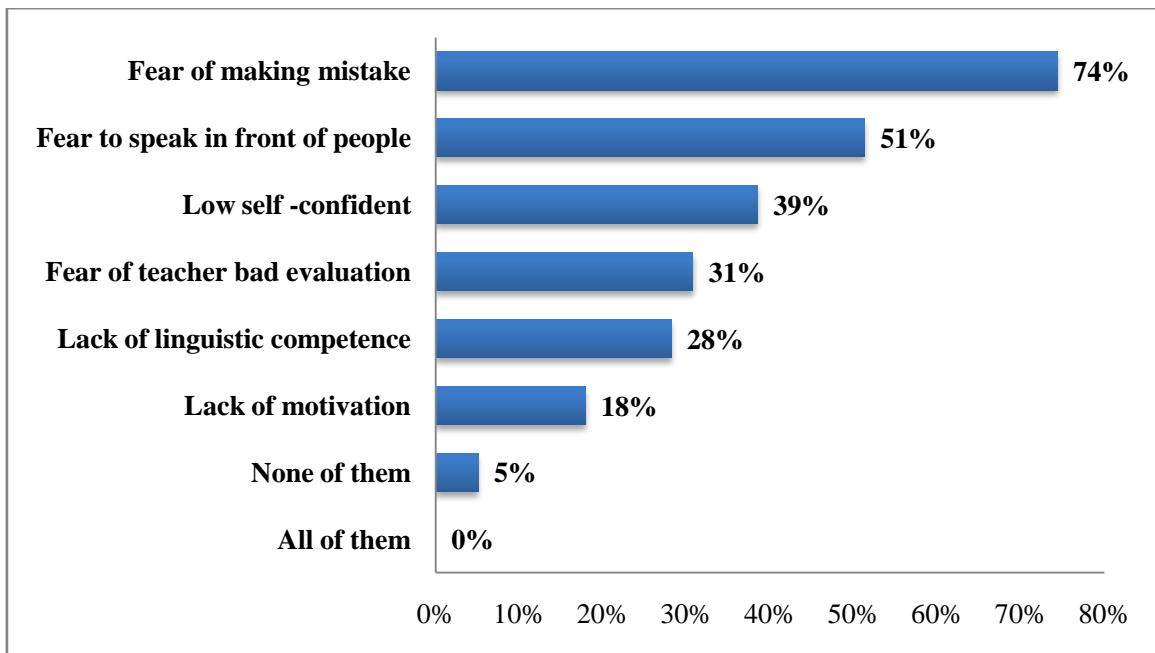
As it is shown in (Figure 4, Table 3.7), 84.4% of the participants claim that they face some difficulties when practicing speaking, whereas 15.6% of them claim that they face no difficulties when they practice speaking

**Item 06:** If your answer is yes; is it due to?

In order to investigate which factors students face when speaking, we offered some difficulties which may face the participants when practicing speaking. The participants selected the ones they face the most.

**Table 3.8: Speaking Difficulties Faced by the Participants**

Option	Frequency	Percentage
Fear of making mistakes		
Fear to speak in front of people		
Low self-confident		
Fear of teachers' bad evaluation		
Lack of linguistic competence		
Lack of motivation		
All of them		
None of them		



**Figure 5: Speaking Difficulties Faced by the Participants**

As shown on the table and the graph above (Table 3.8, Figure 05), most of the participants selected fear of making mistake 74. On the same premise the participants claim that the fear of speaking in front of people hinder them from practicing speaking, most of them have asserted that the fear of making mistake or speaking in front of people impede them from practicing speaking, 39 of the participants choose low self-confident as difficulty for them when practicing speaking, whereas 31 of them stated that the fear of teachers bad evaluation is the responsible of their difficulties in speaking, 28 of the sample selected the lack of linguistic competence and 18 of them selected lack of motivation, whereas 05 students stated that none of them hinder them from practicing speaking. These results clarify that the most difficulties the participants face when practicing speaking in due the fear of some factors.

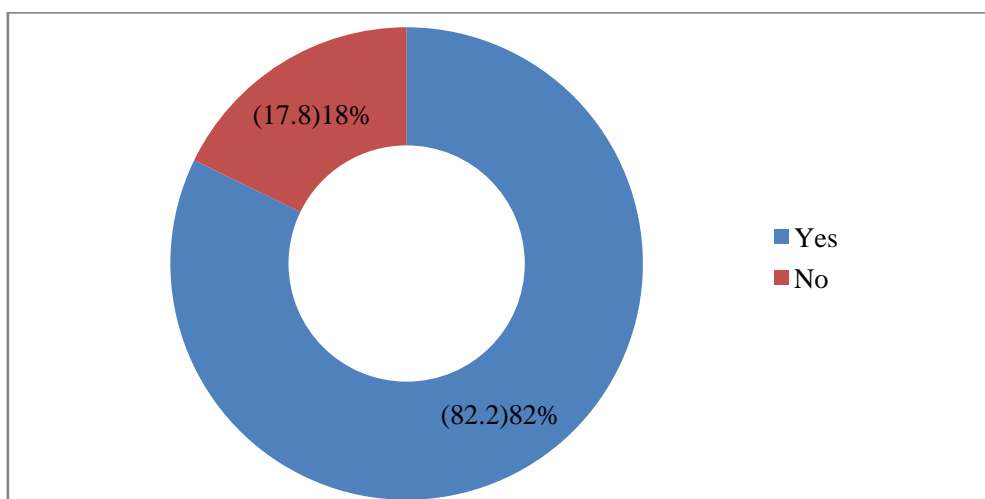
### **Section Three: Glossophobia and its Effects on EFL Learners**

**Item 01:** Do you have fear of public speaking (glossophobia)?

This question investigates the frequency of glossophobia among the sample on the study.

**Table 3.9: Glossophobia Frequency among the Participants**

Option	Frequency	Percentage
Yes	37	82.2%
No	8	17.8%
Total	45	100%



**Figure 06: Glossophobia Frequency among the Participants**

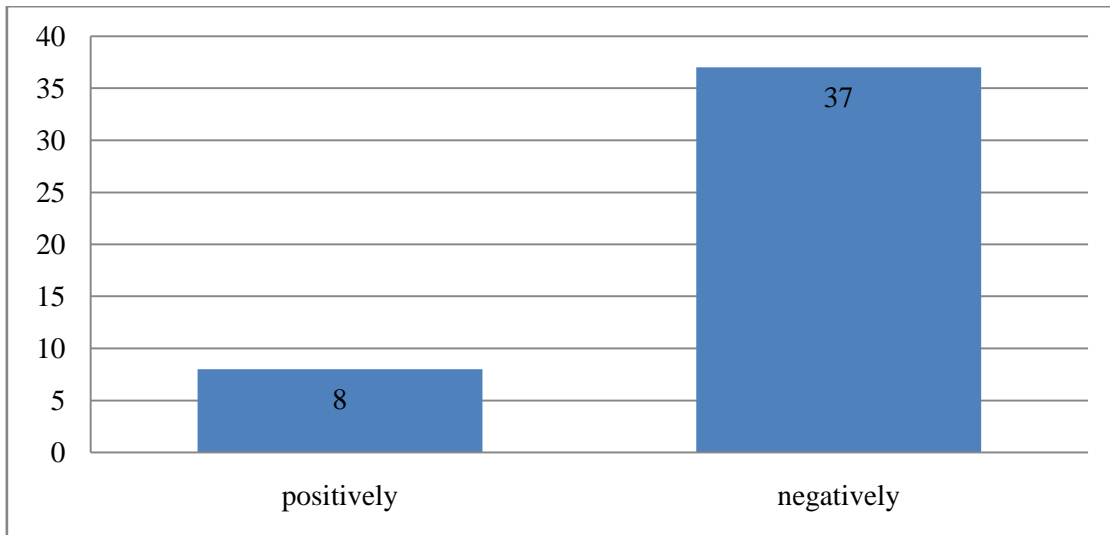
Most of the participants stated that they suffer from glossophobia(82.2%). Whereas 17.8% of them stated that they don't have glossophobia. This results indicated that glossophobia have a wide spread among the sample of the study.

