

**ANXIETY OF PUBLIC SPEAKING IN ENGLISH LANGUAGE  
AMONG UUM ARAB-STUDENTS**

**A project paper submitted to the Faculty of Cognitive Science and  
Education, the College of Arts and Science, Universiti Utara  
Malaysia in partial fulfillment of the requirements for the degree of  
Master of Education (English Language Teaching)**

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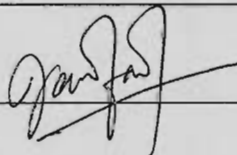
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## **ACKNOWLEDGEMENT**

I would like to express my gratitude and respect to all those lecturers who encouraged me to start doing this thesis. Indeed my words can't express my heartfelt feelings towards them.

I am thankful to have been blessed by my supervisor Dr. Aizan Yaacob. She has unselfishly given me her valuable time, shared with me her considerable wisdom, and served as true mentor. I cannot think of any other way to repay what she has given me but I promise her that I can help those students who have high anxiety in some way or another to overcome this problem in my teaching profession.

Special thanks to the College of Arts and Science for their great advertence to improve students' knowledge.

I'm more than grateful to those who are always advising me such as Dr. Hamida Bee Bi Abdul Karim, Dr. Ruzlan Mohammed Ali and Dr. Arsaythamby Veloo for their great contribution and the plenty of knowledge they gave me.

I would like to show my heartfelt appreciation to my great father Prof. Jamil Yousef Asmar who always supports and encourages me, and special thanks to my great Mum, Brothers, and Sisters and my whole family in Gaza-Strip / Palestine.

**MAY ALLAH BLESS THEM ALL**

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## ABSTRACT

The primary aim of this study is to identify the problems that UUM Arab students face before and while giving a speech in public and then concentrate on the causes of anxiety. The second aim is to identify the strategies that UUM Arab students use to overcome public speaking anxiety.

The findings of this study indicates that UUM Arab students have moderate anxiety while giving a speech in public and that the majority of Arab students feel anxious and tense when they try to speak in public. These results proved that Arab students have a lack experience in speaking English language in public which is due to the ignorance of speaking activities in the classroom language in the primary and secondary levels.

This study has revealed a number of issues related to Arab students in terms of lack of experience, lack of self-confidence, tension, shyness, fear of negative evaluation, and losing face in public. These factors have negatively affected UUM Arab student's oral skills which were clearly seen in the findings of the questionnaire.

Finally, UUM Arab students have revealed some practical strategies to overcome public speaking anxiety such as imitating worldwide broadcasters of CNN and BBC. They believe that in order to get rid of anxiety, they have to learn how to they deliver their speeches with high confidence and then learning the accurate spelling and ultimately pronunciation.

## CHAPTER 1

### 1.0 INTRODUCTION

“... my heart starts pumping really fast, and the adrenaline running. Then I feel myself start to go red ... and by the end of the ordeal - for it is - I am totally red, my hands shake and my heart pounds ... . If anyone laughs at my mistake, I feel really embarrassed and foolish, and the physics of my body don't return to normal for ten minutes or so .... It's pure trauma for me.”

(Cohen and Norst, 1989:68)

The above statement is very common in any language classroom because of the anxiety of losing face in class, and losing self-confidence or self-esteem. These serious problems are prominent among second language learners since second language requires more contribution in oral interaction (Aizan Yaacob and Rohaiza Jupri, 1999).

Almost the majority of Arab-students studying in UUM, especially those who are enrolling in *English Intensive Course* consider public speaking as the most difficult factor among the four language skills; because they believe that speaking needs strong volition and self-confidence, they believe that speaking and communicating with people is a tough task. Moreover, they have to be responsible of what they are going to say, they have to be self-satisfied to what they are going to speak about, otherwise their speech will prove incoherent. We should not forget that a good speaker and efficient one who does not stammer when delivering a speech.



It is true that Arab-students in UUM face a problem- which is public speaking, and that this needs self-confidence and a thorough satisfaction of what they are going to say, otherwise, whatever they are going to say will become incoherent.

Horwitz, Horwitz, and Cope (1986), defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (P.128) Sometimes it may arise from the person's self-frustration, and self-doubt and the fear of failure. Moreover, when anxiety is associated with learning a foreign language, it can manifest itself through controlling the altered performance, lower scores, and if it's very severe it can impose on the person or the student to change his or her academic career to other professions.

Horwitz et al. (1986) pointed out, that anxiety plays an important role in determining student's success or failure in foreign language classes, and besides making classroom experience quite difficult, foreign language anxiety especially in public speaking can prevent students from gaining professional careers; hence, foreign languages are quite essential for success in most professional careers. According to Spielberger, (1983) "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 1).

Crookall and Oxford (1991) reported that language anxiety may cause some related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately restrain proficiency in the second language. "They claim that foreign language anxiety is

a complex psychological construct, difficult to precisely define, perhaps due to the intricate hierarchy of intervening variables” (pp.141-150).

According to Rosna Awang Hashim (1995) cited by Aizan Yaacob and Rohaiza Jupri, (1999), her study which was on communication apprehension (CA) on matriculation students in *Universiti Utara Malaysia* revealed many important factors. She claimed that different classroom activities resulted in different degrees of anxiety with public speaking notified as the most anxiety provoking classroom activity.

What Rosna (1995) concluded in her study is a real problem that if anxiety is very high among students. It will result in very anxious students; moreover, it will prevent the teacher from applying any activity because students will appear to be passive and quiet. There are levels of participation in the classroom activity in a foreign or second language classroom.

According to Ehrman (1996), very anxious students “tend to endorse activities that limit risk (and may limit learning too)” (pp. 81-104). This means that they accept such activities that have limited risk and limited learning. Moreover, committing a mistake in speaking English language seems to be something serious that should be evaluated, rather than accepting these mistakes as something naturally occurring among students learning an English language.

Communication apprehension (CA) refers to fear and shyness that leads us to the term “anxiety”, which can profoundly affect student’s oral communication, social skills, and self-esteem. According to (McCroskey, 1977), communication apprehension (CA) has been defined as “*individual level of fear or anxiety associated with either real or anticipated communication with another person or persons*” (pp.87-96). Furthermore, anxiety among elementary students is quite significant; on the other hand, several studies had revealed that 11% of the elementary students experience CA, while 20% experience anxiety to guarantee some kind of intrusion (Harris, 1980; Garrison and Garrison, 1979; Wheelless, 1971). Horwitz, Horwitz, and Cope (1986) describe three components of foreign language anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*.

Horwitz, Horwitz, and Cope (1986) submit the construct of communication apprehension to their conceptualization of foreign language anxiety. They believe that interpersonal interactions are the major emphasis in the English class. In a foreign language classroom, language learners’ oral tasks include not only learning a second language but also performing the language. Therefore, communication apprehension in a foreign language context is different from that in other context. Oral communication encompasses of two components: listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991).

Bourne (2003) defines Public Speaking Anxiety (PSA) as “an exaggerated fear of embarrassment or humiliation in situations where you are exposed to the scrutiny of others or must perform” (p.5). Bourne’s study "*Self-esteem, fear of negative evaluation, sandbagging, and modesty in Japanese university students*" is particularly concerned with how a basic speech class can help students overcome CA/PSA.

A survey of the literature indicates the following:

- Public Speaking Apprehension/Anxiety [PSA] is experienced by virtually all students.
- No one strategy is more effective than any other, although negative belief systems are the strongest predictor of [PSA].
- Most colleges and universities are not financially or practically able to offer students separate courses to manage their Communication Anxiety.

Teachers of public speaking are well aware of the challenge presented by their students’ PSA, which ranges from mild anxiety to extreme apprehension provoked by the prospect of giving a speech. Teachers of fundamental public speaking courses also find particular significance in Bourne’s inclusion in his definition of PSA the notation that it is “often accompanied by partial or total avoidance of the situation” (p. 5).

In a national survey of fundamentals of public speaking courses, Robinson’s observation (1997) still holds: the most common pedagogical method for treating CA/PSA in the classroom “is to rely on the textbook...but most of the information given in the textbooks is ‘folk wisdom’ or information that is rather common...[and] limited.” (pp. 189-190). In fact I do agree that textbooks are the main source that supplies the Arab-students with

every new developed technology of oral skills in English language. This because books play an important role in conveying knowledge to people since long, and students are accustomed more to books than, for example, the use of internet for this purpose.

Public speaking anxiety PSA, in some form or another, probably exists in all individuals (McCroskey, 1977, 1982). On the other hand, not all speakers are highly apprehensive, nor are all individuals high in CA. Students who choose to practice speeches in front of an audience and benefit from doing so should not be discounted simply because others may not do the same. In fact, individuals with low to moderate levels of CA comprise the majority roughly 80% of the population (McCroskey, 1977, 1982). PSA affects nearly everyone from time to time (Motley, 1995) and is relatively hard to avoid (Kendall, 1974). Treatment methods to assist those affected have therefore proven valuable in many instances (McCroskey, 1980). A variety of treatment methods designed to address CA and PSA exist (Ayres & Heuett, 1997; Ayres, Hopf, & Edwards, 1999). The strategies mentioned herein each based on a meta-analysis by Allen, Hunter, and Donohue (1989) include systematic desensitization (SD), cognitive modification (CM), and skills training (ST). Studies have revealed that a combination of these treatments may prove most effective in reducing CA and PSA in general (Whitworth & Cochran, 1996).

Despite a variety of negative consequences associated with CA and PSA, neither may be receiving adequate attention in public speaking textbooks. Though many public speaking texts have been found to examine a variety of topics relating to CA and PSA (including definitions, causes, and coping strategies), much of the advice offered may constitute

mere “folk wisdom” (e.g., telling students to relax and not to be nervous when delivering speeches). Menzel and Carrell (1994) lament that, “As teachers, coaches, and scholars of public speaking, we have long recommended rehearsal and preparation, offering this advice with only personal experience and observation as a guide” (p. 25). While such well-meaning advice may be harmless, much of it is probably of little use (Pelias, 1989).

Communication anxiety is a situational behavior rather than pervasive behavior among children. “A tendency to be anxious when communicating may be specific to only a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life” (Friedman, 1980). Moreover, previous and modern researches had dealt with communication apprehension CA in terms of personality trait, but recently researches such as MacIntyre & Gardner (1991) focused on CA including trait and situation views of anxiety.

According to (McCroskey, 1980; Bond, 1984) they identified seven factors which could result in anxiety immediately, low intellectual skills, speech skill deficiencies, voluntary social, social alienation introversion, communication anxiety, low social self-esteem, ethnic/cultural divergence in communication norms.

Anxiety plays an important role in a foreign language classroom performance. Furthermore, anxiety of public speaking in English language especially in “conversation” in both small and large classes remains as serious challenge to the majority of Arab-students in UUM because of the lack of self-confidence and self-esteem, losing face in the class, lack of English vocabularies, and lack of grammar. These elements are the

responsible of anxiety among Arab-students. Furthermore, teachers are confused of how to reduce student's anxiety in the classroom.

Furthermore, Lewinsohn, Gotlib, Lewinsohn, Seeley, and Allen (1998) concluded that gender differences in vulnerability to anxiety disorders among adolescents cannot be explained by differing social roles and experiences. Rather, their results are more consistent with the formulation that the female vulnerability to anxiety is associated with some type of genetic, rather than purely environmentally determined, gender differences (p. 113).

