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**The Roots of Speaking Anxiety during the Oral  
Presentation: The Case Study of the First MA Students**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in  
Didactics.

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## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## **Dedication**

This work is modestly dedicated to: the reason of my happiness, the one who always

Supported and motivated me along my educational life,

My father: **DJERFI Abdelkader**

Because without him I would never be where I am today.

To my mother and dearest sisters: Sabrina and Saida, to my lovely brothers Abdurrahman and Abderrazek, and to my friends Fatima who shared with me a lot of experience during our university career.

Also to my mate NACER who gave me a hand in completing the final preparation and form of this work.

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## **Abstract**

Learning English as a foreign language cannot be completed without speaking it that is why speaking skill is considered to be the most important language skill which should be mastered by foreign language learners. Anxiety is one of the most difficult impediments that EFL learners are facing in speaking during the oral presentations. The purpose of this research is to investigate and shed light on exploring speaking anxiety that first MA class were confronted with during the oral presentations. The current research has followed the descriptive method since it is the most adequate one to deal with this study, and for either confirming or rejecting our hypothesis. To carry out the current study, three data collection tools were included which are: classroom observation, a questionnaire for students and an interview with teachers. The obtained findings revealed that students suffer from speaking anxiety while they are presenting their works or exposes that is why the researcher provided various significant suggestions to be taken into account to reduce anxiety, and increase support and motivation that EFL learners need.

**Keywords:** speaking anxiety, oral presentations. EFL teaching, First MA students

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**MA:** Master of Arts

**Q:** Question

**TEFL:** Teaching English as a Foreign Language

**TESL:** Teaching English as a Second Language

**TESOL:** Teaching English to Speakers of Other Languages

# *General Introduction*

## General introduction

### **Introduction**

English is a universal language that is widely used around the whole world, that is, teaching and learning English must be of a great importance for both: teachers and their students, especially when it is learnt as a foreign language. It involves four skills which are devoted into two types: the first one is called the receptive skills that entails listening and reading, while the second type is : the productive skills that consist of writing and speaking which is the most significant skill during learning a foreign language. Speaking takes a significant place in teaching and learning a foreign language, it is the proof that the speaker does know the language and they are aware of using it. Therefore, improving this skill is needed for better achievements concerning the foreign language. However, speaking a foreign language fluently and without any difficulties is hard to be achieved for the majority of learners. Students' difficulty in speaking is a big obstacle for them, especially their academic oral achievements, which may impact students psychologically and leads them to be less self-confident and afraid of facing audience while making their oral presentations. Anxiety for instance, is a difficult phenomenon that most of students are facing during their learning career, because when student feel nervous and anxious they will automatically be unable to speak fluently and show their real levels and capacities that is why, sometimes students have ideas and they are very competent, but they seem weak and scared during their oral presentations. In summary, anxiety influences EFL students' learning and oral performances negatively. So that, there are various researches and continues studies for treating anxiety problem. This research paper focuses on shedding light on the problem of students' speaking anxiety during the oral presentations, by having a look at the definition of anxiety, it causes, consequences and the possible solutions to reduce it.

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

Oral presentation is a significant activity for foreign language learners, but there are some students who consider the oral presentations in front of their classmates or audience as a risk taking, with the anxiety that they have, because Students are always suffering when being anxious during their speech or during their oral presentations; they even claimed that they sometimes loose the desire of learning the foreign language. That is, the issue in this study is about the negative impact of anxiety on EFL learner during their oral

## **General introduction**

presentations. This issue has to be deeply investigated with exact data collection and analysis from the side of the researcher.

### **2. Aim of the Study**

The principal goal of this research study is to search and find:

- a. The main sources of master one students' speaking anxiety during their oral presentations.
- b. Searching for the appropriate strategies that must be taken by both teachers and students, for overcoming anxiety problem
- c. Bringing to students and teachers the recommendations that help in giving better academic achievements and results.

### **3. Research questions**

The following questions were included in this research study:

- 3.1. What are the main causes that lead students to feel anxious during the oral presentations?
- 3.2. How can EFL teachers and students overcome students' anxiety?

### **4. Research hypothesis:**

4.1. It is hypothesized that students have fear of making errors that leads them to be shy and anxious in addition to their lack of preparation

4.2 We hypothesize that teachers have to motivate their students and provide the appropriate classroom conditions that students need, and students have to be well prepared for their oral presentations in order not to be nervous.

### **5. Research Methods and Techniques**

In this work the researcher chooses the descriptive method that is the most appropriate for the objective of this research, mixed methods were used in this study that are: the quantitative method which helps the researcher to have a statistical results and the qualitative one which helps in gathering and describe the needed information. The procedures used to collect data in our work are: the classroom observation, students' questionnaire, and teachers' interview. The classroom observation helped the researcher to

## **General introduction**

check if students have any anxiety or not, the questionnaire was designed for the study participants who are first year EFL master students that was chosen randomly in the department of English in drtahermoulaysaida's university, and the interviews who provided a direct exact and useful information were eight EFL teachers that had the experience and the enough knowledge about this study.

## **6. Structure of the Dissertation**

The present study involves a general introduction about the research topic, which contains an introduction, the principle aim of the study, statement of the problem, the research questions and hypothesis, and the used methods and techniques. This work is devoted to four chapters as well, it has two theoretical chapters: the first one is about EFL and speaking skill, while the second one discusses speaking anxiety and the oral presentations; the third chapter is about research methods and procedures used in this research work, than the fourth chapter will tackle the analysis and the interpretation of the quantitative and the qualitative collected data from the classroom observation, students' questionnaire, and teachers' interview.

The first chapter talks about EFL and speaking skill, it contained an introduction about the chapter, a definition of EFL, learning EFL, teaching EFL, TEFL, TESL, TESOL, the situation of English in Algeria, and the definition of language skills. The focus in the first chapter was on speaking skill by talking about the definition, its sub-skills, and its functions, the researcher tried also to tackle the problems of speaking, and the strategies how to develop speaking skill, by the end of the chapter, the significance of speaking skill for EFL learners was discussed, then a conclusion to resume what has been said in the chapter.

The second chapter is about speaking anxiety and the oral presentations, involved an introduction to the chapter as well, anxiety was defined, sources of speaking anxiety, its types, components, the researcher discussed also the impact of speaking anxiety on EFL learners, and what are the possible techniques that may be used by both teachers and students in order to reduce speaking anxiety. Oral presentation also took part in this chapter in which the researcher defined it and explored its structure, and types as well, in addition to the importance of oral presentations for EFL learners, then the researcher came up with a conclusion to end this chapter.

### **General introduction**

The third chapter, included an introduction to the chapter, and after it talked about the methodology that were used by other researchers concerning the previous studies about this work, it also gave information about the participants background, then the research tools and procedures that were used to collect the needed data for completing this study, in addition to a part about data analysis, and to sum up the researcher drew a conclusion at the end of the third chapter.

Eventually, the suggested research's last chapter is primarily an analysis of the research data obtained, which included a classroom observation, a students' questionnaire, and an interview for teachers. The objective of the study was to determine the sources of students' speaking anxiety during oral presentations and to find remedies that could help them to overcome their fears.



*Chapter one*

*Literature Review on EFL and Speaking Skill*

## **1. Introduction**

Learning a second or foreign language is a good step to be taken, especially if the foreign language is English. Learning English as a foreign language (EFL) is very important for students, because it is obviously known that English language is used all over the world since it is an international language. It can be learned and used for various reasons such as: working in foreign countries, studying abroad, teaching English language for future career and other needed purposes, but all the purposes cannot be completed if the person is not able to speak and communicate with the language. It is such a great achievement to master a foreign language, but that will not be possible without having a good background of those foreign language skills. There are four language skills: listening, reading, writing, but speaking is the most important skill among all the language skills, that is, the emphasis of this literature review is mainly on speaking skill it will talk about: the definition of speaking, speaking sub titles, types of speaking, the various functions of speaking, problems of speaking, some strategies to improve and develop speaking skill, and the significance of speaking skill for language generally, in addition to learners and teachers interaction in the classroom with speaking skill development.

## **2. Definition of English as a Foreign Language**

English as a foreign language according to Gebhard (2006) is the study of English by people who live in areas where English is not used as a first language of communication. He goes on to say that in such an environment, students have little opportunities to use English outside of the classroom for communication. Harmer (2007) uses a similar concept, defining EFL as the teaching of English to students who are learning English in their own country or are enrolled in short English language courses. Camenson (2007) suggested a third concept, stating that EFL students may live in a country where their native language is the primary mode of communication, but that these students may be forced to learn English for academic purposes, travel to an English-speaking countries, or business purposes. He went on to say that EFL students only learn English for a few hours a week, have no exposure to English outside of the classroom, have no ability to practice their newly learned language skills.

### **3. Learning English as a Foreign Language**

It refers to the use of English by people who do not speak English as their first language. Language education for those studying English is referred to as learning English as a second language, learning English as a foreign language, English as an additional language, or English for speakers of other languages.

### **4. Teaching English as a Foreign Language**

Teaching English as a foreign language is abbreviated as TEFL. When people say “TEFL”, they are usually referring to a situation of English instruction in which the students’ are not native English speakers and the teachers also are not necessarily native English speakers. TEFL exists in almost every country on the world. TEFL exists in both nations where English is not the first language such as (Algeria, Brazil and France) and countries where English is the first language such as (the United States, Canada, and United Kingdom).

### **5. Teaching English as a Second Language**

It is an acronym that refers to teaching English as a second language. A TESL course prepares people to teach English to students who do not speak English as their first language but, living in an English-speaking country

### **6. Teaching English to Speakers of Other Languages**

**TESOL** refers to teaching English to speakers of other languages. A TESOL course teaches people to tutor non-native English speakers in English. It covers both TEFL and TESL in principle. TESOL can be used in place of TESL in some English-speaking countries, such as the United States, to refer to English language teaching in a country where English is the official language.

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speaking countries, such as the United States, to refer to English language teaching in a country where English is the official language.

## **7. English as a Foreign Language in Algeria**

English language teaching in Algeria is inextricably connected to the country's historical and sociopolitical events. This is why, after its independence, the Algerian state made major improvements to its educational system, stressing the importance of English over the years. As a result, the teaching of EFL has gained a lot of traction, and the English language has been designated as a second foreign language by the Algerian authorities, making it a mandatory subject in the curriculum across the region. (as Cited in "an evaluation of the teaching of the speaking skill in EFL classrooms within the framework of the CBA, the case of 3<sup>rd</sup> year pupils in 3 secondary schools in Tlemcen / 2015. By: Ms Fatima-zohra Imaneomari. Page 81

## **8. Language Skills**

Any language can be both difficult and easy. Language performs a variety of functions. The absence of contact is the same as the death of contact. Since the beginning of time, language has played a huge role. The four necessities of language, also known as the four skills reading, writing, listening, and speaking, are important components of any language learning program. These four abilities are the principles of language, they are different, but connected by an unbreakable bond.

## **9. Definition of Speaking**

Speaking is the process of communicating with others through the use of words. Speakers all over the world use language to communicate effectively with each other. This means that speaking is a common activity in daily life and that communicating through speaking involves interaction between the speaker and the listener. Further, students have the ability to deliver what they want to inform the audience by speaking.

It can be defined as a language of human production in its broadest sense. Speaking is a basic knowledge of other language skills that language learners should master.

## **Chapter one: Literature Review on EFL and the Speaking Skill**

Speaking according to hedge (2000), is a skill by which people are judged while first impressions are formed. It is defined as a complex process of sending and receiving messages using verbal expressions, but it also includes nonverbal symbols such as gestures and facial expressions.

Bygate (1987), said that speaking is a vehicle for social solidarity, for professional achievements, and business. Speaking was also defined by Mc donough and show (2003) that it is motivated by desire and purposes, in other words, we genuinely want to communicate something in order to achieve a specific goal. (Definition of speaking, Cited in: “the impact of anxiety on EFL students’ performance/ June 2016 by: Messaisara, the case study of third year EFL students of Khenchla university, page 20)

### **10. Speaking Sub Skills**

It is common desire for all of us to be able to communicate effectively in a foreign language. To do so we must first understand what skills are required to become a good speaker. There are four main speaking sub skills that must be known and practiced:

#### **10.1 Fluency**

Fluency refers to how easy and confident person is when speaking English. If he can speak for an extended period of time then, this person has a strong fluency. It is also important to demonstrate a clear connection between each point you are attempting to make. This ability indicates that the listener understands what you are saying and does not become disoriented.

#### **10.2 Vocabulary**

Speaker cannot say what he wants to say if he does not have the words, because being a good speaker necessitates a constant expansion of one’s vocabulary, that is The more interesting words the person knows, the better his speaking skill will be, and keeping a notebook to write any new words that come across is a good way to have a strong vocabulary in mind.

#### **10.3 Grammar**

## *Chapter one: Literature Review on EFL and the Speaking Skill*

Grammar is very important, and the fewer mistakes you make, the better your speaking ability will be. However, the speaker does not have to be concerned about making mistakes, because the good speaker is not required to use perfect grammar. It is, however, a good idea to ensure that he has mastered the major tenses.

### **10.4 Pronunciation**

Pronunciation is a large subject with various sub skills, the general rule is that an average speaker can communicate and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and increase the communicative impact of their speech. Pronunciation includes some paralinguistic sub skills which are: word and sentence stress, intonation, rhythm, and the use of a language's individual sounds. Sometimes listening to people who have good pronunciation is helpful to improve speaker's own pronunciation.

### **11 Types of Speaking**

There are five different types of speaking, according to BROWN (2004)

#### **11.1 Imitative**

The person's capacity to repeat, sentences, phrases, and words is referred to as imitative speaking.

This style of speaking is also associated with exercises in which students imitate their teacher's language structures. Imitative speaking according to BROWN, involves the ability to literally parrot back an expression, phrase or a sentence if it is possible. (2004). Furthermore, since it allows language learners to create a range of language patterns, imitative speaking can be relaxing. In other words, this method of speaking is repetitive, and it is done for the purpose of establishing a contact between the teacher and the students by listening and repeating. It is also useful to train and assist students in producing the correct utterances.

