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Exploring the Underlying Causes of Glossophobia among Second-Year Licence EFL Students: A Case Study at Saida University Dr. Moulay Tahar

Thesis submitted in partial fulfillment of the requirement for the master's degree
in didactics

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Declaration

I, Elghssier Marwa, hereby declare that this work entirely represents my own work and it has not been submitted previously. Additionally I declare that all resources I have used and quoted from are, without exception, mentioned in the list of references and I certify that this study is a result of my investigation .

This work was carried out and completed at Dr. Moulay Taher University of Saida.

Signature:

A handwritten signature in black ink on a light yellow background. The signature is stylized, featuring a large, sweeping loop on the left side and a series of smaller, interconnected loops and strokes on the right side.

Dedication

I am truly thankful almighty Allah who gave me the ability to accomplish this work.

Ever.I dedicate this work to my beloved mother Zitouni Hayet who Sacrifice her life for us, words can never describe how much I appreciate your existence in my life. My father Abderrahmane the first love of my life and my hero I love you so much. Moreover, to the best siblings.

Finally yet importantly, I want to thank me, and my two loyal friends for being by myside all these years.

الحمد لله

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My sincere gratitude goes to the members of jury for their time efforts and evaluation.

Abstract

This study investigates the internal and external causes of glossophobia among second-year Licence students at Dr. Moulay Tahar University of Saida. The research aims to provide an overview of the principal psychological and environmental factors that contribute to students' fear of public speaking and to illustrate their impact on oral performance. It is hypothesized that glossophobia arises from a dynamic interplay between students' cognitive appraisals and their self-efficacy beliefs. To accomplish the objectives of this study, a mixed-methods approach was adopted. Data were collected using two instruments: a questionnaire administered to second-year Licence students and structured classroom observations conducted to document the verbal and physical manifestations of anxiety during oral presentations. The findings revealed that a lack of public speaking experience and fear of negative evaluation were the primary causes of glossophobia among students. Moreover, the results confirmed the significant role of teacher encouragement, audience behavior, and the learning environment in either reducing or increasing students' anxiety.

Keywords: Cognitive Appraisal Theory; EFL Students; Fear of Negative Evaluation; Glossophobia; Public Speaking Anxiety; Self-Efficacy Theory

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List of abbreviations

BSET : Bandura's Self-Efficacy Theory

CAT : Cognitive Appraisal Theory

EFL : English as Foreign Language

FNE : Fear of Negative Evaluation

FPS : Fear of Public speaking

PS: Public speaking

PSA : Public speaking anxiety

QCA : Qualitative Content Analysis

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General Introduction

General Introduction

Public speaking is a crucial skill that goes hand in hand with the student and his academic settings, particularly for university students who are required to deliver oral presentations, participate in seminars, and engage in classroom discussions throughout their educational journey. In contrast, for many students, the idea of speaking in front of an audience triggers them, level up their anxiety, this phenomenon known as glossophobia. This condition represents one of the most common forms of social anxiety and a main type of fear it can significantly hinder students' academic performance.

Hawkins (2012) suggests that fear is merely a feeling that can be tolerated and even transformed, the reality for many students is that this anxiety becomes a serious hurdle to their academic success. When students experience public speaking anxiety, they may manifest various verbal, physical, and behavioral symptoms that block their ability to communicate effectively and show their speaking abilities.

Raising awareness and understanding of public speaking anxiety in universities is important and not an exaggeration. Second-year licence students, in particular, find themselves facing a crucial challenge where oral presentations become increasingly frequent and subsequent for their academic success. Although the frequency of this issue, there is still a prominent gap in research examining the specific causes of public speaking anxiety among students in Algerian context .

This study is grounded in two complementary psychological theories that provide a comprehensive framework for understanding public speaking anxiety. Cognitive Appraisal Theory, developed by Lazarus and Folkman (1984), posits that stress arises not from events but from individuals's interpretations of these events. According to this theory, anxiety emerges from the interaction between primary appraisal which is how an individual evaluates the potential threat of a situation and secondary appraisal thier assessment of their ability to cope with that situation. Bandura's Self-Efficacy Theory (1977, 1997) this theory refers to individuals' beliefs in their capacity to implement the actions necessary for successful performance in specific situations and to accomplish a task. High self-efficacy is the motivation to take on challenges and master difficult tasks rather than evading them, unlike low self-efficacy in public speaking contexts leads to avoidance, heightened anxiety, and hinders performance.

Aim of the study:

The present research aims to investigate both the internal and external causes of glossophobia among second-year licence students at Dr. Moulay Tahar University in Saida, Algeria. Internal causes include psychological factors such as fear of negative evaluation, perfectionism, and low self-confidence, while external causes encompass environmental factors including lack of public speaking experience, unsupportive audience behavior, and negative past experiences. By examining these factors within the local educational context, this study seeks to provide a holistic understanding of public speaking anxiety and its symptoms.

Research questions:

Q1: What are the principal internal and external factors associated with glossophobia among second-year university students?

Q2: How do students manifest anxiety symptoms during oral presentations?

The research Hypothesis:

Hypothesis H1 (a): external factors, particularly lack of public speaking experience, will be perceived as a more external prominent cause of glossophobia.

Hypothesis 1(b): Among the internal factors, self-judgment will be identified as the most significant personal cause.

Hypothesis 2: The researcher hypothesizes that students will exhibit anxiety through verbal and physical behaviours during the oral presentations .