**Item02:** Do you think that your fear of public speaking (glossophobia), affect your oral performance?

**Table 3.10: The Effects of Glossophobia on the Participants' Oral Performance**

Option	Frequency	Percentage
Positively	37	82.2%
Negatively	8	17.8%
Total	45	100%





**Figure 07: The Effects of Glossophobia on the Participants' Oral Performance**

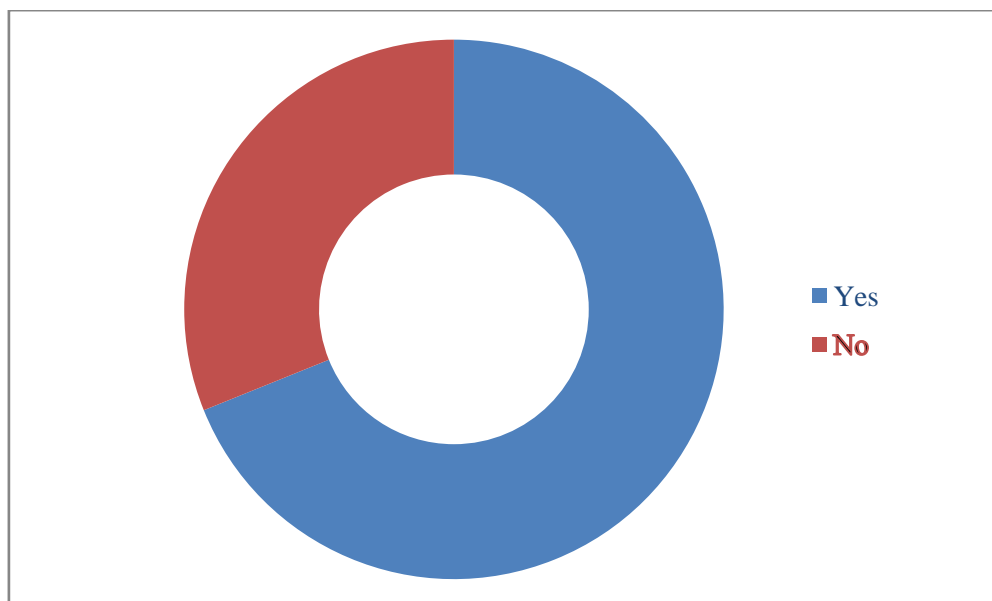
As shown in Table and the graph above 37 of the participants stated that glossophobia affect their oral performance negatively, whereas 8 of them stated that it affect them positively. The majority of them declared that glossophobia have a negative effect on the students' oral performance.

**Item 03: Do you think that your fear of speaking affect your academic achievement?**

This item investigates the effect of glossophobia on students academic achievement, it aims to reveal whether this problem have a positive or negative effect on them.

**Table 3.11: The Effect of Glossophobia on the Participants' Academic Achievement**

Option	Frequency	Percentage
Yes	31	68.9%
No	14	31.1%
Total	45	100%



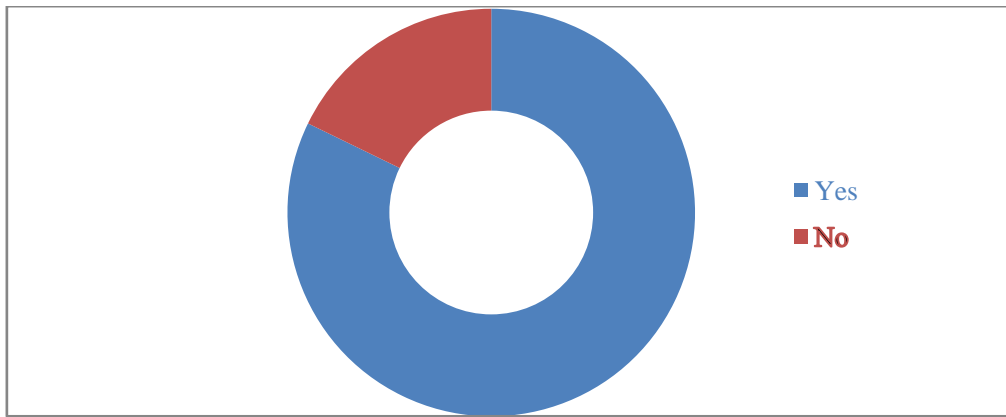
**Figure 08: The Effect of Glossophobia on the Participants' Academic Achievement**

As shown in the figure and the table above (Figure04, Table 3.11), 69% of the participants think that glossophobia affect their academic achievement, whereas 31% of them stated that it does not affect their academic achievement

**Item 04:** Do you consider your fear of public speaking may cause you a communication breakdown?

**Table 3.12: the Participants Communication Breakdown Caused By Glossophoobia**

Option	Frequency	Percentage
Yes	37	82.2%
No	8	17.8%
Total	45	100%



**Figure 09: the Participants of Communication Breakdown Caused by Glossophobia**

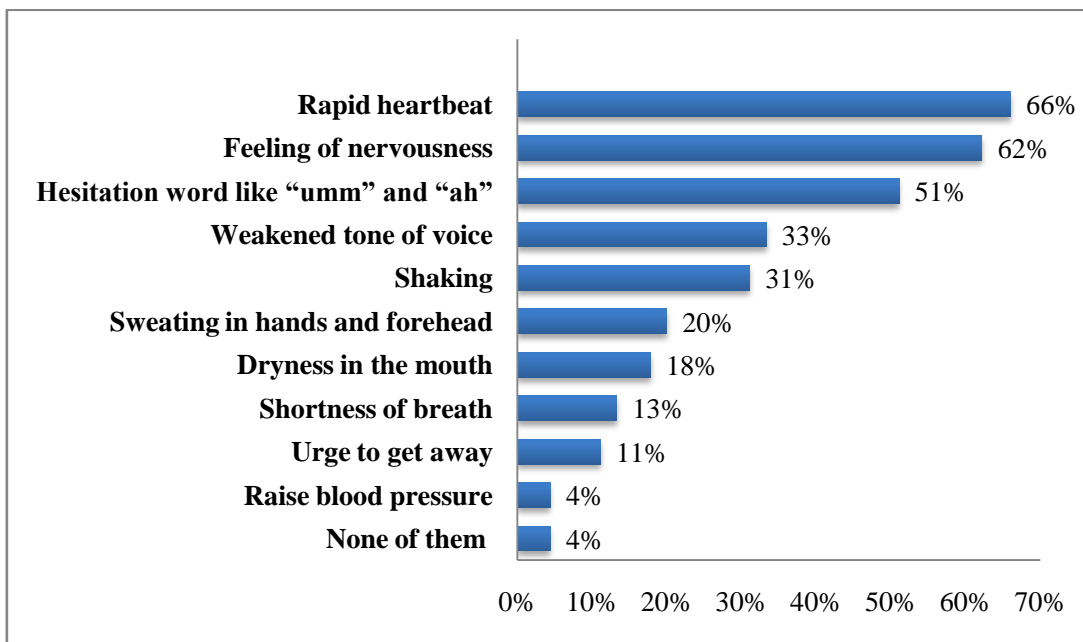
Most of the participants 82.2% reveals that glossophobia caused them a communication breakdown, whereas 17.8% of them state that glossophobia didn't cause them any communication breakdown, this results show that the majority of students suffer from a communication breakdown because of glossophobia.

