Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
Haddou Aya

The Impact of Stuttering on oral Performance in Learning Foreign Language Context

The Case of Secondary Schools Pupils

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of

the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr.	ZEGHDOUD Meriem	MCB	Biskra	Examiner
Dr.	BARKAT Turqui	MCA	Biskra	Supervisor
Mrs.	BENTAHAR Lamia	MAA	Biskra	President

Academic Year: 2022-2023

DECLARATION

I, **Haddou Aya** 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.

Algeria

Certified:

Miss. Haddou Aya

Master student, Section of English

Signature:

Abstract

This study aims to provide learners of a foreign language who suffer from stuttering with some useful procedures and coping techniques. First, we gathered information from different sources about the causes and effects of stuttering, as well as the problems that learners who stutter may face. Second, we highlighted the purpose of oral performance in the class, and we studied some activities that might help learners who stutter to engage. In the classroom context, we highlighted the effective and significant role of the teacher. Besides, we pointed out the effects of these activities on learners who stutter, along with the strategies used by teachers that help stutterers in the classroom. Third, we analysed the data collected from the questionnaire and the interview conducted with the teachers. Both data collection tools contributed to providing important information about the various problems experienced by learners who stutter and about techniques that help them to participate in the activities of the class. Finally, some interactive recommendations are proposed to reduce or even solve the problems affecting learners' engaging; especially in oral performance.

Dedication

The journey was not short, nor should it be. The dream was not close, nor was the road

fraught with facilities, but I arrived

To my luminous candle, my refuge and my security, to my firm rib that does not bend,

the invisible hand that removed the thorns from my path and endured every moment of pain I

went through my mother.

To the one who supported me at my weakness and downfall, to the one who strived all his

life in his green suit to protect the homeland and to be the best, to the one whose name I carry

with pride and the one who paved the path of knowledge for me to my wonderful gendarmes, my

father.

To that mountain on which I support myself in times of adversity, to my twins, as people

see us my big brother Abadou.

To whom the distances separated us, my shoulder when collapsing and my supporter

when tired to the most wonderful and beautiful one who adorned in military uniform Ayoub.

To whom I prefer over myself, my smile at home, my children whom I did not give birth

to, and my beating heart Aymen, Amine and Arwa.

To the one who stood by me in good times and bad times and was the endless security

and support, my friend Ahlam, if the university had taught me how to choose friends, I really

learned and chose well. She is not a university friend; she is rather a life friend.

Acknowledgment

I would like to express my deepest gratitude to My supervisor,**Dr** Turqui Barket for the guidance and direction, but more importantly, for putting up patiently if there is any failure in the work , and providing peace of advices and feedback, and offering encouragement precisely when needed and without which it would have been nearly hard to produce this piece of work.

I would like also to thank my jury members **Dr.**ZEGHDOUD Meriem and **Mrs**.BENTAHAR Lamia**,** who helped me with the best of their advice, suggestions, and guidance.

I would like to thank also the participants who helped me in my research with my deep gratitude and recognition.

List of Abbreviation

FL: Foreign Language

List of Figures

VII

List of Table

Table Number	page
Table 1 Age of the Pupils	43
Table 2 Gender of the Pupils	44
Table 3 Level of the Study	45
Table 4 The Evaluation Marks	46
Table 5 Fear of Stuttering	47
Table 6 Pupil's Avoiding Talking in Classroom	48
Table 7 Avoidance of Social and Public Speaking Situation	48
Table 8 Feeling Fearful and Anxious in New Speaking Situations	49
Table 9 Avoidance Speaking in Certain Situations	50
Table 10 Participation of the Pupils	51
Table 11 Speaking Fluently in Front the Colleagues	52
Table 12 Participation in Debates or Oral Presentations	53
Table 13 The Effect of Stuttering in Academic Context Performance	54
Table 14 The Influence of Stuttering in the Relations in Classroom	55
Table 15 Pupils under Time Pressure	56
Table 16 Feeling during Oral Performance	57
Table 17 Difficulties during Oral Performance	58
Table 18 Teaching Stuttering Pupils	60
Table 19 Providing Appropriate Accommodations	61
Table 20 Addressing Pupils to Participate	62

List of Graphs

Table of Contents

General Introduction

Chapter One: Stuttering

Chapter Two:Stuttering in Oral Performance

Chapter Three:Field Work

الملخص

General Introduction

Introduction

Stuttering is a speech disorder that affects the flow and rhythm of speech. A complex condition can have a significant impact on an individual's ability to communicate effectively. For children, stuttering can be a particularly challenging issue, especially in the classroom setting where communication is essential for learning and social interaction. Moreover, it is more prevalent in males than females. On other hand, the causes of stuttering are not fully understood, but research has suggested that it may be due to a combination of genetic, developmental, and environmental factors. In addition, Stuttering often begins in childhood and can persist into adulthood. It affects him at these stages in different environments, such as the classroom environment, the work environment, etc.

In the classroom setting, stuttering can have a profound impact on a child's academic and social success. Children who stutter may experience anxiety and stress related to speaking in front of their peers, which can lead to social isolation and reduced participation in classroom activities. Additionally, stuttering may affect a child's ability to express themselves effectively, which can hinder their academic progress. The classroom environments can also play a significant role in the success of children who stutter. Teachers who are informed about stuttering and have strategies in place to support children who stutter can create a positive and inclusive classroom environment. Some of this strategies, give students who stutter extra time to express themselves.

In addition, to shed more light in the classroom environment, we focus on oral performance that can be particularly worrisome for individuals who stutter especially in learning foreign language, as they may worry about being judge or misunderstood, resulting in decreased participation in speaking activities and affecting overall language learning outcomes. Therefore,

because stuttering can affect oral performance in learning a foreign language, it is important to understand the ways in which stuttering may affect this process. The research questions aim to gain insight into the impact of stuttering on oral performance, and the strategies teachers use to deal with and assist learners who stutter in the classroom. (Stuttering: An Integrated Approach to Its Nature and Treatment by Barry Guitar2013)(The Child and Adolescent Stuttering Treatment and Activity Resource Guide by Peter R Ramig and Darrell Dodge2005)(Mayo Clinic2021).

1. Statement of the Problem

Stuttering can be a problem because it interferes with a person's ability to communicate effectively, because it is difficult for such person to express himself or herself clearly and efficiently. In oral performance especially like forcing them to talk or not give them the right to choose interesting topics for discussion. It requires efforts to raise the level of this category of people through several techniques during the session.

2. Research Questions

The present study attempts to answer the following questions:

_ To what extent can stuttering affect the Oral performance in the classroom?

_What are the techniques that can help a stuttering FL learner improve his/her speaking?

3. Research Hypotheses

We hypothesize that stuttering constitute a huge problem for oral performance of students in FL and we advance the selection and adaptation of appropriate techniques will significantly lesson the problems of FL students' oral performance.

4. Aims of the Study

_Highlight the significant role of the teachers in relationship to this category of FL learner stutter.

_to analyse the techniques and the methodologies that are used in the classroom.

5. Significant of the Study:

This research has the potential to make impact on the lives of individuals who stutter by improving their oral performance in foreign language learning and reducing the associated anxiety and stress. With a better understanding of the causes of stuttering, researchers can work to develop more effective treatments to help people who stutter improve their communication skills.

6. Research Methodology

The current study aims at investigating the importance of the oral expression course to help the stuttering student to improve their speaking skill. Thus, we intend to employ a descriptive research methodology to collect and analyze data.

7. Research Tools

-       Interview teachers

-       Questionnaire pupils

8. Sample and Population

The population will be represent by Biskra secondary schools

The current study deals with a sample of (N=12) pupils distributed to high schools in the state of Biskra.

9. Limitation of the Study

This study faces various restriction that could arise as the research progresses. First, the lack of some primary sources and materials may partially impede the progress of the investigation. Because of this particular situation, we expect that the number of samples studies will be very limited, furthermore, the difficulty of overgeneralizing the expected outcomes. Also administrative problems

Chapter One

Stuttering

Introduction

Stuttering is a speech disorder that involves frequent and significant problems with normal fluency and flow of speech. In this modern age, many reason have classified to account for stuttering, which were varied in genetic reasons , neurological reasons, developmental reasons and others It also had a clear impact on the student in several areas, including participation and contact with colleagues, etc., which caused him problems that he might face in the classroom.

1. **Definition of stuttering**

A speech condition known as stuttering is characterized by the repetition of sounds, syllables, or words; prolonging of sounds; and blocks—interruptions in speech. A person who stutters is fully aware of what they want to say but struggles to deliver it in a natural manner. These pauses in speaking may be followed by signs of struggle, like fast blinking of the eyes or trembling of the lips. Communication difficulties brought on by stuttering frequently influence a person's quality of life and interpersonal connections. Additionally, stuttering can have a detrimental impact on opportunities and job performance (Stuttering, 2017).

2. **The Causes of Stuttering**

2.1The Genetic Cause of Stuttering

The genetic cause of stuttering is a complex issue and still not fully understood. However, studies have shown that stuttering tends to run in families, suggesting that there is a genetic component to the disorder. Recent genetic studies according to Dr. Drayna (American human geneticist, head of the genetics department of communication disorders at the U.S. National Institute for Deafness and Other Communication Disorders) have identified several specific

genes that may contribute to the risk of stuttering. Which are GNPTAB, GNPTG, and NAGPA; all play a similar purpose in the body. The enzymes they encode help to control other enzymes that work in lysosomes, which are cellular organelles that continuously break down and recycle cell pieces before sending them off to be reused.

However, Dr. Drayna (2010)cautioned that most human medical problems are a combination of genes and something else, such as childhood development, environmental stressors, and brain function (Fang,2010).Also, geneticists who study stuttering are almost certain that there are many genes that contribute to stuttering rather than one particular gene having most responsibility. For example, there are over 100 genes that cause deafness (Scott,2006).

2.2 Neurological Factor

There is evidence that neurological factors play a role in the development of stuttering. Some studies have shown that individuals who stutter have differences in the way their brains process language and speech compared to those who do not stutter. For example, imaging studies have revealed differences in the activity and connectivity of certain regions of the brain in individuals who stutter. In order to produce speech, the brain's cortical and subcortical regions, as well as the peripheral nervous system, which includes the several cranial nerves that innervate the respiratory, phonatory, resonance, and articulatory systems, must communicate effectively with one another. These areas include the inferior frontal cortex/ventral premotor area (BA44/45/47, BA6), primary motor cortex (BA4, M1), supplementary motor area (SMA), pre-SMA, supramarginal gyrus (BA40), and superior temporal gyrus (STG) in the cortical areas (Fig.

1A, B). In deeper subcortical structures, the basal ganglia and thalamus have extensive connections with cortical regions, as does the cerebellum (Fig. 1C, D) (Chang, 2014).Suggesting that these areas may not be working together efficiently to produce fluent speech.

Additionally, studies have shown that stuttering is associated with differences in the way the motor and sensory systems involved in speech production interact. These findings suggest that stuttering may be related to disruptions in the way the brain coordinates the movement and sensations involved in speaking. Overall, while the exact neurological mechanisms underlying stuttering are not yet fully understood, research suggests that there may be differences in the way the brains of individuals who stutter process language and speech. In 1991, stuttering was found in the brain, and Maguire asserted that dopamine which is a brain chemical that helps regulate emotion and movement that can increase or decrease the activity of nerve cells, depending on the location in the brain and the nerve receptors it attaches (Dance,

2020).
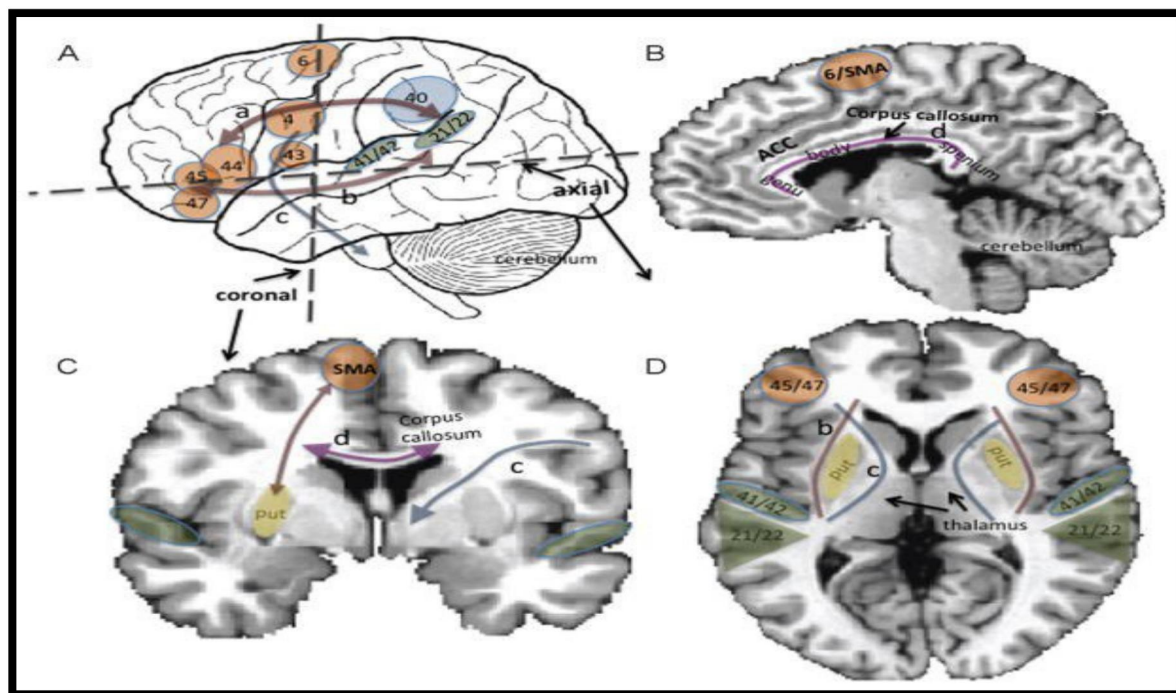
Figure 1leteral view of brain with perisylvian regions involved in speech and language function (chang.2014)

2.3 Developmental Factors

2.3.1 Speech and Language Difficulties

Some researchers and speech therapists believe that developmental stuttering occurs in young children who are still learning how to speak and use words when the child's speech and language abilities are not adequate to meet the child's verbal needs (Stuttering, 2017)

In addition, grammar and vocabulary difficulties in understanding or producing speech can make it harder to speak fluently and smoothly. Also if a person has a limited vocabulary, he may struggle to find the right words to express himself. Besides pragmatic language difficulties

in using language in social situations, make some people anxious and self-conscious while speaking, leading to stuttering.

2.3.2 Early Childhood Experiences

Stuttering can be impacted by early experiences in a number of different ways such as physical or emotional abuse can make a child more likely to stutter later in life. Stuttering development can also be influenced by family dynamics, such as arguments between parents or overly critical feedback from caregivers. Additionally, early childhood experiences combined with genetic factors can raise the risk of stuttering .and this what confirmed by Maurya and Singh (2015) when said When a child is mistreated and discouraged, especially by their primary caregiver, it can cause fear, anxiety, and, if it goes on for a long time, stuttering .

