

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF

Faculty of letters and Languages

Department of English STREAM:

N°



DOMAIN: FOREIGN LANGUAGES

ENGLISH LANGUAGE

OPTION: LINGUISTICS

**The Fear of stage -Causes and
Effects- The case of First Year BA
EFL Students University of M'sila**

Dissertation Submitted to the Department of English in partial fulfilment of the
Requirements for the Degree of Master

Submitted by:

Mr. KHIRANI Tariq

Mr. BECISSA Kamel Abdelatif

Supervised by:

Dr. Tayeb BOUAZID

Board of Examiners

Dr Farrah Sabah

Examiner

Refice Nouredine

Chair person

Dr. Tayeb BOUAZID

Supervisor

YEAR: 2022

DEDICATION

*We dedicate this work to the souls of **our fathers***

*To our sweet and loving **mothers** who have supported us throughout the process
of this work,*

*To my **loving sisters, and brothers,***

To my friends who supported and honestly believed in me to do this work

*Thank you for being there for better or worse and for the honest, loving and
precious friendship.*

Tariq & Kamel

Acknowledgment

We would like to express our deepest thanks to our supervisor *Dr Tayeb BOUAZID* Without his constant encouragement, constructive critics on our work and invaluable presence, precious guidance, and endless patience, it would be impossible to finish this work.

We would also like to express our gratitude to *the jury members* for dedicating the time to read and evaluate this research work.

I own a huge debt of gratitude to *all teachers* for their kind help, pieces of advice and support throughout the process of this study.

Additionally, our sincere gratitude goes to *all participants*, for their time and effort, who generously co-operated with this research study.

Abstract

This research is about investigating Stage Fright causes and effects among EFL students at M'sila University; it aims to determine the causes of stage fright that EFL students suffer from, identify the impact of stage fright on EFL students' performance during oral presentations, and provide students with effective techniques to reduce stage fright in order to be better performers. The adopted method is the mixed method; researchers used both an online questionnaire and an interview to collect the needed data. The research hypotheses had been confirmed and all the research questions had been answered. Ultimately, the study results revealed that stage fright can be caused for several factors such: linguistic and psychological features, lack of public speaking skills. Also, the study revealed that stage fright has a high impact on EFL learners which affects their performance negatively.

Keywords: Stage fright, linguistic and psychological features, public speaking skills, EFL Learners.

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

CEOs: Chief Executive Officers

CA: Communication Apprehension

SAD: Social Anxiety Disorder

SPSS: Statistical Package for Social Sciences

List of tables

Table01	Background information of questionnaire's sample.....	30
Table02	Students' experience with stage fright	32
Table03	Students' anxiety struggles during presentation.....	33
Table04	Students' usage of PowerPoint slides as support	34
Table05	Students' presentation with classmates' assistance	35
Table06	Students' Fear of receiving questions from classmates	36
Table07	Students' interest in choosing a topic	37
Table08	EFL Students' Impact Degree of stage fright as whole.....	38
Table09	Descriptive statistics of different factors that cause stage fright	39
Table10	Descriptive statistics of External factors	39
Table11	Descriptive statistics of lack of skills	41
Table12	Descriptive statistics of psychological features	42
Table13	Descriptive statistics of linguistic features	43

List of graphs

Graph01	Students' experience with stage fright	33
Graph02	Students' anxiety struggles during presentation.....	34
Graph03	Students' usage of PowerPoint slides as support	35
Graph04	Students' presentation with classmates' assistance	36
Graph05	Students' Fear of receiving questions from classmates	37
Graph06	Students' interest in choosing a topic	38

Table of Contents

Dedication.....	i
Acknowledgments.....	ii
Abstract.....	iii
List of Abbreviations.....	iv
List of Tables.....	v
List of Graphs.....	vi
Table of Content.....	vii

General Introduction

1. Background	02
2. Statement of the Problem.....	03
3. Research Questions.....	03
4. Research Hypotheses.....	03
4. Research Aims.....	04
5. Significance of the Study.....	04
6. Research Methodology.....	04
7. Dissertation Structure.....	05

Chapter one

Stage Fright Causes and Effects

Introduction.....	07
1. Definitions of Stage Fright.....	07
2. Stage Fright Symptoms.....	08
2.1. Physiological Symptoms	09
3. Stage Fright Causes.....	10
3.1. Linguistic causes.....	11
3.2. Communication apprehension.....	11
3.3. Test Anxiety.....	13
3.4. Fear of Negative Evaluation.....	13
4. Stage Fright Effects.....	14
4.1. Loss of Self-Esteem.....	14
4.2. Performance anxiety:.....	14
4.3. Effect on career.....	15

Section Two

1. People's struggle with public speaking.....	15
1.1. Physiology.....	15
1.2. Thoughts.....	16

1.3. Situation.....	17
1.4. Skills.....	18
2. Stage Fright as a Form of Social Anxiety Disorder	18
3. Manage Your Anxiety.....	19

Chapter two

Research Methodology, Findings And Discussion

Introduction	28
2.1. Research Methodology and Design.....	28
2.1.1. The Mixed Method Research Design.....	28
2.1.2. The Setting and Population.....	28
2.1.3. Research Sample and Sampling Design.....	28
2.1.4. Research Tools.....	29
2.1.4.1. Students' Questionnaire.....	29
2.1.4.1.1. Aims of the Questionnaire.....	29
2.1.4.1.2. Administration of the Questionnaire.....	30
2.1.4.2. Teachers' Interview.....	31
2.1.4.2.1. Aims of the Interview.....	31
2.1.4.2.2. Administration of the interview.....	31
2.1.5. Data Analysis Statistical Tools.....	32

2.1.6 Statistical Tools.....	32
2.2. Data Analysis & Discussions.....	32
2.2.1. Students' Questionnaire Analysis.....	32
2.2.2 Teachers' interview analysis.....	44
2.2.3. Discussions of the Findings.....	47
2.2.4. Limitations and Recommendations.....	52
2.2.4.1. Limitations.....	52
2.2.4.2. Recommendations.....	53

General Conclusion

References.....	56
Appendices.....	61
ملخص.....	

General Introduction

1. Background

One of the most required hard skills nowadays around the world is learning English as a foreign language. In fact, English is spreading quickly in all fields which makes people seek for the best method to learn and teach this language in order to cope with modernization. Linguistically, the process of learning English is categorized into four essential skills: listening and reading that are considered as receptive skills then speaking and writing that are considered as productive skills. Therefore, any learner needs to go through these crucial skills in the process of learning to master it, however, speaking a second language is a difficult task for most learners. The difficulty in speaking is a result of several causes especially the psychological ones such as: shyness, anxiety, fear of making mistakes, and fear of stage...etc that hinders them from speaking freely.

Stage fright is a sort of performance anxiety. 75% of people rank fear of public speaking as number one before death according to the national institute of mental health, it even occurs to high performers such as singers, actors and presidents in conferences. It is a traumatic feeling that arouses a lot of symptoms for instance: hand shaking, knees trembling and sweating while delivering a presentation before an audience or even a person. This leads to several negative effects at the personal and the social levels for instance: loss of self-esteem, performance anxiety, and career instability.

The majority of EFL students encounter stage fright in oral sessions that is considered as the most significant issue. When they get on the stage, they feel frightened, then they become unable to speak and cannot deliver their presentations effectively, more than that, they stop presenting and quit the stage immediately, although, they have ideas and answers. In short, stage fright has negative effects on EFL students' performance. According to Meghairi (2013) 'EFL teachers are still searching for what can help their students to reduce

anxiety’’. It is all mentioned in their study ‘’ various motivational strategies were suggested by many researchers, which take a great part in the process of teaching and learning English as a foreign language’’.

2. Statement of the Problem

EFL students often complain about being frightened while presenting on the stage using the target language during oral expression sessions and claim to have a mental blockage against learning this foreign language. This issue needs a deep investigation and a careful data analysis. In past few years, researchers have dealt with the same area of research in other fields, however, there are some points that have not been dealt with especially when it comes to the fear of stage and its causes and effects on EFL students, in addition to taking the learner into consideration as an important exaggerated component in the learning process. Therefore, this study aims to look for the causes and the effects of stage fright for EFL students and the strategies that ought to be used by students to reduce these factors.

3. Research Questions

- What makes foreign language students feel frightened in the classroom?
- To what extent does stage fright affect student’s performance?
- How can students reduce their stage fright?

4. Research Hypotheses

To give insight in the problem raised in this study, the following hypotheses have been elaborated:

- Stage fright may result the inability to impart ideas affectively by students during oral classes.

- EFL students' stage fright can be caused by several factors such as: language mastery, lack of skills and teachers' reaction.
- Public speaking techniques and activities during oral classes will help students to be less anxious and more confident on the stage.

5. Research Aims

The main objectives of this research are to shed some lights on:

- Determining the causes of stage fright that EFL students suffer from.
- Identifying the impact of stage fright on EFL students' performance during oral presentations.
- Providing students with effective techniques to reduce stage fright in order to be better performers.

6. Significance of the Study

The findings of the current study will redound to the benefit of how overcome the fear of stage for both teachers and students. Also, the present study will be of considerable interest to EFL learners because of the potentially negative impact of stage fright on their performance. Moreover, this research will assist EFL teachers to create less stressful atmosphere in the classroom during learning process.

7. Research Methodology

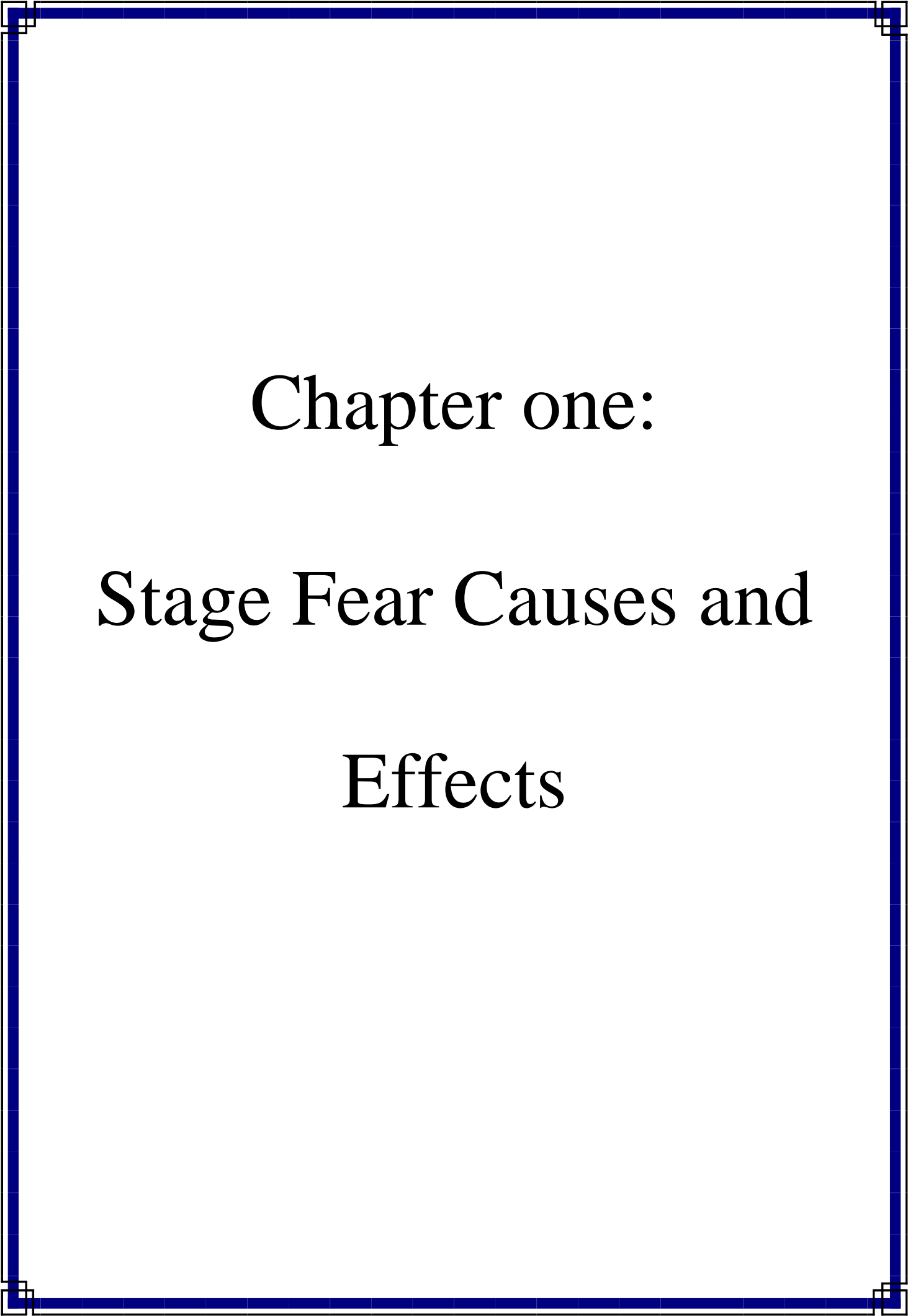
In order to achieve the aim of the investigation a mixed-method research design was adopted; both quantitative and qualitative data measurement tools are used. The main population of this study is first year license EFL students. Thus, the targeted population is the students in the Department of English language and Literature at Mohamed Boudiaf - M'sila

University. The selected sample is 55 out of a total of 300 students, and it was selected randomly, in addition to a sample of 09 EFL teachers from M'sila University.