#### **11.2 Intensive**

## *Chapter one: Literature Review on EFL and the Speaking Skill*

The development of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as prosodic elements, intonation, and stress is the second form of speaking that is often used in evaluation contexts. Driven response tasks, reading aloud, sentence and dialogue completion are examples of intensive evaluation tasks, the restricted picture-cued tasks involve simple sequences and translation up to the simple sentence stage are all examples of limited picture-cued tasks.

Intensive speaking goes beyond imitative to include any speaking performance that is intended to practice any phonological or grammatical feature of language, according to BROWN (2001). In terms of language learning, intense speaking entails a lot of language practice, mostly focusing on specific grammatical or phonological aspects that helped the students improve their level of achievements.

### **11.3 Responsive**

Responsive speaking particularly necessitates the delivery of clear responses, such as suggestions, remarks, or feedback. The teacher can answer his students' questions, and vice versa. A lot of students initiated questions or remarks. This form of response is generally adequate and does not contribute to a dialogue brown (2001). The teacher acts as a prompter in this method of speaking by sending out signals that inspire students to answer. Open-ended questions, for example, can be used in EFL classes to encourage responsive speaking and improve the outcomes.

### **11.4 Interactive**

The distinction between this type of speaking and the responsive one is the duration and scope of the conversation, which may involve multiple exchanges and multiple participants. Interactions can take one of two forms: transactional language, which is used to exchange specific information, or interpersonal exchanges, which are used to maintain social relationships. oral production in interpersonal exchanges can become pragmatically complex due to the requirement to speak in a casual register and use colloquial language, ellipsis, slang, and other sociolinguistic conversations, according to brown (2004).

### **11.5 Extensive**

## *Chapter one: Literature Review on EFL and the Speaking Skill*

A monologue is another name for this type. Speeches, reports, conversations, and other spoken forms that require a prolonged expression of ideas and thoughts are all included in this category. Speeches and oral presentations are examples of comprehensive oral development activities in which the capacity for listener participation is either extremely reduced or fully removed. For longer tasks, language style is often more deliberate and formal, but we are not able to rule out those informal monologues, such as casually delivered speech (Brown 2004). (As Cited in: “the impact of language anxiety on EFL students’ speaking skill /2016. By: Miss RabbuhRadhia / pages: 24/25/26).

### **12 The Functions of Speaking**

The aim of speaking is to convey a message or ideas from the speaker to the audience. Brown and Yule, made a valuable distinction between the interactional functions of speaking, which serves to create and sustain social relationships, and the transactional functions, which concentrate on the exchange of knowledge, according to Richard (2008), the role or the function of speaking is divided into three groups. They are called: talk as interaction, talk as transaction, and talk to performance.

#### **12.1 Talk as interaction**

This is what we generally mean when we say “conversation”, and it refers to contact that is mainly social in nature. People exchange greetings, engage in small talk and chit chat, recount recent encounters, and so on when they meet because they want to be well expressed and to build a relaxed zone of contact with others. The emphasis is on the speakers and how they want to show themselves to one another rather than the message.

#### **1.12.2 Talk as Transaction**

The message, as well as making oneself understood clearly and accurately are the main focus here, rather than the participants and how they communicate socially. Talk is correlated with other events in transactions, according to Jones in Richard. Students can for instance be interested in hands-on activities. Students and teachers in this form of spoken language typically concentrate on meaning or talking their way to comprehension.

#### **12.3 Talks to Performance**



## *Chapter one: Literature Review on EFL and the Speaking Skill*

It is the third category of talk that can usefully be distinguished. This is a reference to public speaking morning, public announcement, and speeches are some examples of talks that relay information to an audience.

(As cited in: “an analysis of students’ speaking anxiety, students of English foreign language (EFL) at the fifth semester, English department of uinradenintanlampung

Academic year, of 2018/ 2019. By: Nur isnaini

### **13 Speaking problems**

There are some issues that teachers may encounter when assisting students with speaking in the classroom, so that, Inhibition, a lack of topical knowledge, low participation, and the use of mother tongue are among those problems, according to (Tuan & Mai, 2015).

The first issue that students face in class is inhibition. They are usually feeling stressed when they want to say something. They are concerned about making mistakes and are afraid of being judged. According to littlewood (2007), a language classroom may also cause inhibition and anxiety to students.

The second problem is when students do not have anything to say, and when they are not able to express themselves. Rivers (1968), believes that students often have nothing to say because their teachers choose inappropriate topic that they have no idea or enough information about. River’s idea was supported by Barker and (2003), by stating that it is very difficult for students to react when their teachers ask them to speak in a foreign language because they have no idea about what has to be said,or how to use grammar correctly.

The third issue in the speaking class is about the attendance which is extremely poor.in a large class, each student will have very little time to speak because only one student will speak while the other students attempt to understand him. Some students dominate the entire speaking class, while others speak rarely or never speak at all.

The final issue with speaking ability is that when certain students have the same mother tongue, they try to use it in class because it is very convenient for them according

to Tuan& Mai (2015). There are many reasons why students use their mother tongue in their speaking classes, Harmer (1991). Among those reasons is when students are asked by their teachers to speak about a specific subject that they do not have enough information about. Thus, they will communicate in their native language. The second reason is that the application of mother tongue is very natural for learners to speak in English; learners will automatically use their mother tongue to explain to their classmates what they want to say.

## **14 Strategies for Developing Speaking Skills**

Language learners who are unaware of their ability to engage effectively in oral interactions often sit quietly while others speak.

One way to get such students to start engaging is helping them to build up a repertoire of limited responses that they can use in various situations. For beginners, such responses can be particularly helpful.

Minimal responses are predetermined, often idiomatic phrases that discussion participants use to show comprehension, interest, doubt, and other reactions to what another speaker is saying without having formulated a response at the same time. Some communication situations are correlated with a script, which is a series of predictable spoken exchanges.

Greetings, apologies, compliments, and other social and cultural norms are often followed by a script, and the relationship between a speaker's turn and the one after can also be predicted in these scripts.

Instructors will assist students in developing speaking ability by making them aware of the script for various situations, so that they can anticipate what they will hear and react to. They will also offer students experience which managing and varying the language that various scripts contain through interactive activities.

When they do not understand another speaker or know that their conversation partner does not understand them, language learners are sometimes too intimidated or shy to declare it. So that, instructors can help students resolve this apprehension by reassuring them that the need of clarification can arise in any form of interaction, by this strategy

students will gain confidence in their abilities to handle the different communication situations that they may experience outside of the classroom.

## **15 The Significance of Speaking Skill for EFL Learners**

Until learning reading and writing, language speakers are programmed to speak. Humans spend much more time verbally engaging with words than they do writing them down. The most important skill among the four language skills is speaking since it is needed to carry on a conversation. Learning English is a difficult task, and learners should have sufficient English speaking skill to interact easily and effectively with others

Efrizal (2012) and Gilakjani (2016) conveyed that speaking is very vital for the people interaction where they speak everywhere and in their daily life. Oral exchange of thoughts and messages are known as speaking also. A study was conducted by Rivers (1981) about the use of language outside the classroom situation and he understood that speaking is used twice as much as reading and writing skills are used. Speaking helps students improve their vocabulary and a grammar skill, which in turn helps them improve their writing ability. Students may use language to communicate and speak about their feelings, thoughts, make requests, talk debate, and demonstrate the different functions of language. That is why speaking is certainly and extremely important. Subsequently Language speakers have a greater chance of finding occupations in various organizations and businesses. These claims were supported by Barker and Westrup, who claimed that students who speak English fluently have a better chance of having a better education, getting occupations, and getting promoted as well. In brief, Speaking is such an important skill to be improved, and according to Ur, speaking is a vital and even more than the other language skills, because it is essential for successful communication.

### **1.16 The development of speaking skill, by teachers and students**

It is well understood that the primary objective of learning any language is communication. Classroom contact is essential for achieving this goal. Angelo (1993) defines classroom interaction as “teacher-learner and learner-learner interaction”, which is one of the ten principles of effective teaching.

## *Chapter one: Literature Review on EFL and the Speaking Skill*

Create an active learning environment; focus attention; connect knowledge; assist students in organizing their knowledge; provide timely feedback; demand quality; balance high expectations with students' supports; increase motivation to learn; encourage faculty-student and student-student interaction and communication; and assist students in managing their time productively. Learners will get more knowledge from the lessons when they actively participate in their learning.

The good teachers support their students to use English as much as possible both in and out of the classroom. It can also be used in the classroom for social engagement with the students or their peers. Brown (1994) believes that providing students with ample opportunity to practice the language will aid their acquisition of the language in much more natural circumstances.

Interaction allows students to construct their own EFL conversations and meanings, which is seen as a great encouragement and assistance to them. According to Krashen and Terrell (as cited in Lightbown & Spada, 1999), communication allows students to concentrate on using the language rather than memorizing the structure of the language. Many experts believe that teachers' focus should be on generating meaning for students, grabbing their attention, and motivating them to take initiative and interact more with one another rather than emphasizing on mistakes correction.

Teachers' techniques can be entertaining and enjoyable while yet achieving academic objectives. Teachers should select activities that will benefit students' learning and avoid what would waste time of both teachers and students. Brown (1994) claims that intrinsically motivated strategies that appeal to students' goals and interests can improve their speaking.

Teachers should construct exercises that allow students to improve their oral fluency by interpersonal communication that is according to Murphy (1991).

(As cited in "the impact of anxiety on EFL students' oral performance" by Miss MESSAI SARA) the case of study third year EFL students of Khenchela University on June 2016)

### **1.17 Conclusion**

## **Chapter one: Literature Review on EFL and the Speaking Skill**

The focus in chapter was on the speaking skill and the importance of mastering it to be a good foreign language learner. Speaking skill must be improved by every learner that wants to achieve the proficiency level. All the foreign language learners have the desire to be fluent speakers. As a result, EFL learning and even teaching cannot be completed or achieved without being a good English speaker. For this reason, speaking express the knowledge, surely by having a good vocabulary with a correct grammar background. Pronunciation is also inevitable, and then fluency will be completed. Speaking has several types that were tackled in this chapter in order to be clear for the language learners. Functions, difficulties, and strategies to develop speaking skill were all mentioned in this literature review. The significance of speaking skill was lastly spoken about to show how much important is to be skillful in the foreign language speaking and the significant of the interaction between the teacher and students in the classes as well.

*Chapter two*

*Speaking Anxiety and the Oral Presentations*

## **2.1 Introduction**

The objective of all most learners is the mastery of language and fluent communication. However, one of the biggest problems that these students are confronted with is anxiety. In this chapter the matter of anxiety will be discussed, its definition, theories, sources, types, components, and some strategies to overcome anxiety issue. Also, oral presentation will take a part in this chapter, definition, structure, types, and the importance of oral presentations will be all spoken about in the following chapter, because speaking anxiety during the oral presentations is the main problem that most of learners need to solve. It has a considerable effect on them. Therefore, oral presentations are beneficial for students especially as it was mentioned about the group work that motivate learners to do their best for better achievements.

## **2.2 What is Anxiety?**

Researchers have been unable to agree on one concept of anxiety because it is such a complicated problem (Zhanibek, 2001). Anxiety is described as an emotional reaction to a threat to a value that the individual believes is necessary for his or her survival as a personality. (May, 1997, cited in Bekleyen, 2004, p. 50). It has been defined as the subjective feeling of tension, anticipation, nervousness, and worry associated with an arousal of the autonomic nervous system in another description (Spielberger, 1983, cited in Horwitz et al. p. 27). Similarly, Scovel describes anxiety as an emotional state of dread, a vague fear that is only tangentially linked to an entity (Scovel, 1978, cited in Cheng, 2005, p.8).

The state of anticipation, fear, discomfort, and a feeling of uneasiness are all common features of the various meanings of anxiety suggested by (Brown, 1994; Horwitz et al. 1991; Scovel).

## **Chapter two : Speaking Anxiety and the Oral Presentations**

According to Ehrman (1996), these traits are linked to unfavorable assessments of one's behavior. They become failure focused, feel inhibited, and avoid activities such as doing homework, taking an exam, and even speaking in class for whatever purpose. People may feel nervous in particular circumstances or during the learning process in some cases.

### **2.3 Theories of Anxiety**

Freud, one of the first to recognize the significance of anxiety, distinguished between objective and neurotic anxiety. Objective anxiety, which Freud equated with dread, was considered by Freud as a rational response to perceived threat in the environment. He viewed neurotic anxiety as an unconscious conflict within the individual, because the individual was unaware of the source of his or her uneasiness. There are various degrees of awareness of the source of one's discomfort, just as there are various degrees of anxiety (BENNETT, 1982).

#### **2.3.1 Anxiety as an Unconscious Conflict**

Neurotic anxiety, according to Freud, is the result of an unconscious struggle, many urges are dangerous to an individual because they violate personal ideals or go against what society allows. A young girl who exhibits strong hostile behavior toward her mother, for example, may not be aware of her feelings because they contradict her belief that one should love one's parents recognizing her true feelings would shatter her self-image as a caring daughter, putting her at risk of losing her mother's love and support.

#### **2.3.2 Anxiety as a Learned Response**

The focus of social learning theory is not on internal conflict, but rather on how anxiety is associated with specific situations through learning. Fears learnt during childhood might be difficult to overcome since the child's first instinct is to avoid or flee the anxiety-inducing environment; the child will not have the opportunity to discover that the situation is no longer threatening.