2.3.3 Imitation of Stuttering Behavior

Stuttering may develop in children as a result of imitation of stuttering behavior they have witnessed or heard in others. When Yairi and Ambrose (1992) looked at the speech of preschoolers who stutter, they discovered that many of them had been exposed to stuttering in close family members, like their parents or siblings. The researchers speculate that these kids may have imitated the stuttering they heard in their family members, which may have influenced the emergence or maintenance of their own stuttering. In a different experiment, Bloodstein and Gantwerk (1967) taught non-stuttering participants. The researchers discovered that after several imitation sessions, some participants started to display speech irregularities resembling stuttering, which hypothesizes that imitation may be a factor in the onset of stuttering.

2.4 Emotional and Psychological Factors

Emotional and psychological factors refer to influences related to a person's emotional state or psychological well-being that may contribute to or worsen stuttering

2.4.1 Anxiety

It is well known that anxiety can cause stuttering, especially in adults who stutter. People who stutter experience or anticipate stressful situations more anxiously, which exacerbates the stuttering symptoms. A cycle of anxiety and stuttering can result from this phenomenon, which is referred to as anticipatory anxiety. People who stutter significantly more often than fluent speakers do, according to a study by Bloodstein and Ratner (2008). The study also discovered a link between anxiety and how severely a person stutters, indicating that anxiety may be a contributing factor. Craig and Tran (2014) reported in another study that anxiety-related cognitive behaviors like worrying and ruminating were linked to a worsening of stuttering in adults who stutter.

2.4.2 Stress

Speaking in front of a group or talking on the phone can be particularly challenging for those who stutter because these situations can make stuttering worse when the person is nervous, tired, stressed, or self-conscious (Stuttering - Symptoms and Causes - Mayo Clinic, 2021). In other meaning, a person who stutters may become more anxious about speaking and more likely to stutter under stress because anxiety and self-consciousness are both made worse by stress. When under stress, it can be difficult for a person who stutters to speak smoothly and fluently due to physical changes like increased muscle tension, altered breathing patterns, and an elevated heart rate. It can be challenging to focus on someone when they are under stress because their

mental focus may shift. Stress also affects how well a person plans and delivers their speech, making it challenging a stutterer to speak clearly. A person who stutters may find it challenging to speak fluently when under stress in general.

2.4.3 Trauma

Traumatic experiences, such as physical or emotional abuse, can alter the brain, making it difficult to process speech and language, and anxiety, fear, and a negative self-perception are all potential risk factors for stuttering. Traumatic experiences can make people who already stutter worse and make them feel more ashamed, guilty, and self-conscious. This can further influence their communication and overall quality of life that is confirmed by Paul Brocklehurst in 2019. Indeed, if stammering may cause traumatic stress and traumatic stress can cause stammering, and this is what constitutes a vicious cycle assist to explain why a stammer is likely to persist even if the original contributing causes are no longer present. He added, "We may find that we are unable to communicate smoothly because every time we are in a speaking scenario, we trigger a post-traumatic stress response that shuts down our ability to generate speech and

language"(Brocklehurst.2019).
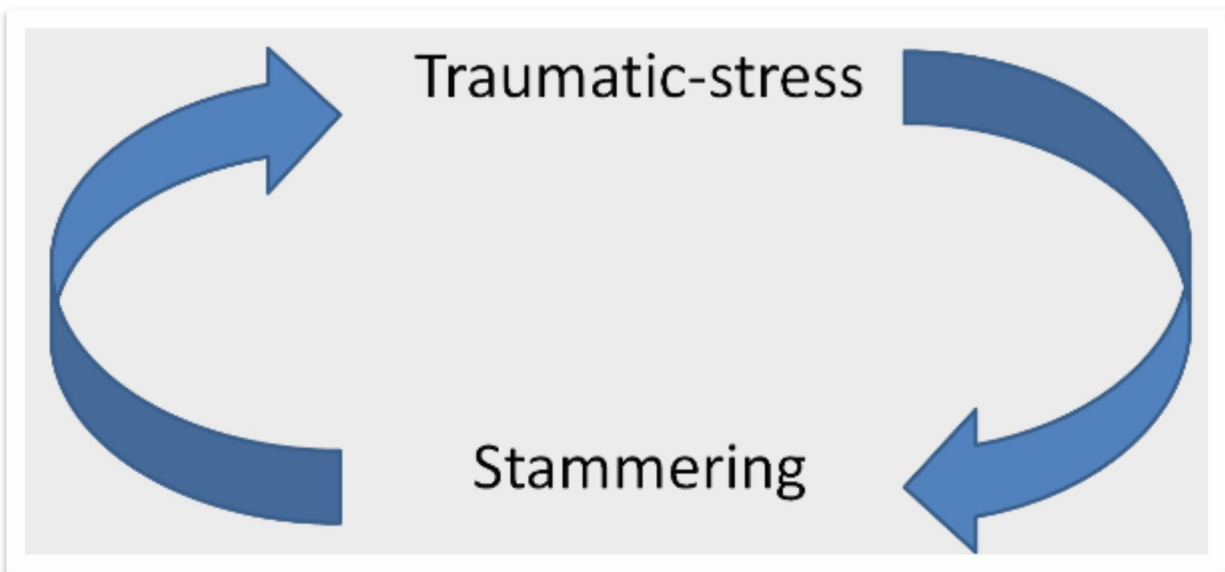
Figure 2stammering and traumatic stress may form a vicious circle (Brocklehurst.2019)

2.4.4 Low Self-esteem

According to an article published in (6 Ways a Child's Stuttering Can Affect Their Academic Achievement, n.d.).People who stutter frequently witness negative feelings, similar as embarrassment, frustration, and anxiety, which can lower their self-esteem. The fear of stuttering in social situations can produce a vicious cycle where low self-esteem leads to increased anxiety about stuttering, which in turn makes the stuttering worse. Likewise, people with low self-esteem may avoid speaking in public or engaging in situations that spark their stuttering, further limiting their opportunities for social interaction and personal growth. This can lead to passions of insulation, depression, which in turn complicate the problem.

2.4.5 Social Stigma

Negative attitudes and misconceptions about stuttering can lead to teasing, bullying, and discrimination. Stereotypes are created when a trait, like stuttering, is connected to a bad social identity (e.g., person how stutter being classified as nervous, non-assertive, incompetent, etc.). The stereotype may cause prejudicial emotional responses, making people uncomfortable around those who stutter (Boyle.2015), causing those who stutter to feel shame, embarrassment, and low self-esteem. They may experience increased anxiety as a result, which will make it even more challenging for them to converse comfortably and fluently in social settings. Stuttering's emotional and psychological effects can be made worse by social avoidance and isolation caused by the fear of being teased or judged. Due to unfavorable attitudes and beliefs about stuttering, people who experience speech difficulties may feel ashamed to discuss them and may be dissuaded from seeking assistance.

2.5 Environmental Factors

Environmental factors refer to influences in a person's surroundings or lifestyle that may contribute to or worsen stuttering.

2.5.1 Time Pressure

When there is verbal competition or time pressure, it might be harder for people who tend to stutter to speak. The frequency and severity of stuttering at particular times will depend on a number of different combinations of environmental factors. (The Cause of Stuttering | Canadian Stuttering Association, n.d.)In more detail, feeling pressed for time can make them stutter. People who feel a sense of urgency to speak quickly may experience tension in their speech muscles, which causes a disruption in their fluency. Furthermore, people who have a history of

stuttering may be especially sensitive to time constraints and stutter more frequently in stressful circumstances. For some people, even if they have never stutter before, being under time pressure can cause an episode.

2.5.2 Communication Environment

A child's upbringing in a communicative environment can have an impact on how stuttering develops. Stuttering can develop as a result of negative or stressful communication experiences, such as criticism or teasing, which can make children more anxious about speaking. Also Speaking in a tense or emotional situation can be challenging for those who stammer. In a similar vein, some people may find that they stutter more frequently around specific personalities. Additionally, they might not have enough opportunities to practice and improve their speaking abilities, which could result in speech problems like stuttering (Ccc-Slp, 2021).

3. The Effects of Stuttering

3.1 Speech Impact

3.1.1 Reduced Verbal Output

According to Onslow (2019), reduced verbal output is a self-evident but frequently overlooked effect of stuttering. People who stutter either seem to say less than their peers in the same amount of time, take longer to say it, or do both at once. Speech output less than a quarter of peers is possible with severe stuttering, which can result in speech rates below 50 syllables per minute. A person who has been severely affected for their entire life may only be able to say 25% of what they are capable of saying or speak four times slower than others.

3.1.2 Word Avoidance

It is common knowledge that people who stutter may try to minimize how much it affects their daily lives by avoiding certain words. A common tactic is to look for difficult words in the words that come before and use circumlocutions to get around them. There are some words, though, that cannot be avoided. Examples include your name, address etc (Onslow, 2019, p37).

3.2 Educational Impact

There is proof that the disorder has a detrimental effect on educational success. One study found a link between education level and stuttering severity that was negative linear. To put it another way, people with more severe stuttering tend to perform worse in school. (Onslow, 2019, p39). Children who stutter may find it difficult to read aloud in class, give oral presentations, or participate in-group discussions, which can have a negative impact on their academic performance and confidence. This can cause feelings of shame, anxiety, and low self-esteem, making it more difficult for them to fully engage in the learning process and reach their full potential.

3.3 Social Avoidance

Türkili et al. (2022) mention that the majority of people who stutter experience social anxiety as a result of these dysfunctional beliefs and attitudes, which can make it difficult to succeed in school and the workplace as adults, avoid social situations, and have a lower quality of life (Blumgart et al., 2010).People who stutter may experience social avoidance, which is the avoidance of situations where they must speak in public or interact with others, such as public speaking, taking part in group discussions, making phone calls, or meeting new people. Stuttering can have a significant impact on a person's social life and relationships. The social

avoidance effect of stuttering can be particularly pronounced for children and teenagers, who may struggle with peer bullying and teasing, as a result of which they may become isolated and withdraw from social activities.

In other hand, stuttering effect on communication, leading to difficulties in effectively expressing thoughts, ideas, and emotions and avoiding speaking situations in public, social gatherings, or in front of others. Stuttering can also lead to social anxiety, making it difficult for individuals to engage in conversations. In addition, individuals who stutter may feel ashamed, embarrassed, or frustrated by their stuttering, resulting in a lack of confidence and low self-esteem. On the other hand, stuttering may limit job prospects, as individuals may avoid certain jobs that require public speaking, presentations, or negotiations

4.Physical Symptoms

Stuttering can have several physical symptoms, including:

- Tension in the neck, face, jaw and chest muscles;

- Rapid breathing, sweating and blushing;

- Stiffness in the body posture;

- Muscle tremors or shaking in the face, head, or hands;

- Avoidance of eye contact;

- Stuttering-related avoidance behaviors, such as avoiding certain words or situations;

- Increased heart rate and feelings of anxiety or panic.

5. Problems Facing Stuttering Students

5.1 Bullying

Bullying can be difficult problem for students who stutter especially in the classroom . Students who stutter may be targeted by classmates who make fun of their speech, causing emotional harm and affecting their self-esteem. This type of Bullying has wide-ranging negative effects that frequently result in decreased confidence and social isolation (6 Ways a Child's Stuttering Can Affect Their Academic Achievement, n.d.).

5.2 Difficulty Participating in Class

Participating in class can be very hard for students who stutter because their speech problems can make it hard to ask questions, add to conversations, or give presentations. This can limit their chances to work with materials, practice their communication skills, and get to know their peers. It also causes slow, stopped, or repetitive speech, which makes it hard for the student to get his point across. Students who stutter may not speak up in class or avoid situations that make them nervous. This happens more often as kids get older and learn more about themselves(Lauren, 2020).Moreover, Students who stutter may lack confidence in their ability to communicate effectively, which results in their reluctance to speak in public or in front of others. This can limit their opportunities to engage with the material and participate in class discussions, affecting their academic performance. Additionally, Fear of stuttering in front of others can cause performance anxiety, which increases stress and makes it more difficult for a student to participate in class.

5.3 Negative Attitudes from Teachers and Peers

"A child may be viewed as "slow" to process information by his peers or teachers, as he might appear to take time to answer questions – when, in fact, his delayed response to questions is due to his stuttering" (6 Ways a Child's Stuttering Can Affect Their Academic Achievement,

n.d.). Teachers who are unfamiliar with stuttering may give students who stutter negative feedback, such as criticism or belittling comments, damaging the student's self-esteem and making him feel that he is not valued or respected. Peers who have negative attitudes also have an impact on students who stutter in the classroom .For instance, a stuttering student may experience feelings of embarrassment, frustration, and anxiety as a result of the teacher's repeated interruptions or dismissals, which may make him feel reluctant to speak in front of the class or take part in discussions.

5.4 Limited Opportunities for Speaking

"When students avoid speaking or refuse to participate in classroom activities, that in turn affects their grades and ability to learn important concepts"(Lauren, 2020). When stuttering makes it delicate to communicate effectively, students may avoid speaking in class or sharing in-group conversations. This can lead to limited opportunities to practice their communication skills and improve their fluency. As a result, students who stutter may struggle to express their studies and ideas, affecting their academic performance and capability to engage with the material. This lack of speaking openings can also contribute to passions of shame, low tone- regard, and social insulation.

5.5 Isolation from Classmates

Isolation from classmates can be an issue for students who stutter in the classroom because of teasing, bullying, or simply a lack of understanding from peers. Students with stuttering often feel self-conscious about their speech and may withdraw from social situations as a result. In a school setting, this can mean that students who stutter may avoid participating in

class, shy away from group activities, and have difficulty making friends with their classmates (6 Ways a Child's Stuttering Can Affect Their Academic Achievement, n.d.).

Conclusion

Stuttering can be caused by a wide range of factors, including genetic, neurological, developmental, and other factors. Additionally to this factors stuttering have many effects took over the students in several situation especially in classroom and create many problems for him such as bulling or negative attitude from the others etc. And this what we discovered in this chapter.

Chapter Two

Stuttering in Oral Performance

Introduction

Stuttering to some extent, can affect the student's oral performance in the classroom, and this takes many forms, but the oral performance has a positive effect on them. To achieve this, the foreign language teacher seeks to help them through several activities within the class, such as discussions and the application of several strategies during the oral performance. For instance, providing extra time for them, and the teacher plays an important role in achieving the aim of oral performance, which in turn contributes positively to improving the academic level of the student.

1. The Aim of Oral Performance in FL Classroom

The aim of oral performance in a foreign language classroom is to develop the ability of the students to communicate effectively in the target language through spoken interactions. Oral performance involves using the target language to engage in various communicative activities such as conversations, role plays, presentations, debates, and interviews. Cotter (2007) said that training students in oral skills that let them communicate and interact in a meaningful and useful way (such as exchanging information, negotiating meaning, supporting ideas, and giving oral defences) is a way to motivate them to perceive the foreign language as a tool for social interaction.

Therefore, teachers should always keep in mind the goals of giving students oral tasks in class and the fact that students need motivation to actively practice communication in the course. Mita et al. (2006) studied on oral communication found that when students were given different speaking activities in their speaking class, they learned how important it was to be good at both grammar and strategy. These activities were called "stimuli" or "attractors," and they helped

students improve their oral performance. It means that as students learn English speaking skills, they become aware of their own development. (Ibrahim & Salem, 2015).