Additionally, quantitative and qualitative measurement tools were used to collect enough data. First, an online questionnaire was designed and posted in Facebook group of first year student where Fifty five (55). Second, an interview was designed in order to gain varied perspectives and opinions about Stage fright phenomenon among EFL students. The data, obtained through the tools, were analysed using the SPSS V20.

7. Dissertation Structure

The present study is composed of two chapters. The first chapter, divided into two sections, as a theoretical framework of the research, it provides a better understanding and a clear explanation of the variables of this study. The first section is dedicated to definitions of stage fright, its causes, effects, and symptoms. The second section is concerned with full depiction of anxiety and what makes people struggle stage fear, ended with methods and ways that help students to conquer stage fear. furthermore, the second chapter is devoted to the methodological framework, it comprises of three sections; section one involves a full description of the research methodology and design where it provides the research methods, the research population, sample and sampling design, the tools used to collect data, and the pilot study. The second one is considered as the section of the data analysis and the results discussions. Section three is concerned with the limitations of the study and recommendations for future researches.



Chapter one:

Stage Fear Causes and
Effects

Introduction

In order to initiate the current study, this chapter is devoted for the theoretical part. It provides a better understanding and a clear explanation of this study's variables. This chapter is divided into two parts; in one hand, the first part initiated with a general view and definitions of stage fright, moving to its causes , and symptoms, concluded by the impact of stage fright on EFL learners. On the hand, the second part contains ways to conquerstage fright, stage fright as mental disorder, and then it provides how peoplestrugglewith stage fright.

Section One:

1. Definitions of stage fright

Any people suffer from stage fright. Some of the world's best speakers have said that they have never been able to break free of its clutches. Asking an experienced actor about stage anxiety, the reporter's response was succinct: "Only a stupid does not have stage fright!" Over thirty years on the concert stage and an operatic soprano still cannot stomach the thought of eating dinner the night before a performance. It was revealed by an All-American football player, who went on to become a well-known coach, that his worst game was the one day of his career when he had no anxiety before the game. Even more ironically, those who appear to be most affected are the most conscientious, sensitive, and intelligent members of society. Wright (1962).

Stage fright is stress from unreleased energy in the body, which becomes harder to bear while approaching a "risk zone," is described by a practitioner of Georgia Dias (2007). The body interprets an overabundance of untapped energy as dread and terror. In the same context, Witt and Behnke (2006) define stage fright as a dread of speaking in front of an

audience that may be seen in numerous public speaking circumstances. It also refers to the inability to cope with the mounting tension of a presentation, either before or during the presentation itself. As Barlow (2000) explains, public speaking frightens people because they believe they have little control over a big event in the near future. The concept of failure, on the other hand, may be devastating to one's self-esteem. Yet, Beck (2010) explains stage fright as one of the particular kinds of social anxiety disorder. According to Fumark (2000), public speaking anxiety is by far the most common kind of social anxiety disorder. As a matter of fact, Fumark cites one of his own studies, which found that 77.1% of patients with social anxiety disorder were particularly prone to their phobia of public speaking.

2. Stage Fright symptoms

Fear is a good thing. It gives us the motivation to fight or run-in times of danger. It's not uncommon, though, to feel anxious just before entering a high-stakes situation, such as a soccer game or a town meeting. It is said that professional sportsmen and performers benefit from a little bit of anxiousness in order to focus better. However, excessive performance anxiety can derail our efforts: a player's legs get shaky, a violinist's notes become muddled, and a manager loses track of the meeting's main topics. Even if one's life doesn't depend on it, the prospect of achieving personal, professional, or financial achievement might seem bleak. Sonnenmoser (2006).

Public speaking anxiety is also divided as internal and external fears (LeFebvre et al., 2018). Internal concerns connect to speakers' view on the oral delivery and personal emotions, whereas external anxieties worry with the centre of attention from the audiences when making the speech (LeFebvre et al., 2018).

2.1. Physiological symptoms

Rapid pulse, loud breathing, clammy hands, a dry mouth, trembling knees, and hazy eyesight are all well-known symptoms. Is there a medical condition that is unusual and intriguing? Stage fear is nothing to be concerned about! Even the most mature and capable professional man is befuddled by this condition, which causes twitches in the tongue and diminishes his ability to communicate effectively. Stage fright's origins are a mystery about which we can only assume. It might be the result of some underlying insecurities. Allowing others to analyze our words, ideas, and actions, we believe, puts us at risk of losing our feeling of self-worth.

When we have a strong emotional response, our body's chemistry and physiology respond as well. Anxiety in humans is accompanied by a slew of physical symptoms, including a racing heart, perspiration, cramps in the stomach, and even diarrhea. Breathing difficulties or faintness can occur in certain persons. As a result of their distress, victims may retreat within themselves or lash out aggressively at those around them. They may suffer from nightmares or sadness if they have to perform on a frequent basis. In order to perform at a high level, a person must have a steady hand, clear memory, as well as an unwavering sense of self-control. Afraid CEOs do less well on logical reasoning exams than their calmer counterparts, according to research.

Actually, the alterations in our bodily being are our nature's method of preparing us with greater energy to counter physically the threat which we experience. However, the threat is not of such character to be handled by force, and the unfulfilled physical capacity seeks its outlet in fidgeting, pacing, and other unnecessary behavior. Even after dispersing part of our excess energy, we still approach the platform with a surplus. This squandered energy continues to present itself in the frequent symptoms. Our odd bodily state, unexplained to ourselves and surely beyond our conscious control, arouses in us additional fears: that we will forget what we were going to say, that we will be incoherent, that we will be mocked at.

Thus, we are no longer terrified of the initial cause of our stage fright, delivering the speech, but we are instead concerned that the symptoms of our fear will be visible to others.

In other words, we have fallen into the trap that Franklin D. Roosevelt warned us about some years ago; we have come to fear the fear itself. In the final analysis it appears to be the fear of having stage fright and not the fear of giving the speech that creates most of the anxiety. Wright (1962).

The alterations in the visceral organs, the physical changes, the conscious component, or all three. Neither is it always evident whether they perceive the feelings as of similar or of distinct origin. Dashiell makes the conclusion that "man is not born with defined patterning of his bodily responses deserving of being labelled different emotions." With the writers who have done the most experimental work in the study of emotion, however, the phrase has evolved to imply essentially the strong emotions, fear, fury and general excitement in its varied incarnations. Lomas (1937).

3. Stage Fright Causes:

An oral presentation is the act of transforming ideas into a speech and sharing them with a public. While expressing his/her ideas, the speaker has to convince the audience (Mahili 2008). Kaul (2005) adds to this definition that no matter the mode, the type of audience or the medium used, the most important thing in giving an oral presentation is to attract the audience in order to convey the message clearly.

The use of oral presentations in the classroom is an excellent way to help students improve their foreign language skills. During an oral presentation, a student may encounter plenty of effects that linger in the mind. In these instances, anxiety is the most common factor. Defining oral presentation and explaining the consequences of this variable on speaking assignments can help you prepare for their effects. It is critical to understand the

root causes of students' stage fright in oral presentations if we are going to generate effective remedies.

3.1. Linguistic causes

According to certain researchers, such as Horwitz and his associates (2001), specific abilities in foreign language acquisition, such as listening and speaking, induce such sensations of anxiety or nervousness far more. Similarly, MacIntyre and Gardner found that EFL learners were more concerned about their ability to speak (1991). For the same reasons as stated above by Arnold (2000), speaking causes more anxiety than any other language skill due to the fact that speakers lack confidence in their general linguistic knowledge and it is distinct from the others due to its public nature and a feeling of embarrassment in front of others due to their language imperfections.

3.2. Communication apprehension

Communication Apprehension was coined by Horwitz and his associates in 1986. (CA). Many things might contribute to the fear of speaking a foreign language that many people have after learning a new one. A person's genetic propensity can lead to anxiety, for example, according to Daly (1991). It was agreed upon by Neuliep and McCroskey (1997) that infants are born with particular personality traits that make them more susceptible to CA. Communication is linked to previous reinforcement and punishment, according to Daly (1991). So, if one's attempts to communicate are rebuffed as a youngster, that person is more likely to remain silent later in adulthood when faced with a similar scenario as a result. According to behaviourist learning theory, if students are punished for their mistakes by their professors, they would become even more afraid of speaking and hence avoid doing so. Speaking anxiety can also be brought on by a lack of early exposure to effective communication methods. To put it another way, those who have many opportunities to learn

communication skills early in life are less likely to feel anxious than those who have less opportunities to learn communication skills (Daly, 1991).

Another researcher looking at CA is Buss, who works with Daly. It has been found that several features of the scenario, such as novelty, formality and subordinate rank might lead to greater CA, according to Buss (1980). In an unfamiliar circumstance, people are more probable to experience a rapid spike in CA, according to the study, since they are unsure of how they should act.

Furthermore, conspicuousness can also be a factor in CA's growth. For the majority of individuals, speaking out in a meeting or classroom can be a source of embarrassment. People are more probable to suffer from CA if they see themselves as being noticeable, according to Buss (1980).

Additionally, other researches have noted that both academic and social situations might contribute to language learners' anxiety. The learner's self-perceptions, perceptions of others (peers, teachers, interlocutors, etc.), and target language communication situations, as well as beliefs about foreign language learning and the belief that one is insufficient in the target language are all possible psychological factors that can lead to language anxiety, according to Scovel (1991). Scovel (1991) also touched on the social aspect of anxiety, pointing out the stark contrasts between the native and target language contexts. According to him, language learners may feel a lot of worry because of the huge social and cultural disparities. Young referred to the same anxiety-inducing issue (1991). A person's fear of being perceived as an outsider in the target language's community can lead to anxiety among language learners, according to this theory.

Moreover, additional elements producing anxiety for language learners include the social position of the speaker and the interlocutor, a perception of power connections between

them, and gender. Speaking in public can be particularly stressful for ESL students for a variety of reasons. Other people or other aspects in the communication environment are responsible for most of these elements. Most language students will be less likely to suffer from anxiety in their EFL sessions if it is easier to regulate. Tekir (2021).

3.3. Test Anxiety

According to Horwitz and Young (1991), one of the most common causes of stage fright is "test anxiety," which is brought on by students' fear of failing academic assessments. Because of the high degree of anxiety that is felt by students before tests, the grades they obtain may not always accurately represent their talents or competencies. This is a widespread phenomenon among students.

