

**EFL Students' Speech Anxiety in Oral Presentation, Factors, And Impact:
Case Study of M2 and L3 Students at the University of Djilali Bounaama Khemis
Miliana**

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EFL STUDENTS' SPEECH ANXIETY IN ORAL PRESENTATION, FACTORS,
AND IMPACT



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Case Study of M2 and L3 Students at the University of Djilali Bounaama Khemis
Miliana**

Dissertation Submitted to the Department of English in Candidacy for the Master's
degree in English Language and Communication

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Declaration

We hereby declare that the information in this dissertation, "EFL Students' Speech Anxiety in Oral Presentation, Impact and Factors," was gathered by our study, with appropriate citation and acknowledgement given to the entirety of previous studies as needed. This research paper was conducted respecting all the ethical considerations for conducting a study.

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Dedication 1

In the Name of Allah, the Most Merciful, the Most Compassionate

Praise Allah, the Almighty, for always being there for me and blessing me with health, strength and peace.

I dedicate this modest work to my loving parents, who have been a source of unending love, faith, and encouragement all my life.

I am incredibly appreciative of their unwavering conviction in me and their support. I could not be the person I am now without them. Your belief in me has given me the strength to pursue my dreams. I appreciate your constant support. I dedicate it to you with deepest gratitude and love.

To everyone who has inspired me and made me stronger.

Lastly, I dedicate this to myself for overcoming hardships and never losing confidence in my abilities.

Ms. Sadouki Ibtissam

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Dedication 2

First and foremost, I thank Allah for granting me the strength and patience to persevere through the challenges and uncertainties encountered in completing this dissertation.

With humility and reverence, I dedicate this modest work to my incredible parents, whose unwavering love, sacrifice, and guidance have been the bedrock I stand today. Their unwavering support and encouragement have shaped me into the person I am, instilling in me the values of perseverance and determination.

To my beloved family, including my dear sisters and brothers, I extend my heartfelt appreciation for their continuous support and inspiration. Their belief in me has motivated me throughout this journey, and I am grateful for their unwavering presence in my life.

Special gratitude goes to my friends and research partners, Ibtissam and Manel, whose collaboration and camaraderie have enriched this academic endeavour. Your insights, discussions, and shared dedication have been invaluable, and I am thankful for your companionship on this academic voyage.

To myself, I offer words of acknowledgement and appreciation for the resilience and determination that have propelled me to complete this work. It is a testament to my commitment and perseverance, and I am proud of the dedication I have shown in pursuing this academic milestone.

Lastly, I am grateful to everyone who has supported, loved and believed in me throughout this academic journey. Your encouragement and faith in my abilities have been a source of strength. I am thankful for the unwavering support that has guided me towards completing this dissertation.

Safia.

Dedication 3

In the Name of Allah, the Most Merciful, the Most Compassionate

To the Source of All Blessings, I offer my deepest gratitude. You have guided me through the darkest nights and illuminated my path with your infinite mercy and wisdom. Your unwavering love and protection have been my anchor in times of turbulence, and I am forever thankful for that.

To my beloved parents, the pillars of my existence, who have sacrificed everything to see me thrive. Your unconditional love, unwavering support, and boundless patience have shaped me into who I am today. Your teachings of kindness, resilience, and faith are engraved in my heart, guiding me through life's trials and tribulations. I am blessed beyond measure to have you by my side.

To my brothers, my partners in laughter and tears, whose presence brings warmth and joy to my life. Your camaraderie, encouragement, and companionship have been a source of strength and solace. Together, we have weathered storms and celebrated victories, forging a bond that is unbreakable and true.

To my teachers of the Quran, the beacon of knowledge and guidance of Tasnim and Nabila, who have enlightened my soul with the divine words of Allah, your wisdom, patience, and dedication have inspired me to seek knowledge and deepen my faith. Your gentle guidance has opened my heart to the beauty and wisdom of the Quran, nurturing a connection with Allah that fills me with peace and purpose.

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Moreover, it is a journey of self-discovery and growth, navigating the complexities of life with courage and perseverance. Amidst challenges and triumphs, I have remained steadfast in my faith and determination, striving to honour the values and teachings instilled in me by Allah, my parents, my brothers, and my teachers of the Quran.

Ms. Benzina Manel.

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We would like to express our deepest gratitude to our supervisor, Dr Aziza KORAN, for her continuous support, encouragement, and guidance throughout the research process. Her invaluable feedback and insights have contributed significantly to the development and completion of this study.

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We particularly thank our colleagues and friends for their support and motivation during challenging times. Their camaraderie and understanding have been a source of strength.

Lastly, we acknowledge our families' unwavering support and encouragement throughout our academic journey. Their love and patience have been instrumental in completing this research.

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Abstract

Speaking is crucial for communication, relationships, and understanding. It helps negotiate needs, build connections and foster societal and personal growth. EFL Learners face several problems which make their journey of acquisition and learning long and complex, among them speech anxiety. Therefore, this study aims to discover the factors and impact of this phenomenon on EFL learners. Specifically, in oral presentation and their academic performance. The researchers used the qualitative method, utilising an online semi-structured questionnaire distributed via email to 30 graduates' students L3 and Master 2 at the University of Djilali Bounaama Khemis Miliana. Qualitative data were analysed using thematic analysis. The result shows that speech anxiety has a range of factors and impacts. The research concludes that speech anxiety prevents students from developing their speaking skills and achieving their academic purposes.

Keywords: speech anxiety, factors, impact, EFL learners, Master 2 and L3.

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Résumé

Discuter est essentiel pour la communication, les relations et la compréhension. Cela aide à négocier les besoins, à construire des connexions et favoriser la croissance sociale et personnelle. Les apprenants EFL sont confrontés à plusieurs problèmes qui rendent leur parcours d'acquisition et d'apprentissage long et difficile, parmi lesquels l'anxiété de la parole. Cette étude vise à découvrir les facteurs et l'impact de ce phénomène sur lui. Spécifiquement dans la présentation orale et leurs performances académiques, les chercheurs ont utilisé la méthode qualitative, en utilisant un questionnaire semi-structuré en ligne distribué par courrier électronique à 30 étudiants diplômés 3L et 2 Master à l'université Djilali Bounaama de Khemis Miliana. Les données qualitatives ont été analysées à l'aide d'une analyse thématique. Les résultats ont montré que l'anxiété de parole a une série de facteurs et d'impacts. La recherche conclut que l'anxiété de parole empêche les étudiants de développer leurs compétences orales et d'atteindre leurs objectifs académiques.

Mots clés : l'anxiété de la parole, facteurs, effet, les apprenants d'anglais comme une langue étrangère, master 2, L3.

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المخلص

يعتبر التحدث امر حيوي للتواصل والعلاقات والفهم. يساعد في تبادل الاحتياجات وبناء العلاقات وتعزيز النمو الاجتماعي والشخصي. يواجه متعلمو اللغة الإنجليزية كلغة أجنبية العديد من المشكلات التي تجعل رحلة اكتسابهم وتعلمهم طويلة وصعبة، من بينها رهاب الكلام. تهدف هذه الدراسة إلى اكتشاف عوامل وتأثير هذه الظاهرة عليهم . وعلى وجه التحديد، في العرض الشفهي وأدائهم الأكاديمي، استخدم الباحثون الطريقة النوعية، باستخدام استبيان شبه منظم عبر الإنترنت تم توزيعه عبر البريد الإلكتروني على 30 طالبًا من الطلاب المتخرجين السنة الثالثة ليسانس والثانية ماجستير في جامعة جيلالي بونعامة بخميس مليانة. تم تحليل البيانات النوعية باستخدام التحليل الموضوعي. وأظهرت النتائج أن رهاب الكلام له سلسلة من العوامل والتأثيرات حيث انه يمنع الطلاب من تطوير مهارات التحدث لديهم وتحقيق أهدافهم الأكاديمية.

الكلمات المفتاحية: رهاب الكلام، العوامل، التأثير، متعلمي اللغة الانجليزية كلغة اجنبية السنة الثالثة ليسانس والثانية

ماستر .

El resumen

hablar es crucial para la comunicacion ,las relaciones y la comprension. Ayuda a negociar necesidades, construir conexiones y fomentar el crecimiento social y personal. Los estudiantes de inglés como lengua extranjera enfrentan varios problemas que hacen que su proceso de adquisición y aprendizaje sea largo y difícil, uno de los cuales es la ansiedad del habla. Este

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estudio tiene como objetivo descubrir los factores y el impacto de este fenómeno en él. Específicamente en la presentación oral y su rendimiento académico, los investigadores utilizaron el método cualitativo, utilizando un cuestionario en línea semiestructurado distribuido por correo electrónico a 30 estudiantes de posgrado de 3L y 2 de Maestría de la Universidad Djilali Bounaama en Khemis Miliana. Los datos cualitativos se analizaron mediante análisis temático. Los resultados mostraron que la ansiedad al hablar tiene una serie de factores e impactos. Las investigaciones concluyen que la ansiedad del habla impide que los estudiantes desarrollen sus habilidades para hablar y logren sus objetivos académicos.

Las palabras claves: la ansiedad del habla, factores , efectos, estudiantes de inglés comolengua extranjera, Mater 2, L3.

List of Abbreviations

ANS: Autonomic Nervous System.

BSA: Behavioural Speech Anxiety.

DSM-5: Diagnostic and Statistical Manual of Mental Disorders.

EFL: English as a Foreign Language.

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ESL: English as a Second Language.

FLA: Foreign Language Anxiety.

FLCAS: Foreign Language Classroom Anxiety Scale.

FNE: Fear of Negative Evaluation.

GAD: Generalised Anxiety Disorder.

ICT: Information and Communication Technology.

L3: Licence 3.

M2: Master 2.

MBI: Management Business internation.

PhD: doctor of philosophy.