2. The Role of The FL Teacher in enhancing Oral Performance

2.1 Controller

Harmer clained,

> Controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency. Being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project. (2010, p25)

When the teacher is the only focus of attention, there are not many chances for students to take charge of their own learning. This means they do not have much control over how they learn. Being in charge may work for some parts of teaching, like explaining grammar or giving other kinds of information, but it does not work as well for activities that require students to work together on a project. In these situations, students need to be able to do some things on their own and take responsibility for their own learning if they want to do well. Students are more interested, motivated, and invested in their education when they can work together and take charge of their own learning. Therefore, it is important for teachers to find a balance between being in charge and giving students some freedom in the classroom, so that students can learn the skills they need to be independent learners for life.

2.2 Prompter

According to Harmer "In such situations, we may need to be prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed."(2010, p.25)

In some situations, a teacher may need to take on the role of a prompter instead of a controller in language-learning activities like role-plays, where students may be stuck or not know what to do next, the teacher's role as a prompter is important. In these situations, teachers are in a tough spot: should they stay out of it and let the students figure things out on their own, or should they gently push them forward? If the teacher pushes the students forward, he is taking on a role of prompting. The teacher might give the students words or phrases, suggest what they could say or do next, or tell them to use English instead of their native language.

A prompter is someone who encourages, helps, and pushes students to do better in their learning. This means giving students just enough direction and help to move forward, without overwhelming them or taking over the whole task. Finding the right balance between helping and encouraging creativity and independence is the key to effective prompting. Teachers do not want to run the activity themselves, so they encourage students to think and work on their own. However, they also want to help students get past problems so that they can keep learning the language. The teacher must be sensitive and encouraging when giving suggestions, giving just enough assistance to help the student move forward but not so much that they take over the activity. For this to work, the teacher has to be good at figuring out what each student needs and how well they can do something and then helping them in a way that fits their needs. (Harmer ,2007).

In other words, when students are in the middle of a communication-based task and need help to keep the conversation going, teachers may suggest and show them what to do instead of telling them the answer and taking the lead. In the same way, they can use the different language tools available to students to help them improve their ability to develop their language competence. (ThemeGrill, 2018).

2.3 Assessors

Assessing students gives the teacher an idea of how students learn, their attitudes, what skills they have, what skills they are working on, and how they are progressing. As an assessor, a teacher must think critically, creatively, and logically (Francisco, n.d).According to Harmer as part of their job in the classroom, teachers may need to give feedback or evaluate students' work in order to help them learn and grow. Teachers can help students figure out how well they did and where they could improve by giving them feedback. This means giving each student specific, helpful feedback that is tailored to his or her needs and learning goals. Feedback can be given in different ways, such as through written comments, spoken comments, or peer evaluations. Teachers can help students improve their skills and knowledge and encourage them to take charge of their own learning by giving them feedback.

Keeping track of how well students do is another important part of teaching. This means judging the work of the students and giving them a grade or some other kind of evaluation, like a rubric or a checklist. Assessments can help teachers figure out how well their students have learned the material and where they might need more help. Assessments can also get students interested in the material and make them take their learning more seriously. However, it is important for teachers to give tests that are fair, correct, and in line with their goals for teaching.

Teachers can help students learn and reach their full potential by giving them feedback and judging their work.

2.4 Resource

Teachers need to be able to do more than just control, prompt, and grade. They also need to be able to act as resources for their students. The teacher is a resource for the students, giving them the information and tools they need to learn well. This could mean giving language information like grammar rules, lists of words, or tips on how to say words. Teachers can also help students learn by giving them resources like textbooks, worksheets, and online materials. Being a resource can also mean showing students how to find and use resources like dictionaries, language-learning apps, and academic databases on their own. The teacher's role as a resource is important for student learning because it ensures that students have access to the knowledge and tools they need to succeed.

By giving students accurate and useful information, the teacher can help them build a strong foundation for their language skills and academic growth. In addition, the teacher's ability to act as a resource is important for helping students learn on their own because it gives them access to information and resources outside of the classroom. As Harmer (2007) said that, "We also need to be able to function as a resource (for language information, etc.)"

2.5 Tutor

Harmer said that "when students need to consult us and, at times, as a language tutor (that is, an advisor who responds to what the student is doing and advises them on what to do next)." (2007) According to this, in addition to their usual responsibilities, teachers sometimes need to act as consultants or language tutors to help their students learn. As a consultant, the teacher is

there for the students if they need help or advice about a certain subject. This could mean helping students understand complicated language rules or giving them tips on how to learn a language well. The teacher listens to what the students have to say and gives them ideas and advice to help them get past problems and reach their learning goals.

As a language tutor, the teacher works one-on-one with each student to address his or her unique needs and problems. This means figuring out where students need more help and making sure their lessons meet their individual needs. As a tutor, the teacher gives feedback and advice that is specific to each student. This helps them build their confidence and language skills. The teacher may also help the students set goals and make a plan for how to reach those goals. Both as a consultant and as a language tutor, the teacher is there to help and guide the student based on his or her needs and interests. These roles are important because they make sure that students get the personal attention and help they need to learn a language well. Teachers can help students discover what their strengths and weaknesses are, how to deal with problems, and how to get the skills and knowledge they need to reach their goals by acting as consultants and tutors.

2.6 Participant

Teachers stay out of the way when students are having discussions, playing roles, or making group decisions. They let the students take the lead and only step in to give feedback or correct mistakes. But sometimes the teacher might want to take part in the activity not only as a teacher but also as a participant in his own right. Moreover, one good reason for the teacher to take part in an activity is to liven things up from the inside. By joining in, the teacher can help make the atmosphere more lively and interesting, instead of always having to prompt or organize from the outside. Students often like having the teacher in the group when they take part, and the

teacher may find that taking part is more fun than just being a resource. In addition, participating in an activity can also help the teacher understand what his students need and how well they can do it. By taking part, the teacher can see how the students are responding to the task, what their strengths and weaknesses are, and how they are interacting with each other. (Harmer, p.109-110)

3. Speaking Activities

3.1 Acting from a Script

3.1.1 Play Script

When students work on plays or play scripts, it is important for them to act as if they were acting on stage this what Harmer meant when he said, "it is important that when students are working on plays or play scripts, they should treat it as 'real' acting."(Harmer.p.349). The teacher plays a very important role in helping them get through the process by giving them directions and making sure they put the right amount of stress, intonation, and speed on the right words to make the lines come to life. This means that students have to know what the lines they are saying mean and how to say them well. In addition, teachers can make sure that acting out is a good way to learn and a chance to improve language skills by giving practice and guidance before the final performance. Students will be able to learn and use the language more effectively. Treating plays and play scripts as if they were real acting experiences can lead to better language learning and more interesting performances.

3.1.2 Acting Out Dialogues

Students move beyond focusing on single phonemic pronunciation issues and instead concentrate on bringing the proper intonation and stress to larger structures. Dialogues can be helpful when working on stress and intonation (Beare, 2017).Harmer(2007) confirmed that it is

important that when a teacher picks people to come to the front of the class and speak, they do not always pick the shyest ones first. The teacher needs to make sure that all of the students feel supported and encouraged, especially those who might be shy or uncomfortable speaking in front of other people. One way to do this is to let students practice their dialogues before asking them to act them out. This gives them a chance to practice and build their confidence. It also helps the teacher see where a student might need more help or coaching. Students are more likely to feel ready and confident when it is time to present if they have enough time to work on their dialogues. On the whole, making a supportive environment and giving students time to practice can help them learn better and lead to better results.

3.2 Communication Games

3.2.1 Information Gap-games

Activities involving the "information gap" or "information exchange," which can involve two or more students, require the students to verbally communicate different pieces of information to one another (Information Gap Activities - the Bell Foundation, 2022).Information gap-games are often played in classrooms. One student knows something that the other student does not know, and the two students must work together to solve a problem or finish a task. For example, one student might be given a puzzle that he needs to solve, but he can only do so if he talk to their partner who has some of the missing pieces. Students could also be asked to tell their partner about a picture or scene, and then their partner would have to draw what they heard (Harmer, p.349). These games not only get students to work together and talk to each other, they also help them learn how to solve problems and think critically. By working together and using

each other's skills and knowledge, students can learn how to deal with difficult problems and improve their understanding of the subject.

3.3 Discussion

3.3.1 Buzz Groups

Buzz groups are a fun and interactive activity that can be used in the classroom to talk about many different things. For this activity, the class is split into smaller groups of about three to four students, who then talk about a certain topic or task. Buzz groups can be used for many different things, like guessing what a reading text will be about or talking about how it made you feel after you read it. Teachers can also use buzz groups to help students talk about things like what should be in the news or what kind of music should be played at a wedding or party and this is what Harmer touched upon. (Harmer,2007).

3.3.2 Instant Comment

Instant comment is a quick activity that teachers can use to teach students how to respond quickly and fluently. This activity involves putting "instant comment" mini-activities into lessons (Harmer,2007). This can be done at any point in a lesson. For example, the teacher might show the class a picture or talk about a subject and then ask a student to say the first thing that comes to mind. This activity helps students learn to improve their critical thinking skills. It also gives them a chance to say what they think and feel in a safe and supportive setting. Instant comment activities can also be used to help students improve their communication skills, get them to listen more carefully, and feel more comfortable putting their ideas into words.

3.3.3 Formal Debates

According to Harmer (2007), formal debates are planned events where students come up with arguments for or against different ideas. During the debate, panelists give well-rehearsed arguments that sound like writing, while other students act as the audience and add their own thoughts as the debate goes on. For a debate to go well, students need a lot of time to plan their arguments, which they often do in groups. They can be sent to a list of arguments for or against an idea, or they can be sent to websites where they can find information to back up their point of view. Therefore, students should be able to practice their speeches in their groups so they can get a feel for what they are going to say. This activity encourages creativity and fun in the classroom while helping students improve their research, critical thinking, and communication skills.

In summary, Debates give students the chance to learn about real-world topics and issues, engage them in self-reflection, and motivate them to learn from one another. Finally, debates help students become more comfortable having conversations about their beliefs and the subjects they are studying (Classroom Debates | Center for Innovative Teaching and Learning | Northern Illinois University, n.d.).

3.3.4 Unplanned Discussion

Unplanned discussions are conversations that happen on the spot in the middle of a lesson. Even though the teacher is not ready for them, they can be some of the most fun and useful ways to speak in language classes if they are encouraged. The success of these talks depends on how well the teacher can prod and encourage the students and change their minds about errors and mistakes from minute to minute. Students can improve their communication skills, develop their

critical thinking skills, and improve their ability to say what they think and feel through these discussions. On the other hand, pre-planned discussions are structured activities that require the teacher to tell the students exactly how to do the task at hand (Harmer 2007). You can use these talks to improve your language skills like debating, negotiating, and solving problems. The success of these discussions depends on how well the teacher can make the students feel safe and supported when they share their thoughts and ideas.

3.3.5 Reaching a Consensus

Reaching a consensus is an activity that gets students to talk by putting them in a situation or giving them a problem that needs a decision or agreement. This kind of activity can be especially helpful in language classes because it gives students a chance to practice their speaking and listening skills. It also helps them learn how to think critically and solve problems, and this is what Harmer asserted: (2007) "Reaching a consensus: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives."(p.351)

One type of this activity is when students are given a situation in which a proctor catches a student cheating on a public exam. The students are then asked to talk about what should be done and come to a decision as a group. This kind of activity gets students to think about what will happen if they do something and to think about how other people see things. It also helps them learn how to say what they think and feel in a clear and straightforward way. Students can learn valuable skills that can be used in many different parts of their lives by taking part in activities that require them to come to an agreement. They learn how to listen to others, work with their peers, and make decisions based on facts and logical reasoning. In language classes,

activities that get students to agree on something are a great way to encourage discussion, critical thinking, and communication skills.

3.4 Prepared Talks

Prepared talks are a popular activity in the classroom, where students present on a topic of their own choosing. These presentations are not meant for casual conversation; instead, they are more like writing because they are prepared ahead of time. To get the most out of oral presentations, teachers need to spend time on the steps and processes involved. This includes giving students enough time to prepare and practice their presentations. They can also present to each other in small groups or in pairs to get feedback and make improvements. The teacher and the class can also talk about what makes a good presentation, and the audience can give feedback on the speaker's content, delivery, and engagement.

It is important to keep the whole class interested during presentations by giving them tasks to do while they listen. This could be done through feedback tasks or asking follow-up questions. After the presentation, feedback should be looked at to improve future presentations. The presenter should be able to give the same presentation in a different setting so they can improve their skills. This kind of activity helps students improve their public speaking skills and feel more comfortable expressing themselves in front of others.

3.5 Questionnaires

According to Harmer (2007): "Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other."(p.352) Questionnaires are a valuable tool for communication because they give both the person asking the question and the person answering it something to talk about. They are planned ahead of time

and can encourage the use of repetitive language patterns. Depending on the design, they can be in the middle of the communication continuum. In the classroom, students can make questionnaires about any subject that is relevant to their studies. The teacher can act as a resource and help them with the design process.

Additionally, questionnaires can lead to useful information that can be used for a variety of things, such as written work, discussions, or prepared talks. They can help students learn about different points of view and gather information about a certain topic. In addition, the act of making a questionnaire can help students improve their ability to communicate effectively. By making and sending out questionnaires, students can learn to ask relevant questions and make arguments based on the information they get.

3.6 Simulation and Role Play

Simulations and role-playing are good ways for students to learn and practice speaking and communication skills in a safe, controlled setting. They give students the chance to act out real-life situations like business meetings, interviews, or conversations as if they happen in the real world. Students can either play themselves or take on the role of a very different person and say things about that person that they do not necessarily agree with. Role-playing can be very helpful for students who are learning English for specific purposes (ESP) because it gives them a chance to practice language and communication skills that are relevant to their field of study.

Harmer (2007) gives "Knife in the School" as an example of a simulation activity. In this activity, students are given different roles and must take part in a meeting to talk about a serious issue. Students are given specific information and points of view on their role cards, which they must use to contribute to the discussion and make a decision.

3.7 Story Telling

Learners can give a short summary of a tale or story they heard from someone else, or they can make up their own stories to tell their classmates. Storytelling helps people think of new ideas. It also helps students say what they think in the form of a beginning. The beginning, middle, and end of a story, as well as the characters and setting. They can also tell jokes or riddles. Therefore, the teacher will talk about how well the students can speak and get the class's attention. However, there are many other speaking activities that can be done in class, such as describing or telling a story about a picture, brain-storming, filling in the blanks, sentence repetition, etc. Because talking is the best way to get your point across. Teachers can help students improve their speaking and oral skills in general by thinking about what activity should be used and what specific needs students report.

3.8 Reading Aloud

Reading aloud is a good way to teach and test the mechanical skills that are needed to make language. This can include things like how words and sentences are pronounced and how they are stressed. By having students read aloud, either a section of text or a part of a conversation, teachers can help them improve in areas where they may need. The teacher can also use this activity as a way to test the level of the students' language skills.