This "debilitating anxiety" might have a detrimental impact on exam performance, according to Selvam (2016:4). When debilitating anguish manifests itself, it might cause a student to feel anxious in a way that is inconsistent with their expectations. Even yet, there is a potential that this worry will have a beneficial effect if it is channeled to motivate the student and then felt in a motivating way by them. Test anxiety, according to Zeidner (1998) and Brown (2007), can either help or hinder performance.

3.4. Fear of Negative Evaluation

It is common knowledge that students avoid circumstances in which they must give an oral presentation of their work because they are concerned about how others will perceive them. In Horwitz et al. (1991), Watson and friend are cited as saying: Since peer and instructor evaluation is widespread in foreign language programs, students become agitated while they are being observed (Zhao, 2007). Furthermore, when students believe their teachers and peers are judging every word and gesture they make and say, they feel unsafe. This creates an uncomfortable learning environment. As a result, students who struggle with social anxiety avoid situations where they are required to speak in front of others. According

to Von Worde (2003)'s research, evaluating an oral competence by a teacher is a difficult task for students. Especially, when a teacher corrects a student in front of the class without giving them a chance to continue and complete their statement, some pupils become disheartened. Thus, Learning is disrupted by this interruption, which causes frustration in students.

4. Stage Fright Effects:

4.1. Loss of Self-Esteem

Students lack the necessary experience in public speaking as a result of a lack of exposure. Nervousness and the fear of making a mistake set in because of this lack of expertise. Stage fright and a lack of self-confidence are common reactions to the fear of stumbling or forgetting something important during a performance. According to a study conducted by Lucas (2011), even those who are comfortable conversing with others on a daily basis find it difficult to deliver a speech in front of an audience because of their lack of confidence. Additionally, comparing oneself to one's peers may be demoralizing for students since it might lead them to believe that they are inadequate.

4.2. Performance anxiety:

Anxiety about one's capacity to complete a certain activity is known as performance anxiety. Students who lack self-confidence may think they won't be able to give a speech or do well in a presentation before they even begin the assignment. There is a nagging feeling of failure and rejection.

4.3. Effect on career

Fear over public speaking can have a negative impact on a student's career. It might keep students from getting the internships or jobs they want because of their lack of confidence in public speaking. Public speaking fear has been described as "career-limiting"

by a Financial Times columnist, Lucy Kellaway. Early public speaking experiences are the finest since they help students gain more self-confidence. In addition, these early public speaking experiences provide us useful lessons for future events.

Section Two:

1. People's struggle with public speaking

The quality of a speech is not as important as how the speaker feels, thinks, or acts when he or she is speaking in front of a large audience. When it comes to public speaking, there are a variety of reasons why individuals get frightened. Four elements have been discovered in the study of stage fright:

1.1. Physiology

The autonomic nervous system is activated in reaction to a potentially dangerous stimulus in fear and anxiety. Our bodies become ready to fight when faced with a threat. We can't perform well in front of audiences when we are nervous or afraid because of this hyper arousal. In the long run, it discourages people from seeking out speaking engagements in front of an audience.

Certain experts believe that some people are more prone to feeling uneasy while speaking in front of others because they have a generalized fear of public speaking. Anxious people find it more difficult to control their anxiety and overcome their fear of public speaking, therefore, they avoid it. However, for other people, the dread is restricted to public speaking circumstances, but the physiological indications of terror that accompany their preparation and performance probable in public are comparable. Tsaousides (2017)

In addition, some people suffer from anxiety sensitivity, which is defined as the fear of fear by researchers. Affective sensitivity indicates that, in addition to being afraid of public

speaking, people are concerned about their own worry about public speaking and how their fear may affect their performance in tough communication settings. People with high levels of anxiety sensitivity worry not just about whether or not their speech will achieve its goals, but also about how nervous and wobbly they will appear in front of their audience. Tsaousides (2017).

1.2. Thoughts

According to Tsaousides (2017) thoughts are people's perceptions of public speaking and their own abilities as speakers are another aspect. When people exaggerate the stakes of public speaking, they see it as a danger to their reputation, their image, and their ability to connect with an audience. Anxiety and fear of public speaking can be exacerbated by negative self-perceptions about one's ability to communicate in front of large groups of people (e.g., I am a bad public speaker, I am dull, etc.).

Performance orientation and communication orientation are two terms used by several ideas. If you have a performance-oriented mindset, you think of public speaking as a talent that requires specific training and that the audience is the judge of how well you do. Communication orientation, on the other hand, refers to a person's primary concentration being on communicating ideas, providing information, or telling a narrative. The goal for people with this approach is to connect with their audience in the same way they connect with their friends and family in real life.

Consider it the other way around: As long as you consider each discussion you have with another person to be a type of "public speaking," you have shown your ability to communicate clearly and effectively. In fact, this strategy can be applied to public speaking events when the primary goal is to convey ideas and facts. In contrast, anxiety increases when the emphasis is shifted from being heard and understood to being assessed.

1.3. Situation:

The majority of us become frightened while giving a presentation in front of an audience, even if we are not naturally nervous or believe we are not very good at public speaking. Basically, according to Tsaousides (2017), there are some situations that make us more frightened when presenting on the stage:

❖ Experience is lacking

Experience, like anything else, builds confidence. The more stage experience you have, the less likely you are to be afraid of public speaking.

❖ Amount of assessment.

'Whenever there is an element of evaluation, the terror is more intense. You may feel more nervous if you have to give a presentation to a group of people who will be filling out assessment questionnaires.

❖ Social class Differences

People of greater status (e.g., your boss or a group of successful experts in your field) may cause you to experience a bigger dose of fear tingling through your body when you are going to speak in front of them.

❖ New concepts.

You may be more concerned about how others will react to your ideas if you haven't yet expressed them publicly. Presenting something new might make you feel more self-conscious about explaining your perspective, answering audience queries, or dealing with those who try to find flaws in your argument.

❖ **New audience**

When it comes to public speaking and delivering presentations, you may already have some experience. You may, for example, have a lot of experience speaking in front of experts in your field. However, if the intended audience changes, anxiety may escalate. Your self-assurance may be a touch wobbly if you're speaking in front of an unfamiliar group of individuals.

1.4. Skills

Finally, another aspect that adds to the fear of public speaking is how good you are in this field. While many individuals consider themselves inherently good speakers, there is always space for progress. The ones who concentrate on their talents, instead than depending on inherent talent, are the speakers who stand out the most. There are many various techniques to strengthening this skill set and gaining competency in public speaking. Higher competence leads to increased confidence, which is an excellent antidote to fear. Nevertheless, confidence alone does not convert into excellent public speaking. Tsoulosides (2017)

2. Stage Fright as a Form of Social Anxiety Disorder

We need to understand the distinction between social phobia and social anxiety disorder (SAD). It's really just a matter of terminology; the term "social phobia" was used until the mid-1990s, and the phrase "social anxiety disorder" has been used since then.

- ❖ To characterize someone who was unsociable or fearful of performing in front of others, "social phobia" was employed.
- ❖ It was considered in the mid-1990s that the term "social anxiety disorder" was more appropriate since it conveys the diagnosis of someone who feels uncomfortable in a range of social circumstances.

- ❖ Those who suffer from SAD have an intense aversion to circumstances in which they are forced to remain in the limelight. Even the mere notion of saying or doing something that may make them seem bad or shame them causes them anxiety. Those that have this type of personality tend to see things from the perspective of others, rather than from their own perspective. A common example of this is when someone is terrified of seeming foolish, so they imagine that everyone else around them believes the same of them. Moments like these might be fleeting, yet they can still elicit tremendous sensations.

The term "social anxiety disorder" (SAD) refers to the inability of people with SAD to go to social gatherings because they are afraid of being humiliated or embarrassed. Public speaking, meetings, and social gatherings all fall under this category (American Psychiatric Association, 1994). It is possible to limit social anxiety disorder to only a few particular examples, such as formal public speaking, or to expand it to many circumstances, such as social gatherings or discussions.

3. Manage Your Anxiety

"I never get anxious on stage," a young starlet famously boasted to Sarah Bernhardt, a well-known French actress. In response to Sarah's concern, "Don't worry my sweetheart, it will come with talent," Standing in front of an audience and feeling nervous is quite natural. Moreover, they are really needed.

Now is your chance to shine on the world's stage. When your heart begins to beat, your body begins to receive and transport blood. When your name is called by the chairman, you may feel a bit dizzy and perhaps get the sense that you've forgotten what you were going to say entirely. Don't worry, I'll take care of it. Every time we have to present our work to a

group of people, we become apprehensive, especially if we know that they will be critical of our efforts.

Because we're social animals, we're drawn to those who aren't ashamed of their flaws or who can laugh at themselves. Don't pretend to be someone you're not; your audience will pick up on your insincerity immediately. As cliché as it may seem, stay true to who you are. If you're honest about your shortcomings, your viewers will be, too. Finally, these are people, not velociraptors, you're looking at!

Standing out in front of an audience, many of whom you don't know, will inevitably cause an adrenaline spike. There is no way to avoid it. This adrenaline, on the other hand, is just what you need to get through it. In the meanwhile, there are easy things you may do to lessen worry without eradicating it altogether.

❖ **Practice, practice, practice**

Practice is the best method to keep your stress levels in check. Rehearse and go through your presentation before the big day. Make use of conditions that are as comparable to those you'll encounter on the big day as feasible when you're practicing. If you have slides, stand in front of a room with them and stare out over a real or imagined audience.

❖ **To learn or not to learn**

In terms of your writing, there are a variety of approaches to prepare for your presentation. Preparation may be more important to certain people than actual delivery. A brief lecture like FameLab, where time limitations are particularly acute, might benefit from this approach. For some writers, it's easier to start with an outline and then add words when inspiration strikes. Regardless of whether or not you plan to use a timer, you must recite your material out and time yourself. Make use of a timer to keep track of how long you estimate the process to take.

You may be juggling a ton of other responsibilities, but you can always find time to practice. When you're on the train home, at the bus stop, in the shower, or in the waiting room at the doctor's, keep a copy of your notes or a printout of your presentation handy. It's important to repeat your lines aloud to yourself, especially the first paragraph, because a strong start makes everything else that follows much simpler (see Exercise 1).

Exercise 1:

Theatre artists in France utilize a method termed *une Italienne* [an Italian] while practising their lines. Generally, before they walk on stage, they will go over their lines out loud with a neutral voice and tone, helping them learn their content without wearing themselves out. We advise you do the same when rehearsing. If you have your content written in advance, then practice speaking the lines from beginning to end. If you haven't written down your content, this activity can help you work on your speech in advance and locate the words you want to use, even if you don't memorize them by heart.

Actors swear by this approach because once you know your lines inside out and back to front, that's when you can truly experiment with them. It also means that if for some reason you get cut off, you may hop back in at any moment with ease. Distractions will no longer be a threat to your confidence! This can also help you enunciate the words correctly, which is a must-have if you are not a native speaker of the language.

Rehearsing with others will also be an option. According to the type of input you seek, there are a variety of people you might approach. If you'd want some input on your topic matter, consult some of your colleagues who are experts in the field. Ask a friend or family member for feedback on your body language, delivery, and popularity. Why not video yourself doing (Exercise 2)? However, it takes time, but the investment pays off—especially for high-impact presentations that are critical to your organization's success.

Remember that the more effort you put in, the less noticeable it will be. Furthermore, the greater your chances of achieving your state of flow.

Exercise 2: Film Yourself

Record yourself delivering your presentation and see if you can improve upon your performance. In reality, it's a great method to see how others perceive you and give yourself some much-needed feedback. When possible, seek the advice of a friend or family member who can help. If you're short on time, you may record your discussion on your phone and view it on your way to work or over your lunch break if you like.

When implementing self-filming in our training sessions, we've encountered two distinct types of reactions. Because they've done better than predicted, some people feel confident about their own abilities. Some people are too self-conscious about their appearance or voice, and as a result, they are harsher on themselves than their intended audience would be. Despite this, most people report feeling more confidence as a result.