**Item 05:** Have you been in a situation in the oral presentation or class discussions where you face signs as (you may choose more than one answer):

This question is to investigate the frequency of students who have glossophobia symptoms.

**Table 3.13: Glossophobia Symptoms Frequency among the Participants**

Option	Frequency	Percentage
Rapid heart beat	30	66%
Feeling of nervousness	28	62.2%
Hesitation word like "umm" and "ah"	23	51.1%
Weakened tone of voice	15	33.3%
Shaking	14	31.1%
Sweating in hands and forehead	9	20%
Dryness in the mouth	8	17.8%
Shortness of breath	6	13.3%
Urge to get away	5	11.1%
Raise blood pressure	2	4.4%
None of them	2	4.4%



**Figure 10: Glossophobia Symptoms Frequency among the Participants**

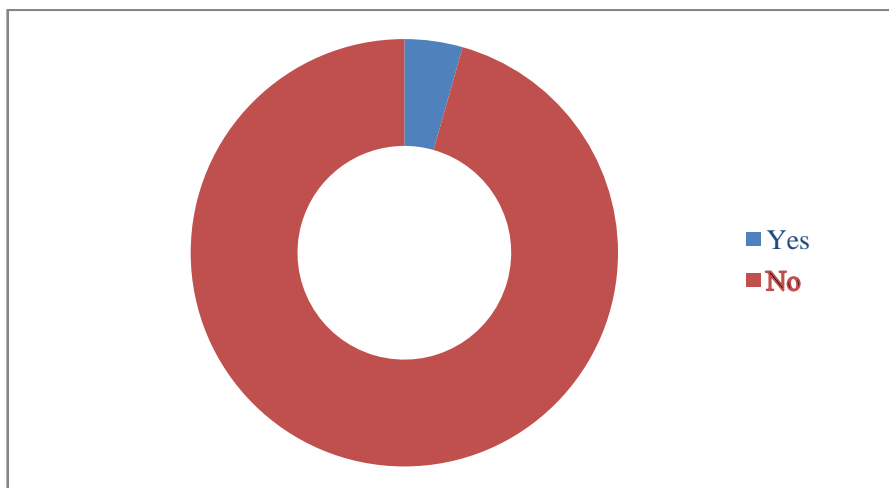
The graph and the table above (Table 3.13, Figure 10) shows that 66% of the participants selected rapid heartbeat; furthermore, 62% of them selected feeling of nervousness as the symptom they have in the oral performance, whereas 51% choose hesitation word like "umm" and "ah". Moreover, 33% of them selected weakened tone of voice, shaking was the choice of 31% of the participants, 20% pointed out that the symptoms they have is sweating in hands and forehead, 18% pointed out that the symptoms they have is dryness in the mouth, 13% of them picked out shortness of breath, whereas 11% of the participants selected urge to get way and 4% of them choose the symptom of raise in blood pressure, 4% of the participants stated that they have none of the mentioned symptoms. This results shows that the majority of the participants have symptoms of glossophobia.

#### **Section Four: Students Attitude toward Speech Contest**

**Item 01:** Have you ever participated in speech contest?

**Table 3.14: the Frequency of Students' participation in the Speech Contest**

Option	Frequency	Percentage
Yes	02	4.4%
No	43	95.6%
Total	45	100%



**Figure 11: the Frequency of Students' participation in the Speech Contest**

This item clarify that the majority of students 95.6% have not participated in speech contest, whereas 4.4% of them stated that they participated. These results show that the participants were not given the opportunity to participate in public speaking contest which may be a beneficial experience for them.

**Item 02:** Do you agree that training students to be able to speak in public is important?

This question investigates whether students are aware of the importance of training them on public speaking

**Table 3.15: Student's Attitude toward the Importance of Public Speaking Training**

Option	Frequency	Percentage
Agree	24	53.3%
Disagree	2	4.4%
Strongly agree	19	42.2%
Strongly disagree	0	0%
Total	45	100%

As shown in the table above (Table 3.15) the majority of students agreed and strongly agreed about the importance of training them public speaking 53.3% agreed, 42.2% strongly agreed, whereas only 4.4% disagreed on the same idea. Thus means that students are in need of public speaking training.

**Item03:** Do you agree that giving you the opportunity to participate in speech contest will help you to overcome the fear of public speaking?

**Table 3.16: Students Attitude toward the Importance of Speech Contest to help them Overcome Glossophobia**

Option	Frequency	Percentage
Agree	29	64.4%
Disagree	3	6.7%
Strongly agree	13	28.9%
Strongly disagree	0	0%
Total	45	100%

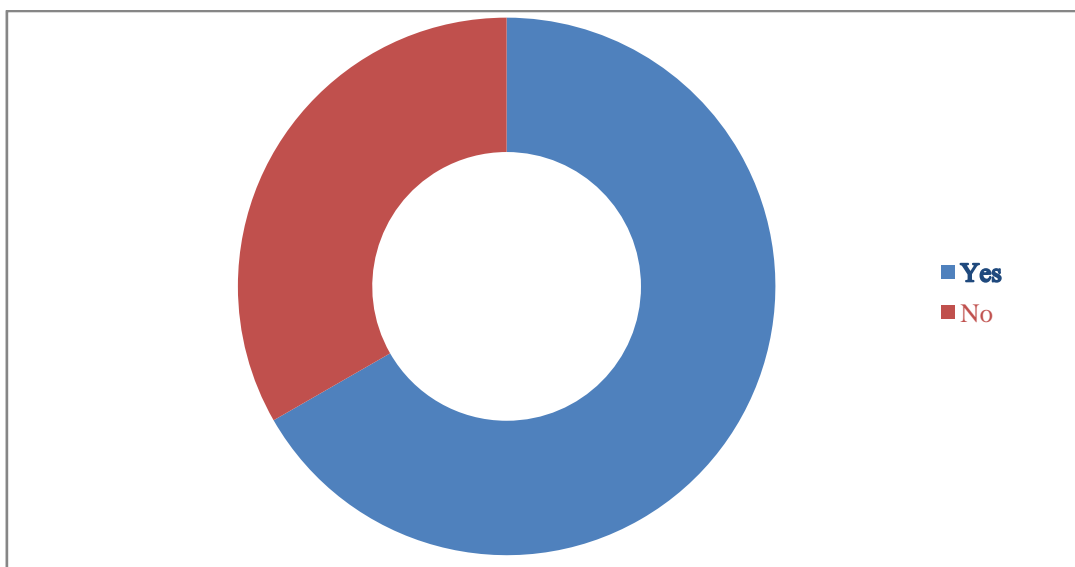
The table above (Table 3.16) clarify that 64.4% of the participants agreed that speech contest may help them overcome the fear of public speaking, furthermore; 28.9% of them strongly agreed on the same idea, whereas 6.7% disagreed with the idea, and none of the participants strongly disagreed about it.