### **2.4 Sources of Speaking Anxiety**



## *Chapter two : Speaking Anxiety and the Oral Presentations*

Speaking anxiety, according to research, stems from a variety of sources. Furthermore, researchers have discovered more concise and precise sources of speaking anxiety which are

### **2.4.1 Sources Associated with the Learner**

The learner according to many experts is the primary source of speaking anxiety. The key sources according to young (1991), are low self-esteem and competition. Students with speaking anxiety according to tsiplakide and keramida (2009), think that they are poor English speakers and are fearful that their peers will mock them and negatively judge them. Aida (1994), found that students who have low self-esteem are more likely to experience speaking anxiety. This is due to their low self-esteem, and because they are concerned about what their peers would think if they make a mistake. Competitiveness according to yan and Horwitz (2008) can be a significant source of speaking anxiety. As a result, when language learners compare their abilities to those of their classmates, a competitive language learning environment can trigger speaking anxiety.

### **2.4.2 Sources Associated with the Teacher**

The negative attitudes of the teacher have been linked to speaking anxiety in numerous studies.

Subasi (2010) conducted a research to determine the origins of speaking anxiety, and the findings showed that one of the key sources of speaking anxiety was the teachers' attitudes toward the students' speaking mistakes. Young (1991) concluded that teachers with more authority felt obligated to correct all of their students' mistakes, despite the fact that this is the most anxiety inducing activity in the classroom. Similarly, MacIntyre (1999) claimed that teachers who correct their students' errors often induce speaking anxiety especially when the correction is performed in front of the class.

### **2.4.3 Sources Associated with the Methodology**

Several researchers have claimed that classroom procedures, especially EFL classroom activities that require students to speak and participate in a foreign language, are the primary source of speaking anxiety. For instance, young (1990), said that tasks that include oral presentations in front of others are the most anxiety inducing for language learners.

They also indicated that doing pair or collective exercises in the EFL classrooms would help the anxious students to speak in the classroom. Daly (1991) also found that when students speak in a foreign language in front of others, they felt more nervous.

## **2.5 Types of Anxiety**

When it comes to the definition of foreign language anxiety, there are three types of anxiety defined by: scovel (1978), speilberger (1983),and Macintyre et al. (1991) which are

### **2.5.1 Trait Anxiety**

This type of reticence specifically refers to a person who is constantly nervous in any situation. According to (MacIntyre et a. 1991), an individual with high trait anxiety is more likely to become anxious. Furthermore, eyeseneck (cited in MacIntyre et al. 1991), argued that trait anxiety can affect a person's cognitive functioning by disrupting memory and causing them to develop an "avoidance" personality.

### **2.5.2 State anxiety**

State anxiety is simply described as a fleeting fear caused by a specific provoking circumstance, such as a particular important examination. In other words, if a person has a fear of a specific situation, such as math, reading aloud, or speaking within groups, he is more likely to experience state anxiety.

### **2.5.3 Situation Specific Anxiety**

Conditional specific anxiety, according to Macintyre and Gardner (1991), is a more advanced version of the state anxiety concept. This anxiety is defined as a person's fear that steadily increases over time when confronted with a specific situation. In this case, respondent's anxiety reactions are tasted in a well-defined situation, such as public speaking, writing exam, and so on, in order to determine the impact of respondent's apprehension on language learning.

## **2.6 Components of Anxiety**

## **Chapter two : Speaking Anxiety and the Oral Presentations**

There are three components of anxiety according to Horwitz et al (1986), which are: communication apprehension, test anxiety, and the fear of negative evaluation, that will be discussed in the following part to have an idea about the main elements of anxiety, in other words from what is anxiety formed.

### **2.6.1 Communication Apprehension**

Communication apprehension is the fear that a person has when communicating orally (Horwitz et al., 1986; Daly, 1991.), it is associated with speaking activities and the embarrassment that students experience when performing in a foreign language classroom. Communication apprehension can be associated with either first or a foreign language. There are some personality traits that can lead to communication apprehension such as: shyness, and a fear of making mistakes. According to Aida (1994), learners with communication apprehension cannot communicate with others easily, or even express themselves in a foreign language classroom, for example while speaking or engaging in classes. Furthermore, researchers believe that communication apprehension is linked to the student's self-image.

### **2.6.2 Test Anxiety**

According to Toth (2010), test anxiety is described as the propensity to view the consequences of poor performance in an evaluative situation with alarm. It is the fear of failing in an evaluative situation like written or oral examinations or presentations; it can happen before, while, or after the exam. However, it is worth noting that in a classroom environment, the oral examination causes the most anxiety (Horwitz et al., 1986). According to studies, students' success in the foreign language learning process is hampered by test anxiety.

### **2.6.3 Fear of Negative Evaluation**

The fear of negative evaluation is described as the anxiety and the worry about others' evaluation, avoidance of evaluative situations, and the expectation that others will negatively evaluate oneself (Horwitz et al., 1986). It is worth mentioning that test anxiety is similar to fear of negative assessment. Although test anxiety can occur in test taking situations, fear of negative evaluation can occur in any social or academic evaluative

situation, according to Horwitz (1986). For instance, during daily group discussion or conversing in a foreign language.

## **2.7 The Impact of Speaking Anxiety on EFL Learners**

Anxiety associated with learning a foreign language, according to research, has a negative impact on foreign language learning (Horwitz, TALLON and Luo, 2010; Horwitz et al., 1986; MacIntyre, 1999; Marwan, 2016). These effects can be divided into five categories.

First, academically, foreign language anxiety refers to the level of language proficiency at which high levels of foreign language anxiety result in poor academic performance. Anxiety and academic performance have been shown to have a detrimental relationship in studies. (Horwitz et al., 2001). Students' dropping out is another academic effect. According to Bailey, ownegbuzie, and Daley (2003), high anxious students are more likely than low anxious students to drop out of their courses.

Second, high level nervous students are uninterested in interacting with others on a social level (price, 1991). According to Horwitz et al. (2010), anxiety leads students to avoid communicating and speaking in English.

Third, foreign language anxiety may act as an affective buffer that prevents information from accessing the cognitive processing system of a learner (krashen, 1982; MacIntyre and Gardner, 1989).

Fourth, since anxiety is one of the affective factors in language learning, it has the potential to negatively impact other affective factors including motivation and attitude. According to Horwitz et al. (2010), a student's attitude toward the study is possibly influenced by foreign language anxiety. According to Liu and Huang (2011), anxiety has a negative impact on students' motivation to learn English.

At last, from the personal side, students who are anxious, suffer from many bad feelings such as: being worry, sweating, forgetting and so on.

## **2.8 Techniques to Reduce Students' Anxiety**

### **2.8.1 Students' Techniques to Reduce Speaking Anxiety**

The worst issue many students face in trying to speak in the classroom is speaking anxiety in EFL sessions. It is beneficial to them to be aware of the various ways that can help them to reduce their anxiety. Tseng (2012) recommended some tips which are:

Observe and identify thinking that is unjustifiably responsible for the feeling of fear. Positive thinking is so necessary, because errors are part of the learning process, and everyone can make mistakes. It is also important to know that perfection does not mean success, since it is an objective that is possible, and it is not necessary for success.

Relaxation is the secret to turning nervous energy into positive energy by following some basic steps throughout the lesson, such as: sitting in a relaxed and straight position, taking slow and deep breathes, and stretching.

Before speaking or expressing the thoughts, students should think about them and arrange them in terms of vocabulary, structure, and intonation.

Successful communication is done by focusing on the message itself rather than on the people, and making errors is not a bad thing.

To feel at ease when interacting with others, be friendly and socialized with the surroundings.

Avoid sitting in the back of the classroom and instead step forward in front of the person you want to speak with, as this will make it easier for you to speak. Maintain a positive interaction with the teacher, welcome them during the session, and ask pertinent questions.

The importance of self confidence in the learning process cannot be overstated. As a result, building self-confidence is dependent on how much you practice speaking, and the more students talk, the more confident they will become in speaking.

### **2.8.2 The Techniques Used by the Teachers to Reduce Students' Speaking Anxiety**

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Teachers should use some techniques that are important and successful in their classrooms to help students reduce their anxiety, and Tseng (2012, pp.85-86) suggested some ways for them to do so:

Authentically caring for the students and their language learning in order to increase their enthusiasm and interest in the language is a good step to be taken. Also walking around the room, making occasional contact with students by touching them on the shoulders or patting them on the back are also important characteristics to ensure the classroom atmosphere.

Various classroom exercises inadvertently encourage students to explore their anxiety, its causes, and the effective ways to alleviate it.

Allowing the students to speak up and encouraging group exercises, pair work and role plays to carry out the lessons are all good ideas.

Introduce some activities such as song activities, listening activities, matching sentences, and spotting the differences to create a fun and enjoyable classroom environment. This type of activities should be included in the lessons to overcome speaking anxiety.

## **2.9 The Oral Presentation**

### **2.9.1 Definition of the Oral Presentation**

The oral presentation is brief talk on a specific subject delivered to a tutorial or seminar audience. One or more students give a talk to a tutorial group and share their perspectives on a subject based on their readings or study in an oral presentation. After that, the rest of the group or audience joins in on the debate.

## **2.9.2 The Structure of the Oral Presentation**

The presentation is structured similarly to an essay or a study in that it includes an introduction, body, and conclusion. These parts of the presentation must be cohesive and clearly connected. The audience would be confused and frustrated by the poorly organized presentation. That is why, it has the following structure:

### **2.9.2.1 Introduction**

An introduction is like a road map that shows the audience how the presentation will be. That is, the subject should be stated, and the audience must have an idea about what the presentation will cover, as well as the key points, have to be well explained, because the audience attention will be captured when the presentation contains a good introduction.

### **2.9.2.2 The Body**

The presenter develops the main points and provides examples and evidence in the presentation's body. The information in the body must be organized, and the presenter has to choose an organizing principle, and makes sure there are clear connections between the main points, explanation, and examples. Also the presenter has to make a point of emphasizing important information, and must inform the audience when information is especially relevant or interesting with explaining why.

### **2.9.2.3 Conclusion**

The conclusion is typically a summary of the main points made in the body of the presentation. The presenter restates the main points and responds to the questions. In the conclusion, the presenter should not include any new information, and he has to use the opportunity to demonstrate that he has addressed all of the points raised in the introduction.

## **2.10 Types of the Oral Presentations**

Al-issa and al-qubtan (2010) classified oral presentations into two types: guided and free.

### **2.10.1 Guided Oral Presentation**

They claimed that direct oral presentation is used for students who have a language proficiency level of lower intermediate or intermediate. Students should not be instructed in the proper use of grammar, lexical objects, or allocation during guided oral presentation. In addition, students are required to prepare a handout for classroom listener. One of the advantages of guided oral presentations in the classroom is that they enable students to use their second or foreign language to communicate with others in a natural way (Apple, 2006). Additionally, guided oral presentations enable students to participate in a cooperative task that requires them to use English to explain their ideas and negotiate meaning with a larger community of language learners while planning and practicing their presentations (Apple, 2006).

### **2.10.2 Free Oral Presentation**

Oral presentations are an excellent way to practice real-world communication and leadership skills. Bridging the gap between language study and language use; using the four language skills in a naturally integrated way; assisting students in collecting, inquiring, organizing, and constructing information; enhancing teamwork; and assisting students in becoming active and autonomous learners are just a few of the many benefits of creating free oral presentations for students.

## **2.11 The Significance of Oral Presentations for EFL Learners**

Oral presentations have been shown to be highly effective in developing L2 skills and increasing autonomy in learners. Girard, Pinar, and Trap (2011) discovered that using oral presentations in the classroom resulted in increased class engagement and involvement, increased interest in learning, and significant changes in students' communication and presentation skills.

One of the key advantages of using presentations in the classroom is that oral presentations are student-centered. When students are asked to make an oral presentation, it is one of the occasions in the language classroom where the students themselves have full control of both the material and the flow of the classroom (Apple & Kikuchi, 2007). This is because presenters have the freedom to choose the subject they want to discuss, the



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language, things they want to use to discuss it, and how they would describe it to their classmates.

The presenters' and audience' interaction provides all groups of learners with multiple opportunities to practice their English skills with other students in a real-world environment.

Oral presentations often provide students with process-driven experience that allows them to use English not only during the presentation, but also during the preparation process. In addition, group presentations necessitate collaboration among students in terms of planning and preparation. Students should be encouraged to use English during group work to negotiate context with their peers and to collaborate in English to prepare how they will communicate their ideas to the rest of the class. This allows students to use English to achieve a particular objective in an authentic manner with minimal teacher involvement.

### **2.12 Conclusion**

To conclude with, this chapter reviewed anxiety, its definition, types, components, sources, and its influence on students, all that was mentioned and discussed in this second chapter.

The oral presentations have such important role in learning English as a foreign language. That is, it was defined and looked at: how is it shaped, its types, and its importance for EFL learners. Because speaking anxiety during the oral presentations is the main barrier that prevents students from achieving their learning goals, so that, this chapter discussed some important strategies that must be used by both teachers and learners, because both of them play a big role in enhancing and reducing students' speaking anxiety during the oral presentations.

*Chapter three*

*Research Methods and Procedures*

### **3.1 Introduction**

This chapter discusses the methods and procedures used by the researcher to obtain data for the study's aim. The purpose of this study is to shed light on the topic of speaking anxiety and its various sources and impact, which was experienced by first year EFL master students during their oral presentations, as a result to answer the research questions, students from two different categories were chosen to fill out the questionnaire, also to be observed during their oral presentations. The first specialized in didactics, and the second specialized in civilization at the same level. Based on the results, eight teachers were selected to be interviewed. The data gathered are both quantitative and qualitative.

### **3.2 Research Objectives**

Since the role of speaking ability has grown crucial in language learning, it has become one of the most critical challenges in foreign language learning. However, first EFL master students confront numerous challenges during their oral presentations, including anxiety, or more accurately, speaking anxiety. As a result, those students struggle to give a good oral presentation, but anxiety has a negative impact on their academic performance and achievements. It is becoming increasingly crucial for EFL students to be less nervous during their oral presentations. Anxiety has become a big obstacle while learning a foreign language, and it should be addressed not just by EFL students, but also by EFL teachers.