Methodology:

The research adopts a mixed-methods approach, combines quantitative and qualitative methodologies to provide a comprehensive understanding of the phenomenon. A structured questionnaire distributed to fifty second-year licence students gathers data on their anxiety levels, the main causes of their nervousness, and their personal experiences with public speaking. In addition to a structured classroom observations document the actual physical and verbal manifestations of anxiety during student oral performance, Furthermore providing a reliable data to ensure and achieve a valid findings. This methodological frame ensures that the research captures both the subjective experiences of students and the observable realities of their presentations.

The significance of this study:

This research attempts to make all of students, teachers and administrators aware of the phenomenon under study. By identifying the specific causes of glossophobia within the Algerian university context, this research aims to raise awareness about public speaking anxiety and normalize handling oral presentations and performing around audience. The findings will assist students, teachers, and university administrators in developing support systems that minimize the student's anxiety and foster more effective oral communication skills. Ultimately, this study seeks to facilitate creating a positive learning environment where students can develop the self-confidence and competence needed for successful public speaking.

The structure of the study:

The dissertation is divided into three main chapters.

Chapter1: presents a comprehensive literature review, examining the theoretical framework underpinning the study and exploring the internal and external causes of public speaking anxiety as documented in previous research.

Chapter2: details the methodology employed in this study, including the research paradigm, research design, population and sampling procedures, data collection instruments, and ethical considerations.

Chapter3: presents the findings from both the student questionnaire and classroom observations, and proposes practical techniques for reducing public speaking anxiety among students.

This chapter concludes with limitations of the study, implementations then recommendations for further research and educational practice.

Chapter one

Literature Review

1.1. Introduction and Background

Glossophobia or (PSA) is a common form of social anxiety that significantly influences academic achievement, professional development, and personal well-being. In university settings, where oral presentations, conferences, and discussions are integral to the curriculum, Public speaking anxiety can act as a major hurdle to student success. This thesis seeks to investigate the specific causes of Glossophobia within the local student population. To establish this investigation, this chapter reviews the foundational theories and empirical evidence that explain why an apparently routine academic task can provoke unnecessary fear and avoidance. The central argument of this review is that PSA arises from a dynamic interplay between an individual's internal cognitive-emotional preparations and the external pressures of the performance environment, best understood through the Cognitive Appraisal and Self-Efficacy theories.

1.2. Definition of glossophobia

The word glossophobia is formed from two Greek words; the first word is glossa, which means tongue. The second one is phobia, which means extreme fear (Hancock et al, 2010 as cited in Khan et al : 2015) this is a break down for the word glossophobia on the other hand ,Hawkins (2012) reframes the subjective experience of fear, stating, « ...it is just a feeling. In fact, fear is far more tolerable than depression » (p. 75).Hawkins suggests that fear, while uncomfortable, is just a temporary feeling showing you are still energetically engaged with life. In contrast, depression feels like a complete shutdown. For someone with glossophobia, this means that this fear can be used as a reinforcement since it is not a big deal as depression.

1.3. Theoretical Framework: Two Complementary Lenses

This research is tailored by two dominant and complementary psychological theories that together provide a solid framework for understanding Glossophobia.

1.3.1. Cognitive Appraisal Theory

Originating from the work of Lazarus and Folkman(1984), Cognitive Appraisal Theory posits that stress is a personal transaction between an individual and their environment, not an automatic result of an event which means that stress is not about the situation it is about how you see it or in other words your interpretations or appraisals. so the anxiety arises from a mixture of two forms of interpretation of an event which are primary appraisal (the external status of the event) is how we see the event in terms of is this event a threat is it a challenge or it does not matter and the secondary appraisal (our perceived appraisal) is about ourselves and the ability to deal with it and do I have the resources to deal with this event.

Application to PSA: When a person with glossophobia faced a speaking task, his primary appraisal may be represented in ("what is this mean and what it cost?") and the secondary appraisal ("Do I have the resources to handle this topic?"). Catastrophic thoughts like ("I will forget everything," "They will think I am incompetent") turn a normal situation into a threat or something hard to achieve which improve the anxiety, this theory focuses on our interpretations about an event.

1.3.2. Bandura's Self-Efficacy Theory

A cornerstone of Social Cognitive Theory, Bandura's (1977, 1997) concept of self-efficacy refers to a person's belief in their capacity to organize and execute the courses of action required to produce specific attainments. In simple words, it refers to our belief in our ability to succeed in specific situations. Bandura's foundational research on self-efficacy showed that confidence is built not from success itself but from the interpretation of success and failure when you interpret setbacks as data not personal flaws your self-efficacy rises. Moreover, people with high self-efficacy are more likely to view difficult tasks as something to be mastered rather than something to be feared, and the confidence comes from doing small things successfully not from waiting for a big break momentum builds confidence.

· Application to PSA: A student's public speaking self-efficacy, their confidence in their ability to prepare, deliver, and handle questions during a speech is a critical determinant of their approach, effort, and resilience. Low self-efficacy leads to avoidance, heightened anxiety, and a tendency to interpret minor setbacks as failures. Crucially, self-efficacy is not a global trait but is specific to domains and is built through four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states.

1.3.3. Synthesis of the Theoretical Framework

David (2012), in his book entitled « Letting go : The pathway of surrender » noted that :

« what one holds in mind tends to manifest. what this means is that any thought which we consistently hold in mind and consistently give energy to will tend to come into our life according to the very form in which our mind has held it. Thus, fear engendering fearful thoughts. The more we hold these thoughts in mind, the more likely the feared event will happen in our life, which again reinforces our fear ». (p75)

The mentioning quote by David R. Hawkins in his book « Letting go , The pathway of surrender » proved that the two theories mentioned earlier are true which explained how our

interpretations, appraisals and belief, the Cognitive process in general of interpreting the actions affect the action itself.

Both theories, therefore, provide the scientific psychological scaffolding for the quote's assertion : our persistent mental patterns shape our reality by directing our interpretations, emotions, and, ultimately, our actions.