**Item 04:** If your English department organized a speech contest to train you on public speaking, do you participate in it to develop your public speaking skill?

This question reveals whether students will participate in speech contest if they were given the opportunity to do so by their English departments.

**Table 3.17: Participants' Attitude toward the Engagement in Speech Contest**

Option	Frequency	Percentage
Yes	30	66.7%
No	15	33.3%
Total	45	100%



**Figure 12: Participants' Attitude toward the Engagement in Speech Contest**

As shown the table and the chart above( Table 3.17, Figure12), 66.7% of the participants pointed out that they may participate in speech contest if they were given the opportunity to do so by their English department, whereas 33.3% choose to do not participate in speech contest. These results indicate that the majority of students have a positive attitude toward participating in speech contest in order to train them on public speaking. Moreover when we asked students to justify their choice, we were able to extract the following frequent responses:

- Speech contest may help me to face my fear in order to overcome it.
- Speech contest is a good opportunity to practice the four English skills.
- Speech contest is a good opportunity to practice speaking skill.
- Speech contest will increase my self-confident.
- Speech contest may develop my communication skills.
- Speech contest is a good chance to train on public speaking.
- Speech contest will help me to gain experience in public speaking.
- I think am not able to face my fear by speech contest.

The participants' responses reveal that their attitude toward speech contest is positive and they are aware of the importance of speech contest to help them to face the problem of glossophobia, and to train them on public speaking. Whereas, some participants pointed out that they may not be able to face their fear of public speaking by participating in speech contest.

### **3.2.5. Summary of the students' questionnaire findings**

The questionnaire findings showed that the majority of the participants were females (38 female, 7 males). And most of them clarified that studying English was their first choice. Moreover, the majority of the participants selected the speaking skill as the skill that they need to master the most, and the majority of them clarified that speaking skill is important to them, also the majority of them pointed out that they need to practice speaking in real life situations in order to master it. Most of the participants stated that they face difficulties in speaking where the majority selected fear of making mistakes and fear of teachers' bad evaluation as the most common reasons of their difficulties in speaking. Furthermore, the majority of the participants indicated that they have glossophobia, and they clarified that this problem affects their oral performance negatively. Also, it affects their academic achievement, and most of the students clarified that glossophobia caused them a communication breakdown. Moreover, the finding showed that the majority of the participants have glossophobia symptoms.

In the section related to speech contest the finding showed that the majority of the participants have never participated in speech contest. But most of them indicated that training them public speaking is important, also giving them the opportunity to practice public speaking is important to them. Most of the participants stated that they will participate in speech contest if their department organized one to help them overcome their glossophobia.



### **3.3.1. Teachers' Interview**

#### **3.3.1.1 Description of the Teacher's Interview**

This research used a semi-structured interview to examine the research problem from the teachers' perspective. The questions in this interview were open-ended and close-ended questions. Hence, the purpose of this interview was to get in-depth insights of the teachers' opinions about the importance of engaging students in speech contest. The interview was divided into three general sections.

The First section is about teachers' general information and it contains three questions, in this section we aim to have some information about the teachers profile to have an idea about teachers' career and experiences. The second section is about the problem of this study to have the teachers' experiences and knowledge about glossophobia and its effect on their students, in addition to their observation to glossophobia among their students, and the strategies they apply to cope with this problem. The third section is about the teachers' knowledge about speech contest and it's important for their students, in addition to teachers' opinion about the implication of this technique to help the learners to overcome glossophobia.

#### **3.3.2. Administration of the Interview**

The interview targeted teachers of English who had experience in teaching oral expression at the University of Mohamed Khider of Biskra. Four teachers were interviewed for this research, due to their commitment there was no opportunity for interviewing them face to face. Therefore, an interview demand was sent to the teachers via e-mail, and then the teachers answered the interview. Furthermore, in these interviews

there is no use of any means of audio-video recording tools instead a real-time transcription was used. The teachers were informed that their answers will be anonymous.

### **3.3.3. Teachers' Interview Analysis**

In order to preserve the anonymity of the interviewees, we are going to refer to them with "A", "B" and "C", "D" rather than mentioning their names, in the analysis and discussion of the interviews.

#### **Part One: General Information**

In this we aim to specify the teachers' experience in teaching in general and especially in teaching oral expression module. The four teachers have more than four years teaching oral experience and there is a teacher who taught for twelve years with seven years experience in teaching oral expression. The teachers are university teachers specialized in applied linguistics, ESP, didactics.

#### **Part Two: Glossophobia and its Effects on EFL Learners**

**Item 01:** Glossophobia (fear of public speaking). What can you say about it?

This question is an introductory question that paves the way for the next questions. It aims to investigate the teachers' definitions and ideas about glossophobia.

**Teacher A:** "Many students may develop this phobia in different periods of their study. It could be associated with the person or the situation (internal or external)."

**Teacher B:** "A widespread psycholinguistic phenomenon"

**Teacher C:** "It's one of the most severe fears in the world, I guess, and it has a lot of mental, emotional and physical symptoms that differ in intensity from one to another depending on other factors. But, it's mainly manifested through anxious behaviors and reactions in certain social stressful events and situations."

**Teacher D:** "It is considered the first fear of people and students, more particularly. It is the fear of delivering a speech in front of people regardless the speaker mastery of the

language. It is referred to a psychological obstacles related mainly to a lack of self-confidence. This problem affects the student's performance, achievement and progress.”

The teachers gave a clear description of glossophobia which shows that they are aware of this issue; some of the interviews indicate that this phobia has widespread among people and many students have this problem. Interviewee D clarified that this phobia affects students’ performance and achievements and progress.

**Item 02:** How can you know that your students have this problem of glossophobia?

**Teacher A:** “Hesitation to face audience, stress and sweat while speaking in public, voice shaking and less eye contact with audience.”

**Teacher B:** “Lack of participation and engagement”

**Teacher C:** “Simple through paying attention to their body language (especially their eyes, hands and facial expressions), way of speaking (hesitation, pauses, over use of self correction...) and sometimes, they admit verbally that they feel anxious, afraid and frustrated. It depends on their personality.”

**Teacher D:** “Some say it frankly to me (in English or Arabic) some students, when they are asked to speak, become greatly nervous and anxious. They sweat, have a reddish face, shake or pronounce a confused, trembling speech (or rather some words) others keep simply silent”

The teachers’ responses show that they are aware of the symptoms of glossophobia. Furthermore, they are able to recognize which students have this problem. Some teachers pointed out that they are able to tell if the students have glossophobia from their attitude in the classroom, their behaviors such as hesitation avoidance of eye contact, whereas some of the interviewees stated that they are able to recognize the anxious students based on some signs that appear on their bodies such as sweating and

shaking. Moreover, some teachers indicate that some students simply inform them of this problem.