❖ Enter the stage:

When you begin speaking, you may think it is the beginning of your discussion. In reality, your presentation begins as soon as you step onto the platform and begin to speak. This may be a stage, the floor of a lecture hall, the front of a conference room, or any other location. It all depends on the context of your speech. As a speaker, it is possible that you will be introduced by a chair or host. Taking the stage and launching into your speech will fall solely on your shoulders in some cases. Regardless of how you approach the stage, your presentation will be influenced by how you begin.

A positive visualization technique might help alleviate stage fright before a performance. Bring to mind a relaxed scene from your past, such as a day at the beach in the

sun on a well-deserved vacation. Keep that memory close to your heart by closing your eyes and focusing on it. It'll make you happy and make you want to grin.

Take your time making your way to the podium. Take a break once you've entered the stage and turn to face the audience. Once you've made eye contact and greeted them warmly, you may grin. When you're ready to talk, pause for two or three seconds longer than normal. Allow yourself time to get acquainted with the space before you begin speaking. Also, it will convey to your audience that you are prepared, and they should pay attention. If you begin your speech gently, you are more likely to maintain that demeanor throughout the whole presentation.

❖ **Breathe:**

When you're nervous, what happens to your body? You may start to feel dizzy, your heart rate increase, or you may even start to sweat. You've noticed a shift in your breathing that you didn't notice. Take a few minutes to conduct some belly breathing to get your airflow back into a regular rhythm and supply your brain with the oxygen it needs. Breathe in from your abdomen rather than your chest. Performing artists utilize it to help them inhale more air than they normally would. Do this anywhere, even when sitting down in the minutes leading up to a presentation (see Exercise 3).

Exercise 3: Abdominal Breathing

This breathing practice is best done in a quiet and secluded location. Standing, sitting, or lying down is all options depending on the available space. Close your eyes if you'd like to experience a deeper sense of relaxation.

You must first learn to breathe from your abdomen. Focus on the scents in the air. Breathe in through your nostrils while placing your hands on your stomach. Inhale and exhale as hard as you can. Feel for an expansion in your abdomen. Breathe forcefully through your mouth and see how much your stomach shrinks.

Breathe in through your nose for a count of 4, Hold your breath for a count of 4, and Breathe out through your mouth and completely empty your lungs for a count of eight. While you're doing so, the movement of air may generate a sound. Three to six repetitions of this cycle are possible. You should feel better and be able to smile more thereafter.

During the initial few seconds of your speech, you should also pay attention to your breathing. We've witnessed speeches where folks were panting like they'd just raced a 400-meter sprint to catch their breath. If you start to feel out of breath, don't be afraid to take a break. Take a big breath in and slow down your speech.

❖ **Project Yourself**

In order to be a successful speaker, one must devote enough time and energy to the preparation of their speeches in advance. When you avoid last-minute difficulties, your levels of stress remain in check.

As a result of our apprehension, we attempt to avoid thinking too much about it. However, we strongly suggest you to begin visualizing the day of your presentation at least a few weeks beforehand. Visualize yourself showing up to the event, assuming your speaking role, and so on.

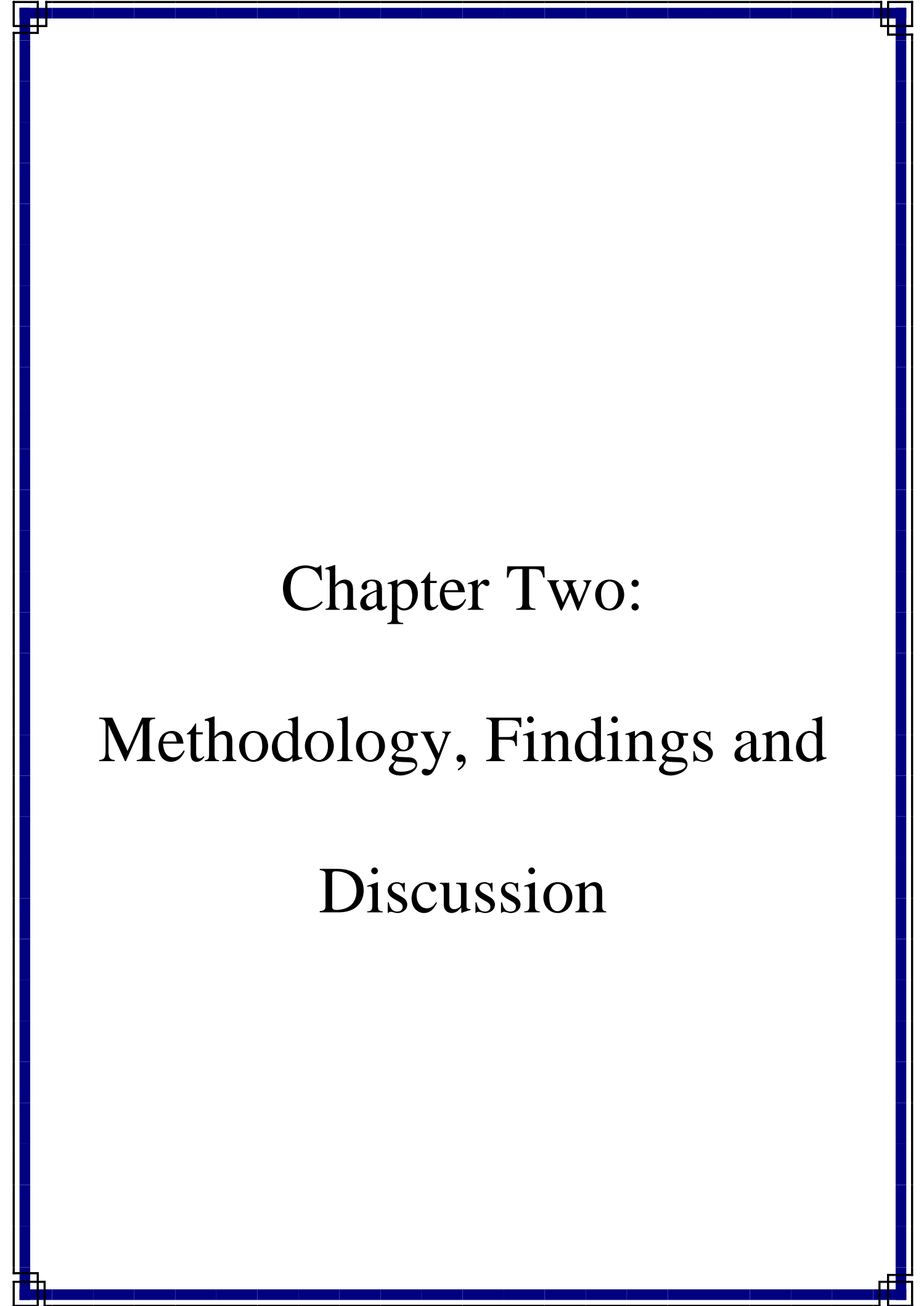
❖ **Respect Your Body**

- Body and mind are inseparable. To perform at your best under pressure, you must take good care of your body. Even though it will be handling the most of the work, it is important to remember that your body may go into "autopilot" mode when you discover

your "flow." It's ideal to keep it in excellent health. It's easy to forget about our bodily requirements while we're worried, since we're so focused on our thoughts. For your presentation, according to Youknoy & Bowers (2020), there are a number of things you may do to maintain your body in peak condition:

- Make sure you have a healthy breakfast or lunch the day before your lecture, or at least an hour before, to avoid feeling drowsy. If at all possible, avoid eating within a few hours of the test because it may cause you to fall asleep.
- A good guideline here is to avoid indulging in high-energy foods or beverages just before your presentation. The body swiftly depletes the energy they supply. Avoid a sugar crash in the middle of your run.
- Tiredness has a detrimental impact on our brain's ability to process information, which in turn affects our memory. The capacity to think quickly on the moment, which is essential for improvising, is also diminished as a result. The night before your presentation, try to obtain as much sleep as possible. Go to sleep early (for once).
- Caffeine can cause a rapid heartbeat, which can lead to feelings of anxiousness. As a precaution, if this is the case, we advise that you refrain from consuming any caffeine at all before your presentation, even if it is for an energy boost.
- Try to get some exercise the day before or the morning of your presentation or listen to some music you enjoy. Even if you don't want to overwork yourself, endorphins in your brain can boost your mood and confidence.
- You'll need to bring some water with you. Make sure you have a bottle of water with you at all times during your presentation. When you're under a lot of pressure, your mouth may dry up and you may become a little heated. Sipping from a water bottle while speaking is quite appropriate.

- Be careful; do not drink too much water! Having to go to the bathroom after the first 10 minutes of a one-hour speech is the worst. Holding oneself back from urinating for an hour might lead to shame if one is not careful. Make a pit stop first.



Chapter Two:

Methodology, Findings and
Discussion

Introduction

This chapter is mainly devoted to the field work of the current study. Mainly, this chapter contains three sections; section one deals with the research methodology and design including research population, research tools, and the pilot study. The second one is considered as the section of the data analysis and the results discussions. Section three is concerned with the limitations of the study and recommendations for future researches.

2.1. Research methodology and design

2.1.1. The mixed method research design

The present study attempts to investigate both the causes and the effects of stage fright among EFL learners. Consequently, to answer the study questions, the mixed method design is adopted in this research, which is defined by Fraenkel, Wallen & Hyun (1993) as “the integration of qualitative and quantitative approaches in one study” (p557). It combines between one or many qualitative and quantitative research instruments (Schoonenboom & Johnson, 2017).

2.1.2. The Setting and Population

The current study took place at the English language department of M’sila University, on the academic year 2021/2022, during second semester. Chiefly, this study takes first year students, who are the total of 305 students, as targeted population.

2.1.3. Research Sample and Sampling Design

The population of this study is first year EFL students of M’sila University (305 students). The 70 participants were distributed according to different stages of the study. Firstly, 15 second year students were selected randomly as the pilot study sample, in order to test the validity and the reliability of the questionnaire as well as its usability. Additionally,

the questionnaire's sample is fifty five (55) students, includes 13 males and 42 females. Also, 9 EFL teachers at the English language department of M'sila University, are the interview's sample.

2.1.4. Research Tools

In order to conduct this study which is aiming to investigate the causes and the effects of stage fright among EFL learners, two main research tools were used; namely, a questionnaire, and an interview.

2.1.4.1. Students' Questionnaire

The questionnaire contains a number of questions. It is only used to collect data on group. The findings can only be used if a large number of people were consulted (the minimum sample size depends on the population studied).

2.1.4.1.1 Aims of the Questionnaire

A questionnaire is a research tool composed of series of questions in order to collect data from large sample of people (McLeod, 2018). Also, it is one of the most essential tools that permit to gather specific data from the sample's participants anonymously. Dornyei (2003, p. 09), states that "By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour". The main purpose of this questionnaire is to determine the causes of stage fright that EFL students suffer from, identify the impact of stage fright on EFL students' performance during oral presentations, and provide students with effective techniques to reduce stage fright in order to be better performers. (Data is further analysed in the data analysis section).

2.1.4.1.2 Administration of the Questionnaire

In order to gather the appropriate data scientifically and objectively, an online questionnaire was distributed to first year LMD students of English at Mohamed Boudiaf University – M'sila. It took a google form and was posted in facebook groups of first year license. Thus, the questionnaire's answers received immediately and the total of copies was 55.

The following table shows the background information of the questionnaire's sample.

Table 01: background information of questionnaire's sample

Gender	Males	Frequency	13
		Percentage	23.6 %
	Females	Frequency	42
		Percentage	76.4 %
Years of learning English	0-4	Frequency	08
		Percentage	14.55 %
	4-8	Frequency	16
		Percentage	29.09 %
	8-12	Frequency	22
		Percentage	40 %
	More than 12 years	Frequency	9
		Percentage	16.36 %

The table shows that the majority of students are females (76.4 %), whereas male students are (23.6 %). Moreover, students who have experience of learning English as a foreign language between zero (00) and four (04) years are (14.55 %). Additionally, (29.09 %) of the students said that their experience of learning English is between four (04) and (08). And also, the third choice between eight (08) and twelve (12) is chosen by students as experience of learning English with (40 %). While, the remaining of them said that are having more than twelve (12) years' experience of studying English with (16.36%).