These theories are not contradictory but synergistic. Cognitive appraisals shape self-efficacy beliefs (e.g., consistently appraising audiences as hostile undermines mastery beliefs), and self-efficacy beliefs filter cognitive appraisals (e.g., low efficacy leads to more threat-laden interpretations). This integrated framework guides the examination of causes in the following sections.

1.4. Internal Causes of Public Speaking Anxiety

Extensive empirical research identifies stable internal factors that predispose individuals to high PSA by negatively influencing appraisals and eroding self-efficacy.

1.4.1. Fear of Negative Evaluation (FNE)

FNE is the core cognitive component of social anxiety disorders and a primary driver of PSA (Watson & Friend, 1969; Weeks et al., 2005). It involves the fear of being judged, the prediction of criticism, and being sensitive toward evaluative cues.

People with a strong Fear of Negative Evaluation (FNE) see the world through a lens of social threat. Their mind is wired to constantly scan for possible social danger. In a situation like giving a speech, this means they become hyper-focused on their audience, watching for any small reaction.

When they notice a normal, harmless behavior—like someone looking down or having a neutral face—their brain does not see it as neutral. Instead, they immediately interpret it in the worst way: "That person is bored because I am a bad speaker," or "They are frowning because what I said was stupid." They take these ambiguous signals as clear proof that they are failing.

This skewed way of thinking paying extra attention to potential threats and then jumping to the worst-case conclusion naturally makes their anxiety and nervousness spike. This surge of anxiety often makes it harder to think clearly or perform well, which can lead to actual mistakes or a shaky presentation.

In the end, this creates a vicious, self-fulfilling cycle: The fear of being judged badly causes extreme anxiety, the anxiety worsens their performance, and the poorer performance seems to confirm their deepest fear that they are being judged negatively. This painful experience then strengthens their fear, making it even stronger for next time.

Therefore, FNE is much more than just a side effect of social anxiety. It is the core thought process that drives and maintains the entire problem.

1.4.2. Perfectionism

Maladaptive perfectionism, characterized by excessively high personal standards and harsh self-criticism, is strongly linked to PSA (Stoeber&Eismann, 2007). Perfectionist students appraise any minor mistake as a total failure.

Perfectionism, specifically the kind that is rigid and self-punishing, is a major contributor to public speaking anxiety. For students struggling with this, giving a speech is not about sharing ideas it is about executing a flawless performance under intense personal scrutiny.

Their mindset is governed by impossibly high standards. A single stumble over a word is not seen as a minor, human error ; it is processed as evidence of total failure. The goal shifts from effective communication to delivering a perfect, unblemished speech.

This creates a psychological trap. Because the standard is « flawless or failure, » even a speech that goes well objectively—that informs or engages the audience—will feel unsatisfactory to the perfectionist speaker. They will focus on the one slide that transitioned awkwardly or the moment they lost their train of thought.

In the end, this mindset is self-defeating. The intense fear of making any mistake increases anxiety, which actually makes mistakes more likely. More importantly, it robs the speaker of a sense of genuine accomplishment and growth. By never feeling they have succeeded, they can not build the authentic confidence and self-efficacy that comes from navigating imperfections successfully. Their perfectionism, therefore, becomes the very obstacle to mastering the skill it demands they perfect.

1.4.3. Low Self-Confidence

While closely related to low self-efficacy, general self-confidence here refers to a broader, more stable personality trait. Research indicates that individuals with chronically low self-esteem and confidence are more vulnerable to anxiety in evaluative situations (McCroskey, 1977). This lack of belief in one's self worth and capabilities increase the appearance of negative appraisals.

This core self-doubt acts like a filter. It shapes how they interpret everything that happens. A simple question from the audience is not just a question; through his filter, it feels like an exposure of their incompetence. A momentary pause is not just a natural break; it is proof they are failing.

In essence, this foundational lack of belief does not just coexist with anxiety it actively invites it. It makes negative judgments seem more frequent, more believable, and more personal. It's the reason why two people can experience the same situation, but only one leaves feeling completely defeated and exposed.

1.5. External Causes of Public Speaking Anxiety

Our surroundings and circumstances act as a powerful stage on which our inner fears either flare up or fade away. This environment does not just set the scene—it actively shapes our belief in our own abilities and determines whether a situation, like giving a speech, feels like a manageable challenge or a genuine threat.

1.5.1. Lack of Public Speaking Experience

Bandura identified mastery experiences as the most powerful source of self-efficacy. A lack of positive, structured speaking opportunities directly limits the development of these experiences. Students with minimal practice lack a repository of successful performances to draw upon, making every new speech feel novel and threatening (Ayres & Hopf, 1992). The scarcity of experiences reinforces negative appraisals and maintains low efficacy.

When students encounter few structured, low-stakes opportunities to speak in public, they are denied the very experiences that would build this foundational confidence. Without a history of small successes to reflect on, each new speaking assignment feels like a first-time ordeal, not a manageable step in a learned skill. This absence of positive reference points means anxiety is not disproven by past performance, allowing the belief that one is not a capable speaker to solidify.

Essentially, inexperience creates a vacuum that negative self-assessment fills, locking students in a cycle where low confidence prevents the very practice that would alleviate it.

1.5.2. Unsupportive Audience or Environment

While a speaker's internal state is paramount, confidence is not built in a vacuum. The external setting specifically, the perceived receptivity of the audience and the overall atmosphere plays a decisive role in either escalating or alleviating speaking anxiety. This dynamic directly taps into two key sources of self-efficacy outlined by Bandura: vicarious experience (learning by observing others) and verbal persuasion (feedback from others).