PRCA: Personal Report of Communication Apprehension.

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Chapter One, Introduction

This research was conducted to determine the main factors of speech anxiety and its impact on students' oral presentations. This introductory chapter will present the background, the statement of the problem, the aim of the study, the rationale of the study, the research questions, the research methodology and tools, limitations, the definition of key terminology, and the structure of the study.

1.1. Background of the Study

The importance of the English language cannot be overstated, as it serves as a primary mode of communication globally. Acquiring proficiency in English is crucial as it enables effective communication with individuals worldwide (Nishanthi, 2018). Crystal (2000), Nunan (2001), and the British Council (2013) have all asserted that English has facilitated unrestricted access to contemporary domains of science, knowledge, and communication. English proficiency opens doors to various sectors such as entertainment, finance, influence, international dialogue, cross-cultural comprehension, information and communication technology (ICT), and numerous other domains. Despite its benefits, mastering English can pose challenges. One common obstacle is a limited vocabulary, resulting in unease and reluctance to communicate verbally. This hesitance often stems from glossophobia or speech anxiety, a prevalent form of anxiety characterised by a fear of public speaking (Sawchuk, 2017). Students may encounter multiple challenges in the classroom, impacting their information-processing abilities and leading to performance issues (Xiuquin, 2006). Anxiety can manifest

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as apprehension and tension, accompanied by physical symptoms like increased heart rate, sweating, and blushing when faced with public speaking or interactions (Ozturk & Gurbuz, 2014). Horwitz et al. (1986) defined foreign language anxiety (FLA) as a complex phenomenon arising from the unique nature of language learning, encompassing self-perceptions, attitudes, emotions, and behaviours related to language acquisition in educational settings. Recognising the root causes of speech anxiety is crucial, as this understanding can assist in alleviating or eliminating the issue, as noted by researchers.

1.2. Statement of the problem

Many students face a myriad of problems during their academic journey. Among these, speaking anxiety is particularly daunting for those grappling with foreign languages, especially in countries where the language is not their native tongue.

This research addresses some other issues related to the EFL students' anxiety, which can be summarised in the following:

- The presence of stress, fear, and worry when speaking English.
- Discomfort and unfamiliarity with public speaking.
- Inadequate preparation for presentations and an inability to articulate thoughts clearly
- The role of educators in exacerbating anxiety through unpredictable questioning and a lack of harmony among examiners.
- Difficulties in recollection and pronunciation are indicative of a limited vocabulary.

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1.3. Rationale of the study

The English language has become global. Therefore, the Algerian government worked to approve it in almost all institutions, including educational ones.

To master this foreign language, the student should be capable of practising the four skills: listening, writing, reading, and, most importantly, speaking. However, some obstacles, including speech anxiety, prevent the student from developing these skills. Alright and Baily (1991) state that "the more anxious learners are, the less likely they are to do well at the speech "(P.173).

However, since this study was not explicitly conducted at the University of Djilali Bounaama Khemis Miliana and was not published in the university's DSpace Repository, there is a notable opportunity for students to embark on further research in this important area. By exploring speech anxiety within their university community, students can contribute new insights and perspectives that may be particularly relevant and beneficial to their peers.

1.4. Aims of the study

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance.

1.5. research Objectives

This research paper seeks to attain the following objectives:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

1.6. Research questions

The study seeks to answer the following questions:

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- What are the contributing factors to students' speech anxiety?
- How does speaking anxiety influence learners' performance?

1.7. Research methodology and tools

This study investigates the main reasons for speech anxiety and how it prevents the flow of students' oral presentations. The chosen research method for this study is a qualitative approach to address the research questions. The study incorporates data collection and analysis methodologies commonly associated with the approach, providing a structured and systematic approach to research.

Qualitative research generates rich, detailed data that can uncover underlying themes, patterns, and relationships that quantitative methods may not capture through interviews, observations, questionnaires, and focus groups.

Qualitative research allows researchers to explore complex phenomena in depth and gain a rich understanding of human behaviour, attitudes, and motivations. To gather data from graduate students, an online semi structured questionnaire has been used. The participants received it via their email.

1.8. limitations

In line with prior research endeavours, this study has constraints that merit consideration when interpreting the findings. Time constraints primarily constrained the depth of analysis and hindered the ability to provide a more exhaustive treatment of the subject matter.

Additionally, challenges arose in engaging participants, with some students opting not to respond, which impacted the overall sample size and potentially introduced bias. Another

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notable limitation was the restricted access to paid resources, such as books, which could have enriched the study's literature review. Despite successfully achieving the researchers' objectives within the scope of the study, various obstacles were encountered along the way, influencing the research process and outcomes.

These limitations underscore the need for caution when generalising the results and point towards avenues for further exploration and refinement in future research endeavours.

1.9. Significance of the study

This study is essential to:

- Identify the factors contributing to anxiety among EFL students during oral presentations.
- Show the impact of English language anxiety on students' speaking performance.

1.10. Definition of Key Terminology

The following section deals with the familiar words related to the topic of this research:

1.10.1. Anxiety

A state of unease, worry, or fear regarding potential future events is referred to as anxiety. It might show up as physical signs like perspiration or an elevated heart rate, and it frequently involves elevated arousal and anticipation of possible threats. A variety of diseases are classified as anxiety disorders by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and are typified by excessive and ongoing worry, fear, or avoidance of particular things, circumstances, or activities. These illnesses have the potential to reduce quality of life and everyday functioning seriously (American Psychiatric Association, 2013).

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1.10.2. Speech Anxiety

According to McCoskey(1982), glossophobia, another name for speech anxiety, is the fear or uneasiness one feels when speaking in front of a group of people. It may show as physical symptoms like sweating, trembling, or an accelerated heartbeat. It can also make a person avoid public speaking engagements. Speech anxiety is a typical occurrence that can vary from a moderate case of anxiousness to a severe case of distress.

1.10.3. Oral Presentation

According to Lucas (2014), an oral presentation is a planned speech given in front of an audience. It usually includes visual aids like slideshows or props. It is a technique for successfully communicating concepts, ideas, or points of contention during a public speaking engagement. Oral presentations can entertain, educate, or persuade an audience, among other goals.

1.10.4. EFL Classroom

An EFL (English as a Foreign Language) classroom is designated for teaching English to students whose native tongue is not English and who do not frequently speak English at home. The goal of an EFL classroom is to help students become more proficient in speaking, listening, reading, and writing in the language (Richards & Rodgers,2014).

1.11. Ethical considerations

When dealing with ethical issues, it is vital to assess the significance of ethical considerations in human subjects research. Before collecting information from participants, it is critical to inform them that their information will be used in the study to ensure that the materials and processes are appropriate and adequate. Furthermore, this study's directions, aims, and benefits will be presented before volunteers agree.

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The study was done anonymously to keep the participant's personal information and opinions private. This method allows participants to provide honest and open comments without fear of recognition. It is a sound method that preserves individuals' privacy while encouraging trust in research. Keeping the participants' identities hidden allows the study to create trustworthy and unbiased data without Prejudice to improve the validity and reliability of the research findings. Most importantly, plagiarism is a significant issue that must be addressed. It was critical to cite sources of information and to obtain permission before exploiting someone else's work to avoid plagiarism.

1.12. Structure of the Study

The research paper is structured into six comprehensive chapters.

Chapter One serves as the foundation, offering an overview of the study's background, problem statement, objectives, rationale, research question, significance, Methodology, limitations, key terminology definitions, and the dissertation's structure.

In Chapter Two, the theoretical framework is explored in detail. It delves into anxiety, its various types, the definition of speech anxiety, the correlation between speech anxiety and language learning environments, as well as the challenges encountered by EFL students. This chapter also examines the factors influencing anxiety, the repercussions of speech anxiety on learners' performance, and the tools used to measure speech anxiety.

Chapter Three concentrates on the research methodology and tools employed in the study. This section outlines the research design, data collection methods, participants, study context, and data analysis techniques to investigate and address the research question.

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The fourth chapter discussed the findings obtained after gathering and analysing the data; the study results from the detailed analysis of the data gathered of this study.

The fifth chapter discussed the findings obtained from the previous chapter.

The last chapter concluded this thesis by emphasising the basis of findings obtained and the main results. It also dealt with crucial limitations, the implications and the contribution of the study and ideas for the future research.

Summary

This section focused on exploring the historical context of the research, identifying and articulating the research problem, establishing the rationale of the study, delineating the aims and objectives of the research, the research questions of the study, outlining the Methodology and techniques used for data collection and analysis, limitations, significance of the study, defining essential terms used in the study, ethical considerations, and presenting the organisational framework of the dissertation.

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Chapter Two, Literature Review

This current study concerns EFL students' anxiety in oral presentations. This chapter covers anxiety, types of anxiety, general theories of anxiety, speech anxiety, speech anxiety, language learning, and challenges faced by EFL students. It also includes factors contributing to anxiety, the impact of speech anxiety on learners' performance, strategies to mitigate anxiety, and an overview of measurement tools for speech anxiety: the foreign language classroom anxiety scale (FLCAS) and the personal report of communication apprehension (PRCA-24).

2.1. Research aims and objectives

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance. The research study's main objectives are:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

2.2. Research questions

The study seeks to answer the following questions:

- What are the contributing factors to students' anxiety?
- How does speaking anxiety influence learners' performance?

2.3 Anxiety

The following section deals with anxiety and speech anxiety, including the definition, types, theories, factors and impact.

2.3.1 The Definition of Anxiety

According to Javed et al. (2013), anxiety is a standard psychological feature that includes the occasionally uncontrollable emotion of fear. Suleimenova (2013) states that anxiety is a mental state of unease and distress brought on by a dread of harm or catastrophe.