Beyond doubt, speaking is a real communicative language. We usually speak informally, and in a less structured or organized way, and not frequently we formulate complete sentences and correct grammar. Furthermore, the vocabulary that we are using is more familiar and sometimes includes slang; we often speak in a spontaneous way, without previous preparation, we have to make up what we say as we go. This means that we often repeat ourselves or go off the subject. For example, when we speak to native speakers we usually speak spontaneously without preparing what to say. Moreover, we use our own slang and formulate simple sentences including simple vocabulary and grammar so as to avoid public mistakes. On the other hand, when we speak some aspects will present that are not present in writing, such as facial expression or the tone of our voice, which means that we can communicate at several levels and not only with words.

English language is foreign language in all Arab countries; therefore, the focus nowadays is on reducing the anxiety of speaking English language, and improving students oral communication as an effective skill to communicate with people, the main problem in Arab countries is the lack of practice in English language by the students inside the classroom even in the English classes. I believe that as an English teacher that if foreign speakers have the opportunity to interact with native speakers in English language, it might be helpful and beneficial to reduce the degree of anxiety among foreign language speakers in oral communication. In addition to that, foreign language speakers will be less anxious, and less apprehensive to practice their oral skills in English language.

When students are involved in speaking in small groups it may be less intimidating for the majority of them as compared with the speaking in a large group. Furthermore, students who have high level of fear of negative evaluation, and have lack confidence in speaking English language in public it will be quite enough to lead them to be silent in their classes (Brown, 2003). Moreover, those students should be motivated and enthused as much as possible so as to enable them to perform appropriately whilst speaking English language in public.

Brown (2003) pointed out, that students with low fear of negative evaluation have the opportunity to speak confidently and use a proper language while they are speaking English language ; meanwhile, those students who have high fear of negative evaluation are not capable to perform in English language as well as good but keeping silent in the classroom discussions.



## 1.1 STATEMENT OF THE PROBLEM

The major problem is that Arab-students seldom speak English language in public and only little in their English classes. In this respect, Arab-students role is to receive more than to send information because anxiety among those students is quite high as a result of not being motivated and encouraged enough from their English teachers and the environment itself, so they find it difficult to practice oral communication in real-life situations, On the other hand, Arab-students are always afraid to speak English in public so as avoid losing face in public, while other students feel shy, tension, and frightened to speak in public as a result of shortage in practicing English language. Therefore, Arab-students in UUM have to undertake the university's English intensive course in order to qualify them to register for their (Master) and (PhD) degrees. Furthermore, Arab learners of English encounter problems in both speaking and writing. This fact has clearly stated by some Arab researchers such Abbad (1988) and Wahba (1998).

According to Wahba (1998:36) problems that Egyptian English learners face is mainly on pronunciation.

Egyptian students face certain problems related to pronunciation. Some of these problems are related to "stress." Others are related to intonation. However, most of these problems can be attributed to the differences in pronunciation between English and Arabic.

In this statement, stress affects Arab-students' achievements and then leads to anxiety because the more Arab-students are stressed the more their anxiety is high which is not only seen in the Egyptian situation but in almost all Arab countries.

Abbad (1988) stated that the main problem in all Arab countries is that Arab university English departments accept high school graduates blindly without taking into consideration their proficiency level in English language which is often very low. In my opinion, this proves the lack of participation in classroom discussions and even the ability to speak English language in public. Moreover, anxiety affects those students. Therefore, they are shy and afraid to speak English in public. So the lack of experience and motivation absolutely will lead Arab-students to anxiety.

Mukattash (1983) pointed out that, Arab learners face many problems while communicating with people either in academic topics or even in common everyday topics, and that Arab learners have many difficulties to use English language appropriately inside and outside the classroom which is related to their high anxiety to speak a foreign language in public. They face problems such as spelling, pronunciation, morphology, and syntax.

Other problem that Arab-students face is that most of the courses in Arab universities are taught in Arabic language but not in English language compared to Malaysia and other Asian countries such as Computer Science, social Studies, and Education. Furthermore, if these courses are taught in English, I believe that they would reduce Arab-students anxiety because in this situation Arab-learners will be close to English language and even more cultivated in order to help them develop their communication skills.

Halliday et al (1984) gave a suitable example of the influence of English language on learners by saying:

- In Nigeria, English is used in almost all the teaching in high schools. This has two important results. In the first place, the quantity of classroom experience that each pupil receives is much greater outside the English lesson than with it. Some people have said that if the English language lessons were removed entirely from the schools in Nigeria, little or no effect would be noticed on the ability of the pupils in English when they came to leave schools. But, in the second place, the children are influenced by class teachers other than those who are trained in English. If those teachers English are not very good, the pupils will suffer. Teaching in a language is an excellent way of teaching a language, but all those who teach subjects in the foreign language need to be able to perform well in it themselves." (Halliday et al., 1984:18)

This statement shows how much English is important in early stage of education in order to cater students with the basic skills in English language and to reduce the degree of anxiety among high-school students because if Arab-students were exposed to English language effectively they would have no problems while they communicate or even giving a speech in public. Moreover, the problems that impede Arab-students may be attributed to the inadequate mastery of the four language skills; listening, speaking, reading and writing.

Moreover, English language is used only in academic subjects in almost all Arab countries, and Arab learners use Arabic widely in their communications and even sometimes they speak Arabic more than English in the English classes with their lecturers.

In this respect, Halliday et al. (1984) suggested:

Oral mastery depends on practising and repeating the patterns produced by a native speaker of the foreign language. It is the most economical way of thoroughly learning a language .... When one has such a control of the essentials of a language, he can almost automatically produce the usual patterns of that language (1984:16).

## **1.2 PURPOSE OF THE STUDY**

The aim of this study is to identify the problems that UUM Arab-students face before and while giving a speech in public and how they deal with these problems as an attempt to understand the role of public speaking among Arab-students. Moreover, one of the aims is to identify the strategies UMM Arab-students use to overcome public speaking anxiety.

## **1.3 RESEARCH OBJECTIVES**

1. To examine the problems that UUM Arab-students face before and while giving a speech in public.
2. To identify the strategies that UUM Arab-students use to overcome public speaking anxiety.

#### **1.4 RESEARCH QUESTIONS**

1. What are the problems that UUM Arab-students face before and while giving a speech in public?
2. What strategies do UMM Arab-students use to overcome their public speaking anxiety?

#### **1.5 HYPOTHESIS**

1. Lack of speaking activities in the language classroom may have a negative impact on UUM Arab-students'.
2. Difficulty of pronunciation of UUM Arab-students may lead to stress which causes anxiety in public speaking.
3. Lack of public speaking experience may lead UUM Arab-students to anxiety.
4. Lack of motivation may lead UUM Arab-students to anxiety in public speaking.
5. Arabian environment may lead Arab-students to anxiety in public speaking.
6. Lack of self-confidence may lead UUM Arab-students to public speaking anxiety.
7. Low qualifications may lead Arab-students to anxiety in public speaking.

## **1.6 RESEARCH SIGNIFICANCE**

This kind of study is quite important because it will highlight some important issues about public speaking anxiety and how to reduce anxiety among Arab-students in UUM who are undertaking the English Intensive Course .Furthermore, if we are able to identify the factors that cause anxiety among students, it will be easier to the teachers to identify possible methods that may reduce anxiety, and then improve student's public speaking skills in English language. Explorations into communication apprehension and public speaking anxiety have for the past three decades failed to explain why some individuals "develop a predisposition to avoid communication" or experience communication-based anxiety responses (Beatty, McCroskey, & Heisel, 1998, p. 197).

## **1.7 LIMITATION OF THE STUDY**

The obvious limitation of this study is that only public speaking anxiety is analyzed and only males are involved because there are no females enrolling in the English Intensive Course. Furthermore, only 40 Arab-students are involved in the study. All of the participants in this study are Arab undergraduate students.

## **1.8 INDEPENDENT VARIABLES AND DEPENDENT VARIABLES**

As far as the objective of the research is concerned, the researcher is interested in exploring the problems that affect public speaking anxiety among Arab-students in UUM. Given that, the dependent variable of the research is "anxiety "whereas the independent variables are hypothesized as follows:

1- Tension and nervousness before and while giving a speech.

2- Fear of negative evaluation.

3- Lack of concentration before giving as speech.

4- Self-confidence of Arab-students.

5- Losing face while giving a speech in public.

6- Highest qualification and age of Arab-students.

## **1.9 OPERATIONAL DEFINITIONS**

Communication Apprehension is defined by McCroskey (1977) as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 78).

According to (Horwitz et al., 1986, p.127). She defined communication apprehension (CA) as “a type of shyness characterized by fear of anxiety about communicating with people”.

Sartorius (1990) stated that "the analysis of the origin of the words used to describe anxiety can help in understanding how the concept is conceived of in different cultures. In ancient Egyptian language, the word for acute fear is composed of two symbols, one indicating narrowness and the other showing a man prostrate, as if dying. The latter is the same symbol used to describe a severely wounded person. In Arabic, anxiety's meanings are similar to the Slavic idioms. There are a variety of words used to suggest a state of anxiety - some referring to restlessness, others to constriction of chest or stomach", (p.5).

## **CHAPTER 2**

### **2.0 LITERATURE REVIEW**

In this chapter many issues will be discussed so as to give clear understanding to the reader regarding public speaking anxiety (PSA) and foreign language anxiety (FLA).

It's quite important for individuals to practice speeches before an audience prior to performing the "real thing?" As one researcher wrote, "it is important to practice (speeches) in front of an audience...who can help you get used to speaking to more than one person" (Lavelle, 2003, p. 31). Research also suggests that practicing speeches before an audience may allow speakers to address concerns and obstacles relative to their speech in a practical and non-threatening context (Kelly & Keaten, 2000). For optimal results to be achieved, however, peer and teacher feedback must be positive (i.e., rewarding rather than punishing) and speaking text-books ST must prove successful in shaping students into competent speakers prior to their using the technique(Kelly & Keaten, 2000).

In many Arab countries e.g. Kuwait, Saudi Arabia, Emirates, Oman, Egypt, Syria, Lebanon, Palestine, Jordan and Iraq the majority of students are silent or quiet students; they have to listen to their teachers and seldom find communication between the teacher and the students in the classroom. In this respect, teacher's role is considered as a sender of the information and students are receivers to it which is a serious problem facing the Arab-students who are studying abroad nowadays. (Alansari, B. M. 2004)



Alansari, B. M. (2004) investigated gender differences in anxiety among volunteer undergraduates recruited from 10 Arab countries; Kuwait, Saudi Arabia, Emirates, Oman, Egypt, Syria, Lebanon, Palestine (Nablus and Gaza), Jordan and Iraq (N = 3,064). Moreover, the salient gender differences were interpreted in the light of a socialization process; especially sex-type and gender roles. Alansari, B. M. (2004), has revealed that female groups had higher mean anxiety scores in all 10 countries than did their male counterparts. However, significant differences were found in 7 out of the 10 countries. Therefore, it is safe to conclude that differences overshadow similarities. Female preponderance of anxiety has been a consistent finding, whether in children, adolescents, undergraduates, adults, the aged, anxiety disorder patients, or in community surveys.

Menzel and Carrell (1994) in their study noted a significant positive correlation between speech performance quality and the number of practices before a classroom audience. In fact, among several preparation strategies (i.e., preparation of notes and visual aids, silent rehearsal, oral rehearsal, state anxiety, total preparation time, other research, and grade point average), the number of times students practiced speeches before a classroom audience was the most significant predictor of speech performance quality. The authors thus concluded that realistic speech rehearsal “appears to be sound advice based on the findings of (the) study” (Menzel & Carrell, 1994, p. 23).

Learners who have fear of negative evaluation rarely initiate conversation and interact minimally. Furthermore, language students who experience anxiety tend to sit passively in the classroom, withdraw from activities that may increase their language skills, and may even avoid class entirely (Ely, 1986; Gregersen, 1999).