Studies show that a supportive, engaged audience can significantly reduce speaker anxiety (Bippus & Daly, 1999). An audience perceived as disengaged, critical, or hostile delivers a powerful, negative message. A speaker observing bored or disapproving listeners may vicariously internalize a model of failure, thinking, « If others are meeting this with rejection, so will I. » Simultaneously, such an environment through subtle cues like lack of eye contact or explicit criticism acts as a form of discouraging verbal persuasion, directly undermining the speaker's belief in their ability. Conversely, a supportive and engaged audience provides a safety net.

Therefore, the classroom climate, actively co-created by peers and instructors, is not a neutral backdrop. It functions as a critical external moderator of Public Speaking Anxiety. A positive climate can mitigate students' internal vulnerabilities, while a negative one can activate and intensify them, demonstrating that the path to self-efficacy is profoundly social.

1.5.3. Negative past experiences

It is complicated for someone that dealt with negative public speaking experiences to perform a successful new situation or erase the negative ones from their mind.

Gamble & Eisenberg (1991) claim that deleting a past experience mark of PS from a person's memory seems to be very difficult or even impossible. Furthermore, when a person receives negative consequences in a PS situation, he may formulate passive feelings toward any future experience from the same kind, which may cause him to fail in any similar future events and it increases the level of glossophobia as a result of the prior negative experiences.

1.6. Glossophobia Symptoms

The symptoms of glossophobia are manifestations that appear when someone with PSA encounters a situation that requires being on stage or speaking in front of a group of people. These symptoms can be categorized into three categories : psychological, behavioral and verbal symptoms.

1.6.1. Verbal symptoms

They are signs appear orally and can be recognized visually during the oral performance. Moreover, these symptoms correlates with the speaker's way of speaking during his public speaking performance. In such a context, glossophobia appears as frequent long pauses, trembling or shaky voice, speaking too fast to finish quickly, a crack voice on certain words .According to Tofaneli (2012), some of the verbal signs of speech anxiety that may appear on the speaker performance which contain the repetition hesitation words such as « hmm » and « umm », in addition to vocalized pauses, these signs meant by the speaker to have a moment of comfort to reduce the level of anxiety. Furthermore, the speaker's voice is automatically affected due the intense nervousness; therefore, some signs appear on the talker's voice. The symptoms which are recognized on the speaker's voice include shaking voice, a weak tone of voice which symbolizes the lack of energy; moreover, stammers and tics characterize the speaker's oral performance as a sign of the extreme nervousness.

1.6.2. Behavioral symptoms

The surrounding people can effortlessly notice the behavioural symptoms which take the form of pacing, wringing hands, hair twisting, avoiding eye contact, hands in pockets, shaking hands, legs or even the entire body. According to Dannells and Palmerton (2016), the behavioral symptoms of glossophobia are readily apparent to observers, as they represent an individual's visible response during a public speaking situation. The researchers note that a person may display signs such as pacing, general restlessness, and nervous habits like twisting their hair or putting their hands into their pockets. However, people experiencing this anxiety often consciously try to hide these behavioral and physical symptoms, which are otherwise easily recognized, in an effort to avoid capture the audience's attention.

1.6.3. Psychological symptoms

These symptoms are the internal mental and emotional struggles that occur before or while speaking, they include negative thinking, feeling of suddenly forgetting everything, lack of concentration. As researcher Montijo (2022) notes, someone with this fear is typically flooded with intense anxiety and nervousness at the very thought of speaking in front of others. This stress can quickly develop to a panic. Beside these overwhelming feelings, the person often becomes their own worst critic, raced by persistent negative thoughts about their ability to perform. This cycle of fear and self-doubt can lead to a the avoidance of any situation

requiring public speech, which in turn can limit opportunities in both personal and professional life.

1.7. The research gap

The literature presents a clear, consistent model: PSA is the product of internal vulnerabilities (which distort appraisal and lower efficacy) interacting with external triggers (which provide the threatening context and limit efficacy building). However, a significant portion of this research has been conducted in Western educational contexts. Despite the huge impact, there are limited research studies on glossophobia students experience among second year university students particularly in Saida, Algeria. To address this gap, this research study aims to examine PSA among second year university students in the Algerian context. Moreover, I found the need to understand the main causes that lead to high level of anxiety in public speaking cases.

1.8. Conclusion:

This chapter has established that public speaking anxiety is a multifaceted phenomenon explicable through the integrated theories of Cognitive Appraisal and Self-Efficacy. It has detailed the key internal causes (Fear of Negative Evaluation, Perfectionism, Low Self-Confidence) and external causes (Lack of Experience, Unsupportive Audience, Negative past experiences) as well as the verbal, behavioral and psychological manifestations of glossophobia. The consistent identification of these factors across studies validates their investigation. However, the contextual gap regarding their specific operation in the local setting provides the clear rationale for this research.

The next point to be considered in the second chapter is Methodology, it will detail the research design, instruments, sampling strategy, and data analysis procedures that will be employed to investigate these established causes within the local student population at Saida university, this will be the core of the next chapter.

Chapter Two:

Methodology Part

Introduction

This chapter outlines the methodological framework applied to examine causes of glossophobia among second year license students at Saida University. The main aim is to provide a clear, replicable and organized plan for collecting and analyzing data to answer the research question and test the hypothesis. The methodology section is guided by the two theories mentioned in chapter one, CAT and BSET which assume that FPS starts from the interaction of internal cognitive emotional processes and external environmental factors, to capture deeper comprehension the following methodology adopts mixed method design. This chapter details the research paradigm, research design, participants and setting, Research instruments, research procedures and data analysis then a conclusion.