Horwitz et al. (1986) defined it as "The subjective sensation of tension, uncertainty, nervousness and worry linked to an autonomic nervous system activation is known as anxiety" (p.125). Angelia and Listyani (2019) claimed that anxiety is a simple way of behaving when one anticipates an uncertain future. Anxiety is not a disease, given Sari (2017), but it is natural and sometimes experienced by everyone.

According to Schneier (2006), anxiety is a common belief that a person is only as valuable as the ideas they own and can express well since communication is crucial in the workplace and classroom of the twenty-first century. Speaking in front of an audience is necessary for success in the workplace and school (Spielberger, 1983). Anxiety comes in different forms, such as situation anxiety, trait anxiety, and state anxiety.

2.3.2 Anxiety Types

This section deals with the different types of anxiety.

2.3.2.1 Test Anxiety

Sarason (1984) claimed that it is the severe anxiety or trepidation before or during tests which impairs cognition and reduces performance.

2.3.2.2 Social Anxiety

According to Heimberg (2002), academics might be afraid of social settings or interactions, such as presenting in front of peers or participating in group debates, which might prevent them from working together and networking.

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2.3.2.3 Perfectionism Anxiety

According to Stoeber and Damian (2014), the fear of making errors or falling short of exceedingly high standards causes procrastination, self-doubt, and burnout.

2.3.2.4 Performance Anxiety

Hill et al. (2016) claimed that stress affects confidence and motivation when fulfilling expectations or getting results for academic assignments, presentations, or evaluations.

2.3.2.5 Generalised Anxiety Disorder (GAD)

The American Psychiatric Association (2013) claimed that it is excessive and ongoing anxiety over a variety of things in life, such as one's academic achievement, which can cause focus issues, slipping issues and physical problems.

2.3.3 General Theories of Anxiety

Speech anxiety has three specific theories defined as follows:

2.3.3.1 Psychological Theory

Dickens and Parker(1951) state that physiological measures typical of the autonomic nervous system (ANS) are the most commonly employed. The area of the nervous system that controls many bodily functions, including blood pressure, is called ANS.

2.3.3.2 Behavioural theory

Mulak and Sherman (1975) claimed that the degree of assumed speaker anxiety perceived by observers based on manifest speaker behaviour “is the definition of behavioural speech anxiety (BSA).

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2.3.3.3 Cognitive theory

According to McCroskey J. (1982), the cognitive theory of speech anxiety holds that negative ideas and beliefs about one's performance in public speaking are the primary sources of anxiety. These ideas may cause bodily reactions, such as shaking or perspiration, further exacerbating the worry. The approach strongly emphasises the management of speech anxiety through cognitive restructuring and positive self-talk.

2.4. The Effective Filter Hypothesis

The Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the input hypothesis, and the affective filter hypothesis are the five central tenets of Krashen's (1982) second language achievement.

According to Stephen Krashen (1982, 1985, 1988, 1991), passive moods give rise to negative emotions such as crippling worry, low self-esteem and lack of motivation.

Stephen Krashen (1982), a famous professor at the University of Southern California, suggests that language teachers should establish a cosy, lower emotive filter to lessen students' gloomy attitudes and increase their enthusiasm to learn and motivation-sparking learning settings, where students can grow in self-worth, sense of fulfilment and confidence.

According to Krashen's affective filter hypothesis (1985), emotional aspects of language learning may divert language learners. Due to their circumstances, kids would likely need help comprehend what they should study in class. Krashen's (1982) affective filter hypothesis is that several critical elements of students' success in second language acquisition (SLA) should be linked to their emotional state.

2.5. Speech Anxiety

This section deals with the definition of speaking in general and specifically speech anxiety.

2.5.1. Speaking

Speaking is a key to communicate in a social context. It is a productive skill that every English learner needs to acquire. Speaking also entails the speaker expressing ideas in a way that the listener can understand and grasp. Flucher (2003) defines speaking as "the verbal use of language to communicate with others" (P. 24).

Irsyad and Narius (2013) argue that speaking is one of the most important language skills that students must master in learning a foreign language, in addition to listening, reading, and writing. Similarly, Clark (1997), as cited in Irsyad and Narius (2013), supposed that speaking is a tool that represents a person's most fundamental kind of communication.

Nowicka and Wilczynska (2011) state that " speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of the human activities" (p.24)

2.5.2 Speech Anxiety

Speech anxiety is a feeling of stress, tension, and uncertainty when speaking in public. According to Breakey (2005), speech anxiety is a common fear. The fear students face when delivering or preparing a speech in front of others. Maviç states that "studies revealed that the fear of speaking in front of a group is observed more than the fear of test, height, and even death" (p .45)

Speech anxiety is thought to be a powerful feeling that people might experience in any situation, from daily life to professional, and it makes them nervous, worried, and afraid to talk (Akkaya,2012; Araslan,2012)

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The process of speaking in a foreign language classroom is naturally artificial. According to Garden and MacIntyre(1991), speaking skills are the most significant language difficulty of the students. Besides, anxiety and lower achievement scores are more significant when speaking foreign languages (Aida, 1994). Souriyavongsa, Rany, Abidin and Leong (2013) state that Speech anxiety in learning a foreign language is considered a challenging task in many parts of the world, particularly in nations where English as a foreign language is not spoken as the mother tongue. According to Suleimenova(2013), Turkish learners feel worried and uneasy while speaking a foreign language. Algerian and Iranian students showed more anxiety during communication (Zhiping & Paramasivan, 2013). Similarly, Sethi (2006) found that Thai students needed help to initiate fluent speaking skills.

2.5.3 Speech Anxiety and the Language Learning Context

In examining speaking anxiety in a language learning context, a second language researcher and theorists claimed that anxiety is often associated with language learning, and many times, scholars show that anxiety inspires foreign language potential (Horwitz et al., 1986).

Researchers considered anxiety a challenging issue in the language learning process. A recent system review states that speech anxiety affects language learning based on the learners, which groups them into five categories: academically, socially, cognitively, effectively and personally. The review states that when students have a high level of anxiety, they resort to offering low academic performance, being less interested in social interaction and impacting learners' personalities by making them worried, forgetful and miserable (Oteir and Al-otaibi, 2019).

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According to Eysenck's theory of criminality, anxiety can negatively impact learners' self-esteem, confidence, communicative competence, and exams. It makes learners shy and afraid in foreign language classes, leading to poor performance.

Anxiety also affects listening exercises, causing brains to go blank and hindering learning. Worry, a cognitive side of anxiety, wastes energy and hinders task completion. Therefore, addressing anxiety in the classroom is crucial for overall learning success; studies seeking more into the profound effects of anxiety on language learning context.

Kleinmann, 1977 found that ESL students with severe anxiety attempted a variety of grammatical formulations than did less anxious ESL students. Steinberg and Horwitz found that students in anxiety-producing conditions attempted fewer interpretative (more specific) messages than students in relaxed conditions, same as Agbalizu (2006).

Nimat, 2013 claimed that language anxiety negatively impacts students' language performance, as evidenced by a negative correlation between anxiety levels and students' academic performance. Horwitz (2001) states that speech anxiety has a detrimental impact on students' involvement and engagement in language acquisition. In line with this, speech anxiety negatively affects the language learning context and impedes academic success (Horwitz et al., 1986; Teimouri et al., 2019).

2.5.4. Speech Anxiety between Native Speakers and Language Learners

Native speakers are more familiar with language since it is their mother language. According to MacIntyre and Gardner (1989), native speakers may experience anxiety due to social pressure, performance expectations, fear of judgment or pressure to perform well in formal or public speaking situations.

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However, language learners may experience anxiety concerns with language proficiency and fear of being misunderstood or making mistakes. Also, they may face anxiety stemming from cultural differences, such as nuances and idiomatic expressions (Horwitz et al., 1986). Native can be the reason for language learners' anxiety; according to Boonkit (2010), students in real-life situations with international speakers were unable to speak English with confidence and were anxious about errors. Cagatay (2015) confirms that language learners' anxiety levels increase when they communicate with native speakers rather than with class peers rather than with their classmates.

2.5.5. EFL Students' Challenges

English as a Foreign Language (EFL) students encounter challenges and difficulties in their language-learning journey. Richards and Schmidt (2002) state that learners have limited exposure to English outside the classroom. EFL students frequently need more exposure to the language, which might impede their language-learning process.

In addition, Nunan (2003) claimed that learners may need more opportunities to practice speaking and listening in English to acquire fluency and confidence in communication.

Moreover, Flowerdew and Miller (2005) classify seven reasons why speaking is difficult, such as the inability to control the pace at which information is delivered, a limited vocabulary, a failure to identify cues that the speaker is shifting focus, difficulty focusing on a foreign language, and the development of specific learning habits like the inability to comprehend every word.

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Thu'aimah (1989) claimed that language acquisition challenges may arise due to hearing impairment, memory loss, speech impediment, mental illness, increased introversion, social individuals, and cultural differences in learners.

2.6. Factors Contributing to Anxiety

Different factors trigger students' anxiety in learning English as a foreign language. This study shows two types of causes which contribute to speech anxiety: internal and external factors.

2.6.1. Internal factors

This section discusses various external factors impacting students' public speaking anxiety.

2.6.1.1. Personality Traits

Personality traits cover a broad spectrum of characteristics, such as extroversion, introversion, and openness to new experiences. Some traits, like introversion or significant neuroticism, can hinder one's proficiency in delivering oral presentations. According to a study by McCroskey and Richmond (1982), people with introverted inclinations might find it challenging to speak in public due to their preference for solitude and quiet surroundings.

2.6.1.2. Self-Esteem

Insufficient self-esteem can result in feelings of inadequacy and uncertainty, hindering students' communication skills. Research conducted by Daly and Miller (1975) indicates that individuals with low self-esteem may demonstrate avoidance behaviours and struggle in public speaking assignments, viewing themselves as inept or undeserving of recognition and validation from others.