**Item 03:** In your opinion why students feel anxious to speak in public?

This question aims to reveal the reasons of glossophobia in the view of teachers, in order to point out the possible reasons of glossophobia among students.

**Teacher A:** “Fear of peers' negative reactions and judgments and fear of making mistakes. Most of them are perfectionists and they don't like to show imperfections in their performance. Some of them have personality problems and disorders due to a childhood experience, bullying and exclusion in school.”

**Teacher B:** “Fear of judgment and committing mistakes.”

**Teacher C:** “Perhaps they feel that they need to take responsibility and to have control over everything inside and around them in addition to that fear of making mistakes, fear of rejection and failure. All this can be attributed to lower degrees of self confidence, self esteem and negative self image which in turn could be built from past experiences and childhood traumas.”

**Teacher D:** “Lack of self-esteem and self-confidence, lack of preparation/ poor proficiency, lack of public speaking skill, lack of practice, fear of audience negative reaction, fear of teachers' negative feedback.”

This item revealed the reasons of glossophobia among students from the point of view of teachers as an observer to the problem. All teachers agreed on one reason which is the fear of negative judgment and making mistakes as the main reason of this problem among students. Furthermore, some teachers stated that childhood and previous negative experiences are one of the common reasons of glossophobia for students.

**Item 04:** Do you think that the fear of public speaking affect your students oral performance negatively or positively?

This question is meant to investigate teachers' opinion about the effect of glossophobia on students' oral performance and whether they think it is positive or negative.

**Teacher A:** "Negatively."

**Teacher B:** "Negatively."

**Teacher C:** "Negatively."

**Teacher D:** "Negatively."

This item shows that all teachers agreed that glossophobia has a negative effect on students' oral performance. This question revealed that teachers are aware of the negative effect of glossophobia on students' oral performance

**Item 05:** Do you think that the fear of public speaking affect your students' academic achievements negatively or positively?

This question is meant to investigate teachers' opinion about the effect of glossophobia on students' academic achievement and whether they think it is positive or negative.

**Teacher A:** "Negatively."

**Teacher B:** "Negatively."

**Teacher C:** "Negatively."

**Teacher D:** "Negatively."

This item shows that all teachers agreed that glossophobia has a negative effect on students' academic achievement. This question revealed that teachers are aware of the negative effect of glossophobia on students' academic achievement.

**Item 06:** How do you cope with your students who have glossophobia?

This question aims to investigate the way teacher cope with this kind of problems faced by their students.

**Teacher A:** “Establish a friendly environment and explain to them that imperfections are acceptable. I also ask peers to react positively and motivate their classmates. I often give more time to those students with glossophobia to express themselves than others.”

**Teacher B:** “Diversify activities and positive reinforcement.”

**Teacher C:** “Positive feedback is one of my strongest tools as a teacher to encourage them. I also try to ask them simple questions or add to their talk just to show them more solidarity, cooperation and interest.”

**Teacher D:** “I try to motivate them by using humor and relaxing the atmosphere I share my own experience as a former student with the good and bad sides I went through and show how I could overcome my difficulties. I tolerate mistakes I allow the use of the mother tongue occasionally I use praise, encouraging words and positive feedback.”

In this item teachers showed their ways in dealing with their students’ fear of public speaking. The majority of them pointed out that positive reinforcement and feed back in their way to support their students in order to make them comfortable about expressing their ideas. Furthermore, some of them indicate that they try to provide a relaxing atmosphere for their students in order to make them participate in the classroom with no fear.

### **Part Three: Students Engagement in Speech Contest**

**Item 01:** Do you think that training EFL students on public speaking is important?

This question is an introductory question that paves the way for the next questions. It aims to point out the importance of training EFL learners on public speaking.

**Teacher A:** Of course, it is important to train them to be familiar with oral performance and public speaking in particular. Training lessons the feeling of anxiety and stress as they become more confident and estimate their own personality.

**Teacher B:** Yes, such techniques and strategies will be helpful.

**Teacher C:** Absolutely yes. By this, they can build the skill of public speaking, gain more confidence, overcome some of the inner blocks and learn how to manage their intense feelings, thoughts and physical sensations. Practice is the Key.

**Teacher D:** Yes because it makes students get well prepared and practice well before presenting a work.

In this item teachers indicate that it is important to train students on public speaking. The interviewees pointed out some benefits of training students on public speaking such as building a public speaking skill, become more confident and being prepared for oral performance.

**Item 02:** Have you ever organized speech contest to your students?

This question aims to reveal teachers familiarity of speech contest to investigate whether teachers are aware of this kind of contests.

**Teacher A:** “No.”

**Teacher B:** “Yes.”

**Teacher C:** “No.”

**Teacher D:** “Yes.”

This question shows that half of the interviews have a previous experience about speech contest, whereas the others have no experience related to speech contest.

**Item 03:** if your answer is yes. How was this experience?

This item aims to have a brief justification about the previous question.

**Teacher A:** “Unfortunately, I wished if I had this experience with my students.”

**Teacher B:** “Argumentation was interesting.”

**Teacher C:** Actually, I am not familiar with this concept, but organizing speaking activities such as presentations, role plays, debates, interviews, dialogues and classroom discussions can also significantly work for them.”

**Teacher D:** “Challenging, interactive, satisfying, motivating.”

This question shows that half of the interviews have a previous experience about speech contest, whereas the other have no experience relate to speech contest. The teachers who previously organized a speech contest showed a positive attitude toward their experience with such type of contests. Whereas teachers who have not experience speech contest, encouraged this type of activities.

**Item 04:** Do you encourage your EFL students to participate in a speech contests? Why?

This question aims to reveal teachers’ attitude toward engaging students in speech contest.

**Teacher A:** “Yes, some of them provide amazing work.”

**Teacher B:** “I encourage them to practice all kinds of speaking activities.”

**Teacher C:** “I encourage them to speak in public whether in class or outside to increase their self confidence and self esteem.”

**Teacher D:** “Yes To overcome their psychological difficulties, practice the target language, improve their public speaking skills, enhance interaction, and improve their oral performance.”

This item reveals that all the teachers showed positive attitude toward engaging students in speech contest. They pointed out that this kind of activities may provide students with a good opportunity to practice speaking and to overcome their psychological difficulties.

**Item 05:** Do you think that giving EFL students the opportunity to participate in speech contest will help them to overcome the fear of public speaking (glossophobia)? Why?

This question aims to reveal teachers’ attitude toward engaging EFL students in speech contest, in order to help them to overcome glossophobia.



**Teacher A:** “This depends on students' attitudes towards this contest. But if it is frequently organized with a clear objective and well organization, students will certainly benefit from it.”

**Teacher B:** “Yes, practice makes perfect.”

**Teacher C:** “If it is a speaking activity, yes it should serve them very well.”

**Teacher D:** “Yes, the more contests are made, the more students participate, the less they feel anxious because this exercise becomes familiar.”

As it shown in the item above teachers supported the idea of speech contest. They clarified that it provides a practice of students, in order they become familiar with public speaking which may reduce their public speaking anxiety (glossophobia). Even though teacher A stated that students attitude toward this type of contest will determine whether speech contest is a good technique for them, but he supported the idea clarifying that if it was well organized it certainly will benefit students.