2.1. Research Paradigm: pragmatic Paradigm (A mixed method)

The main aim behind this study is to investigate both internal and external causes of glossophobia among second year licence students at Saida University, Algeria.

Although the large amount of reasons of glossophobia documented in specific western and another academic settings, However there are a limited research studies that conducted in the local educational context for second year licence students, Moreover it examined the psychological (internal), environmental (external) factors leading to high level of public speaking anxiety in this specific population.

This study grounded in two fundamental theories that represent how the appraisals and the belief in one's self abilities shape the anxiety in public speaking contexts, which are known as Self Efficacy theory and Cognitive Appraisal theory.

This research adopted a mixed method that combines quantitative and qualitative approaches to provide holistic understanding of glossophobia. John W. Creswell and J. David Creswell (2022, p. 41) claim mixed methods approach is useful for integrating the quantitative trends of a population with the qualitative experiences of individuals, providing a more complete understanding of a research problem than either approach alone. It is both descriptive (identifying causes) and analytical (explore relationships between variables such as gender, anxiety level).

The research considered that Fear of public speaking is socially and psychologically

Constructed reality. Anxiety is not merely a condition a person has but a feeling shaped by his personal experiences, background, interpersonal dynamics (relationships with teacher

,students and family), glossophobia appears differently across individuals and it influenced by thierlife experiences, education,and community.

This investigation framed by pragmatic (mixed method)paradigm ,the data collected through understanding the students lived experiences,their perspectives and how they face glossophobia.The study values both measurable questionnaire responsesand rich contextual insights structured observation. Knowledge is scaffold through the two theories Cognitive Appraisal and Self Efficacy which guide data collection and analysis.

Mixed methodology adopted using structured questionnaire to measure and understand the levels of anxiety and the main external and internal causes behind glossophobia for quantitative approach and classroom observations to capture behavioral differences between student with high level of glossophobia and another with a low level of anxiety.

This research is significant because it spreads the awareness across glossophobia and how to treat such fear of public speaking situations and to reduce stigma around glossophobia,it assists students,teachers and university administrators to develop or support the interventions that minimise the students anxiety.

It shows how to build confidence and communication skills, sharing ideas with Clarity, transforming anxious speakers to developed performers.Ultimately, it enriches the literature on glossophobia in non western and Algerian contexts.

2.2. Research Design

The study employed descriptive research which meets the requirement to observe ,describe and analyze PSA .As stated by Dulock (1993),a key pupose of descriptive research is « to describe systematically and accurately the factsand characteristics of a given population or area of interest »(p.154).

The primary aim of of the design is perceive the causes of FPS among the student population and to qualify the findings through deeper exploration and to achievea profound explanation about the glossophobia's causes using observations and questionnaire conducted in the specific setting, offering a holistic understanding of PSA, drawing on the Cognitive Appraisal and Self Efficacy theories.

This design is chosen to directly address the research gap, it ensures the findings are solid by describing systematically the facts of the given case of study. It strengthens the validity of conclusions. In essence this descriptive research design is not merely about description while it is structured to produce explanatory, contextual, and applicable knowledge that take part in developing the educational experiences and personal development of students at Saida University.

2.3. Population and sampling

The target population to this research is second year licence students of Dr Moulay Taher University of Saida, the reason for choosing the particular sample is that second year students should be fully prepared for the upcoming years. This means that they will encounter presentations that will accompany them in their academic journey, Moreover, it is perceived as a new challenge in education for them and they are supposed to get used to oral performance to ensure a successful academic future. In addition, it is significant to experience oral presentation to develop speaking skills especially in this phase.

Therefore, this population is what suits this research. To avoid bias random sampling technique were used to collect data from students which provide us with different perspectives about glossophobia's causes. According to Feyisa Mulisa (2022, p. 76), probability sampling, which includes random selection, is the appropriate technique when a researcher aims to select a representative sample from a population to estimate the characteristics of that population. From a population of 200 students a sample size of 50 students was targeted to answer the questionnaire and observed to collect reliable data.

Table 2.1 Sample distribution

<u>Gender</u>	<u>Frequency</u>	<u>Percentage</u>
<u>Female</u>	<u>34</u>	<u>68%</u>
<u>Male</u>	<u>16</u>	<u>32%</u>
<u>Total</u>	<u>50</u>	<u>100%</u>

2.4. Research instruments

To address objectives, test hypotheses and answer the research questions, several data collection methods were employed, including a questionnaire for students consist a mix

between open ended and closed ended questions to assess their attitudes towards glossophobia, recognize the major causes. Contribute anxiety while speaking in public.

Furthermore, classroom observations were conducted to document students' behaviors, challenges, and PSA symptoms when encountering public speaking activities. The targeted sample contained 50 students 34 females and 16 males from population of 200-second year license students.

2.5. Data analysis

2.5.1 .Students' Questionnaire

In this research, a questionnaire was used for second-year university students to identify the dominance of glossophobia, it perceives internal and external causes, and its influence on students career and experiences.

Structure and Content : The questionnaire consists of ten items, mixing both closed-ended and open-ended questions. It is designed to operationalize the key constructs of the theoretical framework :

- Section 1 (Items 1-3): Collects personal details (gender) personality and how they see speaking on public.
- Section 2 (Items 4-7, 10): Investigates the main internal causes (e.g., Fear of Negative Evaluation, Low Self-Confidence) and external causes (e.g., Unsupportive Audience, Negative Past Experiences). It asks students to reflect on what makes them anxious and why.
- Section 3 (Items 8-9): Explores the results of anxiety, asking about the hurdles faced and the past experiences effect (positive or negative) on performance.