2.1.4.2 Teachers' Interview

When seeking detailed information about people's opinions, thoughts, experiences, and feelings, interviews is a useful research method. It is useful if the research topic contains points that necessitate more complex and in-depth investigation. When the target population communicates more easily in person than in writing or over the phone, a face-to-face interview is preferable (such as children, the elderly or the disabled).

2.1.4.2.1 Aims of the Interview

The interview was designed and formed in order to shed light on teachers' opinions, understanding, and practices regarding stage fright phenomenon and its effectiveness on both learning and teaching languages. The interview is composed of eight (08) questions that are both open/closed ended questions.

2.1.4.2.2 Administration of the interview

The interview has been made with 09 EFL teachers. Because of time constraints, namely teachers have no enough time to record their answers, a written form of interview was submitted and the answers received immediately.

2.1.5. Data Analysis and Statistical Tools

In order to attain the necessary data to solve the questions of the current study, all collected data were processed by the Statistical Package for Social Sciences (SPSS) software version 20 for Microsoft.

2.1.5.1. Statistical Tools

The following are the formulas of the statistical measures used in this study:

- The formula of the mean: $\bar{X} = \frac{\sum xi}{n}$

Where Σ = sum “add up”; X_i = “all of the x-values”; n = the number of the participants

- The formula of Standard deviation: $\sqrt{\frac{\sum (x-\bar{x})^2}{(n-1)}}$

Where : Σ = sum “add up”; X = “all of the x-values”; n = N° of the participants; \bar{x} = mean

2.2. Data Analysis & Discussions

2.2.1. Students’ Questionnaire Analysis

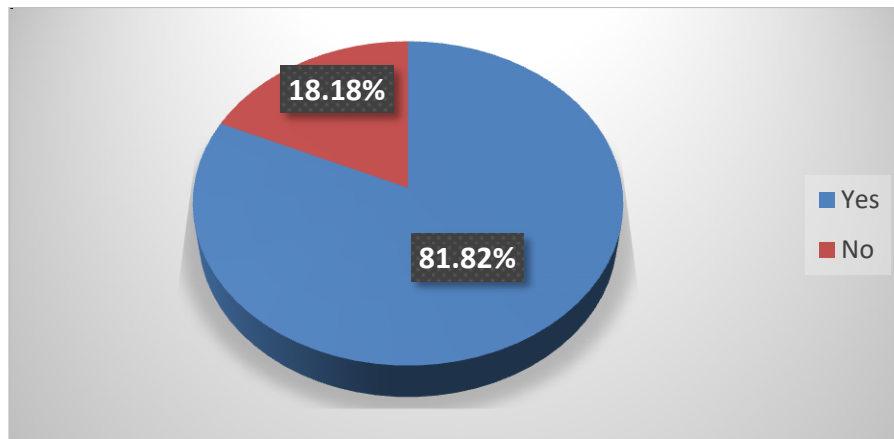
The questionnaire was administered to 60 students where 55 responded it. It is composed of 9 questions close-ended. The analysis of the questionnaire as follows:

Q3: Have you ever had stage fright?

The following table and graph display students’ experience with stage fright:

Table 02: *Students’ experience with stage fright*

	Frequency	Percentage
Yes	45	81.82 %
No	10	18.18 %



Graph 01: *Students' experience with Stage fright*

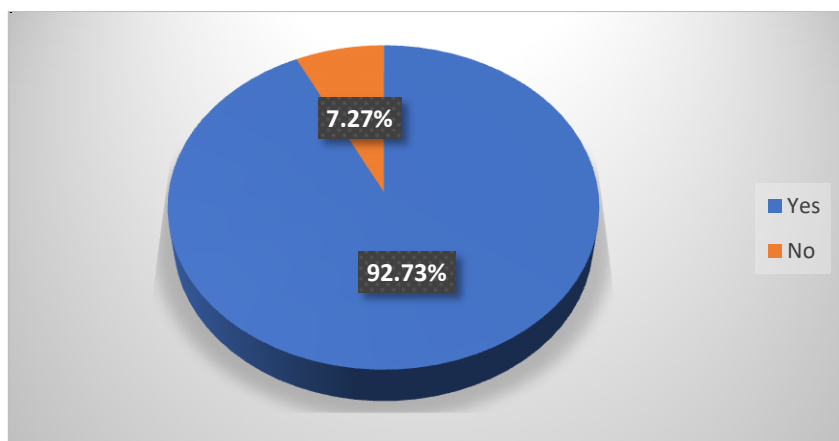
In this item, the participants were asked if they ever had stage fright, 81.82 % of them said that they have experienced stage fright; whereas the rest of them with 18.18 % said no, they have never felt frightened while standing on the stage. Overall, it is quite clear that most of the students suffer from fear of stage during their educational career.

Q4: Do you continue your presentation even when you get anxious?

The following table and graph display students' anxiety struggles during presentation:

Table 03: *Students' anxiety struggles during presentation*

	Frequency	Percentage
Yes	51	92.73 %
No	4	7.27 %



Graph 02: *Students' anxiety struggles during presentation*

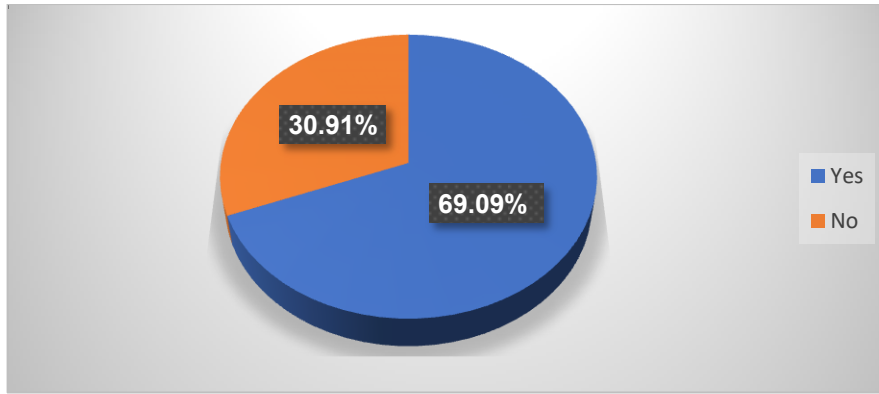
In this item, the students were asked if they will continue their presentation even when they get anxious. In hand, 92.73 % of them said yes; on the other hand, the rest of them 7.27 % said that they will not continue their presentation. Therefore, it is noticeable that the overwhelming majority of the EFL learners are likely vulnerable to get anxious during the presentation, hence they may attempt to think positively and breathe deeply to relieve anxiety.

Q5: Do you rely on PowerPoint slides as support?

The following table and graph display students' usage of PowerPoint slides as support:

Table 04: *Students' usage of PowerPoint slides as support*

	Frequency	Percentage
Yes	38	69.09 %
No	17	30.91 %



Graph03: *Students' usage of PowerPoint slides as support*

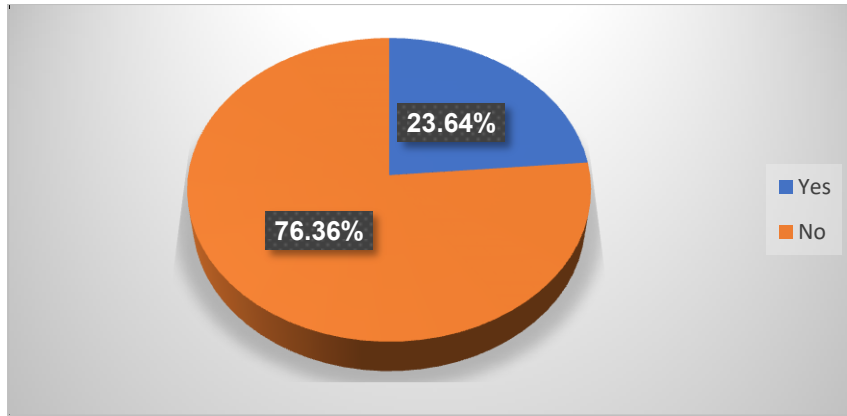
In this item, the students were asked if they rely on PowerPoint slides as support. Moreover, majority of the participants said yes with 69.09 %; however, the remaining of them with 30.91 % said that they do not. Hence, most of the students have receptivity to use PowerPoint slides as visual aids during presentation in order to perform better, whereas the others ignore the reason behind using PowerPoint slides as support this perhaps due to self-reliance or they are not familiar with the necessity of this aid and its contribution to obtain better performance.

Q6: Do you ask for help from your classmates during your presentation?

The following table and graph display students' presentation with classmates' assistance:

Table 05: *Students' presentation with classmates' assistance*

	Frequency	Percentage
Yes	13	23.64 %
No	42	76.36 %



Graph04: *Students' presentation with classmates' assistance*

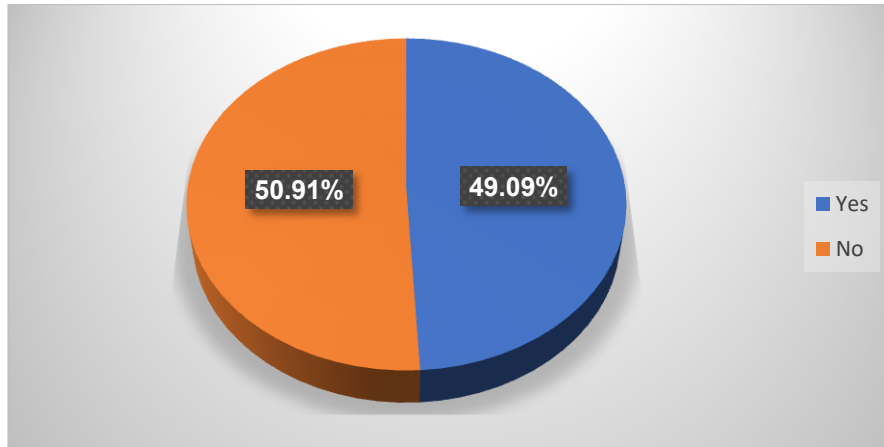
In this item, the students were asked if they ask for help from classmates during presentation. 76.36 % of the students said no, they do not ask for help from classmates during presentation, this may be related to self-confidence in their abilities, self-reliance, and self-esteem (perhaps feel shy for asking help); while the rest of students said with 23.64%, this perhaps due to the preference of group work, they may attempt to get them interested, or they need to sharpen themselves to be better presenter by asking for help from others.

Q7: Do you feel frightened when you receive a question from your classmates?

The following table and graph display students' Fear of receiving questions from classmates:

Table 06: *Students' Fear of receiving questions from classmates*

	Frequency	Percentage
Yes	27	49.09 %
No	28	50.91 %



Graph05: *Students' Fear of receiving questions from classmates*

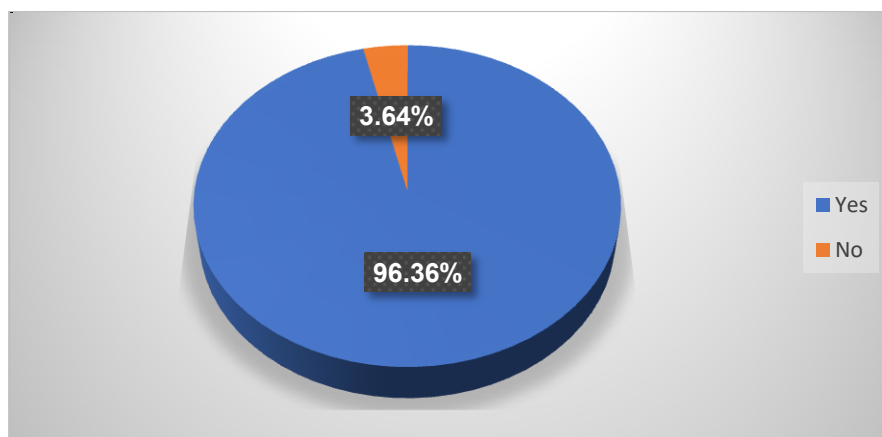
In this item, the students were asked if they feel frightened when receiving a question from classmates. It is noticeable that the results are approximately similar. In hand, 50.91 % of them said no, it may be related to bad preparation, low self-confidence, and lack of presentation skills; on the other hand, the rest of them 49.09 % said yes, this may be related to self-confidence in abilities, knowing the audience better, well organized and prepared.