**Item 06:** Do you encourage the English department to organize speech contest, in order to help EFL learners to overcome their fear of public speaking? Why?

This question aims to reveal teachers opinion about organizing a speech contest for EFL learner by the English department.

**Teacher A:** “Yes, I do. It allows students to practice their language skills and show their talents. More importantly, it helps learners with speech anxiety to cope with it gradually as they participate more frequently in these contests.”

**Teacher B:** “Yes, the official status of such contests may help more students to participate.”

**Teacher C:** “Yes, I do. From the word contest, I understand that it is done in public and it necessitates the participation and the collaboration of a huge number of students

that compete to make the best speaking performance. If this is nearly the idea, then, yes, it's most welcome.”

**Teacher D:** “Yes, to develop students’ public speaking skills and improve their level in speaking English”

This question investigate teachers point of view about engaging EFL learners in speech contest organized by the English department to train them on public speaking, in order to help them overcome their fear of public speaking. Teachers supported this idea clarifying that it will provide students with an opportunity to practice their language skills; also it may help them to be familiar with public speaking which may help them to overcome their speech anxiety (glossophobia). Furthermore, they indicate that it may help them to develop their public speaking skills and their level of speaking in English. Moreover, teacher B stated that the official statue will make more students participate in this kind of contest.

#### **3.3.4. Summary of the teachers interview findings**

The teachers’ interview findings showed that teachers are aware of glossophobia and they are able to recognize the students who have this problem. Moreover, in the interview s teachers revealed that glossophobia is widespread among their students, and it has a negative effect on students’ oral performance and academic achievements. Also they pointed out some possible reasons of glossophobia such as fear of being judged, fear of committing mistakes, lack of self confidents...etc. And the interview showed that teachers use different ways to cope with their students such as motivation, positive reinforcements, creating a friendly environment. Half of the teachers have experienced speech contest and stated that it had a positive outcomes. Moreover, all of the teachers agreed on the importance of training students on public speaking and engaging them on speech contest.

Also they encouraged the idea of organizing a speech contest for EFL students by their department.

### **3.4. The Clinical Psychologists' Interview**

#### **3.4.1. Description of the Psychologists Interview**

This interview is a semi-structured interview to examine the research problem from the clinical psychologists' perspective. The questions in this interview were open-ended questions. Hence, the purpose of this interview was to an expert perspective about engaging students in speech contest. The interview was divided into three general sections. The First section is about psychologists' general information and it contains three questions, in this section we aim to have some information about the psychologists' profile to have an idea about their career and experiences. The second section is about the problem of this study to an expert opinion about it and its effect on their students. The third section is about the psychologists' view of the implication of speech contest to help students with glossophobia to overcome their fear.

#### **3.4.2. The Clinical Psychologists' Interview Analysis**

In order to preserve the anonymity of the interviewees, we are going to refer to them with "A", "B" and "C", "D" rather than mentioning their names, in the analysis and discussion of the interviews.

##### **Part One: General Information**

In this part we aim to specify the psychologists' information, their experience their specialty. The three psychologists are specialized in clinical psychology. Furthermore, one of the psychologists have four year of experience in the specialty.

##### **Part two: Glossophobia and its effects on learners**

**Item 01:** What can you tell us about glossophobia?

This question aims to identify the concept of glossophobia and have some experts' knowledge about it.

**Interviewee A:** "Fear of public speaking is a problem facing many people. People with glossophobia suffer from inability to express themselves in front of others, and its symptoms may appear as dryness in the mouth, inability of speaking, and sweating"

**Interviewee B:** "It is a pathological fear characterized by a person's fear of speaking and delivering in front of people"

**Interviewee C:** "It is a psychological disorder which an individual suffer from when being in social situations, where he/she feels confused, uncomfortable in the presence of other people .in addition, he/she has a fear from the negative evaluation"

The psychologists emphasized that glossophobia is psychological disorder and pathological fear which appears in social situations and this problem is characterized by the person's fear from expressing his/her ideas in front of other people. Furthermore, the experts mentioned some symptoms of glossophobia such as dryness in the mouth and sweating, inability to express one's ideas.

**Item 02:** What are the possible effects of glossophobia on students?

This question is meant to provide an expert view of the possible effects of glossophobia on students, in order to have more explanation about the effects of this kind of phobia.

**Interviewee A:** "Feeling of stress, fear, anxiety and discomfort"

**Interviewee B:** "Stuttering in speech, being stressed when being in presentation. It affects the person self-confidence, self-esteem. S/he will have a sense of inferiority, and inability to deliver what is required."

**Interviewee C:** "The student is always exposed face dangerous psychological state and s/he will not be able to control the feeling of fear."

The psychologist mentioned some negative effects of glossophobia on students such as inability to express themselves, stuttering in speech, feeling uncomfortable. Furthermore, all of them agreed that glossophobia have negative effects on learners.

**Item 03:** May glossophobia affect the students' academic achievement? How is that?

This question aims to reveal whether glossophobia may affect students' academic achievements and how it may affect it.

**Interviewee A:** "Of course, this fear affects him/her during the oral presentations and in direct communication with others which may affect his academic achievements."

**Interviewee B:** "Yes.... By being unable to participate and disclose the information s/he knows in the classroom, which prevents him/her from being evaluated by teachers in the proper way".

**Interviewee C:** "Yes, especially because the inability to interact with his/her colleagues to exchange information or do researches, which may affect his/her achievement."

The psychologists agreed on the idea that glossophobia may affect students academic achievement in a negative way. They emphasized that this phobia prevents the student from participating and presenting his ideas in the classroom, which may results in a bad evaluation by teachers for his work.

### **Part Three: Students Engagement in Speech Contest**

**Item 01:** "Is providing appropriate activities for students to practice public speaking may help them overcome this type of phobia?"

This question investigates the importance of engaging students in public speaking activities to overcome glossophobia.

**Interviewee A:** "surely."

**Interviewee B:** "yes."

**Interviewee C:** “when the activity is practiced in front of a mirror or using the psychodrama technique to practice, before performing in addition to previous training, encouragement before the target activity.”

All the psychologists agreed that engaging students in public speaking activities may help them overcome glossophobia.

**Item 02:** Is providing an appropriate environment for students to overcome their fear through a speech contest, organized by the administration of their department with their educators support may help them to overcome this type of phobia?

This question aims to reveal whether engaging students in speech contest will help them to overcome the fear of public speaking (glossophobia).

**Interviewee A:** “yes.”

**Interviewee B:** “of course.”

**Interviewee C:** “Yes, of course.”

This item revealed that all the psychologists agreed that engaging students in speech contest in university associated with their educators support may help them to overcome the fear of public speaking. Furthermore, when this contest is organized in appropriate environment it may provide learners with a good practice of public speaking which may contribute in reducing the problem of glossophobia.

### **3.4.3 Summary of the Clinical Psychologists’ interview findings**

In The interview, the clinical psychologists’ defined glossophobia as the fear of public speaking, they describe it as a psychological disorder and pathological fear which occurs when the speaker in presenting orally in front of people. Also they clarified that glosophobia have a negative effect on students attitude and academic achievement. Moreover, the interview findings revealed that the clinical psychologists encourage engaging students in public speaking activities to help them overcome glossophobia, it

also, showed that engaging them in speech contest would help them overcome glossophobia.