Procedure: The questionnaire was printed and handled in person, manually to ensure seriousness and honesty and avoiding skipping questions for valid insight. Participants were second-year students from the English department, and their participation was voluntary and confidential.

2.5.2. Structured Observation/ checklist observation

A Structured Observation checklist was used to document the actual manifestations of glossophobia during student's oral presentation.

- Structure and Content : A checklist designed to capture specific, observable symptoms across categories extracted from the literature :
 - Physical/Behavioral Symptoms : (e.g., posture, eye contact, fidgeting, shaking hands ...).
 - Verbal Symptoms : (e.g., speech rate, frequent use of filler words « um/uh » and long pauses, voice shivering).
 - The performance : (e.g. reads rapidly, coping ,recovery).
 - external factors : (e.g., audience reactions, teacher behavior, classroom atmosphere).
- Procedure : Observations were conducted during regular class presentations. For each observed student, recorded concrete examples in each category and assigned a qualitative rating (e.g., Low to High) to assess the intensity of displayed anxiety, providing an objective counterpart to the questionnaire data.

2.6.Procedures of Data Analysis

Data analysis is a significant process that enables researchers to extract meaningful insights from the raw data collected. Given the mixed-methods nature of this study, two primary techniques were employed : statistical analysis for quantitative data and thematic content analysis for qualitative data.

2.7.Statistical Analysis

The closed-ended questions from the student questionnaire introduced numerical data. This quantitative data was analyzed using descriptive statistics. Frequencies and percentages were calculated for items related to anxiety levels, causes of nervousness, and the effect of fear. These results are presented in tables and graphs to clearly illustrate the patterns and trends within the sample.

2.8. Qualitative Content Analysis

The open-ended responses from the questionnaire and the detailed notes from the observation guides were analyzed using Qualitative Content Analysis (QCA). As Kuckartz & Rädiker (2023, p.278) state, QCA is a systematic approach for subjectively interpreting the content of text through the identification of themes and patterns.

- Questionnaire Open-Ended Responses : The written answers to questions asking « why » and « how » and requests to « explain » were analyzed to identify the frequent themes related to students' personal experiences with glossophobia, deepening the understanding of the statistical data.

- Observation Data : The descriptive notes and examples from the observation checklist were analyzed to identify common behavioral and verbal patterns. This analysis revealed fear of public speaking symptoms and what specifically triggered it, which compared and combined with the students' personal experiences.

2.9.Procedures of Data Collection

The purpose of the research procedure was to systematically gather valid and relevant data from students to address the research objectives.

The data were collected by handing the printed questionnaire to second year licence students of Saida University and structured observations through the pre-mentioned sampling methods. It took two weeks gathering a sample of 50 answered questionnaire. Remarkably, this process took a short time due to the direct contact with students. It was a total of fifty respondents (thirty four females and sixteen males). Nevertheless, the data collection process of observations began directly after the collection of questionnaire. It was indeed easily noticeable and clear manifestations of glossophobia was appeared because of observing actual realistic oral presentations.

The student's respondents were given all the time they needed to read carefully and answer then submit their responses. We made sure they know that we are interested in no less than their answers and that their identities shall remain in absolute confidentiality. This gave them every reason to feel at ease and provide honest and relevant responses.

All data collected were securely stored, The responses were kept confidential and treated as strictly anonymous, used only for the academic purpose.

The collected data were organized and coded to be statistically and thematically analyzed in the following chapter, aiming to answer the research questions of this study.

2.10. Ethical Considerations

- Participation is optional, with no academic penalty for non-participation.
- Anonymity and confidentiality are ensured; questionnaires are anonymous and data (paper) stored securely.
- Data collection will be used solely for academic purposes.
- Participants are informed of what their responses will be used for in the study.

Conclusion

This chapter provided the methodological framework for the study. A mixed-methods approach was adopted, utilizing a student questionnaire to gather personal data on the causes of glossophobia and a structured observation guide to record its behavioral manifestations. The data will be analyzed through statistical summary and qualitative content analysis. The following chapter will present the findings resulting from the application of these methods.

Chapter Three

Research Findings

Introduction:

This chapter aims to reveal the findings of the study conducted to examine the phenomenon of glossophobia among second-year licence students. The data presented here were collected through two significant instruments, student questionnaire and a classroom observation checklist. The chapter starts by presenting the results of the personal information about the participants, including their gender and personality types. It then progresses to explore the students' perceptions of public speaking, their experiences with anxiety, the specific causes of their nervousness, and the factors that either hinder or enhance their oral performance. Additionally, the chapter reports the results of classroom observations, which documented the physical and verbal manifestations of anxiety during actual presentations, as well as the external factors influencing student performance. The findings are further analyzed in light of the theoretical framework supporting this study (Bandura's Self-Efficacy Theory and Lazarus and Folkman's Cognitive Appraisal Theory). Finally, according to the collected data, practical techniques are suggested to help mitigate anxiety during speaking in public among students.