The purpose of this dissertation is to investigate the problems students face during the oral presentations, to examine students' speaking anxiety, and to investigate the sources and components of anxiety. As a result, this study focuses on students' anxiety causes and how to reduce it, as well as the importance of speaking skill without avoiding the importance of speaking skill, and the strategies used by both teachers and students to overcome speaking anxiety problem during the oral presentations.

### **3.3 Methodologies Undertaken by Other Researchers**

This work is based on other studies and researches that have been found to be important or in the same extent to this work. Studies are principally of (MacIntyre 1999), (Lucas 1984; Philips 1992; price 1991), alhamadi (2014), al arabi (2015), hamouda (2013),

Mukminin et al. (2015), Curtun (2009) and others. Following the recognition of language anxiety as a distinct concept (Horwitz, Horwitz and Cope, 1986). Other researchers began to look at the origins and effects of speaking anxiety in EFL students. Competitiveness was found by a large number of researchers as a key factor in influencing students' speaking anxiety. Curtrone (2009), for example, found that inter-learner competition is one of the primary sources of language anxiety among Japanese EFL students.

Furthermore, Kayaoglu and Saglamel (2013) linked students' fear of failure in front of others, competitiveness, and the fear of making mistakes to their speaking anxiety at BOND University. The main causes of Korean EFL university students' foreign language anxiety, according to Young's (2004) qualitative study, were students' self-esteem, competitiveness among their peers, context anxiety and lack of group membership. A number of studies in the field of foreign language speaking anxiety found that teachers are a major contributor to students' poor language learning abilities. According to the literature, teachers' main causes of speaking anxiety were preparing students primarily for exams, using traditional teaching methods without considering students' needs, and teachers' negative evaluation. Shuying (1999) in China for example, noted that most Chinese teachers' primary preoccupation is still preparing for national tests, while they disregard communicative skills, which require learners to practice their language in real life situations. Mukminin et al. (2015) presented another perspective on the teachers' role in inducing anxiety. One of the explanations cited by the researchers was students' anxiety of being judged by teachers.

One of the participants said: "my English teacher is more knowledgeable, therefore I am anxious to speak English with him". This statement implies that students were afraid of making mistakes in front of their teachers since they thought they were more English-competent.

Test anxiety was identified as one of the significant factors affecting EFL learners in the learning process in previous research. In his study, Hamouda (2013) discovered that 67, 92% of Saudi students are more anxious during oral exams. He claimed that it is essential to "note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously" (p. 27). Al Arabi (2015) used the Foreign Language Classroom Scale (FLCAS) to investigate the level and sources of anxiety among Saudi EFL university students over the course of three years. A total of 1,389 Saudi students took part in his

research. The outcomes of the study revealed that the main source of anxiety among the participants was fear about communicating owing to a lack of preparation before to the English lesson. Furthermore, students' restricted engagement in EFL classrooms was thought to be a contributing factor in their low speaking proficiency, which led to their anxiety.

Few studies had explored the negative effects of foreign language anxiety among Saudi students. To examine the causes behind Saudi students' low speaking proficiency, Alhamadi (2014) conducted a qualitative study by observing 10 English speaking classes for the foundation year students at TIBAH University. She believed that anxiety was a significant component that hindered language development. She concluded her investigation by recommending that Saudi Arabia's educational system for teaching second language must be improved. The relationship between anxiety and performance in a foreign language is the most important aspect of research into foreign or second language anxiety. Numerous studies have discovered that anxiety has a negative impact on language performance, with some researchers claiming that it is one of the most powerful predictors of foreign language success (MacIntyre 1999).

### **3.4 Participants' Background**

#### **3.4.1 Students' Profile**

The research subjects were Algerian first year EFL master students in the English department of (DR Moulay Tahar SAIDA). Where they were categorized into two different specialties the first one is called didactics and the second one is called literature and civilization, at the same degree. For all of them English is a foreign language. Students were studying differently this year, because they used to have three years of license which were the same, but for this year they were studying their own choice speciality, and it was the last year before they graduate and finish their studying career. Even though they were at the same degree but their abilities in speaking during the classes and during the presentations were totally different.

Didactics group seemed to have a high level in speaking skill during their presentations, the literature and civilization group on the other hand, had lower ability because they were talking about foreign historical background. There was also a huge

different between males and females concerning anxiety, thus, males were less anxious than females, there was a noticeable different in their level of anxiety. For the goal of this study, people with high level of anxiety were referred to as the anxious students. And the others with low level of anxiety were referred to as normal or less anxious students. All participants were between 22 and 24 years of age and they had been EFL students for about 4 years.

More than 60 students took part in this study, including more than 30 in the didactics field, and another 30 in the literature and civilization field. Their oral presentations were required and recommended by their teachers to improve their speaking skill and to reduce their anxiety level as well to have better academic achievements.

### **3.4.2 Teachers' Profile**

Eight EFL university teachers were interviewed in this research study. In order to have exact information about students' speaking anxiety, that can be useful for this study. Teachers gave a lot of information about anxiety causes, solutions, and they talked even about their role in either increasing or decreasing their students' speaking anxiety. The researcher took into consideration the informants' degrees that they held, and their teaching experience. Most of teachers held the doctorate degree except two of them who held the magister degree, also their teaching experience varied and depended on each one of them.

All The participants were teaching at the same university (DR moulay Taher University). Among the eight interviewed teachers, there were three men and five women. The participants' experience in teaching English ranged from 7 to 24 years. At the time of the data collection teachers were teaching in different levels, in both license and master, so that; they had a clear idea about the topic and about their students' situation concerning speaking anxiety during the oral presentations.

### **3.5 Research Instruments**

Three research tools were used in this study; the first one is the classroom observation, students' questionnaire, and teachers' interview. The observation was made by participation and being presented in the classroom with students during their oral presentations. The

questionnaire as well which is the most common research tool of collecting data, in addition to the interview that allows the interviewer to collect data by asking questions directly to the respondent.

### **3.5.1 Classroom Observation**

The classroom observation is very useful method that can be used for the sake of gathering data about any research topic. It allows the researcher to collect data on speaking anxiety problem. It looked at when students were anxious and why, as well as the role of the teacher in this situation. The type of the classroom observation used in this study was unstructured, since in unstructured observation, the researcher does not define any hypothesis or prepare any opinions previously; the outcome in the unstructured observation will be clear only after participating and being part of the situation. The first systematic classroom observation dates from 1914, when symbols were affixed to students' names on a seating chart to indicate participation in recitation activities. Engelhart (1972) references a study by HORN (1914) in which observers marked a seating chart with small circles for each request to recite and small squares for each response to the request to indicate pupils' participation in recitations.

The observation used in this research was a hidden one, because students had no idea about the fact that they were being observed. For the sake of collecting the necessary data, the researcher sat at the back of the classroom and took notes about the following points: students' preparations for their presentations, their ways in introducing, discussing and treating their topics, their gestures, tools they were using, their interactions with their audience, and the most important point which was to check if there were any anxiety symptoms during their oral presentations, how could they deal with it. Teachers were observed as well, by remarking their feedback for their students, their ways of evaluating them, and the time they were giving to their students, in addition to the type of subjects that they wanted their students to present.

### **3.5.2 Questionnaire**

A questionnaire is a written form that a respondent fills out to obtain data. Questionnaires are also commonly used in schools to gather student feedback on teacher performance. The types of questions in the questionnaires can be categorized into two types, according to Marshall: open-ended and closed-ended questions. There is also another type which is multiple choice questions. As a result, the responses to these two types of questions are classified as open and closed questionnaire data. The questionnaire employed in this study was given to more than 60 students, from two first-year EFL master's specialties it was not a written questionnaire, but rather an online one, and it is sectioned into six sections, the first section was about personal information, it included two questions one about age and the other one about Gender.

The second section title was: students' attitudes towards oral presentation anxiety it contained two questions also, both questions were close ended. Then, the third section talked about causes of learners' oral presentations anxiety, with four questions, three of them are multiple choice questions while the other question is open-ended. The fourth section seeks to ask about solutions for reducing students' speaking anxiety, containing two multiple choice questions. Moving to the last part which was the fifth section which was in a form of free answered questions was students were allowed to give their opinions or to add anything they want concerning the research topic.

### **3.5.3 Interview**

After observing students and giving them a questionnaire to answer, an interview for teachers was designed as well. Eight Teachers were interviewed for the sake of collecting more data and more information. Since that is known that the interview is the most appropriate tool that searches in depth. There were five sections in the interview used in this research. Each section contained two questions. The interview started by asking teachers about personal information. Then, the second section questions were about teachers' attitudes towards their students' oral presentations anxiety. This interview tackled also the causes of speaking anxiety in its third section, then, asked about any appropriate solutions to reduce speaking anxiety problem in the fourth section. The fifth last section was opened to teachers to add any extra Information or any different opinions concerning students' speaking anxiety during the oral presentations. This interview involved both



structured type and semi structured type because it was done face to face with some teachers and it was sent to the rest of them.

Five teachers were interviewed face to face with a semi structured interview and the other three teachers could not be present to have the interview face to face so that, the researcher sent them the questions in a written form through their emails. The interview was recorded with five teachers and in a written form with the remaining three teachers, it took from 7 to 17 minutes of time it depends on each teacher's explanation and answers, so that, the time was not fixed it varied from teacher to a nother. This interview helped in gathering direct correct data that was significant for this study.

### **3.6 Research Procedure**

Three research techniques were utilized to gather the necessary information for the current study: a classroom observation by being present with students during their oral presentations, a questionnaire presented to first year EFL master students both specialties didactics group and the literature and civilizations group, in addition to an interview with EFL teachers. To begin, an observation was conducted after having both specialties teachers' permission, in order to be present in the classroom to be able to determine whether or not there was any anxiety among students to complete the researcher objective in collecting the needed data.

After dealing with the classroom observation, the next task was to deal with the students' questionnaire, which consisted of an online survey given to more than 60 students. The purpose of the questionnaire was to confirm what has been observed during the classroom observation concerning students' speaking anxiety during their oral presentations, and to identify any items that were unclear or unnecessary. For the sake of avoiding any misunderstandings, the researcher tried to be concise and precise as possible when designing the questionnaire.

After the classroom observation and the questionnaire, the third data collection tool that took a place in this research too was an interview, it was both face to face and recorded with five teachers, and written and sent by email with the other three teachers that could not be present. Preparing a questionnaire and an interview is a difficult process that necessitates a great deal of care and objectivity.

### **3.7 Data Analysis**

Collecting data is such vital step that the researcher goes through, but this operation will not be completed without the data analysis, these collected data should be modified, simplified, analyzed, and summarized by the research, because the chosen research instruments were meant to capture both quantitative and qualitative information, the data analysis in this study can be broadly classified as qualitative and quantitative. Qualitative and quantitative researches are widely thought to be fundamentally different. Nonetheless, their goals are similar in a number of ways.

The basic goal of quantitative analysis is to translate data into numerical forms and analyze them statically. It was used in this study to provide a clear and objective overview of the information gathered. The quantitative analysis in this paper is based on quantified data that can tell us about the primary sources of speaking anxiety among first year EFL master students during oral presentations, the value of speaking skill, and strategies for reducing speaking anxiety. The information is summarized in graphs and tables, which are then transformed to percentages for comparison. Quantitative data is useful for determining whether or not hypotheses are right, and it can yield a large amount of information. It is also utilized in variety of fields. Quantitative data analysis enables the organization and preparation of data for distribution to others.

Qualitative analysis is thought to be very useful for acquiring a thorough understanding of the study problem. It gives information about a problem's context. Meanings, a concept, a definition, symbols, and a description of things are all terms used by Berg and Howard (2012) to describe qualitative research. This definition is clearly demonstrated that qualitative research includes all of the necessary instruments for eliciting recall, which aids in problem solving. To collect data from participants in their natural contexts, qualitative data instruments such as observation, audio or video interview, and field notes are employed. The data gathering methods used provide a complete description of the study in terms of the participants.

### **3.8 Conclusion**

This chapter was concerned with the description of the research design, and then, talked about the research instruments. It has been devoted to the researcher's empirical

phase.it presented the data collecting tools that were utilized by the researcher in this work to test and investigate this research hypotheses. These tools included the classroom observation, a questionnaire for student, and semi structured interview with teachers. It has also talked about this research objectives and the methodologies used by other researchers in discussing such topic. Both students and teachers' background were described in separated parts. That is, the data gathered are described in this part and the analysis with the interpretation will be discussed.

*Chapter four*

*Data Analysis and Interpretations*

## **4.1 Introduction**

This Fourth chapter is about the results of the data analysis that are presented as absolute and relative frequency counts. It shows symptoms of students' speaking anxiety during their oral presentations, causes of anxiety, teachers' role in reducing students' anxiety, solutions to overcome anxiety problem and all what is related to EFL students' anxiety.

This work was designed as a quantitative and qualitative study to achieve the objectives of this research. The data collection provided a broad view of students' obstacles during speaking and how they can be overcome. That is, this chapter represents the practical part of the study, which involves the combined use of both quantitative and qualitative data analysis techniques. At last the key findings of this investigation are reviewed in this fourth chapter to determine the amount to which the questions of the research study have been answered.

## **4.2 Classroom Observation**

This observation technique was used to assess how Algerian first-year EFL master students deal with their speaking anxiety, and how both students and teachers were dealing with anxiety issue. As a result, the researcher was present with both groups to better observe the target situation to see if there were any speaking anxious students during the oral presentations. Furthermore, the researcher used the classroom observation to collect data directly in order to have a deeper understanding of the situation.

### **4.2.1 Design**

In the current work, the researcher did not prepare any items or questions sheet previously, the classroom observation of this research work was after asking for teachers'

## **Chapter four : Data Analysis and Interpretations**

permission to be present in their sessions with their students, it was made during four weeks, that is, the investigation was made in good period of time that allowed the researcher to take notes in full concentration, during the 2020/2021 academic year.

The times that the researcher took in observing the two groups varied, from three to four periods. Students were not informed that they were observed that is, that was a good step for gaining real information about students' situation during their oral presentations. as it is mentioned before, the researcher worked with an unstructured observation that was not prepared before start observing, she just start taking notes after being present in the real situation.