### **3.5. Synthesis and Discussion of the Findings**

This part of the study summarizes the main findings of the students' questionnaire and teachers' interviews, and the clinical psychologists' interviews. As a result, our hypothesis which stated that if EFL students are engaged in speech contest, they would overcome glossophobia has been confirmed.

The findings from the students questionnaire reveals that the traditional way of teaching oral expression course, by asking students to present orally in front of their teacher and classmate may not provide them with an appropriate practice for their speaking skill. Furthermore, students need to practice their language skills in a real life situation such as speech contest, in order to be able to perform orally in all kinds of situations especially public speaking situations, without suffering from problems such as glossophobia.

The poor engagements of the authentic tasks such as speech contest in the course of oral expression may impede the students from overcoming their fear of public speaking (glossophobia).As shown in the questionnaire results even though the participants have been studying in the University for three years, the majority of them stated that they have glossophobia. Hence the traditional way of teaching them oral expression did not help them to overcome the fear of public speaking. Moreover, the questionnaire findings showed that the majority of learners have glossophobia.

Additionally, they accentuated a positive attitude toward training them on public speaking through engaging them in speech contest, which means that students support public speaking activities. Additionally, students agreed on the importance of practicing speaking skill in real-life situations in order to master it. Furthermore, the students

accentuated a positive attitude toward the concept of speech contest in teaching oral expression, in order to help them to be able to overcome (glossophobia).

Moreover, the findings of the teachers' interview showed that they are aware that glossophobia is widespread among the students, and they unanimously agreed on the importance of training EFL students on public speaking. Furthermore, the teachers accentuate a positive attitude toward the concept of speech contests and its implementation as a technique to help students overcome their fear of public speaking.

Finally, the clinical psychologists' interview findings showed they confirmed that glossophobia has negative effects on students, and they accentuate a positive attitude toward engaging students in public speaking activities. Additionally, they confirmed that speech contest can help students to overcome their fear of public speaking (glossophobia). Furthermore, the psychologists support the idea of engaging students in speech contest by their department associated with their educators support.

## **Conclusion**

As a conclusion, this chapter presented the research approach, research design, and the sampling technique used in this study, in addition to the data gathering methods. Additionally, this chapter contains the analysis, the discussion and the interpretation of the data gathered through students' questionnaire, teachers' interview and the clinical psychologists' interview. The findings were based on the answers provided by the third year EFL students of Mohamed Kheider University, the oral expression teachers of the same department and clinical psychologists.



## **Pedagogical Implications and Recommendations**

The present study aimed to investigate the use of speech contest as a method teaching in oral expression course, in order to help EFL learners overcome glossophobia. Furthermore, the pedagogical implications and recommendations of this study are as follows:

- Students should focus on developing their public speaking skills due to its importance for them inside and outside the university.
- Participating in speech contests whenever the opportunity is available would help students to be good public speakers and overcome glossophobia.
- Teachers of oral expression should focus on providing students with authentic tasks, where they practice the FL in real life situations.
- The University should organize speech contests for FL learners, where the teachers of oral expression prepare their students to participate in these contests, in order to help them become good public speakers.
- Teachers of oral expression should train their students to be able to speak in public.
- An experimental study for this research could provide in-depth examination of the research topic.

# **General Conclusion**

## **General conclusion**

This study aimed to investigate the effect of using speech contest as a method to train EFL learners on public speaking, in order to help them overcome glossophobia. The problem discussed in this study is related to the fear of public speaking among EFL learners which impedes hem from practicing speaking in public fluently. Thus, this study aimed to indicate the difficulties in practicing speaking. Also to clarify the use of speech contest as a teaching method in oral expression course to help EFL to overcome glossophobia.

This study is consisted of three chapters; the first and second chapters are devoted to the theoretical part of the two variables, which are glossophobia and speech contest. However, the third chapter is about discussing and the analyses of the gathered data. The first chapter discusses the dependent variable which is glossophobia, by providing some definitions, the causes behind this problem and its symptoms, in addition to its effects on the students. Moreover, the second chapter is about the independent variable which is speech contest; this chapter discusses some definitions, the advantages of speech contest and of public speaking to students, in addition to the importance of engaging students in the authentic tasks and the competition based learning CBL for the learners. Finally, the last part of this research is devoted to the fieldwork; it contains the methodology of the present study. Moreover, it is consisted of the analysis and the discussion of the findings of the students' questionnaire, teachers' interviews and the clinical psychologists' interviews.

The results of this study illustrated that speech contest would be a good strategy to train students on public speaking, in order to make them able to overcome glossophobia. Also, the hypothesis of this study which stated that if EFL students are engaged in speech contest, they would overcome glossophobia has been confirmed.

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# Appendices

## Appendix A

### STUDENTS' QUESTIONNAIRE

Dear student.

This questionnaire is dedicated to you in order to collect data for a research titled: AN INVESTIGATION INTO THE USE OF SPEECH CONTEST TO HELP EFL LEARNERS TO OVERCOME GLOSSOPHOBIA (FEAR OF PUBLIC SPEAKING).

You are kindly requested to answer this questionnaire to help as to collect the needed information for our research (you can tick more than one box if necessary) and provide comments when needed? .We really appreciate your help.

#### **Section One: PERSONAL INFORMATION.**

1/-Gender:

Male

Female

2/-Is studying English was your first choice?

Yes

No

#### **Section Two: The importance of speaking skill for EFL students.**

03/-What is the skill that you need to master the most?

Speaking

Writing

Listening

Reading

-Would you briefly justify your choice?

.....  
.....

4/- Do you agree that to master speaking skill you need to practice it in real life situation

Agree  
disagree

Disagree

Strongly agree

Strongly

5/- Do you agree that speaking skill is very important to learn any language?

Agree

Disagree

Strongly agree

Strongly disagree

6/-How often do you participate in class discussions?

Always  Sometimes  Rarely  Never

7/- Do you face some difficulties when you practice speaking in your classroom?

Yes  No

-If your answer is yes; is it due to: (you may tick more than one choice).

Low self-Confidante	<input type="checkbox"/>	Fear of making mistakes	<input type="checkbox"/>
Fear from teachers' bad evaluation	<input type="checkbox"/>	Lack of linguistic competence	<input type="checkbox"/>
Lack of motivation	<input type="checkbox"/>	Fear to speak in front a group of people	<input type="checkbox"/>
All of them	<input type="checkbox"/>	None of them	<input type="checkbox"/>

**Section Three:** Glossophobia (fear of public speaking) and its effects on EFL learners

08 /-Do you have a fear of public speaking?

Yes  No

09/-Do you feel nervous or anxious when you try to participate in the class discussions or in your oral presentations?

Yes  No

10/-Do you think that your fear of public speaking affect your oral performance?

Positively  Negatively

11/-Do you think that your fear of speaking affect your academic achievement?

Yes  No

12/-Do you consider your fear of public speaking may cause you a communication breakdown?