According to Glaser, (1981), (CA) is the Negative Cognitive Appraisal Model. This model assumes that quiet child is criticized by his or her early language performance, so as a result, child learned to expect negative reactions, and then try to avoid them by always keeping quiet; in addition to that, teachers and parents appear to be reacting negatively to child's talk, so the child will perform very poorly to avoid oral communication situations (Bond, 1984).

General personality traits such as shyness, stammering, quietness, and reticence frequently occur in CA. According to Friedman (1980), when we participate in any discussion our abilities and desires are present, but the process of verbalizing is inhibited, shyness or reticence is occurring. The degree of shyness and the range of situations vary greatly from one to another.

Research suggests PSA can significantly affect speech preparation methods by shaping individuals' beliefs and attitudes toward public speaking (Daly, Vangelisti, & Weber, 1995). High PSA individuals have been shown to view public speaking and speech preparation in particular with less positive attitudes than individuals lower in PSA (Daly et al., 1989). In addition, a study by Ayres (1996) cast skepticism on longstanding beliefs that general practice and speech preparation techniques inadvertently result in decreased speaker apprehension. Findings revealed that high CA individuals might need to adjust

not only the amount of time they spend practicing speeches, but how they practice them in general. High CA participants reported spending more time preparing their speeches, yet still received poorer evaluation scores than participants lower in CA. These results challenge traditional views that speaker apprehension is primarily caused by insufficient preparation (Ayres, 1996). Research further suggests that individuals high in CA may display a greater lack of familiarity with speech topics than those with lower levels of CA. Essentially, in addition to jeopardizing their speech performances, highly apprehensive speakers may be exacerbating an already undesirable situation by selecting less familiar topics for their speeches (Daly et al., 1989).

Lavelle, K. (2003) pointed out that some public speakers feel a little nervous before performing speaking which gives them the ability to perform very well, while some people have intense anxiety that interferes with the ability to perform. In this respect, students will try to avoid any courses or careers, where oral communication is required, because they would require many occasional speaking before a group. Moreover, if students are very anxious about public speaking, they will avoid social events, and they wouldn't like to attend classes where public speaking is required or even talking with their close classmates.

The term "Phobia" is similar to fear but out of proportion to the danger. For example, if you were afraid of a "tiger" charged into your classroom, this would be reasonable fear, but if you were very afraid of a non-poisonous "spider" that spotted in your classroom, this would be a phobia, because that spider couldn't hurt you. Hence, if a student is very nervous about public speaking, this will interfere in his/her life and many things he/she

would like to achieve, this may lead him/her to social phobia, and the most common form of social phobia is public speaking anxiety.

On the other hand, students who experienced public speaking anxiety are always concerned about embarrassment while speaking in public, making errors, and losing face in front of others, some students are upset if people concentrate on them while speaking, and some are worried about being the centre of attention, while others are afraid that if they say nobody will be interested of what they are saying or even worthwhile at all. Furthermore, sometimes students are afraid of being evaluated or judged by others; therefore, students who experience public speaking anxiety have low self-esteem.

Lavelle, K. (2003) stated in his argument that a student may avoid selecting any course which requires a public speech, for delivering speech to the majority of people, and in particular students, is something of tension, and that is why students avoid even to attend classes of any public speech necessity. The examples of the tiger and the spider are in the core of the matter- of the students' psychological analysis. It is not strange then, that students are ever worried due to the focus placed on them while speaking for fear of committing mistakes, and finally they are exposed to others' judgment.

Fear of negative evaluation is defined as 'apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively", (Watson, & Friend, 1969). Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking

situations. In addition to situations of tests, it may take place in any social evaluative situation such as interviewing for a job or speaking in foreign language class.

MacIntyre and Gardner (1991) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression. In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students with fear of negative evaluation might adopt the action of avoidance. In my opinion, students with fear of negative evaluation might behave passively in the classroom, avoiding classroom activities that could require speaking. In this case, students may think of dropping out class so as to avoid any anxiety situations, causing them to be left behind. These components are considered to have a deleterious effect on second language acquisition. Besides, they overlap and are closely related to each other (Horwitz, Horwitz, & Cope, 1986).

It is true then, that the matter is so thorny before students and rather fearful of falling susceptible to the evaluation of their class-mates, especially if that evaluation is negative. Therefore, I also believe that avoiding classes that require giving a speech, may result in dropping any class of this quality, which, I assure, affect negatively their language acquisition.

Schwarzer, (1986) pointed out that social anxieties can be identified by feelings of tension and discomfort, negative self-evaluations, and a tendency to withdraw in the presence of others. Anxious speakers can show cognitive, affective, and behavioral reactions. These might include increased distraction, decreased information processing abilities, feelings of fear and uneasiness, increases in sympathetic nervous system arousal, and attempts to escape the situation.

Brandl (1978) notes, the learners' fear of being negatively evaluated in the classroom can be further intensified when the instructors believe that their primary role is to constantly correct student's errors more like a drill sergeant's than that of a facilitator.

According to Lightbown & Spada (1993), many learners are interested in developing and promoting their speaking ability as condition of learning English language. Moreover, in communicative language teaching student's communication, interaction, and the language used are much more emphasized rather than learning what is language itself; thus, the means of linguistic competence will be based on student's performance in language rather than the knowledge itself. On the other hand, adopting communicative language teaching (CLT) in classes including: student's to student interaction in pairs or in small groups and several communicative activities have the power to make language learning more interested and enjoyable and easily to be acquired.

I may thrust my humble opinion in this issue believing that speaking or fluency of delivering a speech is not necessary to be put as a condition for learning for instance when I joined the university in my B.A. program, I was not that good orator or public speaker. I could acquire learning English language not by that means only, but by reading, writing and listening carefully to the lecturers and tutors. I remember the competence was based on English writing and not speaking. Anyhow, I respect Lightbown and Spad's opinion who insisted on students' speaking ability and as a condition for their performance.

Students who experienced foreign language classroom anxiety see that more practice in speaking which is intended to facilitate oral competence means increasing apprehension which may reduce the enjoyment of language learning experience (Phillips, 1991). Therefore, teaching practice and performance-based evaluation emphasize that oral production can be the most threatening experience for very anxious students (Horwitz, Horwitz, Cope, 1986). Furthermore, language learning anxiety has been identified by instructors as having negative impact on learning the language, many researchers for the last thirty years have been investigating the effect of language anxiety that learners experience when they are involved in learning a foreign language or second language. Meanwhile, several researches and studies have been conducted to identify the effect of anxiety on learner's language achievement and the main source that causes anxiety among students, and then offering some temporary solutions to mitigate the anxiety.

Horwitz (1986) pointed out that there is a negative relationship between anxiety and achievement. Moreover, a large number of researchers have asserted that “speaking” in the target language is the most anxiety provoking aspect of learning the language for the learners (e.g., Aida, 1994; Bailey, 1983; Cheng, Horwitz, & Schallert, 1999; Ely, 1986; Fukai, 2000; Horwitz et al., 1986; Kanagy & Futaba, 1994; MacIntyre & Charos, 1996; Madsen, Brown, & Jones, 1991; Saito-Abbott & Samimy, 1997; Young, 1990).

Many learners learning the second language (L2) asserted that speaking ability is the main goal for studying the language (DEET, 1991; Zammit, 1993). Furthermore, speaking is considered to be the most difficult skill to be developed by the learners especially whose language is only taught in the classroom (Schultz, 1986). In addition to that, if we compare those who are constantly exposed to the target language (TL) in second language (L2) environment, and those who don't have opportunity to be exposed to the target language, we will find that those who are exposed to the target language are capable to develop their speaking skill as well as good compared to those who are not exposed to the target language. Those who insist on speaking ability as condition for a successful study of the language are also right, for any activity concerning language will be of great benefit to the students, although Schultz considers speaking language as the most difficult task before the students since such language is only taught in the classroom.



A group of researchers pointed out that when learners experience anxiety, they may not attend classes, never participate or volunteer, neglecting homework, evading as much as possible to speak in the class, and responding in a barely audible whisper, or even sitting in the back of the classroom so as to minimize the humiliation and embarrassment of being asked to speak in classroom (Cohen, 1997; Fukai, 2000; Horwitz et al., 1986; Phillips, 1991). Furthermore, when learners experience severe anxiety, it can have irreversible effect to them: they may be terrified of dealing with the language, traumatized and shocked by their unsuccessful performance and achievement, and consequently, leading them to hate learning the language and sometimes even not studying at all (Price, 1991).

According to the above mentioned scholars, if anxiety is there among students, the result will be negative- an un educative generation of students will emerge. These students may turn their back to class' attendance or they (at least) withdraw to the back of the class to avoid being asked or embarrassed by teachers. All of this is to avoid being humiliated too, and this stage, if students reach to, is a dangerous stage in students' educational lives. Moreover, it will create (if it happened) terrors and shocks in the personality of every student. This fear or and humiliation produces hatred to the language and perhaps to the teacher of the language.

One the other hand, in the last two decades or so, many psychologists investigated the main effects of anxiety on language learning. Furthermore, many researchers have identified the main source of anxiety, and offered some suggestions so as to help students to mitigate anxiety. Subsequently, many studies show that anxiety has been entirely associated with oral aspects of language use (e.g., Aida, 1994; Bailey, 1983, 1995;

Cheng et al., 1999; Ely, 1986; Fukai, 2000; Horwitz, 2001; Horwitz et al., 1986; Kanagy & Futaba, 1994; MacIntyre & Charos, 1996; Madsen et al., 1991; Saito-Abbott & Samimy, 1997; Young, 1990).

These people are very true in their findings: that there is no achievement under the shadow of anxiety and that there should be suggestions to mitigate tension and anxiety among learners. Also it is right that anxiety has something to deal with oral approaches of the language, while there is no anxiety in reading, listening and writing of the language, for a student performs these activities alone without exposing himself to any direct touch with neither his/her teacher nor his/her fellow-students.

Horwitz et al. (1986), MacIntyre and Gardner (1991) pointed out that, foreign language anxiety is a situation specific rather than a trait anxiety, this anxiety is more unique to classroom language learning and distinct from the general feeling of anxiety. Moreover, Horwitz et al. (1991) defined foreign language (FL) anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 31). In addition to that, Horwitz et al. (1986) stressed that no other fields of study such as (mathematics or science) implies self-concept and self-expression to the degree that language study does at all. However, the gap between what learners can do in their native language, and what can foreign learners do in (L2), leads us to “reticence, self-consciousness, fear, or even panic” (p. 128).

Furthermore, adults' learners who have mature thoughts and ideas, they seldom find it difficult to understand others or making themselves understood in the foreign language. However, foreign language (FL) learners are often confronted with uncertain or even unknown linguistic and socio-cultural standards, this is *"likely to challenge an individual's self-concept as a competent communicator"* (Horwitz et al., 1986, p. 128). Moreover, it's quite important to alleviate anxiety among students so as to help them to cope with language anxiety. In this respect, teachers play a vital role in creating a suitable environment in the classroom and understanding foreign language anxiety as well as providing some kind of assistance that students may need e.g. anxiety workshop so as to help them deal with their own anxieties; hence, researchers have investigated many different teaching approaches to help students cope with anxiety. (see Koch & Terrell, 1991)

On the other hand, the relationships between communication apprehension, willingness to communicate (WTC), perceive competence, and the frequency of communication has been considered as the center of the investigation. Moreover, MacIntyre and Clément (as cited in Baker & MacIntyre, 2003, p. 90) predicted that willingness to communicate is not only influenced by anxiety but also by perceived competence. According to Baker and MacIntyre (2003) they stressed that it's not only the individual's actual communication competence, but also their perceived communication competence which decides willingness to communicate (p. 71). Therefore, when learners realize that they are not able to succeed in communicating, they will choose not to talk; although they can do well. These findings revealed that anxiety is closely associated with perceived competence (Baker & MacIntyre, 2003).