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2.6.1.3. The Fear of Negative Evaluation (FNE)

The fear of negative evaluation (FNE) involves the worry of being unfavourably assessed by others, which can significantly impact oral presentations. Research by Leary and Kowalski (1995) has demonstrated that individuals with elevated levels of FNE often resort to avoidance strategies and encounter increased anxiety in evaluative settings, like public speaking.

2.6.1.4. Perfectionism

Perfectionism can hinder students' oral presentation abilities by cultivating unattainable standards and dread of failure. Studies by Flett and Hewitt (2002) indicate that perfectionistic traits correlate with heightened anxiety, self-questioning, and delay in public speaking assignments, ultimately compromising students' capacity to deliver presentations with confidence and proficiency.

2.6.2. External Factors

This section discusses various external factors impacting students' public speaking anxiety. Teaching methods, classroom environment, cultural differences, and technology all play a role in influencing students' confidence and performance during oral presentations.

2.6.2.1. Teaching methods

Communication apprehension can arise when teachers incorporate classroom activities that require students to speak the target language impromptu in front of their peers. This can lead to anxiety, as per research by Worde (2003), who pointed out that speaking tasks set up by teachers in class contribute to this anxiety. Worde (2003) highlighted examples such as teachers' methods of correcting errors: Students were reportedly frustrated by teachers' correction methods, such as correcting students before they had time to formulate a response,

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interrupting students to correct speaking errors, which caused students to lose their focus. It was also reported similar findings, showing that students' fear of negative evaluation and losing face in front of others was caused by evaluative situations during class Ohata (2005)

2.6.2.2. Classroom Environment

The classroom environment involves different elements, such as the number of students, the arrangement of the room, and the way teachers and students communicate, all of which can affect how well students give oral presentations. Learners feel more anxious in highly evaluative situations, particularly in the classroom, where their performance is constantly monitored by both their teacher and peers (Daly, 1991, cited in Onwuegbuzie et al., 1999, p. 218). Thus, these perceptions can be considered a clear indication that teachers should recognise that the language classroom could become a highly anxiety-provoking environment for students (Tsui, 1996, cited in Ohata, 2005, p. 148).

2.6.2.3. Cultural Differences

Culture, particularly the concept of 'face', plays a significant role in language anxiety. The idea of 'face' refers to a person's social standing, reputation, and the respect they receive from others. In many cultures, maintaining face is crucial, and any threat to face, such as making mistakes or being negatively evaluated, can cause significant anxiety. This is especially true in public speaking situations, where the fear of losing face by performing poorly or being judged harshly can heighten anxiety. Cultural factors, therefore, profoundly impact public speaking anxiety by amplifying the fear of negative evaluation and the potential loss of face. (Jones,2004)

2.7. Technology Impact on Anxiety

The use of technology in presentations can provide resources for delivery and intensify anxiety and stress levels in students. Wang and colleagues' research in 2015 delves into the correlation between technology usage and public speaking anxiety, proposing that depending on digital tools and presentation software might amplify performance stress and concerns about technical malfunctions.

2.8. Speech Anxiety Impact on Learners' Performance

There are two contrasting positions in the field of language learning and anxiety. Some research studies claim that anxiety hurts academic performance, particularly in language learning and speaking assessments.

Research by Oya et al. (2004) found that more extroverted participants tended to create better global impressions in their oral performance, while individuals with higher levels of state anxiety made more errors in spoken clauses.

According to Ely (Liu, 2006, p. 13), anxious students are less likely to volunteer answers or participate in oral classroom activities. Consistent with the findings of Cohen et al., cited in Liu (2006, p. 13) suggests that students with high levels of language anxiety may experience a mental block.

Moreover, in their study, Dordinejad and Ahmadabad (2014) asserted that students with higher levels of anxiety tend to achieve lower scores in English. According to Zheng (2008), anxiety can influence both the speed and accuracy of communication and its arousal can impact the quality of communication output as the retrieval of information may be interrupted

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by the 'freezing up' moments that students encounter when they get anxious. Richmond and Falcoine (1977) found that individuals with high levels of speech anxiety tended to have lower self-esteem compared to those with low levels of speech anxiety, ultimately leading to negative impacts on academic success.

Students who fear negative evaluations perceive errors as threatening their image rather than a regular part of the learning process. Consequently, they may remain silent and refrain from participating in activities in the ESL classroom (Ely, 1986). Due to anxiety, speakers or learners may struggle to express their ideas and thoughts fluently. Horowitz et al. in Abu-Rabia (2004, p. 712) contend that language anxiety particularly impacts oral communication skills, as learners may fear spontaneous communication in a foreign language.

In a research study involving 97 college students studying French, MacIntyre and Gardner (1994) discovered that students experiencing language anxiety struggled more with expressing their opinions and tended to underestimate their capabilities.

On the other hand, some studies argue the contrary, suggesting that anxiety can sometimes have a positive effect on performance. According to Alpert and Herber's anxiety scale, there are two types of foreign language anxiety: (a) debilitating and (b) facilitative (Young, 1986). It is noteworthy that while some students with high anxiety levels may not perform poorly on tests, certain types of anxiety can aid in skill improvement and motivation (Marcos-Llinas & Garau, 2009).

Anxiety can motivate learners, encouraging them to engage with new tasks and emotionally prepare themselves for learning (Scovel, 1991).

2.9.Strategies to Mitigate Anxiety

Personalised feedback, cooperative learning, and technological integration are a few elements that can help lower anxiety and increase the effectiveness of teaching strategies. Education research supports the positive impacts of these strategies on student involvement, motivation, and learning outcomes.

2.9.1. Cooperative Learning

In cooperative learning, students work in small groups to achieve a common goal. This tactic divides the work, and fosters shared accountability, both of which can reduce anxiety. It also encourages peer support, communication and teamwork.

Social skills development and research have indicated that implementing cooperative learning can increase students' motivation and improve their academic performance (Johnson& Johnson,2014).

2.9.2. Technology integration

Students can gain from engaging and entertaining learning experiences when technology is integrated into instructional practices.

Interactive simulations, online resources, and multimedia presentations are a few examples of educational and multimedia presentational technology tools that may create a dynamic and exciting learning environment by utilising technological integration to promote a range of learning styles, increase student engagement, and boost motivation, anxiety levels in students can be reduced (Mouza, 2019).

2.10.Measurement Tools for Speech Anxiety

The Foreign Language Classroom Anxiety Scale (FLCAS) and Personal Report of Communication Apprehension (PRCA-24) are commonly employed instruments in the field of language education for evaluating and quantifying speech anxiety in English as a Foreign Language (EFL) learners. These tools provide a structured way to assess the levels of anxiety that students may experience when speaking in a foreign language classroom or in communication situations.

2.10.1.Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz & Cope is utilised as a research tool that focuses on communication apprehension, test anxiety, and fear of negative feedback. This scale comprises 33 statements rated on a five-point Likert scale, ranging from strongly disagree to strongly agree. It includes 8 items for communication anxiety (1, 9, 14, 18, 24, 27, 29, 32), 9 items for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, 33), and 5 items for test anxiety (2, 8, 10, 19, 21). Respondents are required to indicate their level of agreement or disagreement with each statement, with a neutral option provided for undecided responses. Positive statements assess the underlying constructs, with responses scored accordingly (e.g., strongly agree as 0, agree as 1). Negatively worded items are reverse scored, and the scores are summed to generate an index reflecting the extent to which the respondent exhibits the specified traits (Duncan & Stenbeck, 1987, pp. 245–259).

This scale is considered a reliable instrument for assessing foreign language classroom anxiety.it is used to identify and differentiate between learners who experience varying degrees of anxiety in language contexts.

2.10.2. Personal Report of Communication Apprehension (PRCA-24)

The PRCA-24, a widely used tool for assessing communication apprehension, is the most popular and reliable measure of trait-like communication anxiety (Rubin et al., 1994, p. 292). Developed as an improvement over the initial PRCA, the PRCA-24 addresses concerns that the original version did not adequately capture typical communication situations. This instrument comprises 24 statements that evaluate individuals' attitudes towards communication, with respondents rating their agreement on a five-point Likert scale. Designed to gauge feelings in group discussions, meetings, dyadic interactions, and public speaking, the PRCA-24 consistently yields four dimensions in U.S. studies, scores on this assessment range from 24 to 120, with higher scores indicating greater apprehension levels. Research by McCroskey et al. (1985) underscores the PRCA-24's strong internal consistency, with alpha reliability estimates ranging from .93 to .95.

Summary

This study dealt with emphasising the anxiety and factors that contribute to EFL speech anxiety in an oral presentation. It involves understanding why students are anxious when they learn and communicate in English with others and being concerned with the worry and fear of being misunderstood or making errors. Anxiety negatively affects learners' performance; anxious people are less likely to answer and participate in different classroom activities, make mistakes and achieve lower scores in English, with good strategies that may help to mitigate and reduce EFL speech anxiety and help to ensure real results.

Chapter Three, Methodology and Research Tools

The present chapter delineates the research technique employed to investigate the influence and contributing elements of speech anxiety on the oral presentation performance of students. The research design, population and sample information, online questionnaire design, data collection tools, and pilot study are all used in the chosen approach to complete this study. For this study, qualitative method research has helped collect such detailed data.

3.1. Research aims and objectives

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance. The research study's main objectives are:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

3.2. Research questions

The study seeks to answer the following questions:

What are the contributing factors to students' anxiety?

How does speaking anxiety influence learners' performance?

3.3. Research Methodology

Sreekumar (2023) defined research methodology as a structured and scientific process that directs researchers in gathering, analysing and interpreting data, be it quantitative or qualitative, to address research questions or test hypotheses. Acting as a guide, this Methodology ensures focus, tackles potential limitations and ethical concerns, and validates the chosen data collection and analysis methods to yield robust and dependable research outcomes. Furthermore, research methodology encompasses three key strategies: quantitative, qualitative, and mixed methods, each tailored to specific research goals.