4. The Impact of Classroom Activities on Stuttering Disorder Students in Oral Performance

4.1 Positive Impact on Confidence

Students with stuttering disorders often have trouble getting their messages across. This can make you feel frustrated, anxious, and unsure of yourself, which can make the problem even

worse. However, classroom activities that encourage students to take part and talk to each other can help these students feel better about themselves. Teachers can help students who stutter feel more comfortable and confident when speaking by making the classroom a welcoming and supportive place for everyone. This boost in confidence can help lessen worry and stress, which in turn can make it easier to talk and express yourself. A study published in the Journal of Fluency Disorders(2014) found that group discussions and oral presentations helped students with stuttering disorders improve their communication skills and feel more comfortable speaking up. (Euler et al., 2014).

4.2 Improved Communication Skills

Activities like public speaking, group discussions, and debates that focus on communication skills can be especially helpful for students who stutter because they give them a chance to practice and improve their skills in a safe environment. A study by Yaruss and Quesal (2012) found that students who stutter often have trouble with communication skills like making eye contact, starting a conversation, and clearly expressing their thoughts and feelings. In a safe and comfortable setting, these students can learn these skills through structured and supportive communication practice in the classroom. For example, students can practice their communication skills and get feedback from their peers and teachers during activities like role-playing or mock interviews. In addition, group discussions and debates can help students who stutter learn how to talk to their classmates about their opinions and ideas in a way that is clear and effective.

4.3 Increased Awareness and Understanding

The website American Speech-Language-Hearing Association published an article under the title stuttering (n.d) reported that Classroom activities that raise awareness and understanding of stuttering can help reduce the stigma and negative attitudes associated with the disorder. This can create a more inclusive and accepting classroom environment, which can help students with stuttering disorders feel more comfortable and confident in expressing themselves.

4.4 Reduced Anxiety

Activities in the classroom that help people relax and deal with stress can reduce the anxiety that often comes with stuttering. A study published in the Journal of Fluency Disorders (2016) found that classroom-based interventions that included relaxation techniques helped people who stutter feel less anxious and speak more fluently. The study found that interventions that focused on reducing stress and promoting relaxation, such as mindfulness exercises or breathing techniques, helped reduce anxiety and make it easier to talk. These interventions can help people who stutter feel more comfortable and confident in their ability to communicate well by teaching them how to deal with anxiety and stress. The study also suggests that these interventions can help people who stutter feel better about their speech, which can improve their ability to communicate and their overall health. (Brown et al., 2016).

Conclusion

In conclusion, stuttering can have a negative impact on a student's oral performance in the classroom. However, the use of various strategies, such as expect the same quality and quantity of work from the student who stutters as the one who does not can help the student overcome their difficulties. The foreign language teacher plays a crucial role in guiding and supporting

students in their journey towards improving their oral performance, ultimately leading to positive academic outcomes.

Chapter Three

Field Work

Introduction

The present chapter highlights the methodology applied in this dissertation. The population and characteristics of the participants are described and discussed altogether with the settings, instruments, as well as data analysis obtained from pupils' questionnaires and the teachers interview of secondary school. This aims at finding out how this category of pupils (Strutting pupils) do in classroom and if this problem affects in their personality and their educational level ,especially on their oral performance. We also aim to analyse how they interact and how teachers treat them, and the strategies developed in the language teaching operation.

1. Research Approach

To match the nature of the topic tackled, we have opted for the mixed method to provide a comprehensive on causes and effects of stuttering. How it affects the student in oral performance, and the description of the role of the teacher and the strategies used in enhancing the students' oral performance.

2. Data Collection Tools

In order to answer the research questions and to reach the aims of this research, two research instruments were used: A questionnaire with pupils to highlight the difficulties and problems facing stutter pupils. An interview for the teachers to obtain more accurate findings on how to help pupils who stutter to integrate the atmosphere of the classroom, especially in oral performance.

2.1 Questionnaire

2.1.1 Administration of the Questionnaire

The intended sample of stuttering pupils in the research is limited and difficult to deal with in order to respect their privacy. We talked with them and persuaded them to participate, but the distribution of the questionnaire was disrupted due to administrative issues, resulting in the withdrawal of certain participants. Then, we sent the questionnaire to eight students from various secondary schools in Biskra, four copies of the questionnaire were transmitted electronically to El-Oued and Setif.

2.1.2. Description of the Questionnaire

The questionnaire is composed of three sections of eighteen questions. It consists of open-ended questions and close-ended questions along with multiple choice questions. The questionnaire's objective is to give the chance to secondary school pupils to express their thoughts and views about the problems they face in the classroom, especially during the oral performances.

Section One: Personal Information (Q1 Q3): Contains three questions. It tries to obtain personal information about participants such as gender, age and evaluation marks.

Section Two: Stuttering in Classroom: (Q4 Q10): this section comprises seven questions. It is about the nature of relationships of pupils, and the problems facing them. How they spend their time within the classroom such as avoid talking with classmates in public speaking situations.

Section Three: Stuttering in Oral Performance: (Q11 Q 18): this section attempts to question the respondents about their feelings during the oral presentations and the difficulties they go through, and whether stuttering affects their performance or whether the oral presentations impact their stuttering.

2.1.3. Analysis of Questionnaire
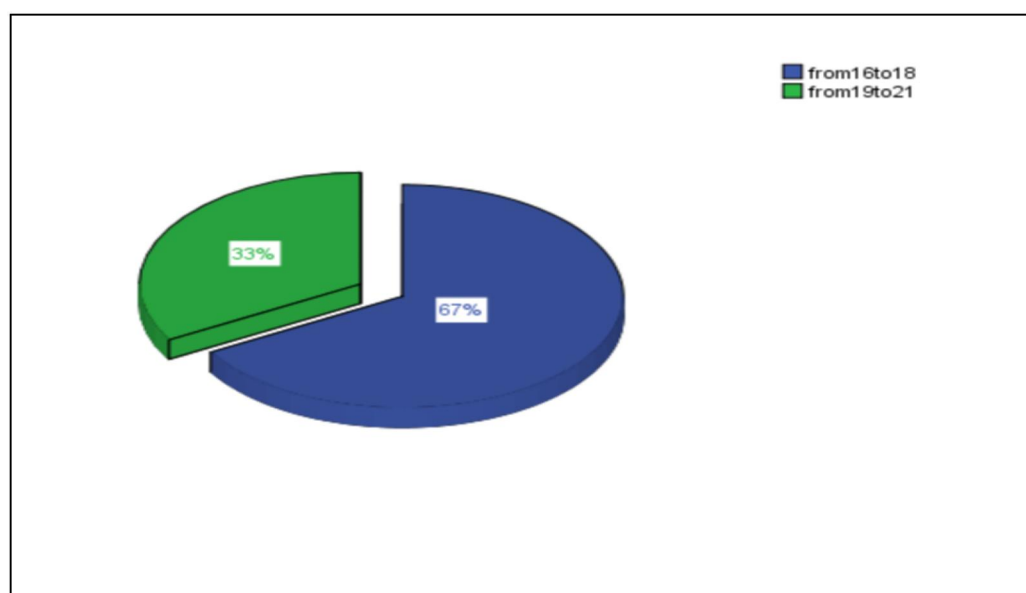
Section One: Personal Information

Q1: Age

Table 1 Age of the Pupils

	Frequency	Percent
from16to18	8	67%
from19to21	4	33%
Total	12	100%

Graph 1 Age of the Pupils

The pupils were first asked about their age. The indicated results on the pie chart represent learners' ages rating from 16 years old to 18 years old, and from 19 to 21. It shows that (67%) are the eight pupils who are 16to 18 age, then (33%) which are four pupils rating from 19 to 21. One can notice that the majority of participants are adolescents aged between 16 and 18 years old. It means that these research findings reflect a sample of adolescents whose majority are teenagers aged between 16 and 18 years old.

Q2: Gender

Table 2 Gender of the Pupils

	Frequency	Percent
male	5	42%
female	7	58%
Total	12	100%
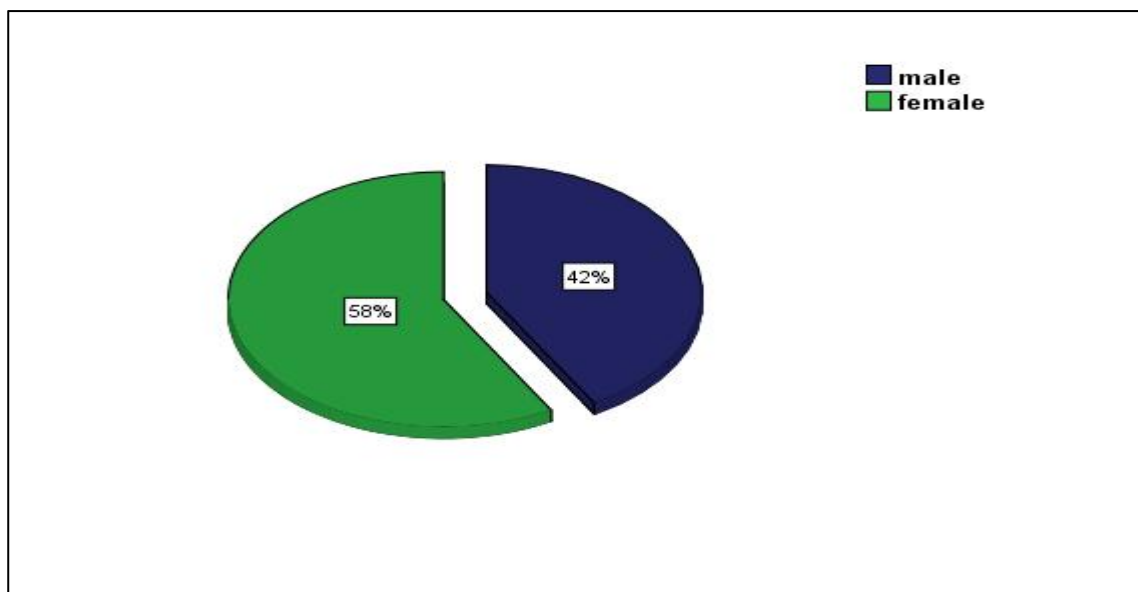
Graph 2 Gender of the Pupils

The second item quests for learners' gender. The answers were five males which represents (42%) while seven females which represents (58%).This indicates that the data

obtained reflect a sample representing a population that encompasses more females as shown in the table and the pie chart.

Q3: Which level do you study?

Table 3 Level of the Study

	Frequency	Percent
1year	3	25%
2year	4	33%
3year	5	42%
Total	12	100%
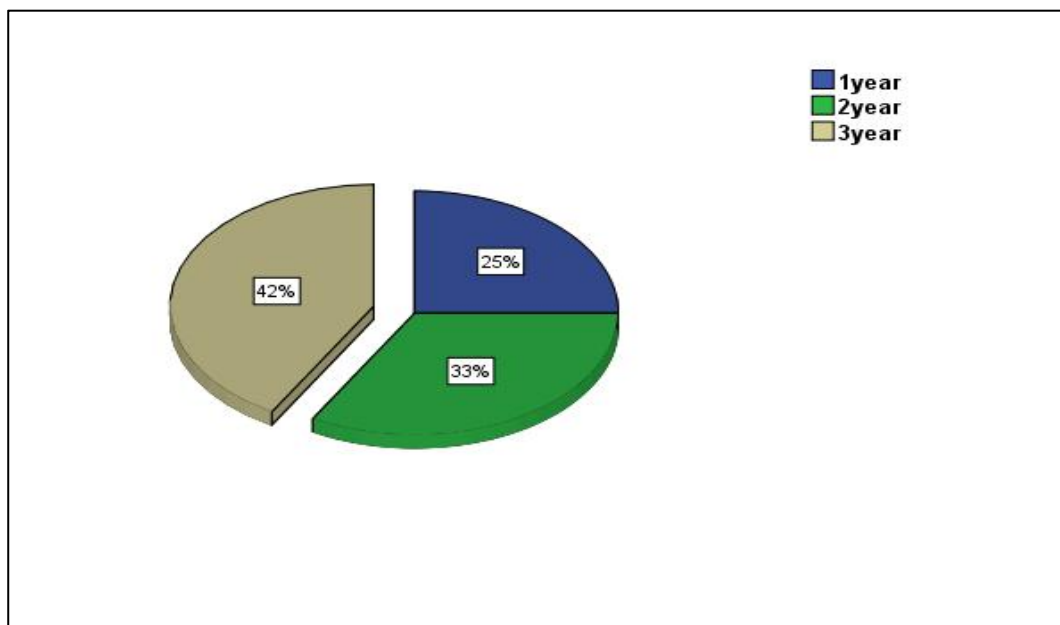
Graph 3 Level of the Study

Given that the studied cases are students at the secondary level, they were asked about their academic level. The answers were as follows: the first year three students, equivalent to (25%), the second year four cases estimated at (33 %), and finally the third year, five cases at a rate of (42%). This latter is the largest percentage of participation of the third year secondary level.

Q4: are your evaluation marks?

Table 4 The Evaluation Marks

	Frequency	Percent
less than 10	3	25%
between 10 and 14	6	50%
more then 14	3	25%
Total	12	100%
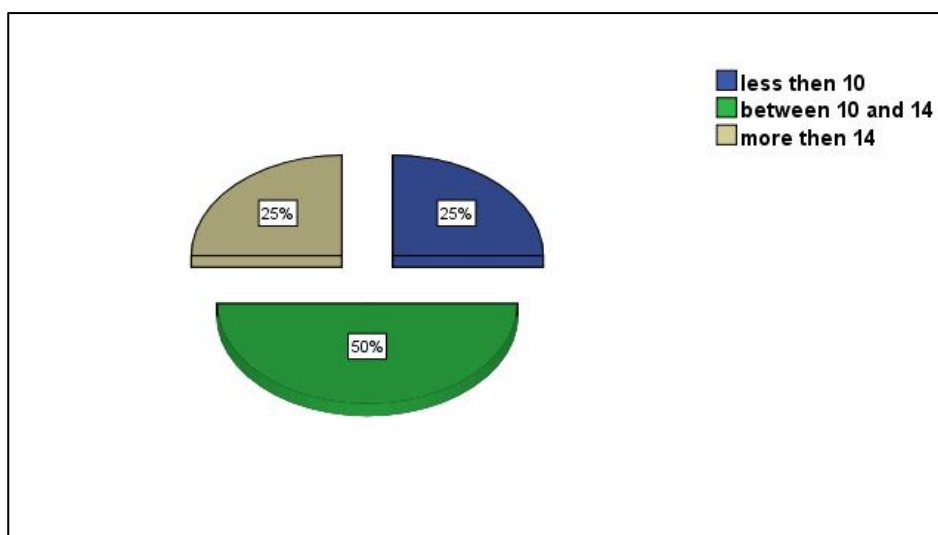
Graph 4 The Evaluation Marks

The following inquiry in this section is about the marks obtained in the evaluation as follows: Less than 10 (25%) three pupils, between 10 and 14(50%) six pupils, more than 14 (25%) three pupils. What we notice from these results is that the majority of students who suffer from stuttering have an average level of evaluation marks.