Baker and MacIntyre (2003) suggested the notion of a “vicious cycle” of language learning, and postulated the following:

Those with higher anxiety and lower perceived competence likely will be less willing to communicate and thus avoid L2 communication. When people avoid these behaviors, they deprive themselves of the opportunity to improve their proficiency and experience. Without an improvement in proficiency, it is unlikely that the person will experience a reduction in anxiety or an increase in perceived competence (Baker & MacIntyre, 2003, p. 71).

Thus it is factual that a person can do well in his own language rather than in the second language. Horwitz, is right, who talks about foreign language anxiety which creates in a learner a kind of ‘complex self-perception’ and that his mind is stray in his ups and downs of acquiring a good command of the language. The thing which is not found in a learner’s own language, who gets rid of any kind of ‘panic’ or ‘fear’ in Horwitz’s argument. Thus, no doubt that a new teaching approach is needed to alleviate anxiety among learners by creating a suitable environment in the classroom, that is to encourage them cope with this new language, otherwise anxiety and tension will dominate students for a long time if not forever, and that willingness to communicate is the core of the matter, although (MacIntyre and Clement who are cited in Baker and MacIntyre), predicted that willingness to communicate should be influenced by competence. But I think that the suggestions of Baker and MacIntyre are so healthy saying that those who have high anxiety have less willingness to communicate with others in the second language. The outcome of this behavior is deprivation of improving themselves in the second language.

Beebe (1983), Foss and Reitzel (1988), Krashen (1982), Scarcella, and Anderson, (1990), for example, have investigated several affective variables related to anxiety, so as to shed more light on foreign language learning process. Furthermore, the phenomena of foreign language anxiety attracted many researchers to study the main effects of anxiety on student's performance, and its negative role of decreasing success among students, and its role of increasing attrition in language classroom.

This group of researchers and scholars leave their impact concerning reducing anxiety among students; they went farther to say that anxiety may decrease success among students which leads in its turn to language attrition and perhaps its loss.

Price (1991) reported that her research clearly showed that "instructors had played a significant role in the amount of anxiety each student had experienced in particular classes" (p. 106) as well as that of (Young, 1990) who noted that anxiety decreased when instructors "create a warm social environment" (p. 550).

Bailey (1983) explored the correlation between "anxiety" and learners performance, and concluded that if the student's anxiety is high level, this may lead to adverse effects on students performance in the foreign language.

Price (1991) here had diverted from the usual track of reducing anxiety by blaming the instructor himself as a cause of the anxiety in students, while (Young 1990) calls for creating a warm atmosphere among students to encourage them proceed forward and not backward. (Young 1990) shows some ways and strategies of reducing anxiety among students without clarifying them.

Many studies have been conducted to show the effects of anxiety on student's performance in language class. These studies revealed many discrepant and conflicting results. Moreover, Bailey (1983) pointed out that anxious foreign language learner may express their feelings through avoiding their behavior such as skipping language class or avoiding eye contact with instructor. Bailey (1983) acknowledge students' skipping classes and avoid face to face contact with their instructor. This is quite true and I believe in it.

Some students are afraid to participate in the classroom discussions, because they have less competent in public speaking (Young, 1991). Again, students are afraid of participating in any oral class activities for they have no competence in the language or have poor competence. The above mentioned learned concentrate on poor learning of the language leads to a high anxiety among students.

Thus, all agreed that anxiety plays the major role in decreasing learning the language, and if this continues, it will have a harmful effect on learning and learners, although we find a contrary understanding in Horwitz who says that: to many researchers, anxiety is an important factor in students' performance.

MacIntyre and Gardner call "*situation specific anxieties*" (1991, p. 90), or anxiety which is related to classroom activities, such as public speaking, several studies focused on anxiety and especially what Daly called "Communication Apprehension" (P. 142) or in other meaning what we call fear of speaking in public which is a problem to many primary and college students.

On the other hand, many researchers have examined the effects of anxiety on foreign language learners and especially in oral performance in the classroom. Cited in (Aida, 1994; Chang, 1996; Ellis, 1994; Horwitz et al., 1986; Kock & Terrell, 1991; Phillips, 1991, 1992; Young, 1990, 1991).

According to Cheng, (1996) Horwitz, (1986) and Schallert (1999) many of the instruments that are designed to measure foreign language anxiety have the majority of items that address speaking anxiety, which reflects widely that speaking is the most anxiety-dramatically aspect of foreign language for the majority of students; although, these instruments may play an important role of facilitating accurate measurement of speaking, but may not help them identifying the most anxious student about other language skills.

It has been proven that when students feel that they are unsure of what they are performing or saying, they feel that they are not giving proper impression of themselves to other people. Consequently, this will cause many problems and hindrances in the class, because in this way, students will become more apprehensive and worried of being evaluated from teachers, so finally they will produce more negative performance and less positive behaviors. So what is the main cause of their being shy then? I think first of all: the lack of speaking experience, and the lack of a good command of the language itself, and finally the lack of adequate information about the topic they are going to talk about.

According to Richmond (1984), apprehensive students always tend to be less talkative in classroom, isolated person and less intelligent than non-apprehensive counterparts. They have lower levels of oral production; less tendency to volunteer answers in class and more reluctant to engage in second language conversations (Gardner and MacIntyre, 1993).

Some of these researchers acknowledged the role of instruments to reduce the tension among students, and some of them (researchers) assure that anxiety is a kind of shyness and tension among students. But if we search for the main cause of their shyness and tension, we will find the lack of experience as well as the lack of a good command of the language, along with the lack of true information about the subject they are intended to speak about. It is a dangerous point if the students are uncertain of what they are going to say in their speech, if that is true, it will result by forming a poor impression, and this will bring out the lack of strong character in them.

I may take the matter from a different perspective: I think that these apprehensive students are less talkative than others because they are busy storing information and knowledge, and that they do not have time to give or to talk. On the contrary their main course is to accumulate knowledge and not ready to spend time giving but gaining, and that is true that they do not share much in oral participation for the apprehensive students mentioned above, and (may be) they believe in the proverb which says: the more you talk the more you make errors and mistakes, particularly when the speakers use a second language to express themselves.



Cohen and Norst (1989) claimed that:

“fears seem to be partly derived from learners fear of foreign and unfamiliar, but especially the fear of having what they perceive as their inadequacy exposed, resulting in loss of self-esteem, of being placed in a dependent and inferior position before their peers, a position in which they lose command and control of their situation.” (Cohen and Norst, 1989, p.62).

Fear is the main factor that dominates the learners themselves, the fear of using foreign expressions and vocabulary, the fear which could result in placing them in an inadequate position, which in its term leads to a total loss of self-esteem. Cohen and Norst (1989) could expose them as inferior and in less value than their counterparts and peers. This, perhaps, is not far from Abraham Maslow’s hierarchy of needs who put these needs as the following: physiological needs; safety; social and finally the need for self-esteem. In this respect, fear could affect man’s internal esteem (such as self-respect and achievement) and external esteem (such as status, recognition, and attention) as well.

Ellis (1995) found the evidence for such changes during a semester-long public speaking course. Students who showed high levels of communication apprehension perceived more improvement in public speaking competency than those who were low in communication apprehension, although both groups experienced a decrease in their level of public speaking anxiety from the beginning to the end of the semester.

Rubin, Rubin, and Jordan (1997) found that the most anxious students in a basic communication course showed the greatest decreases in communication apprehension and the largest increases in perceived competence from the beginning to the end of an academic semester.

MacIntyre, Thivierge, & MacDonald, (1997) proposed that anxious speakers tend to monitor the audience with vigilance, looking for feedback on their performance. If the audience is seen as congenial, then the level of anxiety seems likely to decline from the beginning to the end of the speech.

Matsuda et al, (2001) pointed out that language anxiety indicates that there is a negative relationship between anxiety and foreign language learning. However, language anxiety is the a multi-faceted construct.

## **CONCLUSION**

The literature review supports the main goal of this study which is to begin exploring the pattern of anxiety over different points in time for a single speech occasion. Furthermore, rigorous research must be conducted to study the phenomenon in depth. Moreover, subjects might be pretested and grouped according to Personal Report Public Speaking Anxiety (PRPSA) scores to determine if communication apprehension level changes over time for high moderate and low apprehensiveness .On the other hand, individual characteristics such as gender, age, speaking experience, and types of speaking occasion will also be examined .Therefore, the effects of measuring public speaking anxiety patterns as a part of appropriate cognitive modification training might be tested to determine if anxiety levels would decline .Although we often discuss anxiety as if we experienced it at one level throughout a speech occasion.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter outlines the methodology that was used in conducting this study. It is divided into the following sections: research design, population and sampling, research instruments, pilot study, data collection procedures and data analysis.

#### **3.1 RESEARCH DESIGN**

The research is designed to identify the problems that UUM Arab-students face before giving a speech in public, and how do Arab-students in University Utara Malaysia deal with these problems in order to overcome public speaking anxiety, especially those students who are undertaking the *English Intensive Course* for one semester to enable them pass the university entrance examination for the year 2008/2009.

#### **3.2 ENGLISH INTENSIVE COURSE**

The English Intensive Course is an obligatory course for all students who failed to pass the English replacement test which is conducted by UUM Language Center. This course consists of the four English language skills speaking, listening, writing, and reading. It is designed for one semester only. Speaking is given some advertence because almost all students who are undertaking this course have difficulties in speaking in public. Speaking skill is given 2 to 3 hours each class and it depends on the lecturer him/herself. Each class lasts for 5 hours and they attend 5 days per week except Friday and Saturday.

Each week some students have to present some topics given by the lecture or by the students' choice themselves. Furthermore, speaking activities consists of role-play and information-gap.

Regarding role-play for example; teachers in this activity have only to give situations. Students need to make their own dialogue with their partners. Then they have to memorize their scripts. This task can't be done by only one student. This activity is good for students' cooperative learning. This task can be beneficial for the students who are good at acting. Sometimes it is difficult for English teachers to balance students' action and language proficiency when scoring speaking assessment.

Example: Playing the roles in a dialogue

First, UUM Arab-students are asked to practise the dialogue in pairs. Second, Teacher asks his/her students to perform the dialogue in front of the whole class, speaking in different moods such as happy, irritated, bored, or in different role relationships such as parent and a child, husband and wife, two friends, etc.

Regarding Information-gap; this activity is considered as an authentic task for speaking assessment. Teacher's role is to divide students into A-B pairs. The teacher copies two sets of pictures. One set for A students contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find-out how many differences there are between the two pictures.

I see that English Intensive Course is a necessity for failure students, for it is the only remedy to improve their skills. Dialogue, too, is an excellent task for students to activate their skills and break the obstacles of different nationalities, of speaking and perhaps of writing and understanding.

### **3.3 POPULATION AND SAMPLING**

This study is focusing on the Arab-students studying in UUM especially those who are enrolling in the English Intensive Course. A total of 550 graduate and undergraduate Arab-students males are undertaking the English Intensive Course in University Utara Malaysia, and only 40 Arab graduate students from the total of 70 will take part in this study. These samples will be selected randomly to ensure no bias among the students; they are ranged between the ages of 21 to 30 years old. Furthermore, the participants of this study are only graduate Arab-students, especially those who want to pursue their Master's degree in UUM. Moreover, graduate Arab-students reported pursuing, Information Technology IT, Business and its branches, Human Resources, and Humanities.