Jansen (MBA) and Warren (PhD) (2023) describe research methodology as focusing on the practical aspects of research design. It centres on the systematic procedures researchers employ to develop a study capable of producing valid and reliable results that directly speak to the research's objectives, aims, and core questions.

3.4. Research design

Research design refers to the methods and techniques researchers choose to study a topic. It enables researchers to focus on the most effective methods for the subject and structure their investigation for success. Ml. Abbot & J.Mcknney, 2013. P.35. This study aims to explore the causes of student anxiety during oral presentations and examine how this anxiety impacts learners' performance.

A qualitative research study is conducted in a natural environment, aiming to understand a social or human problem from several perspectives. Based on Queiros, Faria, and Almeida (2017), qualitative research aims to gain a deeper understanding of a particular problem through inquiry and generate comprehensive and illustrative research to comprehend

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the different aspects of the studied subject. Consequently, the research approach for a given study should be determined by the interest problem, available resources, and the research's audience.

3.5. Population and Sampling

Fraenkel and Wallen define population as the writer's desired group interest for generalising the study's findings (Fraenkel, 1990). In the words of researchers, a population is any group of people or project components that are the subject of, relevant to, and accessible for research. According to Kabir 2006, a population with a set number of members, constituents, or units is called a "finite population" In contrast, an "infinite population" refers to a group that consists of all potential individuals or units that could theoretically be part of the population. A finite population can be counted entirely in statistical analysis, whereas an infinite population cannot be fully enumerated due to its limitless size.

A sample is a portion of the population that is used to illustrate the traits of the total population. In research and data analysis, sampling is necessary to conclude a population from a smaller sample of people (Dan Fleetwood, 2023, p. 28). According to McCombs 2022, a convenience sample consists of individuals most easily accessible to the researcher. The research sample is the group from which data is gathered; ideally, the sample is chosen to reflect the wider group (population) from which it was drawn (Fraenkel, 1990). The study's researchers must determine the population prior to choosing a sample. To gain deeper insights, this investigation focuses on Master's degree holders and L3. They were selected for this study because of their prior experience and knowledge.

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This study involved 30 graduates students from Djilali Bounaama Khemis Miliana University selected as the study population. The participants were chosen through a purposive selection process and received the online questionnaire via email. This approach was chosen since it is simple and open to potential participants. The study aims to better understand the phenomena of speech anxiety by investigating the variables and degree to which it affects students' performance. It also seeks to understand the perspectives of those affected by the issue.

By studying this population sample, the researchers hope to draw broader conclusions about the phenomenon of speech anxiety, its effects, and the reasons leading to it. McCombes, S. (2023) states, "A convenience sample consists of the people who are most easily accessible to the researcher. "The researchers completed the investigation more quickly and effectively because of using a more manageable dataset. Additionally, they could concentrate on more pertinent and helpful facts, which helped them comprehend the study subject without overloading or hampered by copious amounts of other information. This approach ultimately enhanced the study's quality and efficacy by assisting the researchers in producing more accurate and consistent results.

3.5.1. The participants' characteristics

The study encompasses a varied range of participants with varying educational backgrounds. In particular, graduates students seeking Master's degrees and graduate students in their third year (L3) of bachelor's degree programmes make up the sample. These participants contribute to a thorough understanding of the research issue by bringing various academic experiences and viewpoints to the study.

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The study's participants were chosen using a purposive sample technique, which entails selecting people who fit particular requirements related to the study's goals. In this instance, factors including academic programme, and educational level (graduate students of Master 2 and L3) were taken into account.

The researchers approached potential participants using Internet channels. After expressing interest, those who fit the requirements were invited to participate in the research. The overall goal of the selection procedure was to guarantee that the participants fairly represented the target community and could offer insightful responses to the study questions.

3.6.Data Collection Instruments

In order to answer the research questions, the researchers rely on the following data collection tools and instruments:

3.6.1.Online Semi-Structured Questionnaire

The only instrument used in this study was the semi-structured questionnaire. It is devoted to the learner collecting qualitative data. It served as the principal tool to collect data and gather participant insight. Through this approach, researchers aimed to understand the respondents' perceptions about speech anxiety issues, which anxiety factors they experienced, and how it affected their performance.

"A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experience, or opinion" (scribbr, 2023). An online questionnaire is structured to collect information from a group conducted online. Taherdoost(2016) claimed that a questionnaire is the most dependable, practical, and effective method of data collection, and it

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ensures the validity and reliability of the study findings. The purpose of the questionnaire in research is to obtain relevant information validly.

3.6.2. Reliability and Validity

to ensure the questionnaire researcher functioned on the validity and reliability of the questions. They achieved this by formulating clear and concise questions and boosting reliability via pilot testing. Particular questions and established scales relevant to the study's topic matter were employed to improve validity further.

3.7. Description of the research instrument

This section deals with the description of the instrument content

3.7.1. The Description of the Online Questionnaire

This study focused on EFL students' anxiety in oral presentations. Hence, a questionnaire was used to discover the factors of anxiety and its impact on learners' performance. The questionnaire was available in English and involved open-ended questions. It commences with the research title and opens with general instructions that introduce the purpose of the study. The questionnaire is devoted to three distinct sections, each with a specific focus.

The first section explored the reason behind students' anxiety by involving their experience of feeling anxious. The second section states how anxiety affects and influences student performance. The third section deals with the suggestions given to students to reduce the semi-structured questionnaire, which consists of 14 questions. The first 6 questions deal with the factors of speech anxiety. The second 5 questions deal with the impact of speech anxiety on learners' performance. The last 2 questions deal with suggestions provided to

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reduce anxiety. These open-ended questions allow participants to provide more detailed answers.

The first question describes the general background of students' feelings before, during, and after giving a presentation. Questions (2,3,4,5,6,7) revolve around the challenges and anxieties related to English language learning and public speaking; they touch on experiences of pressure, feeling towards presentation, and speaking in front of an audience. Questions (8,9,10,11,12) explore the potential impact of speech anxiety on academic performance, particularly about English fluency. Questions (13,14) delve into specific support and resources that could help individuals overcome speech anxiety and some recommendations and advice they would provide to anyone struggling with anxiety in learning English

3.8. Data Collection Procedure

To ensure the validity of the instruments, the researchers rely on these steps

3.8.1. Piloting Stage

A specific group of Master 2 students was selected to review the questionnaire and provide feedback on any areas where clarity issues were identified for evaluating the accuracy and effectiveness of the questionnaire content.

According to Polite et al. (2001), the term "pilot study" is used in two distinct ways in social science research. It may denote feasibility studies, scaled-down versions, or trial versions conducted as a precursor to the primary study (P.467). However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument (Baker 1994, pp.

182-3). One of the advantages of conducting a pilot study is that it might warn about where the primary research project could fail, where research protocols may not be followed, or

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whether proposed methods or instruments are inappropriate or too complicated. In the words of De Vaus (1993, p. 54), "Do not take the risk. Pilot test first." These are important reasons for undertaking a pilot study

The piloting phase revealed several weaknesses in the initial version of our questionnaire, as highlighted by the feedback from volunteer students who participated in the process. Their opinions pointed out various shortcomings and areas that need improvement in the questionnaire. The students who participated in the piloting process offered valuable feedback that highlighted several critical areas for improvement in our questionnaire. Their remarks are as follows:

- The questionnaire contained many questions that took longer to fill out.
- It needed to be organised into sections.
- Some questions were ambiguous and needed some clarification.

Following the participants' feedback, we redesigned and reviewed the questions to provide a fresh perspective and reduced the number of questions. By incorporating the valuable remarks from participants, we made necessary adjustments to our questionnaire. It was noted that some questions were ambiguous and required clarification.

3.9. The procedures

The study used a questionnaire as the data collection tool, in line with Johnson and Christenson's definition of a questionnaire as a self-report data collection instrument filled out by research participants (Johnson & Christenson, 2014, p.873). An online questionnaire was explicitly designed and distributed via email to M2 and L3 students to investigate the factors

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contributing to EFL students' anxiety during oral presentations and its influence on their academic performance.

Data analysis comes after the data collection phase, and the data collected in this study were qualitative data which were subjected to content analysis.

3.10. Data Analysis Procedures

After collecting the necessary data for the study, the next critical step was data analysis, which is essential for achieving the research objectives. Establishing a comprehensive plan for this phase was crucial.

Dawson (2019) suggests that the choice of data analysis methods depends on whether the research is approached quantitatively or qualitatively. Quantitative data analysis methods typically involve numerical and statistical analysis.

The questionnaire used in this study comprises open-ended questions subject to content analysis. Content analysis is a robust method for examining open-ended responses, enabling researchers to systematically quantify and analyse participants' feedback (Dawson, 2019). Using content analysis, researchers extracted meaningful insights from the data by identifying recurring themes and gaining a deeper understanding of participants' perspectives and experiences related to speech anxiety in English language learning. This analytical approach enhanced the rigour and validity of the study findings, ultimately enriching the overall research outcomes and advancing knowledge in the field.

3.11.Ethical considerations

The significance of ethical considerations in human subject research cannot be overstated when addressing ethical issues. Before collecting data from participants, it was crucial to inform them about the study's purpose and how their information would be used, ensuring that all materials and procedures were appropriate and sufficient. Before the volunteers' consent, they were fully informed about the study's objectives, procedures, and potential benefits. The study was conducted anonymously to safeguard participants' personal information and opinions, allowing them to share their thoughts freely without fear of identification. By maintaining participants' anonymity, the study can generate reliable and unbiased data free from bias, enhancing the validity and reliability of the research findings.