Section Two: Stuttering in Classroom

Q1: Do you fear that you may stutter or how you would speak further if you stutter?

Table 5 Fear of Stuttering

	Frequency	Percent
yes	10	83%
no	2	17%
Total	12	100%
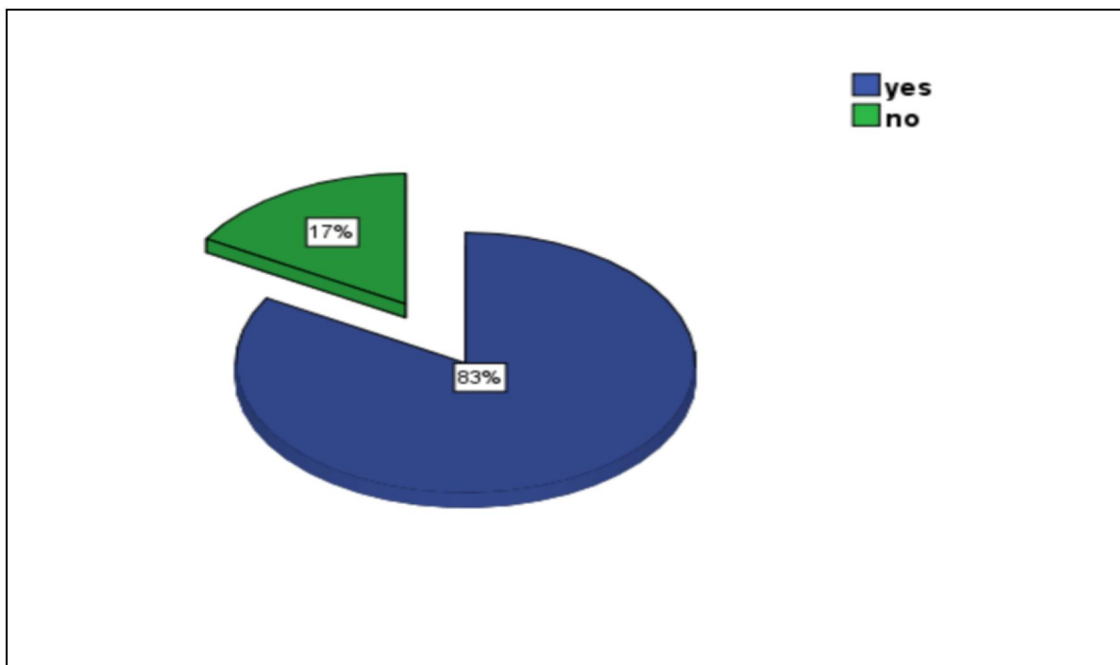
Graph 5 Fear of Stuttering

The first question in the second section is about if he/she have a fears stuttering or the fear of how they would speak if they would stutter. As the pie chart and the table shows (83%) are those who said yes, while (17%) said no. It means that the majority pupils have a fear of stuttering or fear of how they would speak if they were to stutter. The reasons for their fear may be numerous and various.

Q2: Do you avoid talking with the others in classroom?

Table 6 Pupil's Avoiding Talking in Classroom

	Frequency	Percent
yes	7	58%
no	5	42%
Total	12	100%
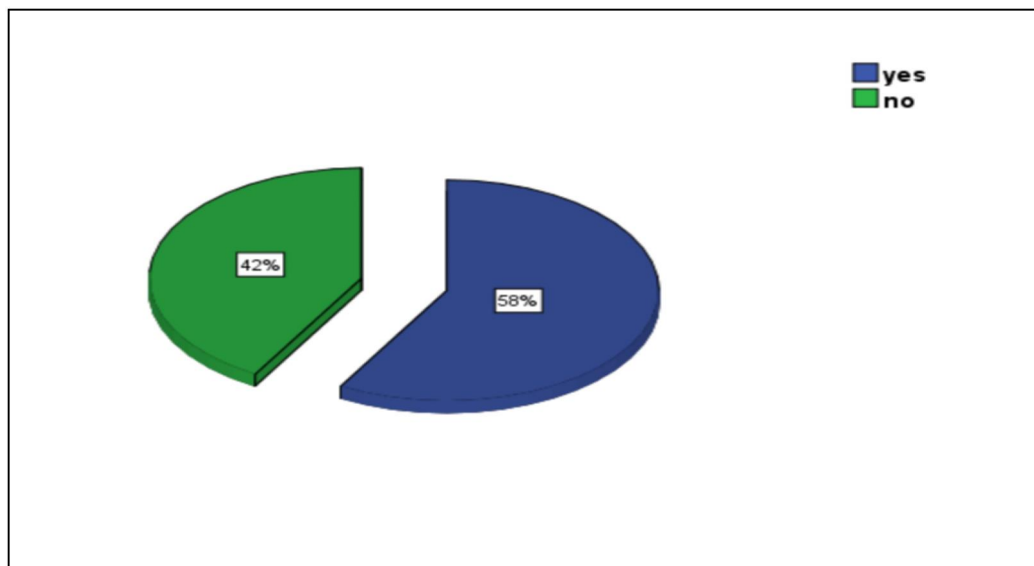
Graph 6 Pupil's Avoiding Talking in Classroom

(58%) of the students answered yes to whether they avoid speaking with others in the classroom, while the rest, represented by(42%) answered no. This indicates that the majority do not like contact or dealing with others in the classroom. This is to avoid bullying and showing their stuttering.

Q3: Do you avoid social and public speaking situations?

Table 7 Avoidinace of Social and Public Speaking Situation

	Frequency	Percent
yes	8	67%
no	4	33%
Total	12	100%
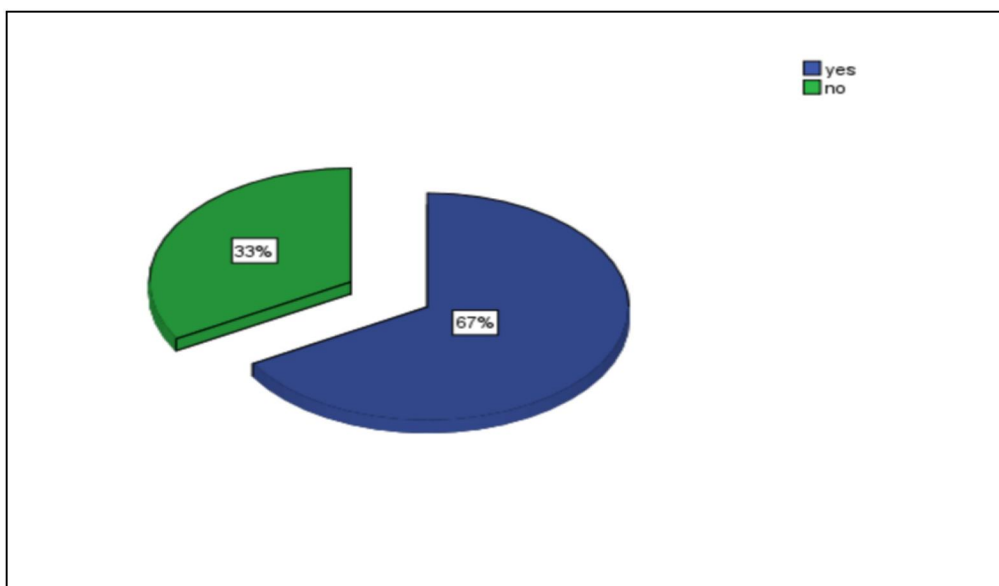
Graph 7 Avoidance of Social and Public Speaking Situation

Eight pupils answered yes which represents (67%) and four pupils answered no with (33%) in the question if he/she avoids social and public speaking situations. This may be due to many causes such as shyness or fear, etc.

Q4: Do you feel fearful and anxious in new speaking situations?

Table 8 Feeling Fearful and Anxious in New Speaking Situations

	Frequency	Percent
yes	8	67%
no	4	33%
Total	12	100%
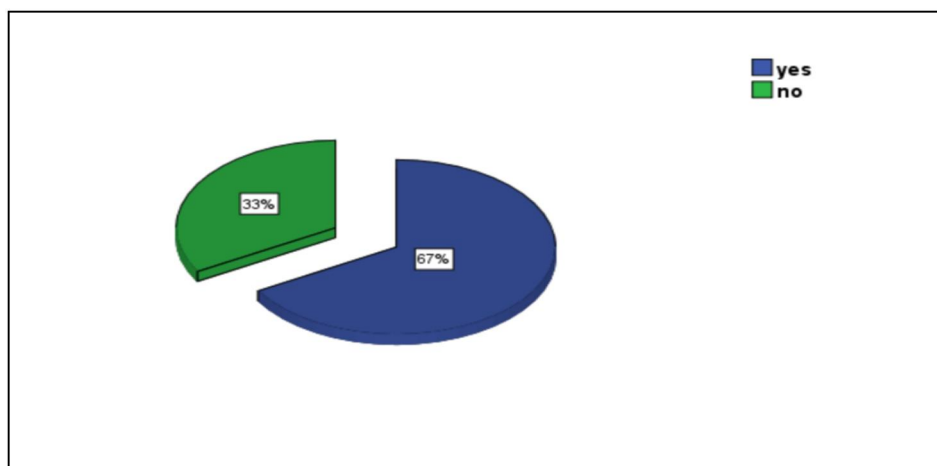
Graph 8 Feeling Fearful and Anxious in New Speaking Situations

The result of this question show that the highest percentage (67%) concerns the pupils who feel fearful and anxious in new speaking situations, and the lowest percentage (33%) indicates those with self-confidence or courage.

Q5: Do you avoid speaking in certain situations?

Table 9 Avoidance Speaking in Certain Situations

	Frequency	Percent
yes	9	75%
no	3	25%
Total	12	100%
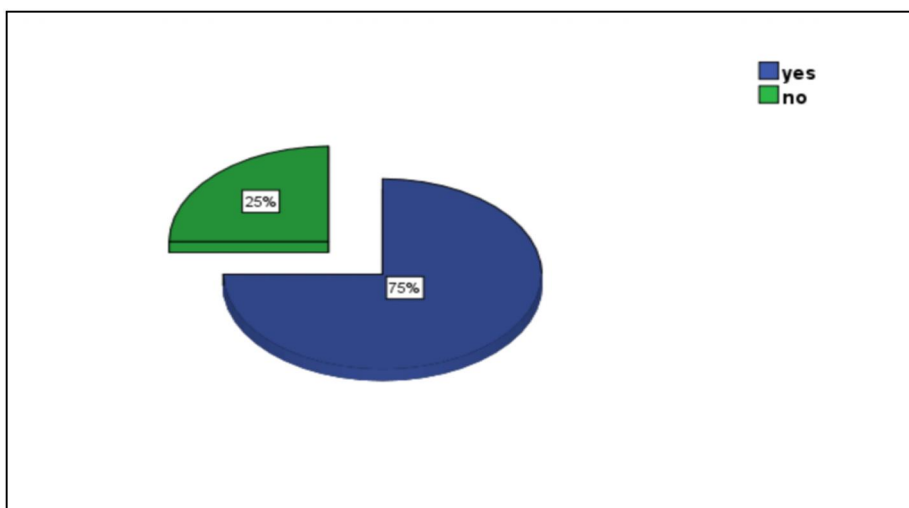
Graph 9 Avoidance Speaking in Certain Situations

This question is whether he/she avoid speaking in certain situation (75%) from pupils answer with yes while the others (25%) answer no. Like the previous questions in this section it indicates the student's lack of self-confidence.

Q6: When the teacher asks a question in the class and you know the answer, do you participate?

Table 10 Participation of the Pupils

	Frequency	Percent
participate	3	25%
keep your answer	9	75%
Total	12	100%
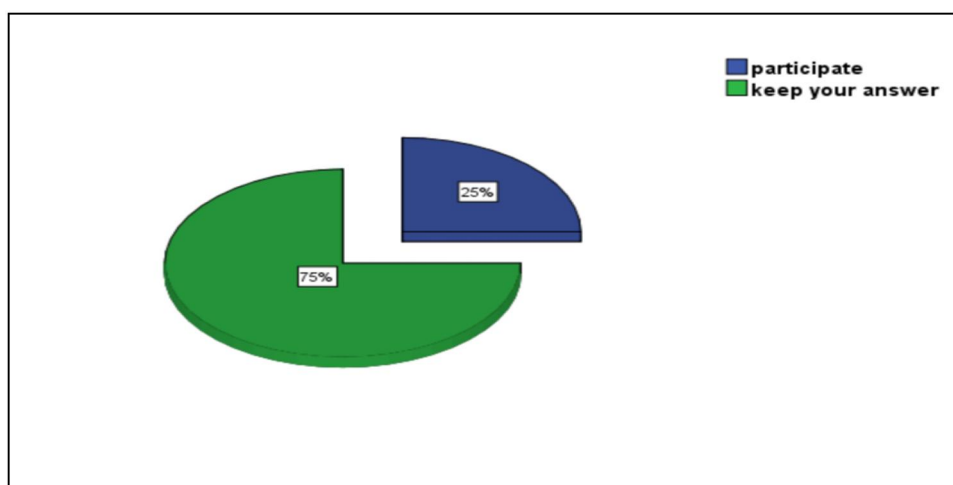
Graph 10 Participation of the Pupils

When the teacher asks a question in the class and he/she know the answer, 3 pupils participate rating (25%) and 9 pupils do not answer that's mean (75%). This constitutes several problems that may affect the students' educational and psychological life.

Q7: Do you speak fluently in front of your colleagues?

Table 11 Speaking Fluently in Front the Colleagues

	Frequency	Percent
yes	9	75%
no	3	25%
Total	12	100%
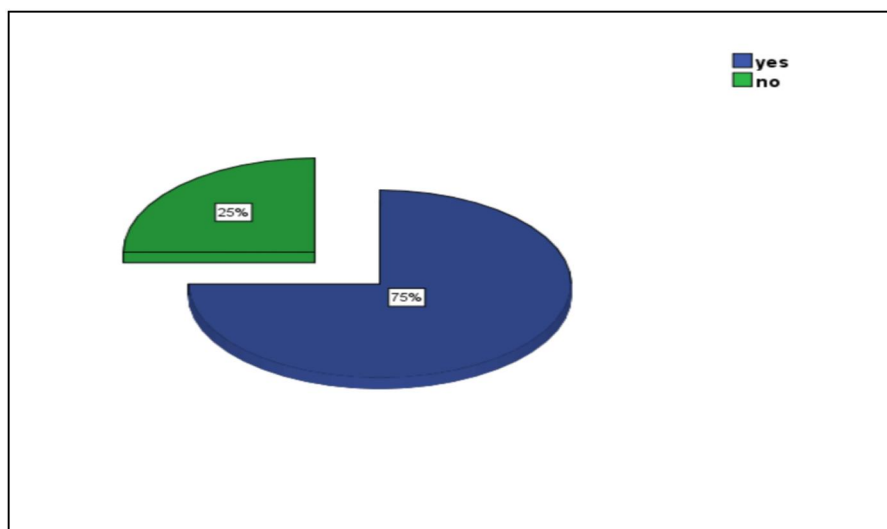
Graph 11 Speaking Fluently in Front the Colleagues

The greatest percentage (75%) showed that most of the pupils speak fluently in front of their colleagues. However, for the second option, which is that he/she does not speak fluently in front of classmates, scored the lowest percentage (25%). When a person becomes comfortable with someone, the level of stress and shyness decreases, and the communication becomes easier.