Nationality, there are many different Arab nationalities in this English Intensive Course such as Jordanians, Palestinians, Iraqis, Syrians, Yemenis, Egyptians, Saudis, and Algerians. The majority of UUM Arab-students in this current course 2008/2009 are Libyans, Iraqis, and Jordanians students.

Arab-students reported pursuing, Information Technology IT, Business and its branches, Human Resources, and Humanities. At the end of the semester there is a final examination including the four language skills and it lasts for 3 hours. In the speaking test, students will be given the choice to choose from the list of their favorite and interests topics. Finally, in this intensive course if UUM Arab-students fail to pass the course they have to repeat it again the following semester.

### **3.4 RESEARCH INSTRUMENTS**

In this study, a mixed method approach will be adopted: 'a questionnaire' and 'interview' with UUM Arab-students. Furthermore, Public speaking anxiety PRPSA-34 (see Appendix A) (McCroskey, 1970; Richmond & McCroskey, 1985) was chosen to measure participants' levels of public speaking anxiety (PSA).

Questionnaire is composed of thirty-four statement concerning feelings about communicating with other people such as tensions, losing-face, self-confidence, fear of negative evaluation, and shyness. UUM Arab-students will be asked to indicate the degree to which the statements apply to them.

#### **SIMILAR ASPECTS OF PUBLIC SPEAKING ANXIETY**

Q1.Q2.Q3.Q9.Q14.Q22.Q23.Q27.Q34. All indicated student's "Tension" before and while giving a speech in public.

Q4.Q6.Q7.Q8.Q11.Q12.Q15.Q16.Q17.Q18.Q24.Q26.Q33.All indicated students "Self-confidence" before and while giving a speech in public.

Q10.Q13.Q19.Q20.Q25.Q32. All indicated student's "Fear" before and while giving a speech in public.

Q5.Q21.Q28.Q29.Q30.Q31. All indicated student's "Anxiety" before and while giving a speech in public.

This instrument is used to measure feelings, tensions, self-confidence, and fear about anxiety and includes a variety of anxiety stimuli specific to public speaking environments. In previous studies, the PRPSA-34 has yielded three separate internal reliability measures of .94 and a test retest reliability of .84 over a period of ten days (Byers & Weber, 1995).

McDonough and McDonough (1997: 171-172) state the advantages of questionnaires. In this respect, the researcher will undertake only one advantage which is relevant to his study as follows:

- The knowledge needed is controlled by the questions; therefore it affords a good deal of precision and clarity.

The questionnaire was used to identify the problems that UUM Arab-students face before giving a speech in public, and how to overcome these problems. 34 question were used in this questionnaire related to the Public speaking anxiety.

4- Point Likert scale was used to obtain the total of responses as the following:

1. Strongly agree.
2. Agree.
3. Neutral.
4. Disagree.
5. Strongly disagree.

Neutral will not be excluded from Likert-scale because the items that were given by McCroskey (1970) can't accept four items only because the items are very sensitive in terms of feelings, tensions, anxiety, and fear that not everyone faces before and while giving a speech in public. They naturally occur to everyone. Furthermore, McCroskey, who designed these items, included neutral because of the aforementioned reasons.

Interviews, 3 Arab-students were interviewed using a semi-structured interview to identify the strategies used to overcome public speaking anxiety.

### **3.5 PILOT STUDY**

The research was carried out by using a questionnaire method. A pilot questionnaire will serve the researcher to identify those unclear items, repetitive, and unnecessary. The main two languages in this questionnaire are Arabic and English to ensure complete understanding of all items by the participants.

For the purpose of the pilot study, 3 Arab-students from Iraq and Algeria were interviewed on Tuesday 20/01/2009 at 3:45pm in Bukit Kaci Restaurant in order to support my study and to have a clear background of the Arab-student's status specially



public speaking and I came-up with these information. The three students were interviewed in Arabic-language, and then translated into English language. My understanding from these semi-structured interviews is that all the students admitted that speaking in public is a very difficult task to be accomplished, and that anxiety is the main problem to all of them.

Qualification plays an important role in anxiety. Therefore, the more Arab-students are educated the less anxiety they have before giving a speech in public because after getting a plenty of education naturally they can reduce the degree of anxiety because they are more confident and relaxed to speak in public. While if Arab-student's qualification is inadequate or low such as higher school or diploma their anxiety will be very high before giving a speech in public. This is clearly seen among students in high schools in almost every Arab-country. According to my teaching experience, almost two to three students have the ability to speak in front their classmates. Furthermore, as an English teacher in local secondary schools in Palestine I realized this problem, and even I interviewed some students directly and said " Why don't you answer in the class" student A answered " I know the answer teacher but I feel shy or sometimes I'm afraid to answer in front of my classmates because everyone will focus on me while I'm speaking".

Student B "I am afraid to speak in public so as not to lose face in public if I commit many mistakes during my speech.

Student C " I have the ability to speak in public but I'm afraid that my classmates will laugh at me if my speech is not convincing.

### **3.6 DATA COLLECTION PROCEDURES**

The participants of this questionnaire are 40 Arab-students from the University Utara Malaysia; the questionnaires were distributed randomly to Arab-students undertaking the English Intensive Course. Moreover, their participation in this study is entirely voluntary. The data was analyzed through a statistical program SPSS-PC to identify the problems faced by Arab-students.

### **3.7 DATA ANALYSIS**

The data of this questionnaire was analyzed by using a statistical program (SPSS-PC). A visual inspection of the raw data for extreme scores was conducted to get the exact average to each question, also to avoid any unexpected mistakes during analyzing the data. Descriptive statistics was used to analyze the data. Open-ended items were analyzed to enhance the consistency of responses across the respondents. Furthermore, these open-ended items allow participants more freedom to express their own communicational feelings and problems.

## **CHAPTER 4**

### **4.0 RESEARCH FINDINGS**

In this chapter, the data collected will be statistically analyzed, based on the research questions which indicate student's tension, fear, and anxiety before and while giving a speech in public. These findings will give the researcher a clear point about the main score to the questions in order to get the exact percentage of the UUM Arab-student's feelings about communication either in the classroom activities or giving a speech in public. From the first research question, the researcher's aim was to identify the problems that UUM Arab-students face before and while giving a speech in public. The problems in this study were shyness, losing face, fear of negative evaluation, and tension. These problems have a negative relationship with anxiety and they were considered the main causes of anxiety among UUM Arab-students. According to the findings almost all the Arab-students have anxiety in public speaking. While from the second research question, the researcher's aim was to identify the strategies that UUM Arab-students use to overcome their public speaking anxiety which indicates that they resort to imitation strategy such as imitating BBC and CNN broadcasters as the best way to acquire their accurate pronunciations and their techniques of dealing with language. Furthermore, the research questions have answered the main reasons of anxiety among UUM Arab-students and the strategies they use to overcome their public speaking.

Furthermore, it will be easy after analyzing the data to identify the problems that UUM Arab-students face during their presentations or speeches. These problems can give the researcher a clear point of understanding the main causes of these problems and then finding-out unique solutions to overcome Arab-students public speaking anxiety. The findings of the study revealed the anxiety among UUM Arab-students which was moderate in improving that those students have real anxiety when they are involved in giving a presentation or a speech in public.

Thus identifying the problems that Arab-students face is the core of the matter, for when the defect is discovered the solution is too easy to be found. It is just like the disease, if it is diagnosed, it will be easy to resist and finally to get rid of it. In my opinion, I see that the solution for students' anxiety, tension, fear etc., will be in giving practical and oral activities to enable the students possess the courage to speak before the public, or among his fellow-students at least.

The first draft revealed that UUM Arab-students have real anxiety while and before giving a speech in public, these results were expected from the respondents because of lack experience and practice in English language skills. This is due to the lack of supervision from the teachers who never encouraged their students to use English inside or outside the classroom which is necessary to develop student's oral skills especially speaking skills. Speaking is considered the major problem to the majority of UUM-Arab students who enrolled the "English Intensive Course" and even almost all Arab-students in the Malaysian Universities.

#### 4.1 CAUSES OF ANXIETY BY ITEM ANALYSIS

Table 1: Percentages of students "Tension" before, after, and while giving a speech in public.

	Statements	Agree	Disagree	Neutral
Q1.	While preparing for giving a speech, I feel tense and nervous.	75%	22.5%	2.5%
Q2.	I feel tense when I see the words "speech" and "public speech" on a course outline when studying.	50%	37.5%	12.5
Q3.	My thoughts become confused and jumbled when I am giving a speech.	60%	32.5%	7.5
Q9.	When the instructor announces a speaking assignment in class, I can feel myself getting tense.	65%	22.5	12.5%
Q14.	I get anxious if someone asks me something about my topic that I don't know.	62.5%	25%	12.5
Q22.	Certain parts of my body feel very tense and rigid while giving a speech.	52.5%	35%	12.5
Q23.	Realizing that only a little time remains in a speech makes me very tense and anxious.	70.5%	25%	5%
Q27.	I do poorer on speeches because I am anxious.	82.5%	7.5%	10%
Q34.	While giving a speech, I get so nervous I forget facts I really know.	60%	35%	5%

## DISCUSSION

75% of the participants as a whole "Agreed" that they feel tense and nervous while preparing for giving a speech in public which is due to their lack of experience to speak English language in public which causes high anxiety among UUM Arab-students.

50% of the participants as a whole "Agreed" that they feel tense when they see the words "speech" and "public speech" on a course outline when studying which is due to their teacher's deficiency of experience to encourage their students to speak in public.

60% of the participants as a whole "Agreed" that their thoughts become confused and jumbled when they are giving a speech in public which is due to the lack of self-confidence among UUM Arab-students.

65% of the participants as a whole "Agreed" that they feel tense when the instructor or teacher announces a speaking assignment in class which is due to the lack of enthusiasm from their teachers to encourage them speak English language in public.

62.5% of the participants as a whole "Agreed" that they get anxious if someone asks them something about their topic that they don't know which is due to student's lack of preparation and fear of negative evaluation.

52.5% of the participants as a whole "Agreed" that certain parts of their bodies feel very tense and rigid while they give a speech in public which is due to the lack of self-confidence and losing face in public.

70.5% of the participants as a whole "Agreed" that they are very tense and anxious when they realize that only a little time remains to give a speech in public which is due to the lack of self-confidence.

82.5% of the participants as a whole "Agreed" that they do poorer on public speeches because they are anxious which is due to the lack of self-confidence and experience.

60% of the participants as a whole "Agreed" that while they give a speech in public, they get so nervous they forget facts that they really know which is due to their nervousness and lack of self-confidence.

Table 2: Percentages of students "Self-confidence" while, before, and after giving a speech in public.

	Statements	Agree	Disagree	Neutral
Q4.	Right after giving a speech I feel that I have had a pleasant experience.	30%	55%	15%
Q6.	I have no fear of giving a speech.	27.5%	60%	12.5%
Q7.	Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.	30%	57.5%	12.5%
Q8.	I look forward to giving a speech.	32.5%	45%	22.5%
Q11.	I feel relaxed while giving a speech.	27.5%	55%	17.5%
Q12.	I enjoy preparing for a speech.	30%	52.5%	17.5%
Q15.	I face the prospect of giving a speech with confidence.	25%	52.5%	22.5%

Q16.	I feel that I am in complete possession of myself while giving a speech.	30%	52.5%	17.5%
Q17.	My mind is clear when giving a speech.	27.5%	52.5%	20%
Q18.	I do not dread giving a speech.	30%	62.5%	7.5%
Q24.	While giving a speech, I know I can control my feelings of tension and stress.	35%	57.5	7.5%
Q26.	I feel comfortable and relaxed in the hour or so just before giving a speech.	22.5%	65%	12.5%
Q33.	I feel anxious while waiting to give my speech.	25%	57.5	17.5%

## DISCUSSION

55% of the participants as a whole "Disagreed" that they have pleasant experience after giving a speech in public which is due to their lack of experience in speaking skill.