### **4.3 The Analysis of Classroom Observation**

#### **4.3.1 Classroom Environment**

As a part of the study the researcher should observe how the classroom was managed. There is inevitable impact of the classroom atmosphere on students' psychological side and their achievements as well. Therefore, the researcher observed the classroom generally, about students and teachers. The first thing that was remarked concerning classroom environment is the time commitment. Both teachers and students were at the time, there were just two or three students from each group who were coming late sometimes, but for the rest, time was respected, and that shows teachers' honesty towards their job and students' interest about their studies.

#### **4.3.2 Students' Situation in their Oral Presentations**

##### **4.3.2.1 before Oral Presentations**

Some students were ready and organized to present, they directly asked their teachers to pass to the board to make their presentations done. In contrary, there were a lot of students who were not well prepared to present, they did not even finish their works, and they were completing their exposes in the classroom just before the presentations at the last minutes. They were searching for the extra needed information. The researcher observed the lack of preparation by students before their oral presentations. There were also students who were preparing their exposes in fifteen minutes during the presentation session because they had no idea that they had to present something, so that, they were unfamiliar

with their topics because as it was mentioned they were preparing the works during the presentations session which lead them to be anxious during their presentations and they were misguided by wrong information due to the absence of preparation and lack of time because the period before the presentation was not enough for them to get the work complete. Speaking anxiety appeared on students obviously when they were not well prepared for the oral presentations. The researcher has also observed that there were individual works that turned to become pair or group works. Students were asking their friends to add them in the ready prepared works in order not to be punished by their teachers, but the results were not good as they expected, yet, they were confused during their presentations, they did not know who was supposed to speak first or next, that is, they had a clear anxiety because they were asking teachers for more time for rethinking and reordering their ideas to finish the presentations.

#### **4.3.2.2 Students' Speaking Anxiety during their Oral Presentations**

The researcher explored students' anxiety in this part, by observing several symptoms that appeared on students during the oral presentations, such as, starting talking directly without introducing the topic or even mentioning the title of the work, because they were anxious and nervous, so that, they kept talking about the topic until they had finished it. That was a strong sign which shows that they were anxious.

The researcher has also noticed various unnecessary moves that were made by students which showed their anxiety during their oral presentations and confirmed that anxiety does exist among first year EFL master students. Symptoms of students' speaking anxiety were as follow: touching the parts of body so much, like their faces without any reason and they were interlacing their fingers because of the tension.

Stuttering took part during the whole presentation for some students; they could not pronounce words in a complete way, yet they were repeating the words more than twice, they had difficulties in spelling words correctly as well, they were talking with a speedy language that made losing their concentration on their works presentations. They were also talking in a weak scary voice that leads teachers to ask them to speak up.

The majority of students learnt their works by heart, but it was a wrong step to be taken, because they just memorized their presentations without understanding it they were

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just talking during the whole presentation without any clarification or explanation for their classmates, they were talking nonstop, from the beginning of the presentation till the end, with Mentioning a lot of unnecessary details that made the presentation too long and needed to be summarized.

Fear of making mistakes, and fear of negative evaluation were obviously appearing on students, they thought that they will be laughed at by their friends if they commit a mistakes during the presentation, so that, they were hesitating of presenting their works in order to avoid their classmates comments, that is, the researcher observed that they were suffering from anxiety even before the presentations which led them to be anxious speakers during the oral presentation.

Students' fear of their teachers evaluation impacted them in a bad way, there were some students that were thinking and talking about that before even presenting, they were wondering how their exposes will be evaluated by the teachers, whether they will accept them or no, how their presentations will be, and how will their teachers reacts, those students were extremely anxious during their oral presentations and they did not have a good presentation, yet they presented their works in a tension and nervous way that did not help them at all, yet it made them present In unorganized way.

The observer had a nother remark which was the variation between the level of anxiety, for instance females were more anxious than males, they were hesitating all the time, some girls even wanted to postpone their presentations to the next sessions, they just wanted to avoid being in front of their classmates, they were asking their teachers to give them a nother chance to present in

The mentioned symptoms has been remarked by the observer concerning speaking anxiety signs, in addition to a nother noticed signs which are the most important concerning students and audience interaction, because the researcher observed that there was a lack of interaction , there was no eye contact between the students and their audience, students kept looking just at the teacher avoiding their classmates, in addition to a nother remark which is reading the whole expose from the paper without even looking at teachers, their classmates, or even moving anywhere. This part summarized students' speaking anxiety symptoms that appeared on students during their oral presentations and



made them feeling nervous, confused, and anxious. It can also impact their academic achievements as EFL learners.

#### **4.4 Pair and Group Work**

The researcher observed that students who worked in pairs or groups were less anxious than the other students who present their works individually. They were talking freely and explaining in a good, clear way that made the discussion of the topics perfect and easy for the audience to understand especially with the usage of computers and data shows, because they were of a great help for students in discussing their topics in a good and preferable way for both teachers and their classmates, it included some clarifying pictures, and short videos that made it all obvious, understandable and less time consuming, that is, working in groups or pairs was very vital and beneficial for all teachers, students, and the audience especially.

Groups and pair presentations made the presenters feel at ease and give their best for a better, perfect, and complete performance. This was about students who has the researcher observed that they were not anxious unlike their classmates who were working individually.

#### **4.5 Teachers' Feedback and Evaluation after the Students' Presentations**

As students took part from the classroom observation, teachers were also under observation. Concerning students' choice of topics, they were all suggested by the teachers all topics were average and suitable for all students' levels, the teachers knew what was appropriate for their students and their abilities.

The observer noticed the relationship between students and their teachers which was friendly and helpful for students during their learning, since it is known that teachers' relationship with their students is an important factor for achieving knowledge and self-confidence, which was remarked clearly by the researcher.

After the students' presentations, teachers had to evaluate them and give their feedback, their way of evaluating their students' works was perfect, and they did not show their student that they did a lot of mistakes, yet they corrected them in a hidden way which made students feel supported.

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Teachers' motivation played a vital role in encouraging students to do their best in the coming exposes, because as it was mentioned before, students afraid of both making mistakes and they had fear of negative evaluation as well, so that, they felt motivated when their teachers evaluate them kindly in a good way, and corrected their mistakes indirectly in order not to make them feel embarrassed or laughed at.

### **4.6 Discussion of the Main Results**

The classroom observation that was used in this research study, explored that first year EFL master students both specialties have been suffering from speaking anxiety problem, since the common signs the common signs of anxiety were remarked during their presentations.

Different symptoms appeared when students were presenting which confirmed that there was a problem of anxiety including body symptoms and psychological signs as well.

The signs of anxiety were observed in different cases especially in front of students' classmates and teachers, during speaking. Students' speaking anxiety was caused by various factors related to both teachers and students.

Sweating and the weak scary voices were among the factor that confirmed to the observer that there is speaking anxiety among both of specialties students, stuttering and repetition of words also were among the physical signs that showed anxiety among students during their presentations because they were afraid and mispronouncing words during speaking that led them to be nervous and stressed, they were also cleaning their faces each time during the exposes without any reason.

Stacking on the same expression, hesitations, extra unnecessary moves, and even laughing was all causes that emphasized on a fact which is that students are suffering from speaking anxiety.

The time that the observer spent with the participants helped to discover and remark and confirmed that master one students of both specialties were anxious, especially those who were working individually, they were extremely nervous and relied just to their papers, there was no eye contact or interaction between the presenters and their teachers or their audience either. They just wanted to finish their works only for the sake of having their

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needed. Marks, students who presented individually faced various difficulties in explaining their works, and they were avoiding their classmates' questions about the topic because they were anxious, they even refused to answer any questions concerning the presented work, so that, individual presentations were not always of a great aid for students, yet it made them more anxious and worried about how their performance will be.

Pairs and groups work in the other hand, were very helpful for students, all students who were working in pairs and groups gave a perfect presentation by being less anxious and more self-confident than their classmates who presented individually. Especially when they worked with some useful tools such as: computers and data shows, they were presenting in an easy, clear, and flexible way that helped the audience understanding what the topic was about, and they were giving a great attention while their friends were presenting. Data shows with pictures and short videos were useful for both: reducing anxiety during the oral presentations and for making the discussion of topics clear and understandable, so that, this result reveals that groups and pairs works in addition to the usage of the helping tools are successful ways for overcoming students' speaking anxiety during the oral presentations.

The variation of anxiety degree among both genders males and females was obvious, that is, females seem more anxious than males because they were confused and mixing ideas by talking randomly in the oral presentations, that is, it was explore that females are more anxious than males, it appeared clearly when females were shy of facing their teachers and their classmates.

Motivation and support by teachers was, a good, helpful, and anxiety reducing step, that teachers can do for the learners, the positive feedback and indirect evaluation of students mistakes, made the learners feel encouraged to do and give their best In the coming presentations, because they were afraid at the beginning of being negatively judged and evaluated by their teachers, but when they were motivated and welcomed by their teachers they understood that it is a normal thing to make mistakes, but the most important is to work on the mistakes in order to be positively improved.

Teachers have a vital role in overcoming their students' anxiety, by supporting them and correct their mistakes in an appropriate way that cannot embarrass them or make them feel shy about. They also play a big role in providing the needed relaxing classroom

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atmosphere, because it was concluded by the observer during his presence with the participants during their presentations, that the relaxing classroom atmosphere is the best way that can make students feel comfort by overcoming their speaking anxiety and improving their self-confidence, so that, the teacher is the main responsible of making students less anxious and good speakers.

Classroom observation helped the researcher to notice both teachers and students' attitude towards speaking anxiety, what are the main symptoms that show students' anxiety, what teachers did to help their students and how their reaction was when their students became anxious in speaking about their works; the researcher discovered and confirmed master one EFL students' speaking anxiety during their oral presentations, symptoms, body language, reactions, teachers' feedbacks and motivation all were discussed in this part in order to have a clear idea and solutions for the talked about issue.

### **4.7 The Analysis and Interpretations of Students' Questionnaire**

#### **4.7.1 Sample of the Study**

The target population of this study is first year EFL master students, at the English department of dr Moulay Tahar University of SAIDA. the main cause that **leads** the researcher to choose master one students and not any other level , was based on the fact that they face anxiety during the oral presentations and that they need to find a solutions for the situation especially because they are having their last year before graduating, so that, it was vital for both the researcher at first to study their case and try to solve the problem, then, for master one EFL students at second to be aware of the obstacles they have and to be able to overcome it following the founded solutions to feel comfort during their oral presentations in the classroom, and during the day of their graduations.

#### **4.7.2 Questionnaire Description**

As it was mentioned before in the third chapter, this questionnaire was administered for master one students it involved five sections, with two questions in each section , and the last section was devoted for extra opinions or feedback or any ideas that students have or need to discuss , they were free to add and talk about anything they want concerning speaking anxiety problem, while the former four sections aimed to have Information about

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the participants background at first such as: age and gender, and about students' attitude towards oral presentations anxiety secondly, then, the third section aimed at investigating the main causes of students' oral presentations anxiety, and the fourth section attempted to find solutions to reduce students' speaking anxiety during their oral presentations.

**4.8 The Analysis of Students' Questionnaire**

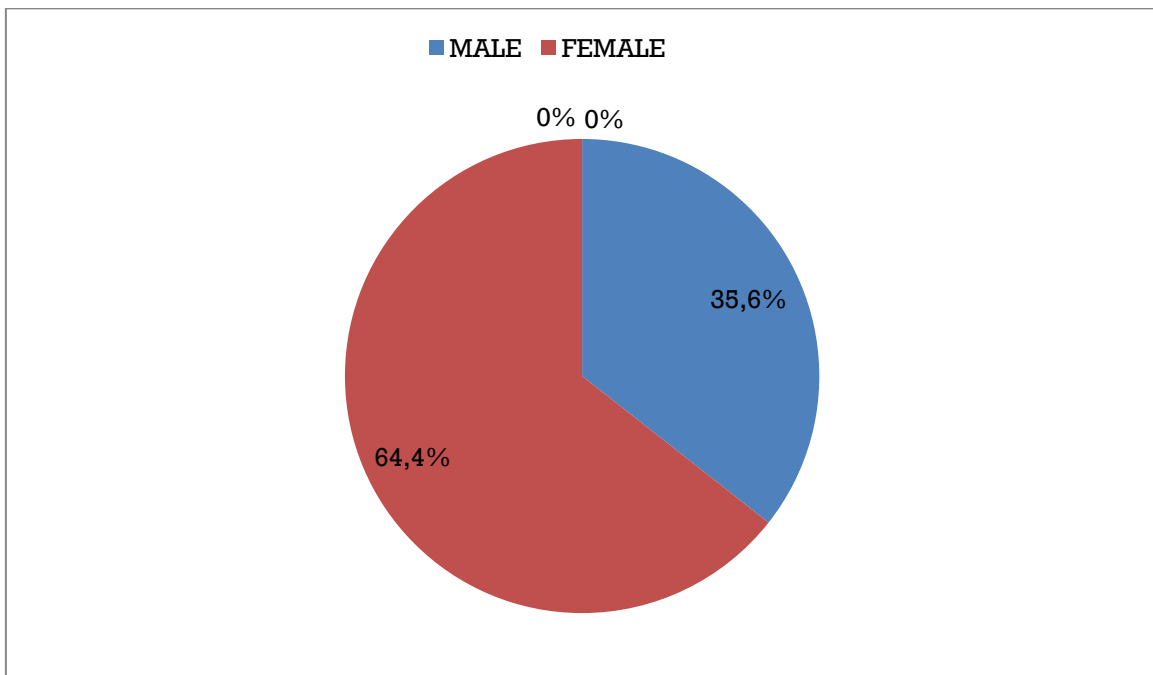
**Section One: Background Information**

**Q1: students' gender**

**Table 01:** Stents' Gender

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	16	35.6%
<b>Female</b>	29	64.4%
<b>Total</b>	45	100%

**Figure 01: STUDENTS' GENDER :**



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As it is shown in table 1 and figure 1 it's clear that the majority of the participants are females which they represent (64, 4 %), whereas (35, 6) are males. Maybe this is due to the fact that females are more interested in studying foreign languages than males.