Q8: Do you perform better if the topic is your interest?

The following table and graph display students' interest in choosing a topic:

Table 07: *Students' interest in choosing a topic*

	Frequency	Percentage
Yes	53	96.36 %
No	2	3.64 %



Graph06: Students' interest in choosing a topic

In this item, the students were asked if they perform better if the topic is their interest.

Furthermore, it is quite clear that the overwhelming majority of the students with 96.36 % said yes, this may be due to motivation, creativity, and productivity; whereas, the rest of them with 3.64 % said no.

Q9: Total scores descriptive statistics

The following table displays the descriptive statistics of the collected data from participants to the stage fright degree from the ninth question:

Table 08: EFL Students' Degree of stage fright as whole

	N	Min	Max	Mean	SD
total	55	52,00	133,00	95,9455	17,69957
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

According to the displayed data, the value of the mean ($\bar{x} = 95.94$) and the value of the standard deviation ($SD = 17,69$), which is small compared to the mean, namely the scores are near to the mean which is a high value compared to the highest value which is 133. Thus, it can be said that EFL learners argued on the previous factors as the main factors that cause stage fright and students' level of stage fright as a whole is considered high impact.

Sections total scores descriptive

Table 09: descriptive statistics of different factors that cause stage fright

	N	Min	Max	Mean	SD
External factors	55	15,00	43,00	30,8182	6,52372
Lack of skills	55	11,00	30,00	19,8364	4,66573
Psychological features	55	13,00	40,00	28,6727	5,95369
Linguistic features	55	8,00	25,00	16,6182	4,34397
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

From the table above and according to the values of the mean of (external factors, lack of skills, psychological and linguistic features) ($\bar{x} = 30,81$; $\bar{x} = 19,83$; $\bar{x} = 28,67$; $\bar{x} = 16,61$ respectively), it is observed that EFL learners have a stage fright which is caused by the above factors and features. Additionally, comparing the standard deviation values which are very small (SD = 6,52; SD = 4,66; SD = 5,95; SD = 4,34 respectively) to the mean values, means that the scores are near to the mean. All in all, it is noticeable that students experience stage fright due to several factors and its degree differs from one factor to another.

Items descriptive statistics

Table 10: descriptive statistics of External factors

	N	Min	Max	Mean	SD
item1	55	1,00	5,00	3,6182	1,28367
item2	55	1,00	5,00	3,4182	1,28655
item3	55	1,00	5,00	3,4000	1,11555

item4	55	1,00	5,00	3,3818	1,34013
item5	55	1,00	5,00	3,3273	1,15557
item6	55	1,00	5,00	3,0000	1,37437
item7	55	1,00	5,00	3,8364	1,08463
item8	55	1,00	5,00	3,3818	1,09698
item9	55	1,00	5,00	3,4545	1,01504
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 14 shows descriptive statistics for external factors axis. According to learners' responses, it is noticed that the highest mean was awarded to the item7 (The instructor's interruption with questions or criticism affects my performance) with mean= 3,83 and SD= 1,08, which means this item has the most impact on learners' that is lead to stage fright with a high impact, followed by items (1, 2, and 9) with statements and means (They have noticed I'm nervous with mean=3,61 and SD= 1,28; While I'm on stage, the audience is looking out for my mistakes with mean=3,41 and SD= 1,28; I'm afraid that I would get an unfair grade for my oral presentation with mean=3,45 and SD= 1,01), these items are approximately equal to the previous item with a high Impact.

Additionally, items (3, 4, 5, 6, and 8) with statements and means (When a technical issue occurs during my presentation I get confused with mean= 3,40 and SD= 1,11 ; I worry that students will laugh at me when I speak English with mean= 3,38 and SD= 1,34; When late students enter class or talk to each other during oral presentation, I lose my ideas with mean= 3,32 and SD= 1,15; The difficulty of the topic is the reason behind my low performance in oral presentation with mean= 3,00 and SD= 1,37; I feel anxious because the instructor is watching my language with mean= 3,38 and SD= 1,09), these items have less impact on students with medium impact. Therefore, EFL learners are generally experience

stage fright due to several external factors that lead to low level and also affect learners' performance negatively.

Table 11: descriptive statistics of lack of skills

	N	Min	Max	Mean	SD
item10	55	1,00	5,00	2,8727	1,37510
item11	55	1,00	5,00	3,2909	1,27181
item12	55	2,00	5,00	3,6727	,88306
item13	55	1,00	5,00	3,2727	1,25395
item14	55	1,00	5,00	3,2000	1,06110
item15	55	1,00	5,00	3,5273	1,15237
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 14 demonstrates descriptive statistics for lack of skills axis. It is observed that the highest mean was awarded to the item12 (My performance is more effective, if I read from the paper) with mean= 3,67 and SD= 0,88, followed by item15(I prefer to memorize the topic of the oral presentation rather than understand it) with mean=3,52 and SD= 1,15 with high impact.

Additionally, items (10, 11,13, and 14) with statements and means (Even if I prepare I feel that I am not really ready to deliver my speech with mean= 2,87 and SD= 1,37 ; I am familiar with the different types of audience with mean= 3,29 and SD= 1,27; I find it difficult to abide by the time constraints of the presentation with mean= 3,27 and SD= 1,25; not knowing how to do an oral presentation is the reason behind my low performance with mean= 3,20 and SD= 1,06 respectively) with medium impact. Overall, EFL learners' lack of skills makes them more frightened during presentations classes.

Table 12: descriptive statistics of psychological features

	N	Min	Max	Mean	SD
item16	55	1,00	5,00	4,2000	1,07841
item17	55	1,00	5,00	3,8364	1,16688
item18	55	1,00	5,00	3,0182	1,29802
item19	55	1,00	5,00	3,5636	1,21356
item20	55	1,00	5,00	3,3273	1,24803
item21	55	1,00	5,00	3,2182	1,22763
item22	55	1,00	5,00	3,9091	1,19059
item23	55	1,00	5,00	3,6000	1,27075
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 14 demonstrates descriptive statistics for psychology features axis. The items are classified from the highest mean to the lowest mean which means from the item with highest impact to the lowest one. Furthermore, it is noticeable that the highest mean was awarded to the item16 (If I'm not perfectly ready it's better not to do it at all) with mean= 4,20 and SD= 1,07 with high impact, followed by items (22, 17, 23, and 19 respectively) with statements and means (I prefer to be assessed by written exams rather than oral presentations with mean=3,90 and SD= 1,19; I feel stressed when I forget my ideas with mean=3,83 and SD= 1,16 ; I prefer to see someone's presentation before starting my own with mean=3,60 and SD= 1,27 ; I compare myself with my classmates with mean=3,56 and SD= 1,21) with high impact.

Additionally, items (20, 21, and 18) with statements and means (I like to do an oral presentation with a group with mean= 3,32 and SD= 1,24 ; 21. I hate oral presentations because of a past negative experience with mean= 3,21 and SD= 1,22; I pessimistically

expect negative feedback from teachers before I start with mean= 3,01 and SD= 1,29 respectively) with high impact. Hence, it is quite clear that EFL learners suffer from psychological features as main factor for stage fright.

Table 13: descriptive statistics of linguistic features

	N	Min	Max	Mean	SD
item24	55	1,00	5,00	3,5091	1,18435
item25	55	1,00	5,00	3,5818	1,21245
item26	55	1,00	5,00	3,1091	1,44879
item27	55	1,00	5,00	3,1818	1,29230
item28	55	1,00	5,00	3,2364	1,21661
N valid	55				

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 14 demonstrates descriptive statistics for linguistic features axis. It is observed that the highest mean was awarded to the item25 (During oral presentation, I think in Arabic then translate it into English) with mean= 3,58 and SD= 1,21 with high impact, followed by item24 (My language grammar misuse decreases my self-esteem) with mean=1,50 and SD= 1,18 with high impact.

Moreover, items (28, 27, and 26) with statements and means (I have a lack of vocabulary with mean= 3,23 and SD= 1,21 ; My accent does not sound native with mean= 3,18 and SD= 1,29; I have a problem with oral fluency and pronunciation during oral presentation with mean= 3,10 and SD= 1,44 respectively)with medium impact. To sum up, EFL learners' lack of linguistic features can cause a dramatic impact on their performance, thus results stage fright.

2.2.2. Teachers' interview analysis

- Teachers' perceptions of stage fright as a concept

The teachers seemed to be fairly familiar with the concept of stage fright, as they all (9) provided apt descriptions of what constitutes stage fright as the inability to speak or perform in front of an audience due to feelings of fear and anxiety. Additionally, three (3) teachers perceived pressure as a controlling factor in stage fright, one (1) teacher thinks that the students' doubts of others' impressions is central to stage fright, and one (1) teacher believes that discomfort is pivotal to stage fright.

- **Teachers' evaluation of the existence of stage fright and its extent**

Similarly to the previous prompt, all (9) of the teachers agree that their students do indeed suffer from stage fright, but they differed in their evaluation of the extent to which it exists. Four (4) teachers claimed that it manifests itself with great intensity (even leading students to be absent deliberately so as to avoid performing before an audience), two (2) teachers claimed that the effect varies from student to student, two (2) teachers claimed that a very large number of students had stage fright, and one (1) teacher claimed that it is uncommon in his/her students.

- **Teachers' perceptions of the symptoms of performance anxiety**

The results of this investigation have shown a moderate level of agreement among the teachers as to what the symptoms of performance anxiety are, as most of their responses circled around the same pivotal aspects. Five (5) teachers said that students who suffer from performance anxiety may display shaking, sweating, and stuttering or difficulty in speaking while presenting or performing before an audience. Four (4) teachers said that that kind of students displays nervousness and stress. Three (3) teachers also said that the students tend to

display shyness. Two (2) teachers said that the students seemed to wish for the performance at hand to end as fast as possible. The remaining responses were rather spread out, and they included symptoms such as fainting, voice cracking, hesitation, full or partial refusal to participate, etc.

- **Teachers' opinions on the causes of stage fright**

The teachers displayed almost unanimous agreement in one area, but showed some disparity of opinions in others. The cause which was the most agreed upon was the students' lack of self-confidence, as eight (8) teachers believe it has a causal relationship with stage fright. Three (3) teachers claimed that not knowing the audience or the group of people who are to receive the performance can cause stage fright, and three (3) teachers claimed that a lack of preparation and self-involvement causes stage fright as well. Two (2) teachers believe that a lack of communicative competence affects stage fright, and two (2) teachers believe that fear of negative peer comments or bullying is a cause of stage fright.

As for the remaining responses, they were once again rather disparate. For example, some teachers gave the following set of answers: a sense of inferiority created by social/family values, psychological disorders, childhood trauma, negative past experience with performing in front of an audience, lack of teacher motivation/*laissez-faire* attitude in the classroom, etc.

- **Teachers' opinions about the negative affect of stage fright on students' performance.**

The results of this investigation have shown that some teachers think that many students have a hard time communicating their goals and conveying their words effectively, and this poor performance frequently shows up at the stage; they consider stage fright as the leading factor of lowering their competencies, as it allows them to focus on their fears which causes an imbalance between both of their fluency and accuracy. Six (6) teachers said that stage

fright drives students to self-inhibition, and slow acquisition. It causes students to lose confidence in themselves, to have low self-esteem, and to be unable to express or explain their ideas clearly, and three teachers confirmed that it can make it difficult to progress further in projects, as it increases the failure to achieve or obtain good results, to improve oneself, or to eliminate one's inadequacies.