60% of the participants as a whole "Disagreed" that they have no fear of giving a speech in public which is due to the lack of self-confidence and fear of negative evaluation.

57.5% of the participants as a whole "Disagreed" that they feel satisfied before and after giving a speech in public which is due to the lack of self-confidence.

45% of the participants as a whole "Disagreed" that they look forward to give a speech in public which is due to the lack of self-confidence and tension.

55% of the participants as a whole "Disagreed" that they feel relaxed while they give a speech in public which is due to the lack of self-confidence.



52.5% of the participants as a whole "Disagreed" that they enjoy preparing for a speech in public which is due to the lack of self-confidence.

52.5% of the participants as a whole "Disagreed" that they face the prospect of giving a speech in public with confidence which is due to UUM Arab-student's lack of self-confidence and fear of negative evaluation.

52.5% of the participants as a whole "Disagreed" that they are in complete possession while giving a speech in public which is due to their high tension and fear.

52.5% of the participants as a whole "Disagreed" that their minds are clear when they give a speech in public which is due to students' nervousness to give a speech in public.

62.5% of the participants as a whole "Disagreed" that they don't dread to give a speech in public which due to the lack of experience in speaking English language in public and even in the classroom discussions.

57.5% of the participants as a whole "Disagreed" that they can control their feelings of tension and stress while they give a speech in public which is due to the fear of negative evaluation and self-confidence.

65% of the participants as a whole "Disagreed" that they are comfortable and relaxed in the hour or so just before giving a speech in public which is due to the lack of experience of speaking English language in public.

57.5% of the participants as a whole "Disagreed" that they feel anxious while waiting to give their speeches in public.

Table 3: Percentages of students "Fear" before and while giving a speech in public.

	Statements	Agree	Disagree	Neutral
Q10.	My hands tremble when I am giving a speech.	52.5%	37.5%	10%
Q13.	I am in constant fear of forgetting what I prepared to say.	52.5%	27.5%	20%
Q19.	I perspire just before starting a speech.	45%	40%	15%
Q20.	My heart beats very fast just as I start a speech.	65%	15%	20%
Q25.	I breathe faster just before starting a speech.	55%	35%	10%
Q32.	My heart beats very fast while I present a speech.	55%	27.5%	17.5%

**DISCUSSION**

52.5% of the participants as a whole "Agreed" that their hands tremble when they have to give a speech in public which is due to the lack of self-confidence among UUM Arab-students.

52.5% of the participants as a whole "Agreed" that they are in constant fear of forgetting what they have prepared to say which is due to student's fear of losing face in public.

45% of the participants "Agreed" that they perspire just before starting a speech in public which is due to the lack of self-confidence and fear of negative evaluation.

65% of the participants as a whole "Agreed" that their hearts beat very fast just as they start giving a speech in public which is due to their high anxiety of giving a speech in public.

55% of the participants as a whole "Agreed" that they breathe faster just before starting a speech in public which is due to the lack of self-confidence and fear of negative evaluation.

55% of the participants as a whole "Agreed" that their hearts beat very fast while they present a speech in public which is due to the lack of self-confidence and fear of speaking in public.

Table 4: Percentages of students "Anxiety" before and while giving a speech in public.

	Statements	Agree	Disagree	Neutral
Q5.	I get anxious when I think about a speech coming up.	75%	17.5%	7.5%
Q21.	I experience considerable anxiety while sitting in the room just before my speech starts.	62.5%	27.5	10%
Q28.	I feel anxious when the teacher announces the date of a speaking assignment.	57.5%	32.5%	10%
Q29.	When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.	60%	30%	10%
Q30.	During an important speech I experience a feeling of helplessness building up inside me.	57.5%	35%	7.5%
Q31.	I have trouble falling asleep the night before a speech.	60%	30%	10%

## DISCUSSION

75% of the participants as a whole "Agreed" that they feel anxious when they think about a speech coming up which is due to the lack of self-confidence among UUM Arab-students.

62.5% of the participants as a whole "Agreed" that they experience considerable anxiety while sitting in the room just before their speeches start which is due to their high anxiety and fear of negative evaluation.

57.5% of the participants as a whole "Agreed" that they feel anxious when the teacher announces the date of a speaking assignment which is due to the lack of self-confidence and fear of being negatively evaluated.

60% of the participants as a whole "Agreed" that when they make mistakes while giving a speech in public, they find it hard to concentrate on the parts that follow which is due to the lack of self-confidence.

57.5% of the participants as a whole "Agreed" that they experience a feeling of hopelessness building-up inside them during an important speech in public which is due to their anxieties and self-confidence.

60% of the participants as a whole "Agreed" that they have trouble falling asleep the night before a speech which is due to the lack of self-confidence and fear of speaking in public.

## CAUSES OF ANXIETY

There are 5 main causes of anxiety among Arab-students in UUM. They are as the following:

1. Fear of negative evaluation is one item or cause that forms the student's tension. True it is that a student spends his time in full fear of what the audience will say about his speech when he or she finishes his/her speech. This matter could cause tension for the speaker, particularly if he or she is not strong enough in his speech. The solution, in my opinion, is that he should deliver his speech ignoring what others may say about his speech.
2. Tension, too, is not less negative from the previous problem. If it is there in the speaking person, it will affect him or her negatively. Therefore, a person who is meant to deliver a speech should be at rest of mind, rest of feeling and should be in a total relaxation before and through delivering the speech, otherwise his speech will be useless and not convincible at all. Therefore a speaker should be away from being tensed.
3. Shyness is bad trait found in man, in women and even in children. In case of delivering a speech shyness plays a destructive role. When a person feels shy delivering a speech, he won't convey his message from his speech, and if he tries to convey his ideas to others, it won't reach them correctly and clearly. Furthermore, shyness kills ambition in man, for a shy person looks at things from different angles which finally, lead to his failure delivering a speech.

4. Losing face in public is another dangerous quality that faces the speaker. The problem is that in case of failure, the thing will be openly noticed, and hence the problem for the speaker, the problem is that he or she is speaking in public otherwise he or she may not be much affected in case of failure. If it happened and the speaker fails, he may never repeat that for the rest of life. The person in this case will stay frustrated in the society for such a lack.

5. Lack of self-confidence is concern; it is the most important issue that affects a speaker. It is the place where anxiety build its nest, therefore if a person finds himself is not apt for any kind of speech, or even if he feels hesitated, he should not try to deliver a speech before the public, he should try it alone or in the presence of his best friends lest other should sarcast him or jest at him while speaking before others.

## **4.2 INTERVIEW FINDINGS**

3 students were interviewed from the "English Intensive Course" in order to support the researcher's study and to identify the strategies that UUM Arab-students use to overcome their anxieties especially when they give speech in public. Moreover, each UUM Arab-students was asked this following question during the interview:

- What strategies do you use to overcome public speaking anxiety?

Student A

Origin text

المشارك الأول صرح:

"أن أفضل طريقة للتغلب على القلق في الخطابة العامة هو ممارسة مهارات اللغة الإنجليزية الأربعة يوميا

وليس فقط في المناقشات داخل الفصول الإنجليزية ولكن ممارسة اللغة في الحياة العادية."

المشارك الأول ذكر "أن الاستماع لأذاعتي البي بي سي والسي ان ان تشجعه بشكل خاص وجميع طلاب العرب

بشكل عام لممارسة اللغة الإنجليزية من ناحية الدقة في التلفظ والنطق."

علاوة على ذلك, المشارك الأول ذكر "أن الثقة بالنفس يمكن أن تحمي الشخص من أي قلق قبل وفي أثناء ألقاء خطبة

أمام الجمهور."

المشارك الأول "يعتقد أن الثقة بالنفس يمكن أن تسهل خطابة الي أبعد حد. بعد ذلك, المشارك الأول أصر بأن القلق

يلعب دورا هاما في تعلم اللغة الثانية (اللغة الإنجليزية) وفي الأكتساب أيضا. أشار أيضا بأن القلق يمكن أن يكون

مساعد في بعض الحالات ومدمر في بعض الحالات الأخرى اعتمادا على الأفراد أنفسهم."

Participant A announced that "the best way to overcome anxiety in public speaking "is to practice the four English language skills everyday and not only in the discussions in English classes but also practicing the language in everyday life." He also mentioned that "listening to BBC and CNN broadcasts can encourage him especially and all Arab-students in general to practice English language in terms of accurate spelling and pronunciation."

Furthermore, student A also mentioned that *"student's self-confidence can protect him/her from any anxiety before and while giving a speech in public."* He believes that *"self-confidence can facilitate his speech ultimately. Subsequently, participant A insisted that anxiety plays an important role in L2 learning and acquisition."* Finally, he pointed out that *"anxiety can be helpful in some situations and devastating in some others depending on the individual students."*

Student B

Origin text

المشارك الثاني صرح:

"أن القلق هي قضية بحد ذاتها لأنها تمنع المتكلم من التعبير عن أفكاره بوضوح." المشارك الثاني ذكر "أن المشكلة الرئيسية هي بأن معلمينا في المراحل الأساسية والثانوية لم يركزوا على المهارة الشفوية وفي بعض الأحيان هم تجاهلوا نشاطات المحادثة والتي تتطلب المهارة الشفوية."

المشارك الثاني أيضا "يعتقد بأن المعلمين هم المشكلة الرئيسية في القلق بسبب كسلهم في إعطاء أهمية للمهارات الشفوية."

المشارك الثاني "يعتقد بأن نشاطات المحادثة المركزة تساعد متعلمين اللغة الثانية ( اللغة الإنجليزية) لتطوير مهاراتهم في المحادثة الإنجليزية لأن مثل هذه النشاطات تجبر الطلاب بشكل معتمد لتكلم او مزاوله اللغة."

Student B announced that *"anxiety is an issue because it prevents the speaker from expressing his/her ideas and thoughts clearly."* He also mentioned that *"the major problem is that our teachers in the primary and secondary levels didn't focus on speaking skill and it occurred that sometimes teachers totally ignored speaking activities*



at all which require speaking skill." He also believes that "teachers are the main cause of anxiety because of their carelessness towards giving importance to oral skills."

Student B believes that "intensive speaking activities would help L2 learners to promote and develop their English speaking skills because such activities force students' intentionality to speak the language."

Student C

Origin text

المشارك الثالث "يعتقد بأن القلق له تأثير سلبي على متعلمين اللغة الثانية (اللغة الإنجليزية) لأنها لا تساعد الطلاب على أبداء آرائهم وأفكارهم بسبب القلق، وأن معلمهم لم يشجعوهم لممارسة مهارة المحادثة وحتى في نشاطات المحادثة."

المشارك الثالث أشار "لكي نتغلب على القلق في الخطابة العامة نحن يجب ان نكون واثقين بأنفسنا والتي هي قضية هامة قبل ألقاء خطبة أمام الجمهور."

المشارك الثالث "يعتقد بأن نشاطات المحادثة قد تساعد الطلاب للتغلب على قلقهم لأن مثل هذه النشاطات لديها القوة لتمكين الطلاب لأبداء المعرفة الخفية التي لديهم."

علاوة على ذلك، المشارك الثالث صرح "أن القلق هو شيء ضار لوظائفنا في المستقبل إذا ما تلك المهن تتطلب المهارة الشفوية مثل مهنة التسويق والصحافة وإدارة الأعمال."