### Q2: Students' Age

**Table 2: Students' Age**

Age	Number	Percentage
Less than 22	17	62.2%
More than 22	28	37.8%
<b>Total</b>	<b>45</b>	<b>100%</b>

**Figure2: Studnts' Age**

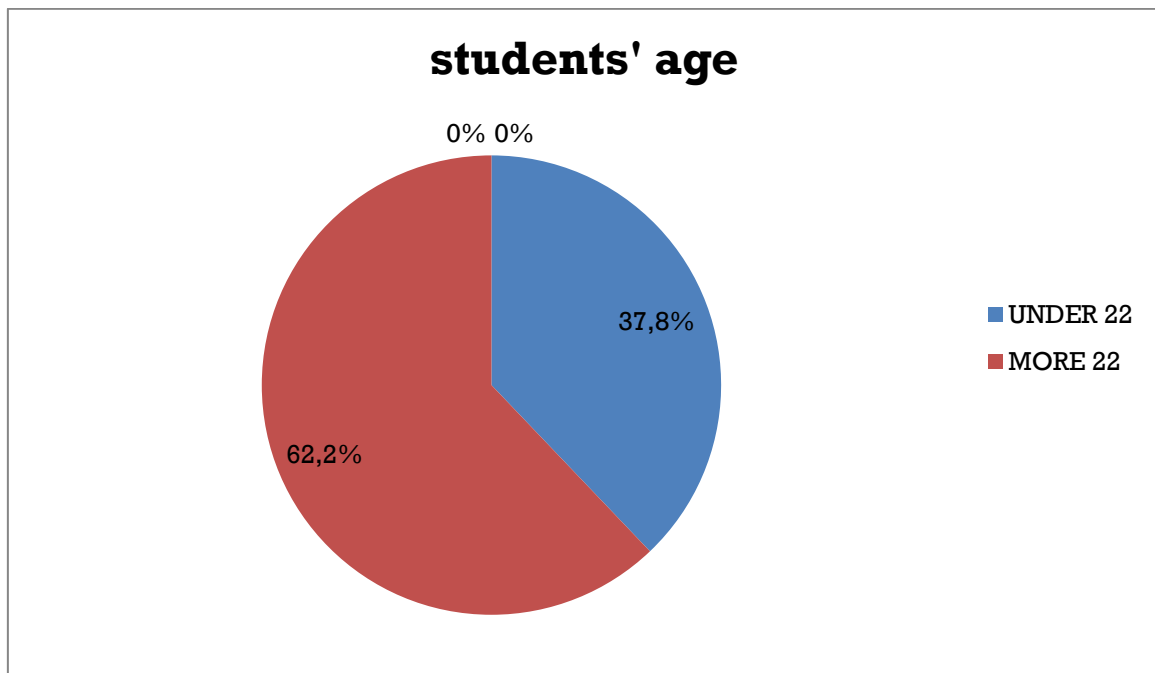


Table 2 and figure 2 reveals that the majority of students are more than 22 which represent (62 %). While (38 %) are under 22, from the results we can notice that the great majority of learners are older.

### Section Two: Students' Attitudes Towards Oral Presentation Anxiety

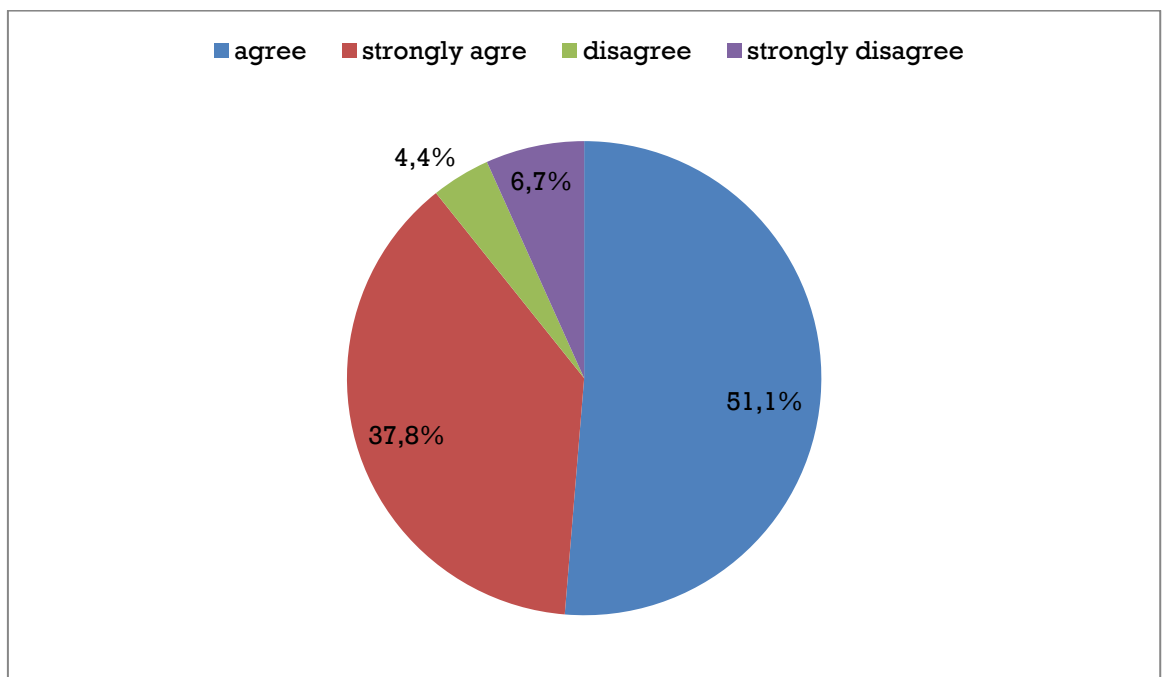
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**Q1:** According to you, does gender effects students' level of oral presentation anxiety?  
Justify your answer.

The great majority of students agree that gender impacts the students' level of anxiety and they justify that females are more likely to be anxious maybe because women tend to be more prone to stress than males adding that males often feel normal and confident during presenting

**Q2: Does the type of audience affect your level of anxiety?**

- a- Agree
- b- Strongly agree
- c- Disagree
- d- Strongly disagree



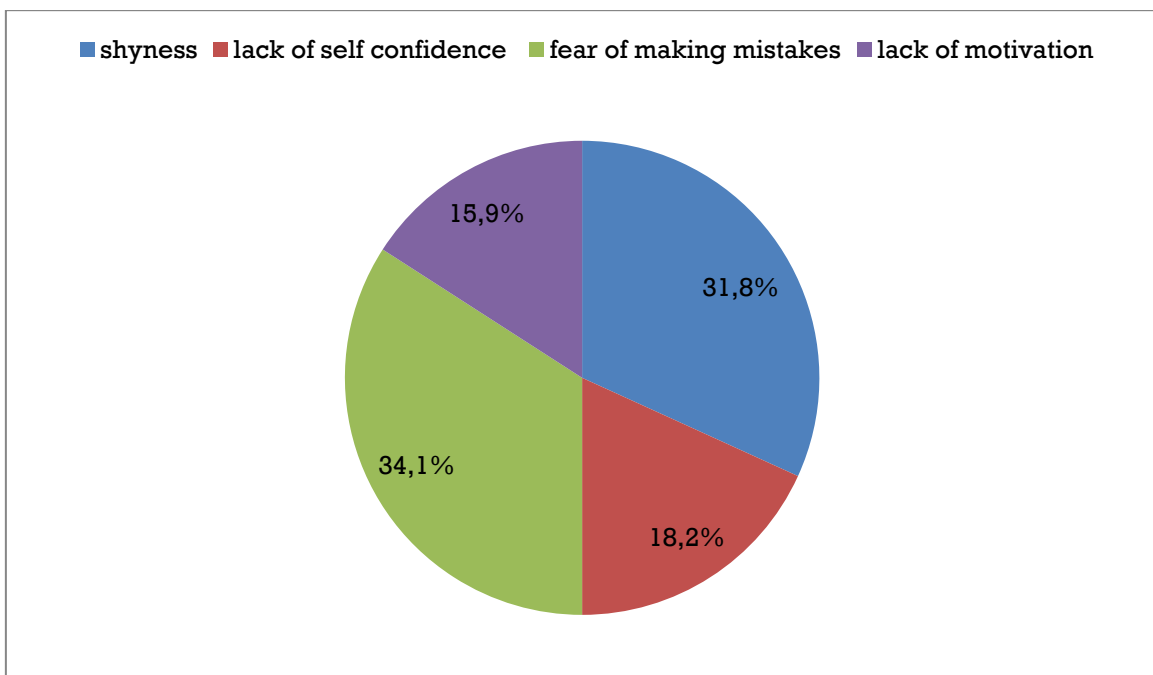
**Figure 03: Students' Opinion about the Impact of Type of Audience on their Level of Anxiety**

This figure demonstrated that great proportion of student 50% agreed with the fact that audience type has a big impact of students' level of anxiety, in addition to that 37.8% strongly agreed on that, which confirmed that students are truly affected by the type of audience that to say that when students present in front of familiar audience (class mates)

they feel comfortable and less anxious? Where as 10.7% differs from those who disagree and strongly disagree, that the type of audience has no effect on students' level of anxiety.

**Section three: Causes of Oral Presentation Anxiety**

**Q1: what are the psychological obstacles you often face in oral presentation?**



**Figure 04: The Psychological Impediments that are faced by Students during the Oral Presentation:**

As it is shown in the figure above fear of making mistakes 34, 1% and shyness 31, 8% are the main problems that students encountered in their oral presentation, On the other hand, Lack of motivation and self-confidence is inevitable obstacle that causes speaking anxiety during the oral presentations,

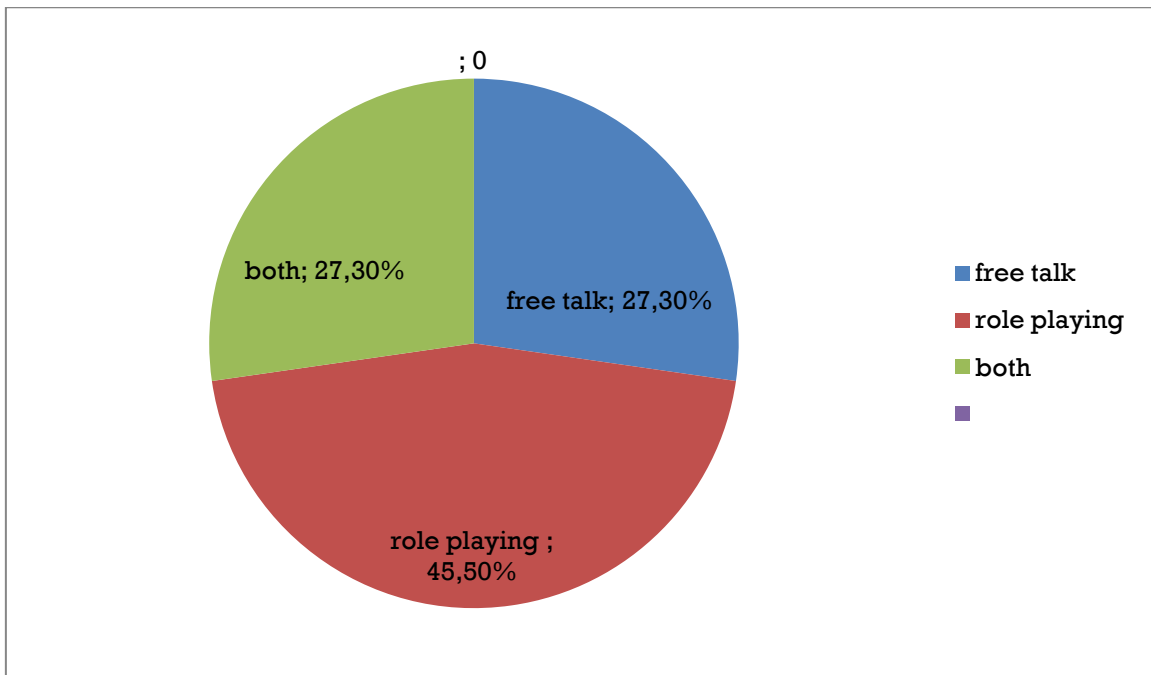
**Q2: according to you which of these activities makes you feel anxious?**

-free talk



-role playing

-both



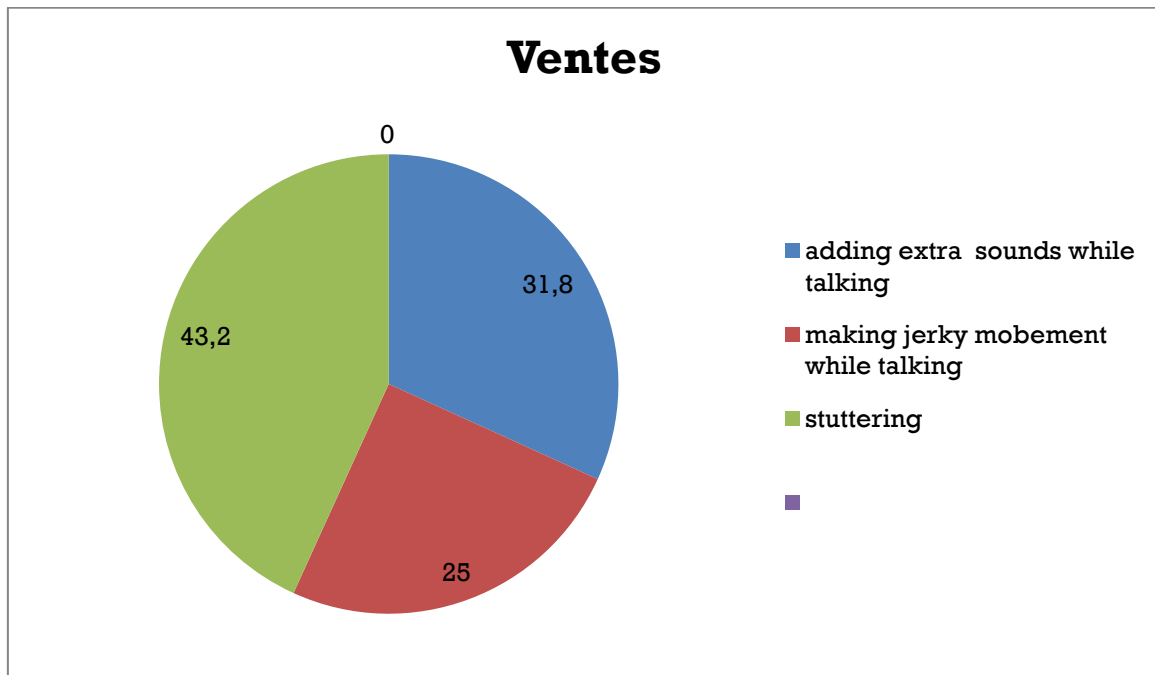
**Figure 05: Activities that Make Students Anxious:**

It is shown in figure 2 the great majority 45, 50% of student's place a great emphasis on role playing and considers it as one of the main activities that make students anxious while performing , whereas , 27,30 % state that free talk makes them anxious because they are going to perform in front of an audience this audience it depends if it is familiar or not which may increase their anxiety level , Moreover, 27,30% of students agree that both play a role in increasing anxiety.