Furthermore, some teachers said that despite the fact that the students are brilliant and well prepared, when it gets to the stage, they focus on their negative sentiments about themselves and their abilities.

- **Teachers' viewpoints about the impact of English on students' performance.**

The answers weren't as clear as the question, three (3) teachers said that the English is not correlated significantly to the negative performance of the students "as a language it has nothing to do, low performance i.e. related to the lack of competence not generally linguistics" and one of those teachers totally denied that, arguing that: "as English or open window on a better world, providing a new vision to the world of new inventions and immense discoveries". From the other hand, three (3) other teachers believe that English has a negative effect on students' performance, notably when students write and speak awful English.

And sometimes when students focus on their linguistic skills at the cost of the presentation's topic, they only care about correct language, which can have a detrimental impact. Similarly, If EFL students do not have a strong command of the language, it can impact their performance. It also relies on the individual's mentality; some students see English as strength.

- **EFL teachers' assistance to overcome stage fright.**

The majority of teachers help their students by providing a welcoming environment and fostering a non-judgmental attitude. Furthermore, by encouraging them to participate in training in order to defeat

their psychological issues. One of the teachers stated that he usually tries to help his students through using and providing new ways in teaching, perhaps to mentor them. Whilst other teacher proclaimed that he helps them by involving them to classroom decisions and discussions either in oral or other subjects (modules), he also invites them to freely share their thoughts, emphasizing that they are learners, and that their errors are indicators of progression and he encourages them to stage either write or talk (setting them to do some tasks, they are invited to the board). Moreover, two teachers declare that their students need to prepare the topic very well; they must have a good command of English as well.

- **Teachers' perceptions of integrating oral presentation skills module in first year syllabus.**

Teachers argued between important and not important. The most of the teachers correspond to consolidate the oral presentation skills module in first year syllabus, according to them there is a need to implement developing public speaking skills module in the syllabus, and because it helps students to be engaged in new life experiences that in turn will help in overcoming their fright. Another teacher said that:" it's important to train EFL learners from early stages, because proficient speaking needs time and efforts.

It also entails a very careful selection of content and materials that would help learners to develop their oral skills properly "in their viewpoints, practice makes perfect. Whereas, one the other teachers principally opposes the integration of oral presentation skills module in first year syllabus, arguing that first year students would better develop other skills.

2.2.3. Discussions of the Findings

The present study primarily aims to investigate the stage fright –causes and effects- among EFL students at Mohamed Boudiaf University – M'sila at the department of letters and English language; it chiefly determines the causes of stage fright that EFL students suffer

from, identifies the impact of stage fright on EFL students' performance during oral presentations, and provides students with effective techniques to reduce stage fright in order to be better performers. Researchers analysed the obtained data scientifically and objectively.

According to the questionnaire findings, most of the first year EFL learners at M'sila University reported that they are suffering from stage fear and performance anxiety this is may be due to several factors such teachers' negative feedback, lack of preparation, lack of vocabulary, early negative experience with stage fright, or being shy to speak in the classroom in front of their classmates because they tend to not ask help from classmates and also they fear receive questions from them during the presentation, this result may be identical to Bekhairi's study (2017) " EFL Learners' Anxiety in Oral Skill Performance,

The Case of 1st year LMD Students of English at Ahmed Zabana University Center of Relizane" which revealed that "most of the students are shy to speak in front of their classmates and anxiety makes the students feel nervous and afraid from teacher's evaluation and their classmates' feedback. Furthermore, students feel panic when they are requested to respond due to, lack of preparation or lack of vocabulary. In addition, there some students who have low voice' quality when they speak because they are very stress. As for speaking inside the classrooms, there only few numbers who are frequently participate. The subjects discussed in oral sessions are not always attractive, but most importantly, the students do not feel comfortable and confident to speak. The teachers stated that they prefer letting the students self-select who speaks and answers the questions; this way does not encourage the shy and anxious students to speak".

Strangely enough, unlike what is expected, the results revealed that overwhelming majority of the students tend to continue their presentation because all students are likely vulnerable to get anxious during the presentation, this finding contradict Huda& Ma'mun (2020) study which revealed that the result that contributing to students speaking anxiety

during presentation were over thinking, lack of preparation, bad experience, low proficiency, and low self-confidence, and afraid of making mistakes. Furthermore, according to students' viewpoints, the overwhelming majority of them, they perform better if the topic is their interest, they perhaps will be motivated and creative to do new things as well as they will far from fear of stage, they feel less stressful and anxious.

Additionally, most of the students have receptivity to use PowerPoint slides as visual aids during presentation in order to perform better, whereas the others ignore the reason behind using PowerPoint slides as support this perhaps due to self-reliance or they are not familiar with the necessity of this aid and its contribution to obtain better performance comparing these results to Jones' study (2003) " The use and abuse of PowerPoint in Teaching and Learning in the Life Sciences:

A Personal Overview" that reviews advantages and disadvantages associated with its use in a teaching and learning context and suggests some guidelines and pedagogical strategies that need to be considered where it is to be used. Moreover, Hashemi, Azizinezhad, Farokhi's (2011) study "PowerPoint as an innovative tool for teaching and learning in modern classes" showed that PowerPoint can enhance teaching sessions by providing a roadmap, reinforcing what teachers say and allowing them to use graphics and other multimedia to clarify understanding and to support different learning styles.

Consequently, according the obtained findings from the ninth question, it is clearly remarkable that EFL learners argued on that the main factors that cause stage fright are: external factors (anxiety, technical issues, topic difficulty, classmates and teachers' feedback... etc.), lack of skills(public speaking skills), psychological features(stress, past negative experience, and lack of self-confidence... etc.), and lack of linguistic features (grammar misuse, lack of vocabulary, and bad accent... etc.); stage fright has a high impact on students' level of performance. In addition, students experience stage fright due to several

factors and its degree of impact differs from one factor to another, because EFL learners are generally experience stage fright due to several external factors that lead to low level and also affect leaners' performance negatively.

Moreover, EFL learners' lack of public speaking skills makes them more frightened during presentations classes and EFL learners' lack of linguistic features can cause a dramatic impact on their performance which leads to suffer from psychological features, hence results stage fright.

According to teachers' interview, teachers agreed that their students suffer from stage fright, but they differed in their evaluation of the extent to which it exists. Teachers claimed that (it manifests itself with great intensity, the effect varies from student to student, a very large number of students had stage fright). Also, EFL teachers have shown moderate levels of agreement about the symptoms of performance anxiety are, as most of their responses circled around the same pivotal aspects.

Teachers said that students who suffer from performance anxiety may display shaking, sweating, stuttering or difficulty in speaking while presenting or performing before an audience, students displays nervousness and stress, teachers also said that the students tend to display shyness, and they included symptoms such as fainting, voice cracking, hesitation, full or partial refusal to participate, etc.

The teachers displayed almost unanimous agreement in one area, but showed some disparity of opinions in others. The cause which was the most agreed upon was the students' lack of self-confidence, not knowing the audience or the group of people who are to receive the performance, lack of preparation and self-involvement, lack of communicative competence, sense of inferiority created by social/family values, psychological disorders, childhood trauma, negative past experience with performing in front of an audience, lack of teacher motivation/*laissez-faire* attitude in the classroom, etc.

Furthermore, some teachers said that despite the fact that the students are brilliant and well prepared, when it gets to the stage, they focus on their negative sentiments about themselves and their abilities. Teachers reported that the English is not correlated significantly to the negative performance of the students, it is related to the lack of competence not generally linguistics. From the other hand, some teachers believe that English has a negative effect on students' performance, notably when students write and speak awful English.

And sometimes when students focus on their linguistic skills at the cost of the presentation's topic, they only care about correct language, which can have a detrimental impact. Similarly, If EFL students do not have a strong command of the language, it can impact their performance. It also relies on the individual's mentality; some students see English as strength.

The majority of teachers help their students by providing a welcoming environment and fostering a non-judgmental attitude. Furthermore, by encouraging them to participate in training in order to defeat their psychological issues. One of the teachers stated that he usually tries to help his students through using and providing new ways in teaching, perhaps to mentor them. Whilst other teacher proclaimed that he helps them by involving them to classroom decisions and discussions either in oral or other subjects (modules), he also invites them to freely share their thoughts, emphasizing that they are learners, and that their errors are indicators of progression and he encourages them to stage either write or talk (setting them to do some tasks, they are invited to the board). Moreover, two teachers declare that their students need to prepare the topic very well; they must have a good command of English as well.

Teachers argued between important and not important. The most of the teachers correspond to consolidate the oral presentation skills module in first year syllabus, according to them there is a need to implement developing public speaking skills module in the

syllabus, and because it helps students to be engaged in new life experiences that in turn will help in overcoming their fright. Another teacher said that:” it’s important to train EFL learners from early stages, because proficient speaking needs time and efforts. It also entails a very careful selection of content and materials that would help learners to develop their oral skills properly “in their viewpoints, practice makes perfect. Whereas, one the other teachers principally opposes the integration of oral presentation skills module in first year syllabus, arguing that first year students would better develop other skills.

2.2.4. Limitations and Recommendations

2.2.4.1. Limitations

Due to the pandemic of "COVID-19" which became the main limitation of this study, and due to followed system by the higher ministry " grouping system", i.e. the disconnect from the formal educational entity in the physical sense had caused impracticalities such as forcing the questionnaires to be done online through Google forms which compromises the authenticity and integrity of the surveys. Furthermore, the number of the participants became a lot smaller than what it would have been. Thus, researcher attempts to obtain more accurate statistics that could be useful for future studies.

2.2.4.2. Recommendations

On the basis of the study findings and limitations, the researchers of this study recommend the following:

- Future researchers is may replicate this study through investigating the impact of Stage fright among EFL students using other samples with other research methods and tools.
- Teachers have to recognize the main causes and effects behind Stage Fright; thus, they can help their students to overcome it to perform better in classroom.
- Holding seminars, workshops, and awareness programs about stage fright.
- Developing EFL curricula for different educational stages in the light of the concept of stage fright.
- Creating a stigma-free space for elaborate and fruitful discussions regarding stage fear.

General Conclusion

This dissertation dealt with the causes and the effects of stage fright on EFL students' speaking skill. Our dissertation's primary goal was to study the issue of stage fright related to the English language, which is often regarded as one of the most challenging and destructive psychological phenomena that many EFL students face in their attempts to speak. Stage fright has been shown to be a difficult emotion that demands a lot of effort to deal with, From students, instructors, and psychologists. In addition, this research aimed to highlight the causes and the effects of EFL learners' stage fright and more specifically in the case of speaking it. Additionally, this study aimed to clarify and identify ways that first-year English students might use to alleviate their fear of stage and learn the language more quickly so that they develop their speaking ability, and how it can be a key element or an answer to the problem of overcoming stage fright when speaking this foreign language.

The research hypotheses had been confirmed and all the research questions had been answered. Ultimately, the study results revealed that stage fright can be caused for several factors such: linguistic and psychological features, lack of public speaking skills. Also, the study revealed that stage fright has a high impact on EFL learners which affects their performance negatively.