Section Three: Stuttering in Oral Performance

Q1: Do you participate in debates or oral presentations?

Table 12 Participation in Debates or Oral Presentations

	Frequency	Percent
yes	3	25%
no	9	75%
Total	12	100%
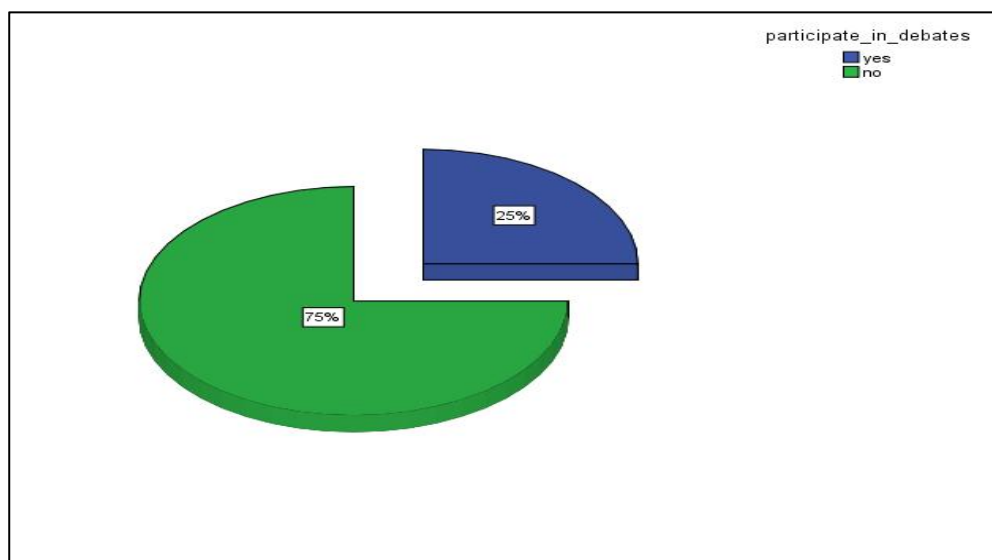
Graph 12 Participation in Debates or Oral Presentations

In the first question of the third section most of the answers (75%) indicated that the majority of the stutter pupils do not participate in debates or oral presentations, expect (25%) who said yes. This may be due to the fear of confrontation or fear of making mistakes or provoking negative comments.

Q2: Do you feel that stuttering affects your performance in academic context?

Table 13 The Effect of Stuttering in Academic Context Performance

	Frequency	Percent
yes	10	83%
no	2	17%
Total	12	100%
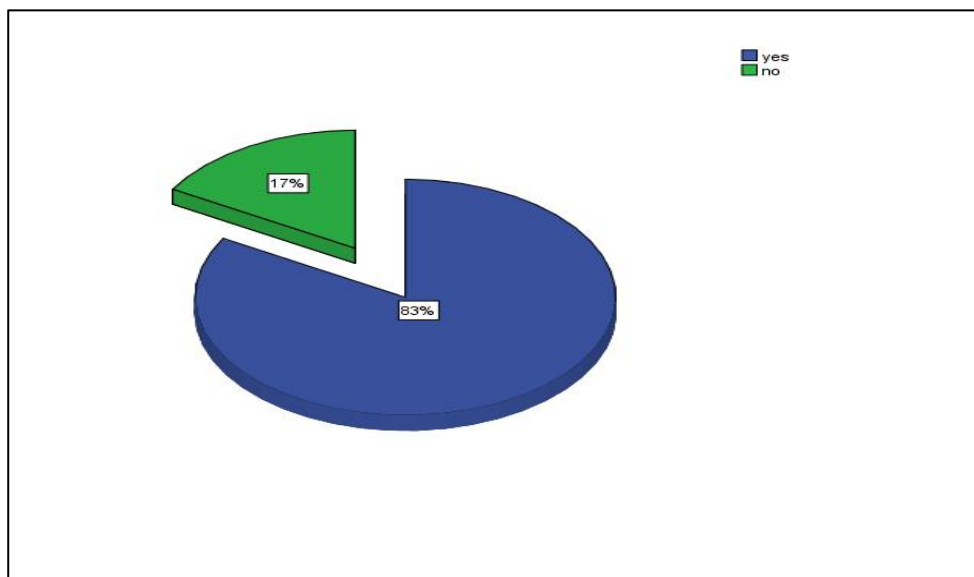
Graph 13 The Effect of Stuttering in Academic Context Performance

The pie chart above shows that (83%) of the pupils answered with yes when we asked them if they feel that stuttering affects their performance in academic context, while the rest (17%) said no. In the second part of this question, they were asked to indicate how. The respondents pointed to several issues like doing bad performance or fear or stress etc.

Q3: Does stuttering have any influence on your relation with teachers and classmates?

Table 14 The Influence of Stuttering in the Relations in Classroom

	Frequency	Percent
yes	5	42%
no	7	58%
Total	12	100%
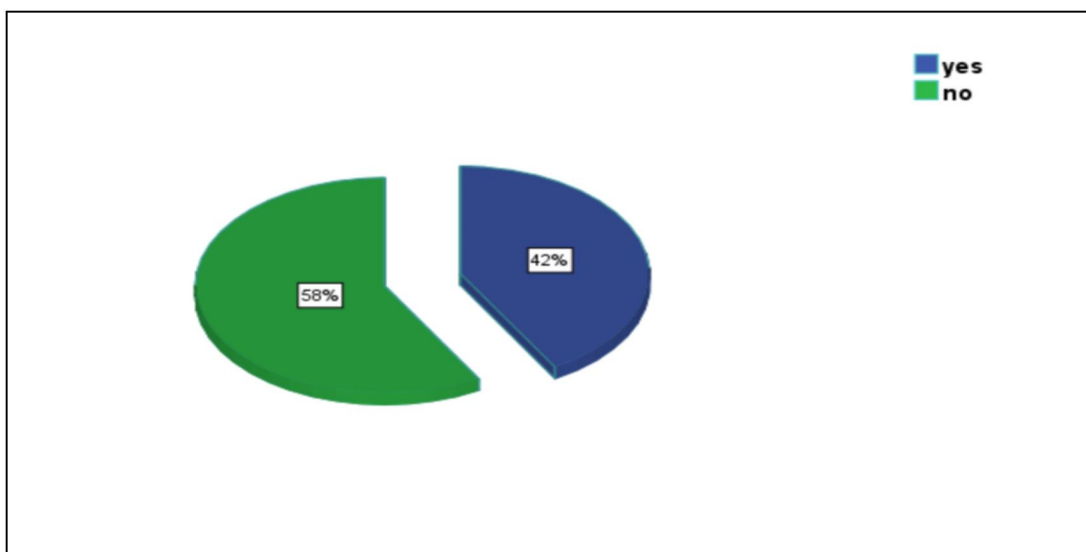
Graph 14 The Influence of Stuttering in the Relations in Classroom

With uneven percentages, the pupils were divided between those who stated that stuttering has an influence on their relations with teachers and classmates (42%); and those who oppose it (58%). Sometimes stuttering may be a barrier to create relationships, so the pupil thinks about the teacher's view or his colleagues' opinions, or what the person in front of him would think once he/she deals with him. However, there is a large group of pupils that does not pay attention to this problem, but rather fights it by strengthening the relations inside and outside the classroom. This can be classified under self-confidence and not being introverted.

Q4: Do you face any difficulties while talking under time pressure?

Table 15 Pupils under Time Pressure

	Frequency	Percent
yes	11	92%
no	1	8%
Total	12	100%
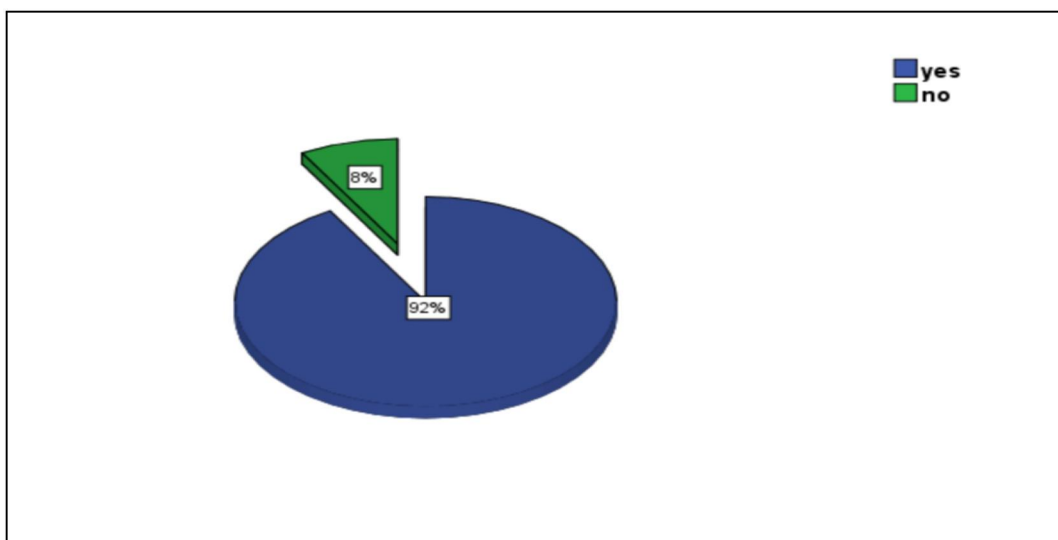
Graph 15 Pupils under Time Pressure

While talking under time pressure make (92%) of pupils face difficulties while only (8%) they do not have any difficulties. Then we asked the first group to give examples of difficulties, the respondents indicated several difficulties such as the need for more time to speak or losing control, etc. These difficulties can affect the pupils' academic performance or their relationships in the classroom.

Q5: During the oral performance, what do you feel?

Table 16 Feeling during Oral Performance

	Frequency	Percent
anxiety	4	33%
shortness of breath	3	25%
confusion	5	42%
Total	12	100%
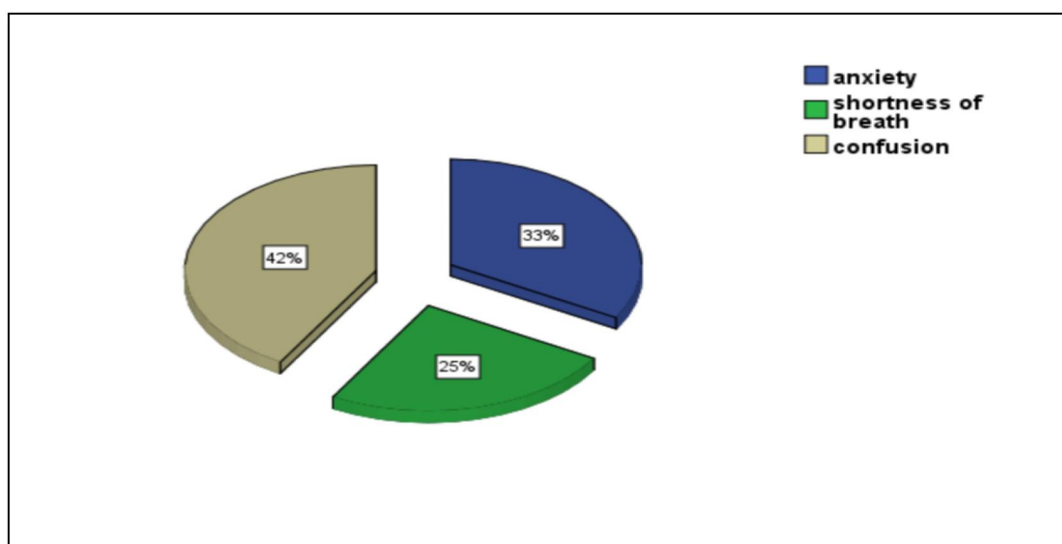
Graph 16 Feeling during Oral Performance

Among the options that were presented to the respondents, the largest percentage(42%) went to confusion, while a slightly lower percentage (33%) selected the second option anxiety. Lastly the lowest percentage (25%) was for shortness of breath. It was also indicated in the question whether there were other symptoms. There are pupils who solely chose one of the answers, while the others have added stress and forgetfulness to the list. These negative feelings that the pupil suffer from during the oral performance can cause a deterioration in his/her academic level, especially in his/her grades.

Q6: What are the difficulties you face during oral performance?

Table 17 Difficulties during Oral Performance

	Frequency	Percent
bulling	5	42%
negative attitude from the teacher	3	25%
weak performence	4	33%
Total	12	100%
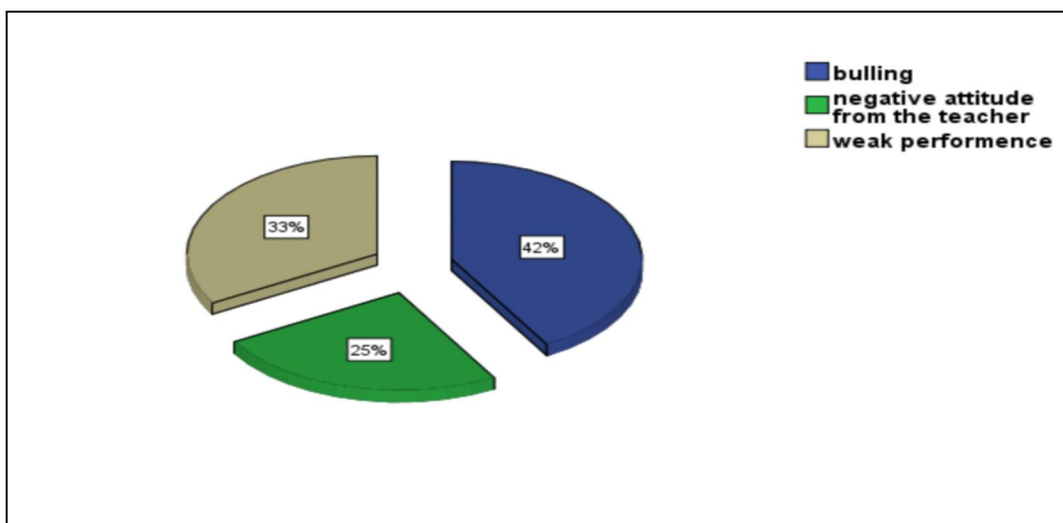
Graph 17 Difficulties during Oral Performance

In this question, the pupils were divided into percentages regarding problems, and the results were as follow: bulling (42%), weak performance (33%), and negative attitude from the teacher (25%). The respondents focused on these difficulties, which worried them the most, because the first and biggest obstacle is bullying, which the majority of students suffer from in various educational institutions.

Q18: By keeping up with class presentations, how did oral performance help you improve your level in classroom?

A number of students answered this question in a positive way. The majority of the answers were as follows: four said that the oral performance helped them build their personality, which pushes them to confrontation, and it had gained them self-confidence. Five answered that it helped them in improving their pronunciation, to be more fluent in expression, and the acquisition of new terms and expressions. The last three answered that oral performance broke their fear and made them feel free to give their opinions; and accept criticism, whether positive or negative, in the academic framework.