3.1 The results of students' questionnaire:

3.1.1 Item 01 : The students' gender

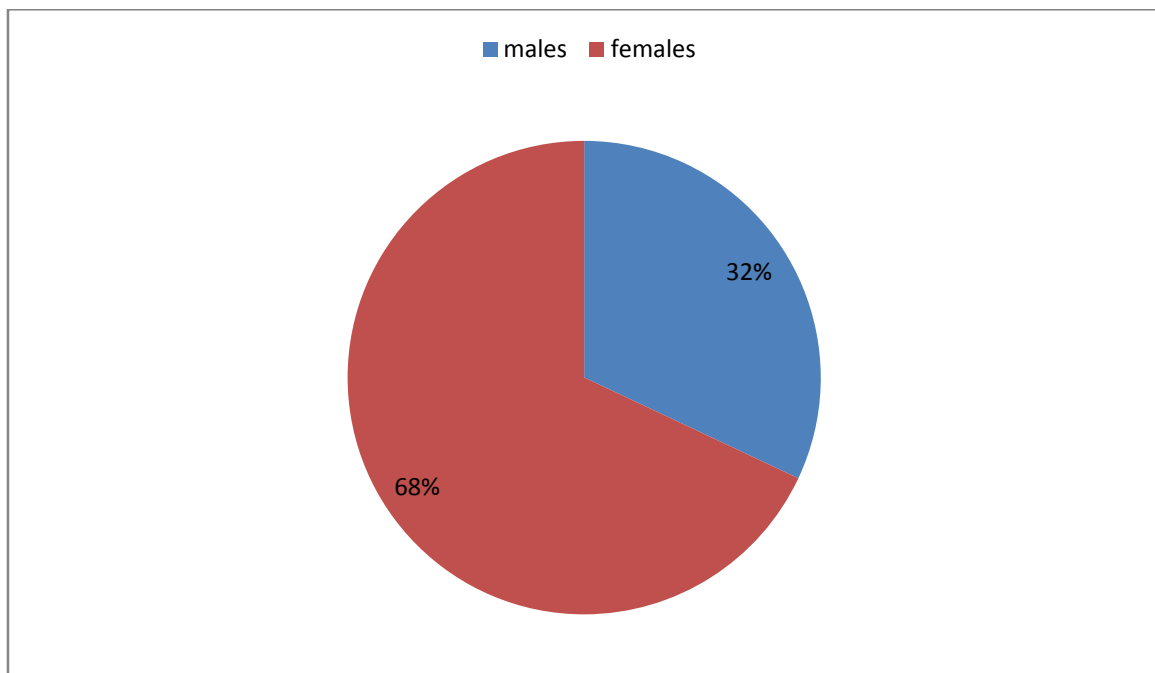


Figure1: participants' gender

The item reveals the gender of the participants as it is presented in the chart; the respondents were fifty students, thirty-four females representing 68% and sixteen males representing 32% of the total population. The selection was purely random, However, it is inevitable to mention

how the number of female respondents is dominant might be useful to certain that the results concerned a large population of females than males.

3.1.2Item 02 : Personality Types

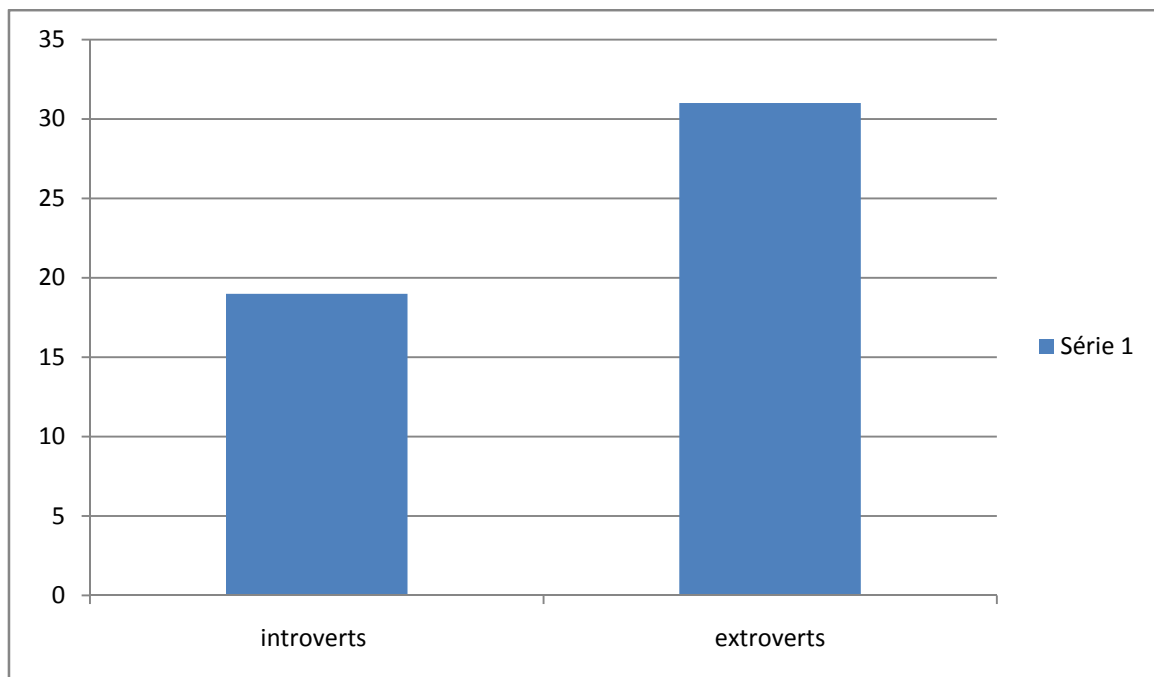


Figure 2: participants'personnality

Students were asked to classify themselves as either introverts or extroverts to know the students personalities, The results showed that 19 are introverts, including 17 females and 2 males. Meanwhile, 31 students consider themselves extroverts ; 17 are females and 14 are males. It clearly appears that the majority of male participants are extroverts. In contrast, the female participants were divided into two equal halves : the extrovert group and the introvert population.