Yes  No

13/-Have you ever been in a situation in the oral presentation or class discussions where you face signs as: (you may choose more than one answer)

Rapid heartbeat	<input type="checkbox"/>	Shaking	<input type="checkbox"/>
Hesitation word like “umm” and “ah”	<input type="checkbox"/>	Urge to get away	<input type="checkbox"/>
Raise blood pressure	<input type="checkbox"/>	Feeling of nervousness	<input type="checkbox"/>

Shortness of breath	<input type="checkbox"/>	Sweating in hands and forehead	<input type="checkbox"/>
Dryness in the mouth	<input type="checkbox"/>	Weakened tone of voice	<input type="checkbox"/>
None of them	<input type="checkbox"/>	All of them	<input type="checkbox"/>

**Section Four:** Students attitude toward speech contest.

14/-Have you ever participated in speech contest?

Yes  No

15/-Do you agree that training students to be able to speak in public is important?

Agree  Disagree  Strongly agree  Strongly disagree

16/-Do you agree that giving you the opportunity to participate in speech contest will help you to overcome the fear of public speaking?

Agree  Disagree  Strongly agree  Strongly disagree

17/-If your English department organized a speech contest to train you on public speaking, do you participate in it to develop your public speaking skill?

Yes  No

-Would you please justify your choice briefly?

.....  
 .....

-Feel free to add any comments of notes about the content.

.....  
 .....

**THANK YOU FOR YOUR TIME AND PARTICIPATION. I WISH YOU ALL THE BEST**

# Appendix B

## Teachers' interview

Dear Teacher.

This interview dedicated to you in order to collect data for a research titled:  
AN INVESTIGATION INTO THE USE OF SPEECH CONTEST TO HELP EFL  
LEARNERS TO OVERCOME GLOSSOPHOBIA (FEAR OF PUBLIC SPEAKING).  
You are kindly requested to answer this questionnaire to help as to collect the needed  
information for our research. We really appreciate your help.

### Part one: General Information

-Could you please Sir/ Miss introduce yourself by giving your full name, degree, your specialty, how many years have you been teaching? And for how many years you thought oral expression module?

### Part two: Glossophobia and its effects on learners

01/-Glossophobia (fear of public speaking). What can you say about it?

02/-How can you know that your students have this problem of glossophobia?

03/- In your opinion why students feel anxious to speak in public?

04/- Do you think that the fear of public speaking affect your students oral performance?

Positively  Negatively

05/-Do you think that the fear of public speaking affect your students academic achievements

Positively  Negatively

06/-How do you cope with your students who have glossophobia?

### Part three: Students engagement in speech contest

01/- Do you think that training EFL students public speaking will help them to master their speaking skill? Why?

02/-Have you ever organized speech contest to your students?

Yes  No

-If your answer is yes how was this experience?

.....  
.....

03/-Do you encourage your EFL students to participate in a speech contests? Why?

04/-Do you think that giving EFL students the opportunity to participate in speech contest will help them to overcome the fear of public speaking? Why?

-Would you please justify your answer?

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.....  
.....

05/-Do you encourage the English department to organize speech contest to help EFL learners to overcome their fear of public speaking? Why?

**Thank you for your collaboration**

## Appendix C

### مقابلة المختصين في علم النفس العيادي

-إلى السيد(ة) المختص(ة) في علم النفس العيادي هذه المقابلة موجهة إليك من أجل جمع معلومات للبحث المعنون ب تحقيق حول استخدام مسابقة الخطابة لمساعدة الطلبة على التغلب على رهاب التحدث أمام الجمهور.

#### الجزء الأول:

هل يمكنك تعريف نفسك؟ اسمك و لقبك؟ تخصصك؟ سنوات الخبرة؟

#### الجزء الثاني: رهاب التحدث أمام الجمهور وتأثيراته على الطلبة

01/-ماذا يمكنك أن تخبرنا عن رهاب التحدث أمام الجمهور؟

02/-ما هي التأثيرات المحتملة لرهاب التحدث أمام الجمهور على الطلبة؟

03/-هل رهاب التحدث أمام الجمهور من الممكن أن يؤثر على التحصيل الدراسي للطلبة؟ كيف ذلك؟

#### الجزء الثالث: إشراك الطلبة في مسابقة الخطابة

01/-هل توفير نشاطات مناسبة للطلبة لممارسة التحدث أمام الجمهور من الممكن أن يساعدكم على تخطي هذا النوع

من الرهاب؟

02/- هل توفير بيئة مناسبة للطلبة للتخفيف من خوفهم عن طريق مسابقة الخطابة المؤطرة من طرف إدارة كليتهم

وبدعم من الأساتذة لهم من الممكن أن يساهم في تخفيف هذا النوع من الرهاب؟

شكرا لتعاونكم ومساعدتكم لنا

## Appendix D

### The Clinical Psychologists' interview (English version)

Dear the clinical psychologist

This interview dedicated to you in order to collect data for a research titled:  
AN INVESTIGATION INTO THE USE OF SPEECH CONTEST TO HELP EFL  
LEARNERS TO OVERCOME GLOSSOPHOBIA (FEAR OF PUBLIC  
SPEAKING).

You are kindly requested to answer this questionnaire to help as to collect the needed  
information for our research. We really appreciate your help.

#### **Part One: General Information**

-Could please introduce yourself, by mentioning your name, your specialty, and your years  
of experience?

#### **Part Two: Glossophobia and its Effects on Learners**

01/- What can you tell us about glossophobia?

02/- What are the possible effects of glossophobia on students?

03/-Is glossophobia may affect students' academic achievement? How is that?

#### **Part Three: Students Engagement in Speech Contest**

01/-Is providing appropriate activities for students to practice public speaking may help  
them overcome this type of phobia?

02/-Is providing an appropriate environment for students to overcome their fear  
through a speech contest, organized by the administration of their department with their  
educators support may help them to overcome this type of phobia?



## الملخص

تبحث هذه الدراسة في تأثير مسابقة الكلام على تقليل رهاب اللغة لدى المتعلمين طلاب السنة الثالثة تخصص لغة انجليزية بجامعة محمد خيضر-بسكرة. يهدف هذا البحث إلى تقديم لمحة عامة عن مسابقة الكلام وتوضيح تطبيقاتها في سياق تعليم التعبير الشفهي لتقليل خوف الطلاب من التحدث أمام الجمهور. افترضنا أن إشراك متعلمي اللغة الإنجليزية كلغة أجنبية في مسابقة الكلام من شأنه أن يساعدهم على التغلب على رهاب التحدث أمام الجمهور. لتحقيق أهداف هذا البحث اخترنا المنهج الوصفي ومن ثم تم جمع البيانات عن طريق ثلاث أدوات لجمع البيانات وهي استبيان لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثالثة، بالإضافة إلى ذلك أجريت مقابلة شبه منظمة مع أربعة مدرسين من قسم اللغة الإنجليزية، كما أجريت مقابلة ثانية شبه منظمة مع ثلاثة من المختصين في علم النفس العيادي. كشفت النتائج أن المعلمين والطلاب و المختصين في علم النفس العيادي ثمنوا مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية في مسابقة الخطابة كتمرين واقعي لهم من اجل تحسين مهارات التحدث أمام الجمهور من أجل مساعدتهم في التغلب على خوف التحدث أمام الجمهور.

**الكلمات المفتاحية:** مسابقة الكلام ، رهاب المصطلحات ، طلاب اللغة الإنجليزية كلغة أجنبية ، الخطابة ، الأداء

الشفهي.