**Q3: what are the cognitive problems that you usually face while presenting?**

Each student answered according to what he already experience, some of them said that they cannot concentrate, while others state that they face lack of preparation and readiness, but the great majority of students admitted that the two main reasons are: shyness and the fear of making mistakes, adding also the poor vocabulary that act as a barrier when students have a low linguistic competence they cannot express themselves in the right way as a result they get more anxious.

**Q4: which of these pathological difficulties you are facing during your presentations?**

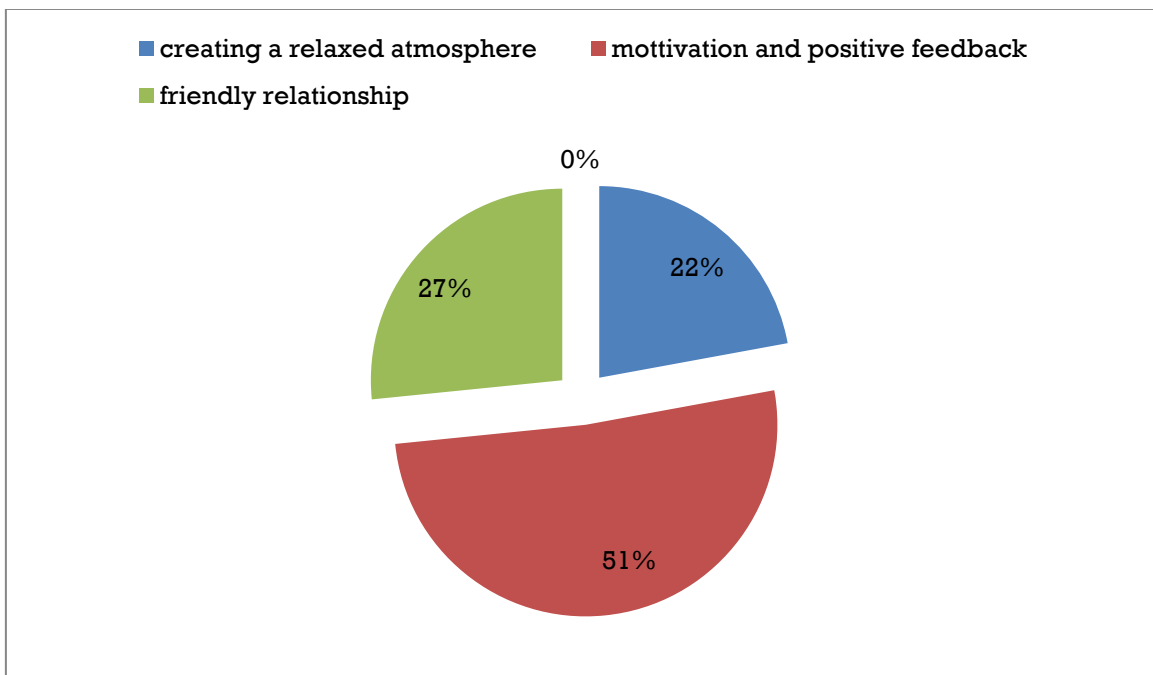


**Figure 06: The Pathological Obstacles EFL Learners are facing during Their Presentations**

The result obtained denote that stuttering is the main problem that students are suffering from during their oral presentations because the great majority of them declared that, with a statistic of 43.2, and others said that adding extra voices is their principal problem with a percentage of 31.8, and just a few of them talked about the inappropriate movements that have been done while presenting with a percentage of 25 , that is, the results show the fact that students' main impediment is stuttering.

**Section four: Reducing Oral Presentation Anxiety:**

**Q1: what do you expect from teacher to do in order to reduce your level of anxiety?**



**Figure 07: Teachers' Role in Reducing the Oral Presentation Anxiety:**

As it is shown in figure one the majority of students 51 % declared that they need motivation and it is a vital step to be done by their teachers, because when teachers encourage their students to speak this will trigger their participation. On the other hand, 27% of students state that creating friendly relationship between students and their teachers help overcoming anxiety and guarantee students active involvements in the classroom, whereas, 22.2% of students state that creating a relaxing classroom atmosphere which is anxiety free make students comfortable participate more and learn more.

**Table3: students' Variations of Choices**

**Q2: what can you do to reduce your level of anxiety?**

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Choice	Percentage
Positive self-talk	35.6%
Risk taking	17.8%
Preparation and practice	46.7%

**Figure 2: Students' Role in Decreasing Their Level of Anxiety:**

The table above demonstrates that the majority of students (46.7%) declared that preparation and practice are the most effective solutions to reduce their level of anxiety when students are well prepared they will perform well .Whereas, (35.6%) of students have chosen positive self-talk ,because they believe that their positive thinking will improve their abilities increase their self-confidence and decrease their anxiety at the same time .while the least of them with (17.8%) said that risk taking is a brave step to control anxiety when students just take the chance and don't think about the consequences .

#### **Section Five: Further Suggestions and Comments:**

In this section students were asked to feel free in adding any other suggestions or comments concerning the topic, the majority of students did not add any extra information, while the others declared that anxiety during oral presentation is a very significant issue that we need to shed light because it composes a hard obstacle for the majority of students.

#### **4.9 Discussion of the Main Results**

The purpose of this study is to investigate and look at the speaking anxiety of master one EFL students during oral presentations. To achieve this goal and answer the study questions, a questionnaire was given to more than 60 students from the department of English at DRMOULAY TAHAR SAIDA'S UNIVERSITY, who were divided into two groups: didactics and literature and civilization. Many results were revealed after analyzing students' questionnaire

First, the background section showed that females are more interested in learning English as a foreign language because they were more than male with a percentage of for females and with a percentage of 35.6 and concerning the age, the majority of students were more than 22 years old, that explored that they are aware of their choices in studying English till the level of first year master.

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The second section answers shown many facts, the third question (q3) for instance indicates that Gender effects students' proficiency of oral presentations, by justifying that females are usually more anxious than males. The answers of the fourth question explored that the type of audience can be anxiety provoking as well, since more than half of the participants agreed on that with a percentage of 51.1 and others strongly agreed too with a percentage of 37.8, which helped the researcher to confirm that type of audience has a great impact on students' level of anxiety, that is, students feel anxious when they are performing in front of unfamiliar people, unlike when they are presenting in front of their classmates or people they know.

Fear of making mistakes is one of the biggest psychological impediments that lead students to feel anxious during the oral presentations, in addition to shyness which prevents them to give their best, and make them less self-confident. Lack of motivation has also a role in being an obstacle that can be faced by students during their oral presentations.

**Q6:** revealed that role playing is one of the anxiety provoking activities, that lead students to be anxious more than the other activities like free talk for instance.

Students had various cognitive problems that make their presentations difficult to be done and for the audience too, such as lack of self-confidence, lack of concentration, the poor vocabulary, and forgetting, but it was sorted out that the two main problems were: shyness and fear of making mistakes, that is, shyness has a big impact on students' presentations in addition to fear of making mistakes.

Students emphasized that stuttering is the biggest pathological cause that they are facing when presenting their works, which led them sometimes to add extra sounds while talking which shows their speaking anxiety during their oral presentations.

Furthermore, teachers have a vital role in reducing their students' anxiety especially by motivating them with the positive feedback that can support students for better achievements and by providing a friendly relationship, with creating an appropriate, calm, and good classroom atmosphere, that was all revealed from the students' answers concerning the possible solutions to reduce students' speaking anxiety while presenting.

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Students on the other hand, have the ability to help themselves reducing their anxiety and improve their presentations, that is, practice and preparation in addition, to the positive self-talk, are what students need to solve speaking anxiety problem.

In brief, students' speaking anxiety during the oral presentations has a bad impact on students' academic achievements, yet it can be harmful for them even in the psychological side, but this issue can be solved if students follow the useful strategies that improve them in a good way, to give perfect oral presentations. Teachers as well, are able to overcome students' anxiety by providing them the clear useful pieces of advice and the positive evaluation and feedback, which build students' self-confidence and motivate them.

### **4.10 Teachers' Interview**

To have answers for the research questions, a third data collection tool was relied on in this research study, that is, the teachers' interview that was made with eight of university English teachers. It aimed principally at bringing more important details, that is needed for our research, and teachers provided a direct answers, and that was the aim of using the interview as a third research tool, because it gives the exact facts directly from teachers, so that, it was very helpful for gathering the needed data that must be included, and significant for this research work.

#### **4.10.1 Design**

Teachers are inevitable part that must be taken into consideration in the learning and education career, for that reason, a structured and semi structured interview was made with eight EFL teachers that the researcher worked with. The duration of the interview varied from teacher to a nother, for instance, there were some teachers who took about 6 or almost 9 minutes, while the others took more, about 15 or 17 minutes, with ten questions eight was answered according to questions, and the last two questions were answered generally as an extra feedback or information that they wanted to add to be useful for the research work. In the following part, teachers' answers will be analyzed and discussed to sort out the main points that help in completing the objective of this research study

### **4.11 The Analysis of Teachers' Interview**

#### **Section One: Personal Information:**

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**Q1:** which degree you held?

The first question in the first section that teachers was asked to answer, was about their degrees, most of teachers held the doctorate degree except one, who held the majister degree, besides one of the teachers had a doctorate plus an accreditation. The question was asked in order to have an idea about teachers' qualification by knowing the degree that they started teaching with.

**Q2:** How long have you been teaching English at university?

This question was asked for the sake of knowing how many years all the eight teachers have been in teaching field. It was revealed through the answers that they have a lot of experience in the field of education not only at the university, that is, some of them have taught in different situations, such as private and high schools. Their answers were varying from 6to even 24 years, some of them have taught 6, 8, 10, 16, 19, 14, and one of them taught for 24 years.

### **Section Two: Teachers' Attitude towards Students' Oral Presentation Anxiety:**

**Q1:** What are the difficulties that your students encounter during speaking?

The significance of this question was to explore the barriers that students face during speaking. teachers answers were varying, some of them declare that lack of confidence, lack of motivation, low accuracy when speaking, lack of lexic and vocabulary, lack of language competence, but the great majority shared the same answers concerning shyness and anxiety, both of shyness and anxiety were the main problems that are faced by students according to their teachers, because most of them told that shyness and anxiety prevent students from being comfortable when speaking.

**Q2:** Do you think that oral presentations are beneficial for students? Please elaborate.

This question targeted to check out if oral presentations are good and beneficial for students or not, and elaboration was needed to confirm their answers. All teachers answered that oral presentations are very useful and important for students, by elaborating that practicing speaking is really needed for students, and one of the teachers said that oral presentations should be included from the first year license not just first year master, others

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claimed that developing oral skills is a part of language and it gives students the opportunity to speak freely because the more they involve the exposes the more they will be proficient and said that oral presentations are very useful and effective for overcoming students' anxieties, also the practice of the use of language is the best effective way to master it.

### **Section Three: Causes of Students' Speaking Anxiety during the Oral Presentations**

**Q1:** What are the main causes that provoke students' speaking anxiety to EFL learners?

The aim of this question was to sort out reasons that lead students to be anxious, teachers answers were almost the same because the majority have talked about the fear of making mistakes and the negative evaluation by saying that they cause speaking anxiety for students so that, it was revealed that students can be anxious when they are afraid of making mistakes and being negatively corrected and judged, Then they said that shyness, lack of time, lack of motivation, lack of language proficiency, and lack of preparation are also reasons that lead to speaking anxiety and said that in some case speaking is a psychological issue and they add that teachers also play a vital role in causing students' speaking anxiety especially when they do not give enough opportunities to their students to express themselves in a good way.

**Q2:** can you detect that your students are anxious? If yes, what are the signs that may appear on them?

This question explored that all teachers were able to know when their students were feeling anxious, and they stated different symptoms and signs that may appear on their students such as: avoiding eye contact because when student is anxious he will not be able to look at his teacher or his friends, facial expressions, body language, gestures, hesitation, nervousness, panic, shaking and sweating are all signs and symptoms that were detected by teachers on their students, according to some answers, anxiety can be sometimes a psychological problem, in addition, some students avoid doing exposes and sometimes they could be even absent.

### **Section Four: Solutions to Reduce Students' Speaking Anxiety**



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**Q1:** According to you what are the solutions that you believe can help in overcoming speaking anxiety?