2.2 Interview

The second data collection tool instrument used in this research is the teachers' interview. We opted for the interview to carry on with this study, because interviews give participants more room to show of what is important to them. This research instrument attempted to display the teachers' view concerning the strategies that can help pupils who stutter to integrate the atmosphere of the classroom; especially in oral performance and the ways to motivate them to participate. It should be noted that the interview consists of eight questions, and it were handed directly to three teachers (male and Female) and all of them teach English in secondary school .

2.2.2 Analysis of the Interview

Question1 Have you ever taught students who stutter in your classroom?

	answers
Teacher1	yes
Teacher2	yes
Teacher3	yes

Table 18 Teaching Stuttering Pupils

All the three teachers answered with yes.

Question 2 Do you feel like you are able to provide appropriate accommodations for students who stutter, such as extended time for oral presentations or the option to use assistive technology?

	Answers

Teacher1	Yes, I try to not make them feel stressed, so I let them take more time to talk than the other students.
Teacher2	yes I do
Teacher3	Unfortunately no, but I try.

Table 19 Providing Appropriate Accommodations

The first teacher answered "yes" and explained that he gives pupils who stutter more time to talk than their peers to make them feel less stressed. This answer shows that the teacher understands how important it is to help pupils who stutter and takes steps to make them feel less stressed during public presentations. The second teacher also said, "Yes," without giving any other information. It is not clear whether this teacher provided specific facilities for students who stutter or had a general idea of what accommodations might be required. The third teacher gave a negative answer. He said, " Unfortunately, no, but I try. This answer shows that the teacher knows how important it is to help students who stutter, but he has not been able to do this yet. It is possible that the teacher has tried to facilitate the problem but it did not work, or the teacher does not know about all the accommodations that can help such pupils.

Question3 Have you ever had a student who was hesitant to participate in class because of his/her stuttering? If so, how did you address this?

	Answers
Teacher1	Yes, I tried to make him feel that I had a desire to hear his

	answer, and I motivated him to participate more, and his classmates supported him.
Teacher2	Yes, I try to create an environment that encourages him to participate. I respect him even it was difficult for both of us
Teacher3	Yes, working with him individually in order to reduce pressure on him.

Table 20 Addresing Pupils to Participate

The first teacher said "Yes" and said that he tried to make the pupils feel they are important and push them to take part more often. The teacher motivated the pupil and made sure that his friends did the same. The second teacher also said "Yes" since he tried to make a setting that encourage pupils want to take part. Even though it was hard, the teacher understood the situations. This answer showed that the teacher was kind and patient, which can help a pupil who stutters build trust and confidence. The third teacher gave a more detailed answer; he said that he worked with each student one-on-one to help each one feel less stressed.

Question 4 Have you ever had a student who was bullied or teased by classmates because of his/her stuttering? If so, how did you handle the situation?

	Answers
Teacher1	never
Teacher2	never
Teacher3	never

Table 21 Handling Negative Situations

All the teachers answered "never"

Question5 What are the common challenges faced by students with stuttering disorder when delivering oral presentations?

	Answers
Teacher1	Anxiety, embarrassment, low self-esteem.
Teacher2	Integration (how to merge with in the atmosphere of the classroom)
Teacher3	Students exposed to emotional turmoil, anxiety, stress and lack of self-confidence.

Table 22 Pupils' Challenges

Concerning the challenges faced by pupils with stuttering disorder when delivering oral presentations, the first teacher said that when pupils with stuttering disorder give oral performance, they often feel anxious, embarrassed, and have low self-esteem. The second teacher named integration as a usual problem. When pupils with stuttering disorder try to fit in with the atmosphere of the classroom, they may feel uncomfortable. This makes it hard for them to fully take part in classroom talks or performances. In the other hand, the third teacher said that when giving oral performances, pupils with stuttering feel emotional turmoil, anxiety, stress, and a lack of self-confidence. Because of these problems, they may not be able to give good presentations which could affect their grades.

Question 6 How can you support students with stuttering disorder to improve their oral performance?

	Answers

Teacher1	Avoid asking them to speak faster or more slowly. Show interest in what they are saying, not how they are saying it, and maintain eye contact.
Teacher2	Psychological support, and give them the right to choose interesting topics to discuss
Teacher3	Provide enough time to express their ideas and affer support, avoid forcing them to talk.

Table 23 Supporting Pupils

The first teacher emphasized the importance of avoiding asking pupils with stuttering disorder to speak faster or more slowly. Instead, the teacher recommended maintaining eye contact and demonstrating interest in what they were saying. This can help the pupils feel valued and supported in the classroom. While the second teacher highlighted the importance of providing psychological support to pupil with stuttering disorder. Additionally, giving them the right to choose their own topics for discussion which can help them feel more confident in their ability to participate in oral performances. As for the third teacher, he suggested giving them adequate time to express themselves and provide support without urging them to speak.

Question 7 What strategies do you use to help students with stuttering disorder to reduce their anxiety when delivering oral presentations?

Answers

Teacher1	Practice inhalation and exhalation, as well as deep and shallow breathing with the student
Teacher2	Just feel free and close eyes or miming is the better for them when they try to speaking
Teacher3	Motivate them and incite them to do more.

Table 24 Strategies to help Stuttering Pupils

The first teacher highlighted the use of breathing techniques to alleviate anxiety. He mentioned practicing inhalation and exhalation, as well as deep and shallow breathing with the pupil. This strategy aims to help the pupil regulate their breath and potentially reduce anxiety associated with stuttering during oral performances. Besides, the second teacher proposed letting pupils express themselves freely and giving them more options. He suggested that these pupils might find it helpful to close their eyes or mime when trying to talk. And the third teacher focused on motivation and support as means to help students feel less anxious. By inspiring and encouraging pupils to try harder, they may be able to conquer their worries and develop their confidence. This can help them deal with their anxiety and improve their oral performance.

Question8 How can you create a supportive environment for students with stuttering disorder to help them feel more confidence?

	Answers
Teacher1	To make them feel comfortable and that they are normal and they have no problem in their performance
Teacher2	I advise them to contact others, not to be shy, and to have strong personality and self confidence
Teacher3	Provide feedback positively. Identifying students' strengths and encouraging them to improve and consolidate these points.

Table 25 Creating Supportive Environment

The first teacher stressed how important it was to make pupil who stutter feel comfortable and normal. By making them feel accepted and understood, the teacher tries to get rid of any self-consciousness or worries they might have about how well they are doing in their oral performance. The second teacher talked about how important it was to tell them to talk to people and not be shy. This is to help them build a strong personality, feel good about themselves and get over any speech-related worries and speak with confidence. The third teacher indicate how important it is to give the pupils positive comments and encourage them improve and build their confidence and motivation.

3. Discussion of the Results

3.1 Questionnaire

The results of the questionnaire are very informative about the pupils themselves and their lives. Most of the participants are between the ages of 16 and 18, which means that most of the respondents are adolescents. The questionnaire concerned high school pupils, with the highest participation of third-year pupils. Pupils who stutter usually get average grades, and a lot of them say they are afraid of stuttering and do not speak up in class to avoid bullying or to hide their stuttering. Many students also avoided social situations and speaking in public because they were shy or afraid. Some of them showed self-confidence whereas others displayed anxiety in speaking situations that they did not know well.

Most of them said they avoided certain speaking situations, which showed how important self-confidence is. When asked if they would speak in class discussions, most of the pupils said no, but some said they were sure they could speak fluently. Besides, Participation in debates or oral presentations was rare among stuttering pupils, probably because of fear or concern about

negative comments or worries about what other people would say. It was noted that stuttering affects academic performance of a large percentage of the students, although some did not see this as hugely influential.

On the other hand, opinions were divided about the impact of stuttering on relationships, as some saw it as an obstacle while others showed self-confidence and worked to strengthen relationships. In addition, speaking under time pressure was challenging for many participants, which affected academic performance and relationships. During oral performances, some pupils feel confused, anxious, short of breath, stressed, or forgetful, which undermines their academic performance. Finally and most importantly, pupils highlighted bullying, poor performance and negative attitudes from teachers as major difficulties associated with stuttering. concerning the positive aspects, oral performance helped the pupils build their character, gain confidence, improve fluency, and express opinions freely.

3.2 Interview

When asked about pupils who stutter in their classrooms, the three teachers we talked to had different ideas and ways of helping them. All three teachers said that they have had pupils who stutter in their classes. In addition, some accommodations like giving these pupils more time for oral presentations were mentioned, but not all of the teachers used them. Also, they talked about pupils' hesitancy to participate due to stuttering, and they mentioned some ways to get them involved, such as building supportive environments and giving each pupil individual help. The three teachers confirmed that bullying or teasing because of stuttering did not happen. Moreover, challenges during oral presentations were highlighted, such as anxiety, low self-esteem, and integration difficulties.

Pupils' abilities could be improved by keeping eye contact, giving them emotional support, and allowing enough time to speak. To help stutter pupils, teachers suggested breathing exercises, different ways to talk to each other, and motivation as ways to deal with anxiety. In the other hand, creating a supportive environment involved making pupils feel comfortable, promoting self-confidence, and providing positive feedback. The interview pointed out how important it is for pupils with stuttering disorder to have inclusive classrooms, get the right accommodations, and deal with emotional problems.

Conclusion

Stuttering disorder greatly affects the academic performance of the pupils who stutter. In this chapter, we analyzed and discussed the main points in the questionnaire and the interview. The most important aspects which emerged are how to deal with the pupil and what are the difficulties he faces in the classroom, especially oral skills. Finally, we also proposed some recommendations that may be useful to the pupils on the one hand and to the teachers on the other.

General Conclusion

Stuttering is not a speech impediment to make fear of speaking and shyness of reactions. To make one intensify his sentence, shorten it, and charge it with meanings so that it comes quickly and abbreviated. It is not an obstacle for a person that determines his destiny, nor a struggle between himself, but rather a complex story of challenges and victories, a person's challenge to himself and his victory over his fear. There are many causes of stuttering, and we have tried to figure them out. Scientists classified them as genetic factors, others as neurological factors, psychological, emotional, and others. They also had effects in several areas.

In this research, we tried to shed light on the challenges faced by those who stutter, especially FL learners in the class. It may be caused by a teacher criticizing and being extremely authoritative or classmates laughing and mocking when a student or a teenager stutters or makes a mistake, especially if this student is genetically sensitive and emotional. Moreover, the work focused on oral performance because of its importance in determining the personality and capabilities of each student. We also proposed some of the activities that help this category of engagement and interaction in the classroom environment, such as role-plays, communication games and storytelling, etc. We highlighted the extent of their positive and effective impact on pupils as they provides them with self-confidence and self-development.

In conclusion, this study can be regarded as an introduction to tapping into the teacher and stutter students the strategies for even better perspectives.

Recommendations

Pupils who stutter can have trouble communicating, nevertheless, they may be confident and feel good about themselves. To help and guide pupils who stutter in the right way, it is important to understand their particular needs and experiences. Based on the results, we made some humble suggestions that might help teachers the most, learners who stutter, and those who find it hard to speak up in class. These suggestions are meant to give them more confidence, improve their fluency, and create a supportive environment where they can do well in school and in life. In case they follow these suggestions, pupils who stutter can learn good techniques and boost their self-confidence.

For the teachers

➤ The teacher should give more time for oral talks, using technology to help, creating a supportive classroom environment.

➤ They should make pupils who stutter feel accepted, valued, and understood. Foster a culture of respect and empathy among pupils, teachers also should ensure that they support and include their peers who stutter in class activities and discussions.

➤ Awareness and education should be raised among pupils about stuttering to avoid bullying or teasing. This could be through classroom discussions or presentations about stuttering, its causes, and the importance of acceptance and support.

➤ Recognize and deal with the emotional problems those pupils who stutter face. For example, provide emotional support and create a safe space for pupils to

express themselves without fear of judgment or ridicule. This can be done by giving them confidence, and giving them encouragement and positive comments.

➢ Teacher should show them he is interested in what stuttering pupils are saying. On the other hand, teacher should not Ask pupils to speak faster or slower because it can make them more nervous and self-conscious.

➢ I would like also to signal that Encouraging support from and participating with peers by helping pupils understand and care about each other can make a good social setting and make them feel less alone, this done by set up ways for pupils to learn about stuttering, how it affects people, and how they can help their friends who stutter.

➢ Try to get pupils to have a positive attitude and accept themselves. Remind them that stuttering does not define them and that they have unique strengths and qualities beyond their speech. Tell them to think about what they have done well and what they can do. Encourage them to focus on their achievements and abilities.

For pupils

➢ Build your self-confidence by doing things that make you feel good about yourself. This can mean doing things like joining clubs for public speaking, joining drama or debate teams, or taking on leading roles in school or community groups.

➢ Pupils can help themselves by develop ways to communicate, such as speaking more slowly, learning how to relax, or doing breathing exercises. These techniques can help him feel less anxious and speak more easily.

➢ Getting to know other people who stutter to share experiences and problems and ways to deal with them, this communication is very useful and makes you feel a sense of belonging and provides you with positive energy.

➢ Try to gradually put yourself in settings that are hard to speak in, like public speaking or debating. Practice talking in front of a mirror or with a friend or family member to gain confidence and become less sensitive to things that might make you anxious.

➢ Pupils should to do things that help them relax and feel better, like exercise, hobbies, and methods for reducing stress. Taking care of their overall well-being can positively impact their speech and confidence.

References

6 ways a child's stuttering can affect their academic achievement. (n.d.).

https://www.exceedspeech.com.au/blog/6-ways-a-child-s-stuttering-can-affect-their-academic-

achievement#:~:text=Stuttering%20has%20been%20found%20to,2

8 Tips For Teachers. (2019, July 22). Stuttering Foundation: A Nonprofit Organization

Helping Those Who Stutter. https://www.stutteringhelp.org/8-tips-teachers

American Speech-Language-Hearing Association. (n.d.). Stuttering.

https://www.asha.org/public/speech/disorders/stuttering/

Beare, K. (2017). How to Use Dialogues in Class. ThoughtCo.

https://www.thoughtco.com/how-to-use-dialogues-in-class-1212184

Bloodstein, O., & Gantwerk, B. F. (1967). A study of the imitation of stuttering. *Journal

of Speech and Hearing Research,*

Bloodstein, O., & Ratner, N. B. (2008*). A handbook on stuttering* (6th ed.). Thomson

Delmar Learning.

Ccc-Slp, A. B. M. (2021). What Causes a Stutter? Expressable.

https://www.expressable.com/learning-center/stuttering/what-causes-a-stutter

Chang, S. E. (2014). Research Updates in Neuroimaging Studies of Children Who Stutter.