References: **stopped here**

- Arnold, J. (2000). Seeing Through Listening Comprehension Exam Anxiety. *Tesol Quarterly*, 34(4), 777-786.
- Barlow, D. H. (2000). Unraveling The Mysteries Of Anxiety And Its Disorders From The Perspective Of Emotion Theory. *American Psychologist*, 55(11), 1247.
- Bekhairi, A. (2017). Efl Learners' Anxiety In Oral Skill Performance, The Case Of 1st Year Lmd Students Of English At Ahmed Zabana University Center Of Relizane.
- Brown, H. D. (2007). *Principles Of Language Learning And Teaching (5th Ed.)*. White Plains, New York: Pearson Education, Inc.
- Buss, A. H. (1980). *Self-Consciousness And Social Anxiety*. San Francisco: Freeman.
- Daly, John. (1991). Understanding Communication Apprehension: An Introduction For Language Educators. In Horwitz, E. K. & Young, D. J (Eds.), *Language Anxiety: From Theory And Research To Classroom Implications (Pp. 3-13)*. New Jersey: Prentice Hall.
- Dias, G. (2007). Stage Fright, What Is And What To Do About It.
- Dörnyei, Z. (2003). Questionnaires In Second Language Research: Constructing, Administering, And Processing. Dörnyei, Z. (2003). *Questionnaires In Second Language Research: Constructing, Administering, And Processing*.
- Fraenkel, R. J., Wallen, N. E., Hyun, H.H. (1993). *How To Design And Evaluate Research In Education*, 7th Edition-Mcgraw-Hill (2008). From: [Http://Dspace.Univ-Msila.Dz:8080//Xmloi/Handle/123456789/7754](http://Dspace.Univ-Msila.Dz:8080//Xmloi/Handle/123456789/7754)

- Furmark, T., Tillfors, M., Stattin, H., Ekselius, L., & Fredrikson, M. (2000). Social Phobia Subtypes In The General Population Revealed By Cluster Analysis. *Psychological Medicine*, 30, 1335-1344.
- Hashemi, M., Azizinezhad, M., & Farokhi, M. (2012). Power Point As An Innovative Tool For Teaching And Learning In Modern Classes. *Procedia-Social And Behavioral Sciences*, 31, 559-563.
- Horwitz Elaine K., Michael B. Horwitz., & Joanne Cope. (1986). Foreign Language Anxiety. *The Modern Language Journal*. Vol. 70, No. 2, Pp. 125-132.
- Horwitz, E. (2001). Language Anxiety And Achievement. *Annual Review Of Applied Linguistics*, 21, 112-126.
- Horwitz, E. K. & Young, D. J. (1991). Anxiety And Language Learning. In Horwitz, E. K. & Young, D. J (Eds.), *Language Anxiety: From Theory And Research To Classroom Implications* (Pp. 1-2). New Jersey: Prentice Hall.
- Horwitz, E.K. ;. (1991). Foreign Language Classroom Anxiety. In Horwitz, E. K. & Young, D. J (Eds.), *Language Anxiety: From Theory and Research To Classroom Implications* (Pp. 27-36). New Jersey: Prentice Hall.
- Huda, N. I. A, & Ma'mun, N.,(2020). The Anxiety of Efl Students In Presentation Elite Journal, 2 (1), 65-84.
- Jones, A. M. (2003). The Use And Abuse Of Powerpoint In Teaching And Learning In The Life Sciences: A Personal Overview. *Bioscience Education*, 2(1), 1-13.
- Kaul, A. (2005). *The Effective Presentation: Talk Your Way To Success*. Sage Publications India
- Leedy, P. D. (1997). *Practical Research: Planning And Design*. Nova Jersey.

- Lefebvre, L., Lefebvre, L. E., & Allen, M. (2018). Training The Butterflies To Fly In Formation: Cataloguing Student Fears About Public Speaking. *Communication Education*, 67(3), 348-362.
- Lomas, C.W., 1937. The Psychology Of Stage Fright. *Quarterly Journal Of Speech*, 231, 35-44.
- Lucas, R. I., (2011). English Language Learning Anxiety Among Foreign Language Learners In The Philippines. *Philippine Esl Journal*, 7(94-119).
- Macintyre, P. D., & Gardner, R. C. (1991). Language Anxiety: Its Relationship To Other Anxieties And To Processing In Native And Second Languages. *Language Learning*, 41(4), 513-534.
- Macintyre, P.D & Gardner, R.C. (1991). Investigating Language Class Anxiety Using the Focused Essay Technique. *The Modern Language Journal*. 75(3), 296-304).
- Mahdi, M (2013). The Role Of The Teacher In Lowering Efl Learners' Anxiety To Enhance Their Oral Proficiency (Master's Thesis).
- Mahili, I. (2008). Learner Beliefs About Strategies, Autonomy, And Motivation, And Their Underlying Factors. *Journal Of Applied Linguistics*, (24), 107-128.
- Mcleod, S. A. (2018). Questionnaire: Definition, Examples, Design And Types. *Simply Psychology*. <https://www.simplypsychology.org/questionnaires.html>
- Neuliep, J. W., & McCroskey, J. C. (1997). The Development Of A Us And Generalized Ethnocentrism Scale. *Communication Research Reports*, 14(4), 385-398.
- Schoonenboom, J., Johnson, R.B. How To Construct A Mixed Methods Research Design.

- Scovel, Thomas. (1991). The Effect Of Affect On Foreign Language Learning: A Review Of The Anxiety Research. In Horwitz, E. K. & Young, D. J (Eds.), *Language Anxiety: From Theory And Research To Classroom Implications* (Pp. 15-23). New Jersey: Prentice Hall.
- Selvam, P. (2016). Effects Of Debilitative And Facilitative Anxiety On Speaking In Second Language Among Malaysian Esl Learners. *Umcced*, 1, 1-20.
- Sonnenmoser M. 2006, Upstaging Stage Fright. *Scientific American Mind*, 17 Pp 84-85.
- Tekir, S. (2021). Dealing With Turkish Efl Learners' Speaking Anxiety: Turkish Efl Learners' Speaking Anxiety. *International Journal Of Curriculum And Instruction*, 13(3), 3424-3442.
- Tsaousides, T. (2017). Why Are We Scared Of Public Speaking? Site: Why Are We Scared Of Public Speaking? | Psychology Today
- Von Worde, R. (2003). Students' Perspectives On Foreign Language Anxiety. *Inquiry*, 8(1), N1.
- Witt, P. L., Behnke, R. R. (2006) Anticipatory Speech Anxiety As A Function Of Public Speaking Assignment Type An Earlier Version Of This Paper Was Presented At The 2005 Convention Of The National Communication Association In Boston, *Communication Education*, 55:2, 167-177
- Wright, E. S. (1962). The Case For Stage Fright. *Anesthesia & Analgesia*, 41(6), 718-720.
- Youknovsky, A., & Bowers, J. (2020). *Sell Your Research: Public Speaking For Scientists*. Springer Nature.

Young, J. Dolly. (1991). Creating A Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?. *The Modern Language Journal*, 75(4), 426-437.

Zeidner, M. (1998). *Test Anxiety: The State Of The Art*. New York: Plenum Press.

Zhao, N. (2007). A Study Of High School Students' English Learning Anxiety. *The Asian Efl Journal*, 9(3), 22-34.

Appendices

Appendix 01: Students' Questionnaire

The Fear of Stage -Causes and Effects-

You are kindly invited to answer the following questionnaire that is a part of Master dissertation research. The questionnaire aims at investigating The Fear of stage-causes and Effects-The case of First Year BA EFL students' university of M'sila. Would you please fill the attached questionnaire carefully? Your responses are very important for the success of this study. Your responses will be kept confidential. Thank you in advance.

**Obligatoire*

What is your gender? *

- Male
- Female

How long have you been studying english? *

- 0-4
- 4-8
- 8-12
- More than 12 years

Have you ever had stage fright? *

- Yes
- No

Do you continue your presentation when you get anxious? *

- Yes
- No

Do you rely on power point slides as a support? *

- Yes
- No

Do you ask for help from your classmates during your presentation? *

- Yes
- No

Do you feel frightened when you receive a question from your classmates? *

➤ Yes

➤ No

Do you perform better if the topic is your interest? *

➤ Yes

➤ No

Please “tick” the “ S.D ” if you strongly disagree that this is like you, the “D ” if you disagree that this is like you, “N.S” if you are not sure that this is like you, the “A” if you agree that this is like you, and the “ S.A ” if you strongly agree that this is like you. There are no right or wrong answers. **Please give the response that best describes you.** *

S.D= strongly disagree

D = disagree

N.S = NOT sure

A = agree

S.A= strongly agree

	S.A	A	N.S	D	S.D
<i>External factors</i>					
1. They have noticed I'm nervous					
2. While I'm on stage, the audience is looking out for my mistakes					
3. When a technical issue occurs during my presentation I get confused					
4. I worry that students will laugh at me when I speak English.					
5. When late students enter class or talk to each other during oral presentation, I lose my ideas.					
6. The difficulty of the topic is the reason behind my low performance in oral presentation.					
7. The instructor's interruption with questions or criticism affects my performance.					
8. I feel anxious because the instructor is watching my language.					
9. I'm afraid that I would get an unfair grade for my oral presentation					
<i>Lack of Skills</i>					
10. Even if I prepare I feel that I am not really ready to deliver my speech					
11. I am familiar with the different types of audience					
12. My performance is more effective , if I read from the paper					
13. I find it difficult to abide by the time constraints of the presentation					
14. Not knowing how to do an oral presentation is the reason behind my low performance.					

15. I prefer to memorize the topic of the oral presentation rather than understand it					
<i>Psychological Features</i>					
16. If I'm not perfectly ready it's better not to do it at all					
17. I feel stressed when I forget my ideas					
18. I pessimistically expect negative feedback from teachers before I start.					
19. I compare myself with my classmates.					
20. I like to do an oral presentation with a group.					
21. I hate oral presentations because of a past negative experience					
22. I prefer to be assessed by written exams rather than oral presentations.					
23. I prefer to see someone's presentation before starting my own					
<i>Linguistic Features</i>					
24. My language grammar misuse decreases my self esteem					
25. During oral presentation, I think in Arabic then translate it into English.					
26. I have a problem with oral fluency and pronunciation during oral presentation.					
27. My accent does not sound native					
28. I have a lack of vocabulary					

Appendix 02: teachers' interview

Ministry of Higher Educational and Scientific Research

**University of M'sila
department**

English Language

Master2 Linguistics

Topic: The Fear of Stage -Causes and Effects-

Students: Becissa Kamel/ Khirani Tariq

Supervisor: Dr Bouazid Tayeb

Interview schedule

1. What is stage fright?

.....

.....

.....

.....

.....

.....

2. Do you think that your students have stage fright? If yes, To what extent?

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

3. What are the symptoms of performance anxiety?

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

4. In your opinion, what are the causes of stage fright?

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

5. In your view, how can stage fright affect students' performance negatively?

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

6. Do you believe that English has a negative effect on student's performance?

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

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

7. As an EFL teacher, what do you do to assist your students to overcome stage fright?

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

8. Do you think it is essential to integrate oral presentation skills module in first year syllabus?

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

المخلص:

يدور هذا البحث حول التحقيق في أسباب رهاب المسرح و أسبابه ونتائجه بين طلاب اللغة الإنجليزية كلغة أجنبية في جامعة المسيلة. يهدف إلى تحديد أسباب رهاب المسرح الذي يعاني منه طلاب اللغة الإنجليزية كلغة أجنبية ، وتحديد تأثير رهاب المسرح على أداء طلاب اللغة الإنجليزية كلغة أجنبية أثناء العروض التقديمية الشفوية ، وتزويد الطلاب بتقنيات فعالة للحد من رهاب المسرح من أجل أن يكونوا أفضل أداء. المنهج المعتمد هو المنهج المختلط؛ استخدم الباحثون كلاً من الاستبيان والمقابلة عبر الإنترنت لجمع البيانات المطلوبة. تم تأكيد فرضيات البحث والإجابة على جميع أسئلة البحث. في النهاية ، كشفت نتائج الدراسة أن رهاب المسرح يمكن أن يكون ناتجاً عن عدة عوامل مثل: السمات اللغوية وال نفسية ، ونقص مهارات التحدث أمام الجمهور. كما أوضحت الدراسة رهاب المسرح له تأثير كبير على متعلمي اللغة الإنجليزية كلغة أجنبية مما يؤثر سلباً على أدائهم.

الكلمات المفتاحية: رهاب المسرح، الخصائص اللغوية والنفسية، مهارات الخطابة، متعلمي اللغة الإنجليزية كلغة أجنبية.