Student C believes that "anxiety has negative impact on L2 learners because it wouldn't help students to express their opinions and thoughts because of their anxiety and that their teachers themselves hadn't encouraged them to practice speaking skill even in the

*speaking activities."* He pointed out that *"in order to overcome public speaking anxiety we must be confident of ourselves which is very important issue before giving a speech in public."* He also believes that *"speaking activities could help them to overcome their anxieties because such activities have the power to enable students express their hidden knowledge."* Furthermore, student C announced that *"anxiety is something harmful to our future's career if that job or career requires speaking skill such as Marketing, Journalism, and Business."*

Regarding public speaking anxiety in English language, the three students admitted that they face some problems before speaking English in public such as losing face, fear of negative evaluation, self-confidence, tension, and nervousness. They admitted that they can speak English language but they feel shy and fear if what they are saying is not convincing the others. They were afraid from committing a lot of mistakes while speaking.

I find that student A and student B agreed that tension is the main cause of the students when giving a speech in public, but they differ in the issue of the teacher's focus on practical lesson. But student C sees that the teacher who is responsible for the lack of his students in conversational matters due to his ignorance of this activity. Student C too, believes that anxiety is harmful when the job requires oral activities such as journalism and business activities. However student A sees that self-confidence is the heart of the matter: meaning that if self-confidence is there, the speaker will prove success in his endeavor.

Ali the Iraqi student admitted that the audience is the problem by saying: "*I feel embarrassed and stressed when the audience or my classmates focus on me while speaking in public, I'm afraid that one of the audience will laugh at me if I commit some mistakes.*" Yousef the other Iraqi student admitted that "*speaking English language in public needs high motivation and enthusiasm in order to make the listeners understood.*" Ibrahim the Algerian student admitted that "*my problem is that I feel trembling and shaking before giving a speech and even when I speak I'm more stressed that I can't express what I have prepared well.*" Furthermore, the main reason of conducting such semi-interviews is to identify some problems about public speaking anxiety in advance, so it will be very easy to the researcher to conduct the questionnaire and to chose his/her questions carefully.

#### **4.3 SUMMARY OF THE INTERVIEW FINDINGS**

However, speaking in public is a must, and speaking successfully is the core of the matter, and that when an Arab-student was interviewed about the ways of getting rid of anxiety while speaking, the answer was that a student or a speaker should practice the four English language skills. This ultimately is going to create a good speaker before the audience. I do agree that anxiety is the main hindrance before giving a successful speech, and perhaps it is true according the student B who insists that the problem was the teachers who totally ignore speaking practice in the class. Thus the whole concentration, in my opinion, should be given to oral practice to enable students be courageous while speaking. Having read the suggestions of student B, I came to know that the availability of a good comfortable atmosphere in the class is a must, that to enable students cope with their teachers' directions towards acquiring good attentive minds. However student (B)

suggestions are so healthy wealthy in connection of increasing the student's activities and encouragement towards good speaking performance. He is right when he concentrates on different conditions to activate students' participation in oral activities. He focuses on, for example, fun activities like cutting jokes in the class, introducing pieces of music etc. This creates an atmosphere of completion among students. Anyhow it all depends on the activities that the teacher himself conducted in the class as he is the king of the class.

In this connection the ideas and suggestions of student C is not far from those of student B and student A all of which flows into the same source: that is to encourage students delivering a good speech in public. However student C believes that anxiety is the main obstacle before students' advance in speaking matters, for he believes that anxiety is the killer of activities to the students wherever they are and in whatever language they speak. Therefore student C calls for finding confidence in ourselves first, because he believes that speaking activities may help overcome any anxiety, for in this activity, if it is found, students may show their hidden store of knowledge. Finally student C believes that anxiety is something harmful to all, and that teachers must do their best to avoid falling in this trap.

## **CHAPTER 5**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS, AND SUGGESTIONS**

#### **5.0 SUMMARY AND DISCUSSION OF FINDINGS**

This paper aims to study and discuss the problems that UUM Arab-students face before and while giving a speech in public. Some theoretical and empirical studies support the idea that anxiety plays an important role of effecting students' performance while giving a speech in public. This study is encouraged by the concern that teacher's experience has a useful role to overcome his/her students' anxiety and developing their English language skills ultimately. The researcher realizes that this study has its own limitations due to its small samples and the male's gender only. Whereas the results of the questionnaire have revealed that Arab-student's have anxiety of English language especially when they speak the language in the classroom activities and in public speeches.

According to the previous findings from UUM Arab-students, they have shown expected results of their communicational feelings in terms of anxiety, tension, nervousness, fear of negative evaluation, and self-confidence. When they attend to speak English language in public Arab-students in Universiti Utara Malaysia have indicated that they have real anxiety of public speeches, these results indicated that the majority of UUM Arab-students have moderate anxiety (Moderate = 98-131) whereas other groups of Arab-students indicated their high anxiety (Above High = > 131) and only minority of UUM Arab-students indicated their low anxiety (Below Low = < 98) when they try to speak English language, giving presentations, classroom activities, and public speeches.

We come to know that, the differences of anxiety among UUM Arab-students are related to their period of experience English language and self-confidence. Moreover, these results have shown that those students who indicated that they have low anxiety are well educated and adequate experienced in English language so they don't have anxiety before and while giving a speech in public , while those students who indicated that they have high anxiety is related to their deficiencies and lack of experience of speaking English language in public, and also lack of self-confidence which is quite important for UUM Arab-students to encourage them speak English language confidently and freely without any constraints.

Furthermore, I found that these previous results are the main source of encouraging me to do further studies at the same field in order to have a clear point of this phenomenon that affects Arab-learners in general and especially UUM Arab-students. My understanding of these results is that the main problem is not only student's lack of experience in English language but their teachers themselves who aren't educated very well to teach English language and especially speaking skill. These results indicated that if those students were encouraged very well in the speaking activities they will not have such kind of high anxiety, but the serious problem is that most of Arab teachers in schools or universities don't focus on speaking skills and even sometimes they ignore speaking activities which are in textbooks.

This study has raised a number of issues relevant to public speaking anxiety. Firstly, it shows that a variety of students blame their English teachers language, and even they hadn't encouraged them to speak in public which causes anxiety among UUM Arab-students because they hadn't learned to speak but to receive the information only without any kind of discussion. Nevertheless, some students believe that the environment itself doesn't help them to speak English language because English language is considered as a foreign language in all Arab countries. Secondly, from the interview findings, students believe that communicating with foreigners would help them to express their ideas and opinions, and that English broadcasts such as BBC and CNN have positive effect on Arab-students in terms of imitation of the language and accurate pronunciation. They insisted that their teachers had never focused on speaking activities and even those activities within their current curriculums. Perhaps, this is due to the fact that Arab-students don't have adequate experience at speaking skills. Thirdly, most of the students prefer teachers who have accurate accent in English language.

This study has shown that anxiety has a significant effect on UUM Arab-students. This in turn, influenced the way they responded to PRPSA questionnaire by McCroskey, (1970). Moreover, using different strategies would help UUM Arab-students to overcome their anxieties ultimately. Teacher's concentration on speaking activities would help Arab-students to reduce their anxieties in public speeches. A significant finding was that anxiety affects Arab-students' achievements in language classroom.

## 5.1 CONCLUSION AND SUGGESTIONS

Feeling tense is a real problem that faces every speaker, which means that the percentage of those who strongly agree or just agree that there is really tension among participants is higher than the other part's opinions, while the least percentage is that of those who are Neutral. I do support the opinion that a considerable percentage attributes jumble and confused thoughts to the lack of self-confidence which, in my turn, attribute that to the shortage of vocabulary among the participants. Moreover, I noticed that it is only half of the former percentage who disagrees to the given findings. As far as pleasure and satisfaction after giving a speech is concerned, I think that it depends on the performance of the person who delivered such a speech: whether he has done his job satisfactorily or not.

So acquiring self confidence is the main problem then, and this lack of experience springs from the lack of knowledge in the person himself when he is told about a coming up speech. I say: no, for fear is there at all levels, and with the majority of people, because giving a speech to the public is ever bewildering. Therefore, fear is there as the second half of the percentage goes.

I think it is right that a low percentage among speakers who feel satisfied before and after the speech is delivered, all of which refers to the lack of self-confidence among the speakers. Although it is a low percentage, but I think it all depends on the amount of self-trust and confidence, a person has, to enable him looking forward to deliver a speech. It is quite true that most of the students really feel tense having known that they should speak before the class next period. Although it is hidden within them, it will form a



dominating force to them before the time announced by the teacher, for I believe that delivering a speech is not an easy task. I agree with the opinion that most of the speakers have trembling hands during their speeches, and that it is due to the lack of self-trust and, perhaps, the lack of information concerning the topic of their speech. However, I don't think that a person delivering a speech feels relax, because giving a speech is a big responsibility, and that sometimes dangerous consequences resulted from such speeches and so on, therefore a person never relax standing before the public unless he is cutting jokes or so.

As far as pleasure and satisfaction after giving a speech is concerned, I think that it depends on the performance of the person who delivered such a speech: whether he has done his job satisfactorily or not. So acquiring self confidence is the main problem then, and this lack springs from the lack of experience and the lack of knowledge in the person himself when he is told about a coming up speech. But as a matter of fear is concern, I say fear is there at all levels, and with the majority of people, because giving a speech to the public is ever bewildering. Therefore, fear is there as the second half of the percentage goes.

In connection of feeling satisfied, I think it is right that a low percentage among speakers feel satisfied before and after the speech is delivered, all of which refers to the lack of self-confidence among the speakers. Although, it is a low percentage, but I think it all depends on the amount of self-trust and confidence, a person has, to enable him looking forward to deliver a speech. Transferring to another phase of the matter, it is quite true that most of the students really feel tense having known that they should speak before the class next period. Although this tense is hidden within them, it will form a

dominating force to them before the time announced by the teacher, for I believe that delivering a speech is not an easy task.

I agree with the first opinion that most of the speakers have trembling hands during their speeches, and that it is due to the lack of self-trust and, perhaps, the lack of information concerning the topic of their speech. Preparing for a speech is not less tensed than giving the speech itself, for a person, in this position, is so careful not to commit mistakes preparing his speech. So I say yes, we feel tensed when preparing for a coming speech. However, the matter of forgetting any item of the speech a person delivering is not a big problem, for a speaker can get rid of this defect by keeping a little paper under his microphone containing the main ideas he is talking about. Therefore, such fear is there but to end it, I believe, is an easy task as I mentioned.

It is true that it is not only a speaker feels anxious, but feels worried and tensed, and he may start sweating when he or she is asked about something he or she does not know. It is really a critical moment a speaker lives. But since the word confidence is the word that bewilders any speaker, for we agree that delivering a speech is not an easy task, therefore acquiring confidence when speaking needs strong personality: a personality armed with knowledge, information and good experience. All of these characteristics form a confident speaker, for when confidence is there, possessing a person's self is there too, it is a critical matter in deed. For a person can only possess himself while delivering his speech if he or she is confident, and confidence can be obtained by much knowledge and information as well as good experience. Therefore, I agree with the opinion of the higher percentage that supports incomplete possession of one's self during the speech. It is right that the mind of the speaker is not clear because of nervousness he or she finds

himself or herself in, but it depends on the character of the speaking person, whether he is well-prepared or not, the size of information he has and the experience of the speaker.