Summary

The research methodology, sampling method, research tools, and data collection and analysis processes were all decided upon during the research design phase of a study. Accurate and legitimate results were produced by a methodical and helpful strategy secured by carefully crafting the research design. This chapter thoroughly describes the researchers' analytical process, the framework for data analysis, the Methodology used in this investigation, and the methods used to collect the data. It explained the strategies and tactics to guarantee a thorough and trustworthy inquiry. The chapter's content explained the researchers' Methodology for analysing the acquired data, detailing the different steps in the procedure.

The chapter laid the foundation for an exact and necessary elucidation of the inquiry about discoveries by thoroughly examining the topic under study. After selecting the sample,

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creating the surveys, regulating them, and assessing the information, the results will be deciphered within the following chapter.

Chapter Four, Findings and Discussion

This chapter presents the data collected from an online semi structured questionnaire to Djilali Bounaama University graduates' students Master 2 and L3. Consequently, it helps to identify the main factors of students' speech anxiety and its impacts on students' academic performance,

4.1. Research aims and objectives

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance. The research study's main objectives are:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

4.2. Research questions

The study seeks to answer the following questions:

What are the contributing factors to students' anxiety?

How does speaking anxiety influence learners' performance?

4.3. Data Presentation and Analysis of the Questionnaires' Results

Data from participants' semi-structured online questionnaires was interpreted and presented through tables.

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4.3.1 Section One factors of speech anxiety

The first question: In their response to the semi-structured questionnaire, participants were asked how they usually feel before, during, and after speaking English in front of others.

The participants' answers are examined here; themes, sub-themes and quotes are listed below.

Table 4. 1. Distribution of Participants feeling before, during, and after speaking in English

Themes	Sub-themes	findings	Participants quote
Emotional Responses	Anxiety and Worry	The students experience extreme anxiety and worry about making mistakes while speaking English in front of others.	"Before speaking English in front of others, I feel extremely anxious and worried about messing up my words. "
	Overwhelming Fear	The students feel their hearts racing and their minds blank due to overwhelming fear while speaking English.	"While speaking English, I feel my heart racing and my mind going blank due to overwhelming fear."

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	Embarrassment and Self-Criticism	The students experience a sense of embarrassment and self-criticism after speaking English, mainly focusing on any mistakes made during the conversation	After speaking English, I feel a sense of embarrassment and self-criticism for any mistakes I made
	Self-Doubt and Frustration	The students feel a surge of self-doubt and frustration after speaking English, sensing inadequacy for lacking confidence in speech.	After speaking English, I feel a wave of self-doubt and frustration for not speaking confidently.
Social Evaluation	Insecurity and Fear of Judgment	The students consider the fear of being judged by others a source of anxiety.	I feel insecure before speaking English because I fear being judged by others.

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	Intimidation and Low Self-Esteem	The students' comparison to fluent speakers makes them feel timid.	"I feel intimidated before speaking English as I compare myself to fluent speakers."
	Feeling Exposed and Vulnerable	Before speaking English, the students feel they are being laid bare, open to criticism and mockery.	"I feel like I'm being exposed before speaking English, vulnerable to criticism and ridicule."
Physical Manifestations	Physical Symptoms of Anxiety	The students experienced clammy palms and a quavering voice, indicating their anxiety during English conversations.	During English conversations, I feel my palms sweating and my voice trembling with nervousness.

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	Tension and Panic	Among the symptoms of speaking anxiety is the struggle to maintain eye contact	"During English interactions, I feel a sense of panic and struggle to maintain eye contact."
	Body Tension and Blank Mind	During English speeches, the students feel their bodies tense, and their minds freeze underpressure.	"During English speeches, I feel my body tense up and my mind go blank under pressure."

Overall, the responses reflect a pattern of intense emotional responses, social evaluation fears, physical manifestations of anxiety, and a tendency towards self-criticism and negative self-reflection among individuals experiencing speech anxiety when speaking English in front of others.

The second question: In their response to the open-ended questionnaire, participants were asked, "Have you experienced any kind of pressure that made English language learning difficult?"

The participants' answers are examined here; themes, sub-themes and quotes are listed below.

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Table 4. 2.Distribution of participants' experiencewithpressure

Pressure experiences

Themes	Sub-themes	Finding	Participant Quotes
Internal factors	Low of self-esteem	Participants recognised that low self-esteem may result in feelings of uncertainty in students' communication skills.	"I do not trust myself and my capacities in speaking English."
	Fear of negative evaluation	Fear of negative evaluation was identified as the main factor of speech anxiety.	"Negative evaluations of my work confuse me a lot."
	Perfectionism	Perfectionismleads to speech anxiety by creating excessive fear of making mistakes	"I feel that it is necessary to master the work; otherwise, it will be complete."
External factors	Teaching factors	ineffective teaching method can increase speech anxiety by failing to build confidence and communication	"For teaching factors increased anxiety by creating a stressful, unsupportive

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		skills	learning environment."
	Classroom environment	An unsupportive classroom environment can be an obstacle, making English language learning difficult.	"The atmosphere of my classroom is not supportive which makes me avoid participating."
English language learning	Memory loss	Memory loss increases speech anxiety by forgetting key points while speaking.	"I face difficulty recalling information."
	Poor vocabulary	Participants recognised that limited vocabulary exacerbates anxiety by hindering communication fluency.	"I cannot find the right words during discussions."

This table outlines the primary themes and sub-themes of the students' experiences about the pressures that made English language learning difficult. It shows that participants see the fear of negative evaluation, classroom environment, memory loss, and poor vocabulary as the central pressures that make learning English difficult. Participants' quotes illuminate their views about these issues.

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The third question: In their responses to the Q2, "What would say about your experience giving a presentation or speaking in front of others?". Participants

. The Participants' suggestions provide four Potential experiences of anxiety feelings.

Table 4. 3Distribution of participants' experience in giving a presentation

Themes	Examples	N^o of Q2 answers displaying the themes
Fear of judgment	I am always afraid of the comments that I receive from others	8
Fear of making mistakes	Usually, during presentations, when I start talking, I make a lot of vocabulary and grammar mistakes	11
Stress and shaking	The moment I start presenting my work, my legs shake, and I feel more stressful	6
Forgetting words and ideas	When I debate with my teachers and peers, my ideas get distracted, and I forget many words	5

Participants gave some common responses when asked about their experiences speaking or giving presentations in front of an audience. However, participants' responses varied widely based on their individual experiences.

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The fourth question: In their responses to the question, " Have you ever avoided participating in English language activities or discussions due to anxiety?" The Participants' answers are examined for themes, examples, and the number of answers displaying the themes.

Table 4. 4Distribution of participants in avoiding participation in the English language

Themes	Examples	N^o of Q2 answers displaying the themes
Frequency of avoidance	"Most of the time, I avoid participating in oral presentations and workshops in class."	20
Overcoming of anxiety	"Earlier, however now it's such an honour to do it."	9
Self-testing	"I always put myself through these situations to test my abilities to speak freely without any fear, but nothing changes!"	1

The fifth question: In the responses to the question, " How do you feel when speaking English with native speakers compared to non-native speakers?". Participants show their feelings when speaking with native speakers compared to non-native speakers.

Table 4.5 Distribution of participants' opinions when speaking with native and non-native

Themes	Example	N^o of Q2 answers displaying the themes
Language proficiency	"When I communicate with non-native speakers, I feel more comfortable than	6

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	native speakers as it is their mother language."	
Cultural differences	"When I talk to native speakers, I feel that my linguistics skills are weak compared to his because of his cultural background."	11
Fear of making mistakes	"I feel that my mistakes increase when I speak with native speakers."	13

This table outlines the themes of students' feelings when communicating with native speakers compared to non-native speakers. It shows that anxiety increased more when communicating with native speakers than with non-natives.

The sixth question" What do you think are the causes of speech anxiety among students?"

The participants were asked about the main factors of speech anxiety.

Table 4. 5Distribution of speech anxiety causes

Theme	Example	N^o of Q2 answers displaying the themes
Fear of public embarrassment	"I am afraid of speaking in class because of their embarrassing comments."	8
Lack of confidence in speaking abilities	"I do not trust my speaking abilities."	5
Fear of forgetting and stumbling over words	"Many times, I forget all the work I prepared."	5
Fear of failure or not meeting expectations	"I fear failure and not meeting expectations"	3

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Past negative experiences with public speaking	"I have a terrible experience with public speaking."	2
Inadequate preparation	"I get very confused when I don't prepare well for oral presentations."	7

The seventh question: What are the main reasons behind your fear of making mistakes when speaking English?

Table 4. 6 Distribution of the reasons behind fear of making mistakes

Themes	Sub-themes	Findings	Participants' quote
Perfectionism and Fear of Failure	High Standards and Expectations	Before speaking English, students are anxious about making mistakes because of their perfectionism and high self-imposed expectations.	Before speaking English, I fear making mistakes due to my high standards and expectations for myself.
	Fear of Failure and Disappointment	The students dread making mistakes when speaking English, fearing failure and letting others down.	I fear making mistakes when speaking English because I fear failing and disappointing others.
	Perfectionist Tendencies	The students experience anxiety when speaking	I fear making mistakes when speaking English

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		English due to their perfectionism, leading them to strive for impeccable performance and avoid errors.	because I have perfectionist tendencies and strive for flawless performance.
Negative Evaluation and Criticism	Fear of Judgment and Criticism	The students experience apprehension when speaking English as they are concerned about potential judgment and criticism from others.	I fear making mistakes when speaking English because I worry about being judged and criticised by others.
	Fear of Ridicule and Embarrassment	The students are anxious about making mistakes while speaking English because they fear ridicule and embarrassment in front of others.	I fear making mistakes when speaking English because I fear being ridiculed and embarrassed in front of others.
Lack of Confidence and Self-Doubt	Self-Doubt and Insecurity	The students are hesitant to make mistakes when speaking English because they feel self-doubt and insecurity about their language abilities.	I fear making mistakes when speaking English because I struggle with self-doubt and insecurity about my language skills.