Seminars in Speech and Language, *35*(02), 067–079. https://doi.org/10.1055/s-0034-1382151

Classroom Debates | Center for Innovative Teaching and Learning | Northern Illinois

University. (n.d.). Northern Illinois University.

https://www.niu.edu/citl/resources/guides/instructional-guide/classroom-debates.shtml

Craig, A., & Tran, Y. (2014). Trait and social anxiety in adults with chronic stuttering:

Conclusions following meta-analysis. *Journal of Fluency Disorders*, *40*, 35–43.

https://doi.org/10.1016/j.jfludis.2014.01.001

Euler, H. A., Lange, B., Schroeder, S., & Neumann, K. (2014). The effectiveness of

stuttering treatments in Germany. *Journal of Fluency Disorders, 39*, 1–11.

https://doi.org/10.1016/j.jfludis.2014.01.002

Fang, J. (2010). Genetic basis for stuttering identified. Nature. https://doi.org/10.1038/news.2010.61

Francisco, R. (n.d.). A Teacher's Role as an Assessor. prezi.com. https://prezi.com/0uvjzaqrhz3e/a-teachers-role-as-an-assessor/

Genetic and Neurological Factors in Stuttering. (2012, June 26). Stuttering Foundation: A Nonprofit Organization Helping Those Who Stutter. https://www.stutteringhelp.org/genetic-and-neurological-factors-stuttering

Guitar, B. (2013). Stuttering: An Integrated Approach to Its Nature and Treatment. Lippincott Williams & Wilkins.

Harmer, J. (1998). How to Teach English.

Harmer, J. (2010).How_to_Teach_English_2nd_Edition_Jeremy_2.

Harmer,J.(2007)The practice of English language teaching .

Howell, P., Au-Yeung, J., Yaruss, S., & Eldridge, K. (2006). Phonetic difficulty and stuttering in English. *Clinical Linguistics & Phonetics*, *20*(9), 703–716. https://doi.org/10.1080/02699200500390990

Ibrahim, H. M., & Salem, M. A. (2015). L Majors Perceptions of their Oral Performance Development in an English Language and Translation Programme. Maǧallaẗ Al-tarbiyaẗ (Al-Azhar). https://doi.org/10.21608/jsrep.2015.33144

Information gap activities - The Bell Foundation. (2022, June 15). The Bell Foundation. https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/information-exchange/

Lauren. (2020, November 30). The Affects of Stuttering on Academic Performance - Busy Bee Speech. Busy Bee Speech. https://busybeespeech.com/the-affects-of-stuttering-on-academic-performance/

Magazine, A. D. K. (2020, September 4). What Neuroscientists Are Discovering About Stuttering. Smithsonian Magazine. https://www.smithsonianmag.com/science-nature/what-neuroscientists-are-discovering-about-stuttering-180975730/

Maurya, R., & Singh, S. (2015). TRAUMATIC CHILDHOOD EXPERIENCES AND STUTTERING: A CASE STUDY. ResearchGate. https://www.researchgate.net/publication/288668346_TRAUMATIC_CHILDHOOD_EXPERIE NCES_AND_STUTTERING_A_CASE_STUDY#:~:text=Mistreatment%20and%20discourage ment%20particularly%20by,the%20child%20susceptible%20to%20stuttering.

Onslow,M(2019) .Stuttering and its treatment eleven lectures.

Ramig, P. R., & Dodge, D. (2005). The Child and Adolescent Stuttering Treatment and Activity Resource Guide. Delmar Thomson Learning.

Rocha MS, Yaruss JS and Rato JR (2019) Temperament, Executive Functioning, and Anxiety in School-Age Children Who Stutter. Front. Psychol. 10:2244. doi: 10.3389/fpsyg.2019.02244

Scott, C. M., & Kelsell, D. P. (2011). Key functions for gap junctions in skin and hearing. *Biochemical Journal, 438*(2), 245–254. https://doi.org/10.1042/bj20110278

Stammering and post-traumatic stress – some food for thought. (n.d.). STAMMA. https://stamma.org/about-stammering/research/about-stammering/stammering-and-post-traumatic-stress-some-food-thought

Stuttering - Diagnosis and treatment - Mayo Clinic. (2021, June 5). https://www.mayoclinic.org/diseases-conditions/stuttering/diagnosis-treatment/drc-20353577

Stuttering - Symptoms and causes - Mayo Clinic. (2021, June 5). Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/stuttering/symptoms-causes/syc-20353572#:~:text=Stuttering%20may%20be%20worse%20when,difficult%20for%20people%20who%20stutter.

Stuttering - Symptoms and causes - Mayo Clinic. (2021, June 5). Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/stuttering/symptoms-causes/syc-20353572

Stuttering in school-age children: a comprehensive approach to treatment. (2012). PubMed. https://doi.org/10.1044/0161-1461(2012/11-0044

Stuttering. (2017, March 6). NIDCD. https://www.nidcd.nih.gov/health/stuttering#:~:text=Developmental%20stuttering%20occurs%20in%20young,meet%20the%20child's%20verbal%20demands.

The cause of stuttering | Canadian Stuttering Association. (n.d.). https://stutter.ca/learn-more/the-cause-of-stuttering

The importance of challenging the public stigma of stuttering – International Stuttering Awareness Day. (n.d.). https://isad.live/isad-2015/papers-presented-by-2015/research-therapy-and-support/the-importance-of-challenging-the-public-stigma-of-stuttering/#:~:text=A%20trait%2C%20such%20as%20stuttered,can%20become%20uncomfortable%20around%20PWS.%20Michael%20P.%20Boyle,%20Ph.D

The mysterious cause of stuttering in the brain | Health & Risk Communication Center | Michigan State University. (2020, September 22). https://hrcc.cas.msu.edu/news/archives/2020/2020-09-22-mysterious-stuttering.html

ThemeGrill. (2018, November 14). THE ROLES OF THE TEACHER IN THE FL CLASS. – Road to your post. https://blog.oposicionesingles.com/the-roles-of-the-teacher-in-the-fl-class

Tichenor, S. E., & Yaruss, J. S. (2019). Stuttering as Defined by Adults Who Stutter. *Journal of Speech Language and Hearing Research, 62*(12), 4356–4369. https://doi.org/10.1044/2019_jslhr-19-00137

Türkili, S., Türkili, S., & Aydın, Z. G. G. (2022). Mental well-being and related factors in individuals with stuttering. Heliyon, 8(9), e10446. https://doi.org/10.1016/j.heliyon.2022.e10446

What is a play script? (n.d.). TheSchoolRun. https://www.theschoolrun.com/what-play-script#:~:text=A%20play%20script%20is%20a,are%20then%20divided%20into%20scenes.

Yairi, E., & Ambrose, N. G. (1992). Onset of Stuttering in Preschool Children. Journal of Speech Language and Hearing Research, 35(4), 782–788. https://doi.org/10.1044/jshr.3504.782

Appendices

Appendix 1: Questionnaire

Dear participant**,**

Thank you for agreeing to take part in this study about the impact of stuttering on oral performance in learning foreign language context. The purpose of this study is to better understand how stuttering affects the oral performance of individuals who are learning a foreign language. Specifically, we are interested in exploring how stuttering impacts the confidence, fluency, and overall performance of individuals who stutter when speaking a foreign language. The information gathered from this study will be used to develop strategies to support individuals who stutter in foreign language learning environments. Your participation in this study is greatly appreciated, and all information provided will be kept strictly confidential.

Please take the time to carefully read and respond to each question in the following questionnaire. The questionnaire should take no more than 10-15 minutes to complete. If you have any questions about the questionnaire or the study in general, please tell me

Thank you for your time and valuable contribution to this study.

Section One: Personal Information

1. Age

- ➢ From 16 to 18
- ➢ from 19 to 21

2. Gender

- ➢ Male
- ➢ female

3. Which level do you study?

➢ 1 years ☐

➢ 2 years ☐

➢ 3 years ☐

4. What your evaluation marks?

➢ Less than 10 ☐

➢ Between 10 and 14 ☐

➢ More than 14 ☐

Section Two: Stuttering in Classroom

1. Do you fear that you may stutter or how you would speak further if you stutter?

➢ Yes ☐   No ☐

2. Do you avoid talking with the others in classroom?

➢ Yes ☐   No ☐

3. Do you avoid social and public speaking situations?

➢ Yes ☐   No ☐

4. Do you feel fearful and anxious in new speaking situations?

➢ Yes ☐   No ☐

5. Do you avoid speaking in certain situations?

➢ Yes ☐ No ☐

6. When the teacher asks a question in the class and you know the answer

➢ Do you participate ☐ keep your answer ☐

7. Do you speak fluently in front of your colleagues?

➢ Yes ☐ No ☐

Section Three: Stuttering in Oral Performance

1. Do you participate in debates or oral presentations?

➢ Yes ☐ No ☐

2. Do you feel that stuttering affects your performance in academic context?

➢ Yes ☐ No ☐

If so,how?..

3. Does stuttering have any influence on your relation with teachers and classmates?

➢ Yes ☐ No ☐

4. Do you face any difficulties while talking under time pressure?

➢ Yes ☐ No ☐

If yes, please give an example

…………………………………………………..

5. During the oral performance, what do you feel?

➢ Anxiety ☐

➢ Shortness of breath ☐

➢ Confusion ☐

If there are other symptoms, please indicate them

………………………………………………………..

6. What are the difficulties you face during oral performance?

➢ Bulling ☐

➢ Negative attitude from the teacher ☐

➢ Weak performance ☐

7. By keeping up with class presentations, how did oral performance help you improve your level in classroom?

………………………………………………

Appendix 1 (Arabic Version)

نشكرك على موافقتك على المشاركة في هذه الدراسة حول تأثير التلعثم على الأداء الشفهي في تعلم سياق اللغة الأجنبية. الغرض من هذه الدراسة هو فهم أفضل لكيفية تأثير التلعثم على الأداء الشفهي للأفراد الذين يتعلمون لغة أجنبية. على وجه التحديد، نحن مهتمون باستكشاف كيفية تأثير التلعثم على الثقة والطلاقة والأداء العام للأفراد الذين يتلعثمون عند التحدث بلغة أجنبية

سيتم استخدام المعلومات التي تم جمعها من هذه الدراسة لتطوير استراتيجيات لدعم الأفراد الذين يتلعثمون في بيئات تعلم اللغات الأجنبية. إن مشاركتك في هذه الدراسة محل تقدير كبير، وسيتم الحفاظ على سرية جميع المعلومات المقدمة

يرجى تخصيص الوقت الكافي لقراءة كل سؤال والرد عليه بعناية في الاستبيان التالي. يجب ألا يستغرق ملء الاستبيان أكثر من 10-15 دقيقة. إذا كان لديك أي أسئلة حول الاستبيان أو الدراسة بشكل عام، يرجى إخباري

شكرًا لك على وقتك ومساهمتك القيمة في هذه الدراسة

القسم الأول: معلومات شخصية

1.العمر

من 18 الى 21 ⬜ من 16 الى 18 ⬜

2. الجنس

أنثى ⬜ ذكر ⬜

3. في أي مستوى تدرس

ثالثة ثانوي ⬜ ثانية ثانوي ⬜ أولى ثانوي ⬜

4.ما علامات التقييم الخاصة بك؟

أكثر من 14 [ ]   بين 10 و14 [ ]   أقل من 10 [ ]   [ ]

القسم الثاني: التلعثم في الفصل

1.هل تخشى أن تتلعثم أو كيف ستتحدث أكثر إذا تلعثم؟

نعم [ ]   لا [ ]

2. هل تتجنب التحدث مع الآخرين في الفصل؟

نعم [ ]   لا [ ]

3. هل تتجنب المواقف الاجتماعية والمخاطبة؟

نعم [ ]   لا [ ]

4.هل تشعر بالخوف والقلق في مواقف التحدث الجديدة؟

نعم [ ]   لا [ ]

5.هل تتجنب التحدث في مواقف معينة؟

نعم [ ]   لا [ ]

6.عندما يسأل المدرس سؤالاً في الفصل وأنت تعرف الإجابة

هل تشارك [ ]   تحتفظ بإجابتك [ ]

7.هل تتحدث بطلاقة أمام زملائك؟

نعم [ ]   لا [ ]

القسم الثالث: التأتأة في الأداء الشفهي

1.هل تشارك في المناقشات أو العروض الشفوية؟

نعم   لا

2.هل تشعر أن التلعثم يؤثر على أدائك في السياق الأكاديمي؟

نعم ☐ لا ☐

إذا كان الأمر كذلك، فكيف؟...

3.هل للتلعثم أي تأثير على علاقتك بالمعلمين وزملائك في الفصل؟

نعم ☐ لا ☐

4.هل تواجه أي صعوبات أثناء التحدث تحت ضغط الوقت؟

نعم ☐ لا ☐

إذا كانت الإجابة بنعم، يرجى إعطاء مثال

.. ..

5.خلال العرض الشفوي، ما هو شعورك؟

-قلق ☐

-ضيق في التنفس ☐

-ارتباك ☐

إذا كانت هناك أعراض أخرى، فيرجى الإشارة إليها

.. ..

6.ما هي الصعوبات التي تواجهها أثناء الأداء الشفهي؟

-التنمر ☐

-الموقف السلبي من المعلم ☐

-ضعف الأداء ☐

7.من خلال مواكبة العروض التقديمية للفصل، كيف ساعدك الأداء الشفهي على تحسين مستواك في الفصل؟

Appendix 2: Interview

1. Have you ever taught students who stutter in your classroom?

2. Do you feel like you are able to provide appropriate accommodations for students who stutter, such as extended time for oral presentations or the option to use assistive technology?

3. Have you ever had a student who was hesitant to participate in class because of his/her stuttering? If so, how did you address this?

4. Have you ever had a student who was bullied or teased by classmates because of his/her stuttering? If so, how did you handle the situation?

5.What are the common challenges faced by students with stuttering disorder when delivering oral presentations?

6. How can you support students with stuttering disorder to improve their oral performance?

7. What strategies do you use to help students with stuttering disorder to reduce their anxiety when delivering oral presentations?

8. How can you create a supportive environment for students with stuttering disorder to help them feel more confidence?

الملخص

تهدف هذه الدراسة إلى تزويد متعلمي اللغة الأجنبية الذين يعانون من التلعثم ببعض الإجراءات وأساليب التأقلم المفيدة. أولاً، قمنا بجمع معلومات من مصادر مختلفة حول أسباب وتأثيرات التلعثم، وكذلك المشكلات التي قد يواجهها المتعلمون الذين يتلعثمون. ثانيًا، قمنا بتسليط الضوء على الغرض من الأداء الشفهي في الفصل، ودرسنا بعض الأنشطة التي قد تساعد المتعلمين الذين يتلعثمون في المشاركة. في سياق الفصل الدراسي، سلطنا الضوء على الدور الفعال والهام للمعلم. إلى جانب ذلك، أشرنا إلى تأثير هذه الأنشطة على المتعلمين الذين يتلعثمون، جنبًا إلى جنب مع الاستراتيجيات التي يستخدمها المعلمون لمساعدة التلعثم في الفصل. ثالثًا، قمنا بتحليل البيانات التي تم جمعها من الاستبيان والمقابلة التي أجريت مع المعلمين. ساهمت كلتا أدوات جمع البيانات في توفير معلومات مهمة حول المشكلات المختلفة التي يواجهها المتعلمون الذين يتلعثمون وحول التقنيات التي تساعدهم على المشاركة في أنشطة الفصل. أخيرًا، تم اقتراح بعض التوصيات التفاعلية لتقليل أو حتى حل المشكلات التي تؤثر على مشاركة المتعلمين؛ خاصة في الأداء الشفهي.