The problem of reading among the speakers, where I would join the opinion of the highest percentage who disagree to the opinion that a speaker do not read before his speech is delivered. For it is clear that a successful speech is that which is preceded by well-preparation for speech giving. It could be well, but with reading and preparation the thing will be better. We may divert to the proportion of perspiring before a speech, which is in my opinion, varies from one to another. However it also depends on the person himself. I do not think that a well-prepared person will perspire while giving a speech, but in case lack of information, a person may perspire before his speech.

Not only perspiring is a problem faced by speakers but also heart-beating is there and it is true, this is common among people that their hearts start beating as the they rise to deliver a speech, even if the person is well-prepared. This I believe is the outcome of anxiety which causes much tension among the speakers, for they fear the negative evaluation of others. A person can't resist being tension or anxious while waiting for his turn to deliver his speech. It is as we said previously: it depends on the person himself, particularly if a person is not accustomed to speech giving. In this case certain parts of his body get tense and rigid as long as he is speaking. So the percentage given above is true in this connection.

As the question of time is concern, the researcher believes this finding, too, is correct, for I think it is more than this percentage will be registered among speakers when they realized that little time is left for their speech to end. In this position the speaker is puzzled what to do particularly when time is nearly over before they convey their ideas and fulfill the demand of their speech. In this position, it very difficult for a person to control his own feeling and tension, because the speaker is very busy trying to satisfy his audience, giving no attention to what he says, rather he gives attention to how the audience behave hearing him. This point is worth noticing, for it is much remarkable among people who are ready to start their speech. This trait is the outcome of the fear the speaker feels while waiting for their turn to speak. I may support the highest percentage of disagreeing to the opinion that says a speaker feels relax and comfortable one hour before delivering his or her speech. For in this position a person never feels relax or comfortable since he does not know what will be the result of his coming speech.

But as concerning the poor performance of the speaker, it is quite right that there is a poor performance, for very low percentage of us (as speakers) who feel satisfied from the speech delivered, for the matter of anxiety is ever the cause of tension and un relax. In regard to this point, majority of the persons who are asked to deliver a speech, feel anxious as soon as they hear the teacher or the person in charge announcing the date of the speech. From that moment they start counting the time of their turn to speak. Another point of view I like to go through is relaxation; I may support the highest percentage of disagreeing to the opinion that says a speaker feels relax and comfortable one hour before delivering his or her speech. For in this position a person never feels

relax or comfortable since he does not know what will be the result of his coming speech.

But as concerning the poor performance of the speaker, it is quite right that there is a poor performance, for very low percentage of us (as speakers) who feel satisfied from the speech delivered. The matter of anxiety is ever the cause of tension and un relax. In regard to this point, majority of the persons who are asked to deliver a speech, feel anxious as soon as they hear the teacher or the person in charge announcing the date of the speech. From that moment they start counting the time of their turn to speak. So concentration is a must when a speaker is speaking, but unfortunately, when the speaker realized that he or she makes a mistake through his speech, he may lose concentration on other parts of the speech, and this will result negatively on the speaker and on the audience who are waiting to hear some particular point.

It is a dangerous point to feel that you are hopeless when delivering a speech. However it is a proportion that varies from person to person; and all depends on the strength of confidence of the speaking person. But as the problem of falling asleep is concern, it is a terrible problem that faces people before delivering their speech. People in this position are much tensed to what they are going to say, this is why they do not have the peace of mind to relax for a sound sleep. So it is not strange if they do not sleep thinking of the job awaiting them.

Finally, as aforementioned above, the issue of heart beating is clear in this position. It is a matter of the scale of fear among these people, and as I mentioned above it varies from speaker to speaker. Feeling anxious too is a matter that disturbs all of us while waiting for delivering a speech. This point is mentioned above as well. The problem forgetfulness, too, is mentioned above, that while delivering a speech, the speaker may forget what he is going to say, and that his knowledge and information is scattered.

Studies by Bourhis and Allen (1992), Behnke, Sawyer and King (1987), and Ayers (1986), serve to demonstrate a continued concern with how speech anxiety is defined and measured. Studies exploring the relationship of speech anxiety to broader conceptualizations of apprehension have focused largely on the distinction between situational and trait-like variables (Beatty & Friedland, 1990; Beatty, Falfantz & Kuwabara, 1989; Beatty, 1988). Of greatest use in this study is the research regarding recommended treatments for speech anxiety.

The mean score of the PRPSA in a previous study "*Communication fear: A correlational study of trait generality*" was 102.23 with a standard deviation SD of 17.90 (Lohr et al., 1980). This result indicates that all respondents who were using PRPSA by McCroskey, (1970) have shown moderate anxiety while giving a speech in public. This finding was similar to this study which also indicates moderate anxiety.

Littlefield and Sellnow (1987) argued that further research be conducted regarding the use of self-disclosure to reduce speech anxiety in the public speaking class. Ayers (1988) offers support for the use of positive thinking, in the form of visualization, to cope with speech anxiety. He found that students who were trained to use visualization had lower speech anxiety during an informative speech than those who were not trained.

Butterfield (1988) suggested that the avoidance of students with low speech anxiety and the state anxiety of students with high communication anxiety can be reduced by allowing students to work with acquaintances.

Weissberg and Lamb (1987) provided a reasonable way of categorizing speech anxiety research that is useful today. They claimed that speech anxiety research focuses on how speech anxiety is measured, treated, and related to broader conceptualizations of anxiety (p. 27).

Savignon (1972) pointed out, that practicing such communicative activities in the classrooms may sometimes leave some students in a particularly vulnerable position as a result of their high anxiety level which means that some students will be left behind.

I see that Savignon attitude towards such communicative activities is on the right path, for in fact this condition, if it is applied, would increase apprehension among the students, and that as Horwitz finding insures the threat to students.

Many scholars have studied “anxiety” and its effect on foreign language learning for several years. Curran (1972) developed a language pedagogy method called *Community Language Learning* (CLL) , which is designed to reduce tensions and student’s anxiety

of speaking a foreign language in the classroom; although, this method was not widely accepted, it is called attention to the issue of anxiety and its role in FL foreign language learning. This method emphasized on an active engagement of both teachers and students in the process of learning how to reduce student's tension and anxiety in the classroom?. (Ryding, 1993)

It is obvious that reducing tension and anxiety is the main concern of scholars, and that (Curran 1972 ) emphasizes the role of the teachers in the classroom to reduce such anxiety, although neither he nor( Ryding 1993) does show how the process could be achieved.

Krashen (1982) pointed out that anxiety, motivation, and self-confidence are the components of effective filter hypothesis, which assumes that learners with low levels of anxiety can perform better than those who are anxious students.

## **SUGGESTIONS**

Littlefield and Sellnow (1992) offered some suggestions to help students cope with the stresses inherent in public speaking as the following steps:

1. *Sleep*: Getting a good night's sleep before the speaking experience to be physically and mentally prepared.
2. *Attitude*: A positive change in attitude, or "speaking with a sense of confidence" in speech when preparing and delivering a speech.
3. *Relaxation*: In order to reduce stress, breathing exercises are offered as strategies to gain composure.



4. *Nutrition:* Eating a balanced diet and eating lightly prior to the speaking experience helps to prepare the speaker physically.
5. *Stress:* Anxiety or apprehension that is felt before and during the speaking experience.
6. *Exercise:* In order to reduce stress, a regular exercise routine may help speakers to cope with speech anxiety.
7. *Illness:* Extreme levels of anxiety or stress may lead to minor illnesses, such as upset stomach or headaches.
8. *Drugs:* Including caffeine-filled beverages, alcohol and any mind-altering substances are not recommended during speech preparation or presentation.

## REDUCING PUBLIC SPEAKING ANXIETY

In order to have a clear and understandable speech without feeling anxious or nervous, we advise you to follow these practical steps as the following:

### Advanced Preparation:

- Practice, practice, practice! Perform your presentation or speech for friends, roommates, a tutor, or anyone else who will listen.
- Become familiar with the space where you will be presenting.
- Make sure you are wearing comfortable clothing, especially shoes. Minor physical annoyances will distract you during the presentation or speech.
- Pick a simple phrase that will relax you that you can silently repeat to yourself immediately before presenting. “You’re fine” works nicely, as does “all right.”

### Before the Presentation:

- Do something relaxing. Read a favorite poem or listen to a favorite song.
- Exercise! A quick walk will get oxygen to your brain and calm you.
- Avoid caffeinated foods and beverages like chocolate, soda and coffee. They will not give you true energy, but they will speed up your heart rate and make your anxiety more intense.
- Take small sips of room-temperature water.
- Don't force yourself to eat if you're not hungry.
- Warm up your voice! Talk to friends, call a family member, or find a private space to sing your favorite song or give yourself a pep talk.
- Tense up your muscles for ten seconds, then release and focus on the feeling of relaxation. Start with your feet and work your way up to your shoulders.
- Visualize! Imagine how well the presentation is going to go, and picture yourself being extremely successful during the presentation- happy, prepared and confident!

### During the Presentation:

- If standing, stand with your feet shoulder-width apart, one foot slightly in front of the other. This will help your balance and discourage a nervous rocking.
- If your legs are trembling, lean onto the lectern or move around a bit.
- Make eye contact. This might sound hard, but it will make you feel less isolated.

- Focus on the friendly faces in the audience and think of how well you're doing.
- Keep breathing deeply! Don't be afraid to pause and collect your thoughts.

These suggestions could help L2 learners to overcome their anxieties step by step, if UUM Arab-students follow these practical steps, they will have a unique opportunity to overcome their anxieties before and while giving speech in public.

Montanez, R. (2008) presented 6 tips to help you in your next public speaking experience:

### 1. Hello Anxiety!

We all get nervous and you will get nervous before your next speech. Welcome the anxiety! The feelings that you are experiencing is a fear of performance. Tell yourself that it is OK to be nervous and that we are able to function with it. This approach can be accomplished by "breaking the ice" comments. Some people may engage in small talk prior to the official presentation to reduce anxiety.

### 2. Know the Material

Out of all the tips, this one is crucial. Knowing what you are talking about will help you reduce anxiety. It is recommended to practice your speech. This exercise helps build confidence, and confidence will help reduce anxiety. Practice in front of a mirror if necessary.

### 3. Organize

How many times have you heard someone talk and you feel lost? Once you know the material, you need to organize it in a coherent way. Ask yourself, what is the goal of my speech? Make sure you present your material in an organized way (beginning, middle and end). This process gives you a map that if lost, can help you find your way back. With practice, if you forget what you were saying will help you gather your thoughts and know where you were.

### 4. Visualize

Once you have your game plan prepared, imagine yourself giving the speech. Visualization is a technique that helps you become familiar with the event. Imagine you are giving the speech in front of a big group. The more you practice the material and the more you see yourself doing it, the less anxious you will be.

### 5. Speech Take-Two

It is alright to have an error or two. Many people think that every word or every sentence must be perfect. Keep in mind that your audience does not know what you have planned for them. If you omit a word or sentence, they will not notice it. Remember that public speaking anxiety is a self fulfilling prophecy. If you think the speech will go wrong, you will seek for validation of errors. Additionally, if you use visual aid make sure that if it does not work, you are prepared. That is why it is recommended for you to know the material. I have seen many presentations where the presenter relies heavily on the visual

aid. Remember, the message is what is important. Everything else supplements your message.

## 6. Talk

Finally, have a conversation with the audience. When presenters tend to read from visual aids or cards, they are disengaged from the audience. Remember that your speech is not about you, it is about the audience. You are giving them something, a message. Engage them with a conversation. This approach will be and feel more natural. More importantly, it will help you reduce anxiety.

Public Speaking is something we all have to do at some point. The more we do it, the easier it will be for you. Remember that it won't be perfect every time, but with practice you will become much better. The goal is not to get rid of the anxiety, but to learn to control it.

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