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	Lack of Confidence and Self-Efficacy	The students are hesitant to make mistakes when speaking English due to a lack of confidence and belief that they cannot speak fluently.	"I fear making mistakes when speaking English because I lack confidence and believe I cannot speak fluently."
	Imposter Syndrome	The students are anxious about making mistakes when speaking English because they experience imposter syndrome and fear being exposed as frauds.	I fear making mistakes when speaking English because I experience imposter syndrome and worry about being exposed as a fraud.
Lack of Practice and Experience	Limited Practice and Exposure	The students are apprehensive about making mistakes when speaking English because they have limited practice and exposure to the language.	I fear making mistakes when speaking English because I have limited practice and exposure to the language.
	Lack of Experience and Fluency	The students are anxious about making mistakes when speaking English due to a lack	"I fear making mistakes when speaking English because I lack experience and

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		of experience and fluency in the language.	fluency in the language."
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Overall, the fear of making mistakes when speaking English stems from perfectionism, fear of negative evaluation, lack of confidence, pressure to perform, and limited practice and experience with the language. These factors make individuals anxious and fearful about speaking English in front of others and making mistakes in the process.

Section two: the impact of speech anxiety

The first question: "How does speech anxiety impact your academic performance?"

Table 4. 7 Distribution of speech impact on learners' performance

Themes	Example	N ^o of Q2 answers displaying the themes
Lower scores	"Due to speech anxiety, I got bad marks."	15
Bad quality of communication	"I am not good and fluent at communicating"	6
Inability to express ideas	"I cannot express my thoughts clearly."	9

According to the themes below, the table shows the impact of speech anxiety on students' performance.

The second question was, "How does speech anxiety affect academic success, in your opinion?" Participants were asked about the effect of speech anxiety on students' academic success.

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Table 4. 8 Distribution of participants' opinions about the speech anxiety effect on students' performance

Themes	Example	N^o of Q2 answers displaying the themes
Physical and psychological symptoms	"I feel trembling, and I am afraid of failure."	11
Communication difficulties	"I cannot convey my knowledge and engage in debate and discussion"	19

According to participants, the table below shows that anxiety affect negatively the academic success of students.

The Third question: "How speech anxiety affects your ability to communicate your thoughts and ideas in an academic setting effectively. The participants share their experiences about anxiety's impact on learner's ability to communicate thoughts and ideas.

Table 4. 9 *Distribution of speech anxiety effect on participants' abilities*

Themes	Example	N^o of Q2 answers displaying the themes
Cognitive Impairment	"Speech anxiety affects my ability to think clearly and organise ideas as well as articulate my thoughts."	14
Behavioural changes	"because of anxiety, I fastest answer, make mistakes and sometimes I switch languages."	16

This table shows the participants' views on understanding how speech anxiety impacts students' ability to exchange thoughts and ideas.

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The fourth question How does your speech anxiety affect your participation in English classes and other learning activities?

Table 4. 10 Distribution of speech anxiety on learners' participation in English classes

Themes	Sub-themes	findings	Participants quote
Barriers to participation	Social Anxiety	The students frequently experiences nervousness that Hinders their Ability to participate in class discussion	I often feel too nervous to participate in class discussions.
Missed Opportunities and Academic Impact.	Learning Impairment	The student believes that they are missing out on valuable learning opportunities.	"I feel like I'm missing out on valuable learning opportunities."
	Academic Performance	The students are concerned that their grades may suffer because they cannot fully participate in class discussions.	"I worry that my grades will suffer because I can't participate fully."
Social and Emotional challenges	Fear of judgement	The students are concerned that their classmates may judge them if they speak up.	I worry that my classmates will judge me if I speak up.

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	Emotional Strain	The students frequently experience feelings of isolation and loneliness in their struggle with speech anxiety.	I often feel isolated and alone in my struggle with speech anxiety.
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The fifth question: How do your classmates' and teachers' attitudes and behaviours impact your anxiety about speaking English?

Table 4. 11 Distribution of classmates' and teachers' attitudes impact on participants' anxiety while speaking in English

Themes	Sub-themes	findings	Participants quote
Comparison and Judgment	Comparison to Others	Comparing oneself to classmates more fluent in English intensifies the student's anxiety about speaking and contributes to feelings of inadequacy.	Comparing myself to classmates who are more fluent in English increases my anxiety about speaking and makes me feel inadequate.
	Fear of Judgment	The fear of being judged by classmates and teachers for making mistakes in English heightens the students' anxiety and self-consciousness.	Fear of judgment from classmates and teachers for making mistakes in English increases my anxiety and self-consciousness.
Pressure and Expectations	High Expectations	The student's anxiety and fear of failure are heightened by the high expectations from classmates and teachers to perform	High expectations from classmates and teachers to perform well in English-speaking tasks increase my

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		well in English-speaking tasks.	anxiety and fear of failure.
	Pressure to Perform	The student's anxiety about speaking English is exacerbated by the pressure to perform perfectly in front of classmates and teachers.	Feeling pressure to perform perfectly in front of classmates and teachers increases my anxiety about speaking English.
Communication and Interaction	Communication Barriers	The student's anxiety about speaking English is heightened by facing communication barriers with classmates and teachers due to language differences.	Facing communication barriers with classmates and teachers due to language differences increases my anxiety about speaking English.
	Lack of Interaction	The student's progress is hindered, and their anxiety is increased by limited interaction with classmates and teachers in English-speaking activities.	Limited interaction with classmates and teachers in English-speaking activities hinders my progress and increases my anxiety.

Overall, classmates' and teachers' attitudes and behaviours can impact anxiety about speaking English negatively through comparison, judgment, pressure, and communication barriers. A supportive and inclusive learning environment with positive reinforcement and collaboration can help reduce anxiety and improve English-speaking skills.

Section Three: The advice given to reduce speech anxiety

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The first question: What advice would you give to other EFL students struggling with anxiety in learning English?". The participants were asked to give some recommendations or advice which help to reduce speech anxiety among students

Table 4. 12 of participants to EFL students who suffer from this problem

Themes	Example	N^o of Q2 answers displaying the themes
Acceptance of errors	"There is no perfect work; errors are part of any work	12
Joining workshops	"Joining the workshop will help you reduce speech anxiety."	4
Confidence and self-esteem	"Trust yourself and your abilities."	14

This table identified themes of participants' suggestions to help students overcome speaking anxiety.

What strategies do you use to manage your speech anxiety in English? Which ones have been most effective and why?

Table 4. 13 Distribution of participants' strategies to manage students' speech anxiety in English

Themes	Sub-themes	findings	Participants quote
Preparation and Practice	Rehearsing and Memorising	The students manage their speech anxiety in English by rehearsing and memorising their lines or key points beforehand.	I manage my speech anxiety in English by rehearsing and memorising my lines or key points beforehand.

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	Practising with a Partner	The student manages their speech anxiety in English by practising with a partner or friend to receive feedback and build confidence.	I manage my speech anxiety in English by practising with a partner or friend to get feedback and build confidence.
	Recording and listening	The students manage their speech anxiety in English by recording themselves speaking and listening to identify areas for improvement.	I manage my speech anxiety in English by recording myself speaking and listening to identify areas for improvement.
Relaxation Techniques	Deep Breathing and Relaxation Exercises	The students manage their speech anxiety in English by using deep breathing and relaxation exercises to calm their nerves.	I manage my speech anxiety in English by using deep breathing and relaxation exercises to calm my nerves.
	Visualisation and Positive Affirmations	The students manage their speech anxiety in English by visualising success and using positive affirmations to boost their confidence.	I manage my speech anxiety in English by visualising success and using positive affirmations to boost my confidence.
	Mindfulness and Meditation	The students manage their speech anxiety	I manage my speech anxiety in English by

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		in English by practising mindfulness and meditation to stay present and focused while speaking.	practising mindfulness and meditation to stay present and focused while speaking.
Cognitive Strategies	Challenging Negative Thoughts	The students manage their speech anxiety in English by challenging negative thoughts and reframing them in a more positive light.	I manage my speech anxiety in English by challenging negative thoughts and reframing them in a more positive light.
	Setting Realistic Expectations	The students manage their speech anxiety in English by setting realistic expectations for themselves and accepting that mistakes are a natural part of learning.	I manage my speech anxiety in English by setting realistic expectations for myself and accepting that mistakes are a natural part of learning.
Seeking Support and Feedback	Seeking Feedback from Others	The students handle their speech anxiety in English by requesting feedback from teachers, peers, or mentors to enhance their speaking abilities.	I manage my speech anxiety in English by seeking feedback from teachers, peers, or mentors to improve my speaking skills.

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	<p>Joining Speaking Groups or Clubs</p>	<p>The students cope with their speech anxiety in English by participating in speaking groups or clubs, where they can practice in a supportive environment.</p>	<p>I manage my speech anxiety in English by joining speaking groups or clubs to practice speaking in a supportive environment.</p>
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Overall, the strategies to manage speech anxiety in English include preparation and practice, relaxation techniques, cognitive strategies, and seeking support and feedback. The most effective strategies seem to be preparation and practice, relaxation techniques, and seeking support and feedback, as they help students build confidence, reduce anxiety, and improve their speaking skills in English.

Summary

This study discovers the factors and the impacts of speech anxiety on students' academic performance among master 2 and L3 students. The results of this inquiry are summarised in this chapter. The participants declare that speech anxiety negatively affects their performance, which makes it poor. The findings reported that speech anxiety has several factors and a negative impact on the performance of the students. The results of this research study will be thoroughly examined and evaluated in the upcoming chapter, which will be devoted to the analytical framework of data.