This question seeks at identifying the solutions that can help in reducing speaking anxiety issue. Teachers said that their motivation and students' preparation in addition to good classroom atmosphere can be of the most useful solutions that help in reducing students' speaking anxiety. Some of the teachers also talked about engagement and involvement in the classroom, they declared that teachers have a vital role in overcoming students' anxiety by making them involved and engaged during the classroom sessions and showing them that they are welcomed. Without avoiding the friendly relationship that makes students speak freely and comfortably, one of the eight teachers stressed on the way of correcting students' mistakes by saying that they should be corrected in a good way that does not underestimate or embarrass the students.

**Q2:** Do you reckon that practicing speaking skill in a relaxing classroom atmosphere can help in decreasing oral presentation anxiety?

All teachers agreed that practicing speaking skill is helpful for students to reduce the problem of speaking anxiety, that is, practice is always helpful. Two teachers added that speaking is good but it is not completed without reading, hence students sometimes want to speak but they do not have what to say, due to the lack of reading that leads to poor vocabulary.

### **Section Five: Further Suggestions and Comments**

Do you have anything to add?

Is there any other suggestions or comments?

These two questions were asked to have some extra ideas by teachers about this research work, since they do have enough information and are experts in this field, that is, all of them talked briefly about anxiety in this last section, and they provided different tips, and various pieces of advice, that can help to reduce speaking anxiety problem, they talked about the importance of practice, and how to take learners psychological side into consideration because it helps students a lot by either positive self-talk or encouraging acts like showing students that their teachers are always ready to give them help. They also

suggested other solutions like being members of workshops and clubs that improve learners' skills because all the four skills are needed.

#### **4.12 Discussion of the Main Results**

The semi structured interview with teachers in the English department was the third research tool employed in this study. The respondents' answers provided us with valuable insight into the problem of speaking anxiety and oral presentation.

The questions of the first section (q1, and q2), show that the interviewees are all competent and capable to give the students what they need in learning EFL process the, because the majority of teachers held the PHD degree yet, one of the eight teachers had a PHD+ accreditation, especially what was revealed from the second question (q2), that had the acquired experience in the teaching domain, one of the teachers has been teaching for 24 years, and the rest also have inevitable career of teaching.

The findings obtained from section two, implied that students are facing numerous difficulties while speaking during their oral presentations which prevent them from giving an appropriate oral presentation. The difficulties were like: lack of self-confidence, poor vocabulary, and lack of teachers' motivation, shyness, and anxiety, that is, the mentioned items form hard obstacles for learners when they are speaking, with emphasizing on shyness and anxiety that led them to feel uncomfortable.

Concerning teachers opinions about if oral presentations are useful for students or not; all of the participants told that is beneficial and of a great importance, yet they elaborated by saying that oral presentations should be involved earlier since the first years of university, therefore it can be confirmed that students need the oral presentations to improve themselves and their speaking abilities as well, because it provide the opportunities for students for students to be more proficient, yet it helps in reducing students' anxieties especially by practicing the language.

Fear of making mistakes is a source that makes students anxious while speaking; hence they are also afraid of being negatively judged, according to what teachers have answered on the fifth question, (q5), in addition to several causes such as: shyness, lack of time, lack of students' proficiency and teachers' motivation , without forgetting the main

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cause which is lack of preparation which leads students to have speaking anxiety problem, (q5) showed also that teachers play a significant role in either increasing or decreasing students' speaking anxiety while presenting, because they are the responsible of giving their students the opportunity express themselves and give the best they have.

In the same section and by asking the sixth question (q6), it was revealed that teachers are able to detect when their students are anxious by marking various signs such as: sweating, nervousness, hesitation, and by their facial expressions as well, that is, anxiety has different symptoms that appear on students while they are anxious.

The fourth section was about finding solutions for students' speaking anxiety and it was revealed by asking the seventh question (q7), that teachers motivation and students' preparation are two of the main solutions that reduce speaking anxiety issue, classroom engagement and involvement, besides the great role that teachers play in solving anxiety problem especially concerning the correction of students' mistakes in an indirect way to show them that their mistakes are acceptable. In other words, the good friendly relationship among students and teachers is a strong key of overcoming students' anxiety.

Practicing the speaking skill is very significant according to teachers' answer on the eighth question (q8) and it is very helpful, yet it helps students to be more proficient and less anxious during the oral presentations.

The last two questions in our interview were about any other suggestions from teachers, that is, the interviewees talked about anxiety and provided different pieces of advice such as: taking students' psychological side into consideration for helping students and improve their capacities in the positive needed way, in addition to some solutions that can be useful in overcoming students' speaking anxiety.

### **4.13 Conclusion**

The key findings of the various data gathering tools have been presented, analyzed, and discussed in this chapter. This chapter yielded some intriguing results. The findings of the classroom observation, students' questionnaire, and teachers' interview were meticulously analyzed before being presented in figures and charts in a statistical and descriptive form. That is, the research questions of this study have been answered, and the research hypothesis have been confirmed. These findings show that students experience speaking anxiety when giving oral presentations for a variety of reasons and are impacted in different ways, they also attempted to overcome this problem with the help of their teachers.

### **4.14 Pedagogical Recommendations**

Reducing speaking anxiety is one of the most difficult challenges for both teachers and their students especially, and for this research study the following suggestions and recommendations are proposed for the sake of helping teachers and students to overcome students' anxiety during the oral presentations.

#### **Recommendations for EFL Students**

- Students should take the significance of speaking skill into consideration since it is the most important skill in learning a foreign language.
- Students should make their level of speaking high and improved by the daily practices and usage.
- Students should know that all people can face anxiety problem and no one is expected to give a complete perfect presentation
- Students should have a look and prepare the work previously before the presentations in order to recognize every detail and information about the topic of presentation
- Students should keep in mind that making mistakes is a part of the learning process as all, not only during the oral presentations.
- Memorization is not the solution to make a good presentation and that what students should know.

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- Students should think positively before their oral presentations and avoid the negative thinking that leads them to be anxious.
- Students should work collectively or in pairs to be less anxious.
- Students should know how to work on themselves in order to minimize their level of anxiety.
- The students should not make fun of their classmates if they commit any mistakes.
- Students should work with the pieces of advice provided by their teachers.

#### **Recommendations for EFL Teachers**

- Teachers should explain for their students that anxiety and nervousness are normal feelings that can be face by teachers also.
- Teachers should give their students enough time to work on their topics and enough time while presenting as well
- Teachers should give their students opportunities for students to talk and discuss more in the classes to improve their speaking abilities.
- Teachers should show their students that they are welcomed to suggest topics of the discussion by themselves.
- Teachers should motivate their students and evaluate them in a good appropriate way that does not underestimate or embarrass them.
- Teachers should avoid the hard punishments when their students are feeling anxious.
- Teachers should have an idea about the possible strategies that help in reducing students' speaking anxiety during the oral presentations.
- Teachers should give students specific time to practice some entertaining activities such as: playing games, or having a rest at the end of the courses.

## *General Conclusion*

## General conclusion

### **General Conclusion**

The goal of this thesis is to study and investigate one of the most difficult hindrances that are faced by EFL learners, which is anxiety especially while speaking during the oral presentations. Our dissertation dealt with “first year EFL master students’ speaking anxiety during the oral presentations”, where it is considered as a phenomenon that threatens the success of learners and prevents them from achieving better results during their academic career because it is faced by most of learners while they are presenting their works .

This research work aimed to provide the real meaning of anxiety and tried to know: what are the main sources of it, its impact on students both psychologically and from the learning side as well. This study had also another aim which is to find the possible solutions for reducing students’ speaking anxiety, and improving their speaking skill also since it is the most important skill while learning the foreign language and students need to have a good speaking language in order to be able to communicate with the target language easily.

Indeed, this research work confirmed our hypothesis that talked about students’ fear of being negatively judged when making mistakes, which makes them feel anxious, in addition to shyness which is also a strong cause that makes learners feel nervous, and the second hypothesis about the possible solutions for reducing students’ speaking anxiety was about teachers’ motivation and students’ preparation was also confirmed, that is, speaking anxiety will be successfully overcome if students prepare good and be self-confident not afraid of their teachers or peers, in addition to teachers support and motivation for their students especially when providing the good relax classroom atmosphere.

However, this research is formed of four chapters, the first and the second chapters were the theoretical part, while the third chapter was about the research methods and procedures used to complete the study, and the fourth chapter was about data analysis and

### General conclusion

interpretation. The first chapter talked about EFL and speaking skill, and the second one discussed the matter of anxiety and the oral presentations as well, while the third chapter described the methods used and the tools that were used by the researcher to have the work done, and the last fourth chapter analyzed and discussed the obtained data from the classroom observation, students' questionnaire, and teachers' interview.

The three used research instruments have helped a lot in collecting the needed reliable results that made this work completed and done in such appropriate method, in addition to confirming the research hypothesis as we have mentioned.

After discussing the main findings of this research work, the researcher suggested various solutions and recommendations for both teachers and students to help them in realizing the problem of speaking anxiety and to reduce the issue by applying the suggested items in the right way, to make it easier for students to feel comfort and at ease while speaking during their oral presentations.

Obviously, any research work can face some difficulties before being completed, that is, there were some limitations that the researcher encountered during preparing this study such as: the lack of sources, the lack of cooperation from some participants, the lack of time for dealing with the three research instruments since there were two groups of FIRST YEAR EFL MASTER STUDENST: the didactics group and the literature and civilization group, because the researcher had to be present with both groups during the classroom observation, in addition to the new program of studying due to the difficult circumstances of corona virus that led the administration to resume the time of students' lectures and time of studying, but above all most of all , the researcher could complete the work and achieve the needed objective of the research.



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# *Appendices*

## Appendices

### Appendices

#### Appendix A

##### Students' questionnaire

Dear students,

The following questionnaire is a part of our research study, it seeks to investigate and shed light on First year Master EFL students' speaking anxiety during the oral presentations, that is, you are kindly requested to answer this questionnaire, your cooperation is really vital, in order to complete our work by collecting data from the following questionnaire, and please answer it sincerely because your answers are surely useful and will be anonymous.

Thanks for your time and collaboration

##### **Section one: background information**

###### **1/ Age:**

A. Under 22 years

B. More than 22 years

###### **2/Gender:**

A. MALE

B. FEMALE

##### **Section two: students' attitudes toward oral presentation anxiety**

1/ according to you does Gender effect students' level of oral presentations' anxiety?

Justify

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Answer:.....  
.....  
.....

Justification:.....  
.....  
.....

2/ does the type of audience affect your level of anxiety?

- A. Agree
- B. Strongly agree
- C. Disagree
- D. Strongly disagree

**Section three: causes of learners speaking anxiety:**

1/ what are psychological obstacles you often face during your oral presentations?

- A. Shyness
- B. Lack of self confidence
- C. Fear of making mistakes
- D. Lack of motivation

2/ according to you which of these activities can make you feel anxious?

- A. Free talk
- B. Role play
- C. Both

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3/ what are the cognitive problems that you encounter when you are about presenting your works?

.....  
.....  
.....

4/ which of these pathological difficulties you are facing during the oral presentations?

- A. Adding extra sounds while talking
- B. Making jerky movement while talking
- C. Stuttering

**Section four: solutions to reduce students' speaking anxiety**

1/ what do you expect from your teachers to do in order to reduce your level of anxiety?

- A. Creating a relaxed classroom atmosphere
- B. Motivation and positive feedback
- C. Provide a friendly relationship

2/ what can you do to reduce your level of anxiety?

- A. Positive self-talk
- B. Taking risks
- C. Preparation and practice



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**Section five: further suggestions and comments**

1/ do you have any other suggestions or comments?

.....  
.....  
.....

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### **Appendix B**

#### **Teachers' interview**

Dear teacher,

Thank you for meeting with me today my name is: DjerfiAichai am master two students. This interview is designed for the sake of collecting data about (Master one EFL students' speaking anxiety during the oral presentation), I will be grateful if you help in answering the following questions to ensure authenticity of this research paper. This interview will take less than an hour. I will also record your answers to make sure that I will not miss anything you say.

#### **Questions:**

##### **Section one: background information:**

- 1- Which degree you held?
  - a- License
  - b- Masters/majister
  - c- PhD
- 2- How long have you been teaching English?

##### **Section two: teachers' attitude toward students' oral presentation anxiety:**

- 1- What are the obstacles that your students face in speaking?
- 2- HOW DOES SPEAKING ANXIETY IMPACT students' oral presentation?

##### **Section three: causes of students' OPA**

- 1- According to you what is the main reason that leads students to feel anxious while presenting? is it :
  - a- Students 'lack of self-confidence
  - b- The fear of negative evaluation
  - c- Lack of preparation

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- d- The type of audience
- e- All what I have mentioned
- 2- Does the teacher play any role in increasing students' speaking anxiety during the op?  
Would you please explain?

### **Section four: solutions to overcome students' oral presentation anxiety:**

- 1- As a teacher which of these solutions do you think is appropriate to reduce and eliminate the problem of anxiety when presenting?
  - a- Giving students enough time to prepare them selves
  - b- Motivating students to do their best by providing the positive feedback
  - c- Dealing with students' mistakes smoothly
  - d- Allow students to work In pairs or in groups
  - e- All the above
- 2- Do you agree that practicing speaking skill helps to decrease students 'speaking anxiety during the oral presentation?
  - a- Yes
  - b- No

### **Section five: further suggestions and comments:**

- 1- In your opinion is speaking anxiety an easy problem to be solved?
- 2- Do you want to add anything about the topic?

## Appendices

### **Appendix C**

#### **Classroom Observation**

The research did not prepare a check list before starting the classroom observation, because the aim of it was to explore and confirm if there is any anxiety among FIRST YEAR EFL MASTER students or not. That is, after finishing the classroom observation the researcher came with various remarks on:

**1/ classroom observation**

**2/ students' situation in their oral presentations:**

**2.1 Before the oral presentations**

**2.2 students' speaking anxiety during the oral presentations**

**3/ pair and group work**

**4/ teachers' feedback and evaluation after the students' presentations**