Chapter Five, Discussion of Results

The previous chapter was dedicated to present the results of this conduction; the findings painted a comprehensive picture of speech anxiety issues, factors that cause this problem and how speech anxiety influences learner's performance. The findings showed that speech anxiety issues create a sense of fear, stress, and worry in discussion or sharing personal experiences. It showed that speech anxiety affects negatively by preventing students from developing their speaking skill and their academic performance. This chapter will discuss and analyse those findings about the existing theories and prior studies to answer the research questions.

5.1. Research aims and objectives

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance. The research study's main objectives are:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

5.2. Research questions

The study seeks to answer the following questions:

What are the contributing factors to students' anxiety?

How does speaking anxiety influence learners' performance?

5.3. Discussion of the Learners' Questionnaire Results

This study has revealed that a significant number of students, including graduates, have experienced speech anxiety while giving presentations. Despite their academic

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achievements, many individuals still struggle with this issue. Each student provided their unique perspective on the factors contributing to speech anxiety, drawing from their personal experiences. However, a common theme emerged among the responses, indicating a shared understanding of the challenges associated with public speaking.

One of the primary factors identified by students was the fear of judgment and criticism from their peers and instructors. The pressure to perform well and meet expectations can create a sense of insecurity and self-doubt, leading to heightened anxiety levels. Additionally, the fear of making mistakes or forgetting key points during the presentation was a common concern expressed by students. The fear of failure and the potential consequences of not meeting academic standards added to the overall anxiety experienced by individuals.

Furthermore, students highlighted their lack of confidence in their public speaking abilities as a significant factor contributing to speech anxiety. Many individuals expressed feelings of inadequacy and self-consciousness, believing they could not deliver a successful presentation. The fear of embarrassment and the perceived inability to communicate their ideas effectively were cited as significant sources of anxiety for students.

The impact of speech anxiety on students' academic performance and overall well-being is profound. The fear of judgment and criticism can hinder students' ability to communicate their ideas and effectively present their work. This can result in decreased performance during presentations, as anxiety may lead to stuttering, hesitations, or a lack of coherence in speech. As a result, students may need help conveying their message clearly and engaging their audience, ultimately affecting their grades and academic success.

Moreover, the fear of failure and the pressure to meet academic standards can exacerbate anxiety levels, leading to increased stress and mental strain. Students may

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experience physical symptoms such as rapid heartbeat, sweating, trembling, and even panic attacks before or during presentations. These physiological reactions can further impede their ability to concentrate and deliver a successful presentation, impacting their academic performance and self-esteem.

The lack of confidence in public speaking abilities can also have long-term consequences on students' personal and professional development. Individuals who experience speech anxiety may avoid opportunities that require public speaking, limiting their growth and potential for advancement in their academic and professional careers. Over time, this can erode self-confidence and hinder their ability to communicate and engage with others in various settings effectively.

In conclusion, addressing speech anxiety among students is crucial for promoting their academic success and overall well-being. Providing support, resources, and opportunities for students to practice and improve their public speaking skills can help alleviate anxiety and build confidence. By recognising and addressing the factors contributing to speech anxiety, educators and institutions can empower students to overcome their fears and thrive in their academic pursuits.

5.4. Research Questions Answers:

Reading the questions posed at the beginning of the study, they can be answered as follows:

Q1: What are the contributing factors to students' speaking anxiety?

The questionnaire results revealed that students' speaking anxiety is primarily driven by fears of making mistakes, being judged, and forgetting their speech. This, in turn, leads them to avoid participating in presentations and hinders their progress in acquiring the English

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language. Additionally, factors such as prior negative experiences and low self-esteem contribute to this anxiety; some students fear reliving past failures, while others doubt their abilities and perceive themselves as inferior to their peers.

RQ2: How does speaking anxiety influence learners' performance?

The questionnaire's findings provided valuable insights into the impact of speech anxiety on students' academic performance. The results highlight the various consequences of speech anxiety, including physical symptoms such as sweating, trembling, and a rapid heartbeat. Moreover, speech anxiety can hinder communication effectiveness and diminish overall confidence levels. Additionally, it can impair students' ability to think clearly and concentrate during oral presentations, ultimately hindering their learning and academic progress.

Summary

This chapter delved into analysing the factors influencing and consequences of speech anxiety on students' academic achievements. The research focused on investigating the various factors and consequences of this phenomenon. Moreover, the online questionnaire was designed to identify the root causes and determinants of speech anxiety. The questionnaire's outcomes unveiled the key factors triggering students' experiences of speech anxiety and shed light on the magnitude of its influence on their academic progression.

Chapter Six, Conclusion

This chapter provides a comprehensive summary of the key findings of the research aims and questions, highlighting their significance in contributing to the field of study. Additionally, it reviews the study's limitations and suggests potential areas for future research to address these gaps and further advance the understanding of the topic.

6.1. Research aims and objectives

This study aims to explore speech anxiety issues; it also discovers the underlying causes of EFL students' anxiety and its impact on students' performance. The research study's main objectives are:

- Identify the factors contributing to students' anxiety
- Assess how anxiety affects learners' performance.

6.2. Research questions

The study seeks to answer the following questions:

What are the contributing factors to students' anxiety?

How does speaking anxiety influence learners' performance?

6.3. Study Overall Findings

The current study delved into the factors contributing to students' anxiety when speaking in English and how this anxiety influences their performance. The researcher evaluated by questioning multiple students to gauge their experiences with speech anxiety and its effects on their academic achievement.

Upon analysing the study's outcomes, it became evident that students' anxiety in foreign language classes primarily stems from the fear of making mistakes, being judged,

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forgetting their speech, low self-esteem, and past negative experiences. These factors are identified as the fundamental causes of speech anxiety.

Furthermore, the results also highlight that speech anxiety detrimentally impacts learners' performance, hindering their progress and impeding their learning process. This impediment prevents students from enhancing their skills and achieving their full potential.

6.4. Contribution to the Study Field

In order to achieve the objective of the study, this research paper aims to answer the following research question.

-What are the contributing factors of students' speech anxiety?

-How does speech anxiety influence a learner's performance?

Following the data analysis collected through an online questionnaire administered to students, the study identified several factors contributing to speech anxiety and its repercussions on learners' performance. These findings have enabled researchers to understand the issue of speech anxiety and manage and reduce it.

Overall, this study contributes to our understanding of human communication and holds the potential to aid individuals in overcoming speaking anxiety and enhancing their communication skills. The findings offer valuable insights that can be utilised to support individuals in addressing and mitigating speech anxiety, ultimately fostering improved communication abilities.

6.5. Limitations

Like any study, this research investigation operated within constraints that warrant consideration when interpreting the results. Time constraints restricted the depth of analysis

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and the scope of treatment that could be undertaken. Additionally, limitations were encountered in sourcing new references to bolster the second chapter (literature review on speech anxiety factors and impact), as several websites and books required payment for access. Furthermore, the study involved a small number of participants (n:30), with a notable portion declining to participate, impacting the overall sample size and potentially influencing the study's outcomes.

6.6. Recommendations for Future Research

The research highlights that speech anxiety is driven by a range of factors, including internal factors such as the fear of making mistakes and being judged, as well as external factors like the classroom environment. In addition, this problem hurts students' academic performance. The study suggests the following future research directions:

- Investigating the effectiveness of different strategies or interventions for reducing speech anxiety in students, such as cognitive-behavioural therapy, mindfulness techniques, or public speaking training programs.
- Examining the influence of cultural factors on speech anxiety and oral presentation skills, particularly among students from diverse backgrounds.

Summary

This chapter served as a comprehensive summary of the study's objectives, key findings, and contributions to the field of study. It also acknowledged the limitations encountered during the research process. In addition, this chapter offered a series of practical recommendations tailored to English as a Foreign Language (EFL) students to help them effectively address and overcome speech anxiety when engaging in oral presentations. By providing insights into practical strategies and techniques, EFL students could enhance their

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confidence and performance in public speaking scenarios, ultimately fostering a more positive learning experience and academic growth.

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APPENDICES

Appendix A

Participant Information Sheet

Department of Foreign Languages,

University of Djilali Bounaama Khemis Milian

Title of research topic: EFL Students' Speech Anxiety in Oral Presentation, Factors and Impact

Names of Researchers: Sadouki Ibtiassam, Berkani Safia, Benzina Manel

Students' Level: Master 2 in Language and Communication

Online Questionnaire

EFL Students' Speech Anxiety in Oral Presentation, Factors and Impact

Dear Participant,

Thank you for taking the time to participate in this questionnaire. This survey aims to explore the impact and factors of speech anxiety on students' academic performance. Public speaking is a common requirement in academic settings, and for many students, it can evoke feelings of nervousness and apprehension.

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Your honest responses will help us better understand how speech anxiety affects students and what factors may influence its occurrence. Your participation is voluntary, and all responses will remain confidential.

Thank you for your participation.

Part One: Factors of Speech Anxiety

In this section, we want to know if you have ever experienced speech anxiety during an oral presentation and what the factors of this problem are.

1. How do you feel before, during, and after speaking English in front of others?
2. Have you experienced any kind of pressure that made English language learning difficult?
3. What would you say about your experience presenting to others?
4. Have you ever avoided participating in English language activities or discussions due to Anxiety?
5. How do you feel when speaking English with native speakers compared to non-native speakers?
6. What do you think causes speech anxiety among students?
7. What are the main reasons behind your fear of making mistakes when speaking English?

Part Two: The Impact of Speech Anxiety

In this section, we want to know if speech anxiety affects your academic performance.

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8-How does speech anxiety impact your academic performance?

9. How does speech anxiety affect academic success, in your opinion?

10. How does speech anxiety affect your ability to effectively communicate your thoughts and ideas in an academic setting?

11. How does speech anxiety affect your participation in English classes and other learning activities?

12. How do your classmates and teachers' attitudes and behaviours impact your anxiety about speaking English?

Part Three: In this section, please provide some pieces of advice

13. What advice would you give EFL students who struggle with anxiety in learning English?

14. What strategies do you use to manage your speech anxiety?