3.1.3. Item03: Perception of speaking infront of people

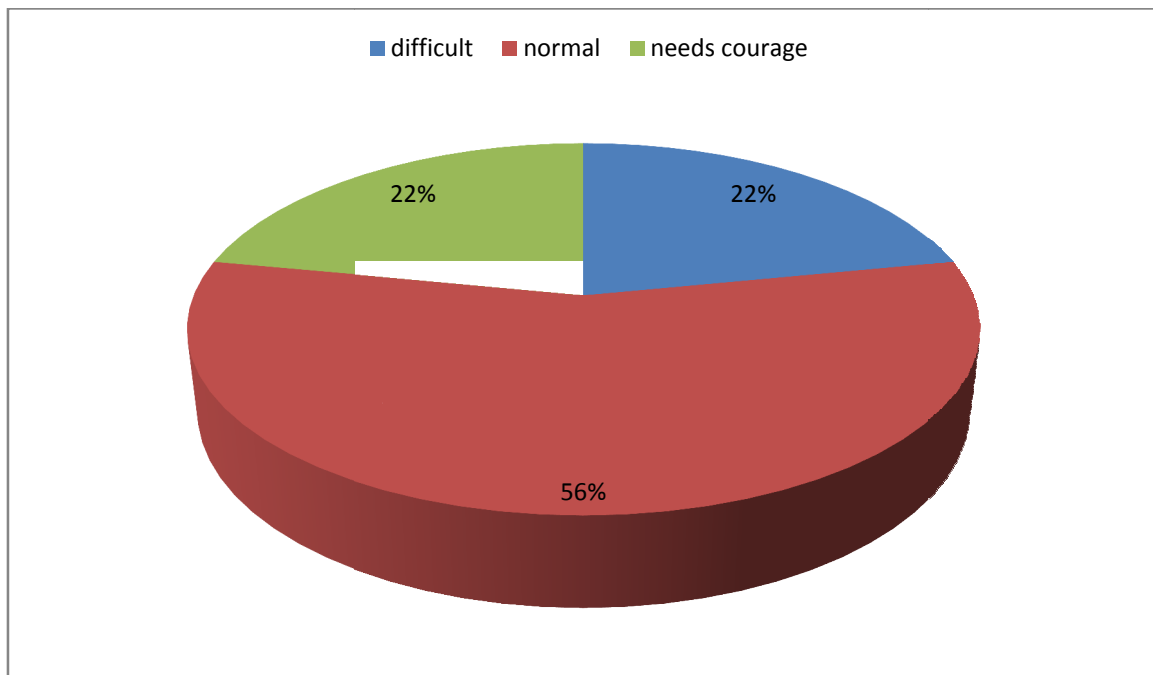


Figure3: students' perception of speaking in front of people.

In order to investigate how students find speaking in public, the participants were asked about their general perception of public speaking, the largest group 28(56%) students described it as normal. Equal numbers of students 11 each 22 found it difficult or feel it needs courage.

3.1.4 Item 04: The students' experience regarding anxiety

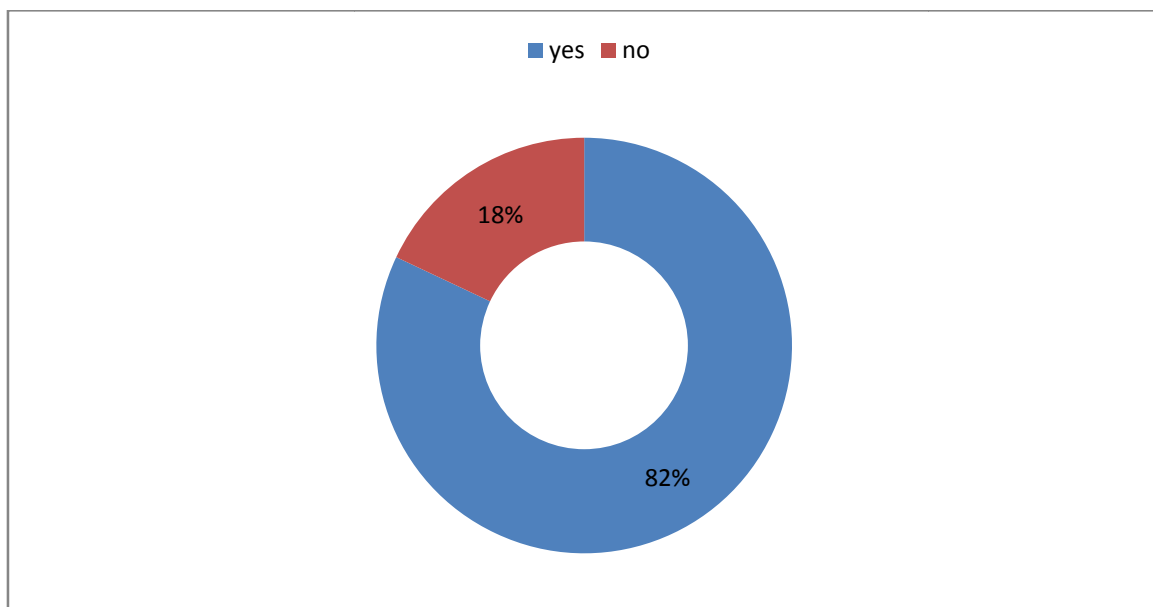


Figure4: the participant's experience regarding Anxiety

This question aims to reveal student's feeling towards public speaking ,A significant majority of students, 41 (82%), reported feeling anxious or nervous in public speaking situations, while only 9 (18%) said they did not.

Students who answered « yes » provided reasons for their anxiety. These reasons were categorized into two main themes :

Internal Factors (related to language ability) : 15 students attributed their anxiety to language barriers, specifically mentioning a « fear of making mistakes, » « limited vocabulary, » and « pronunciation errors. »

External Factors (related to audience and environment) : 26 students cited external reasons, including « fear of judgment, » « not liking attention, » « lack of interaction from the audience, » and « fear of audience reactions. »

3.1.5 Item 05 : Students' anxiety level

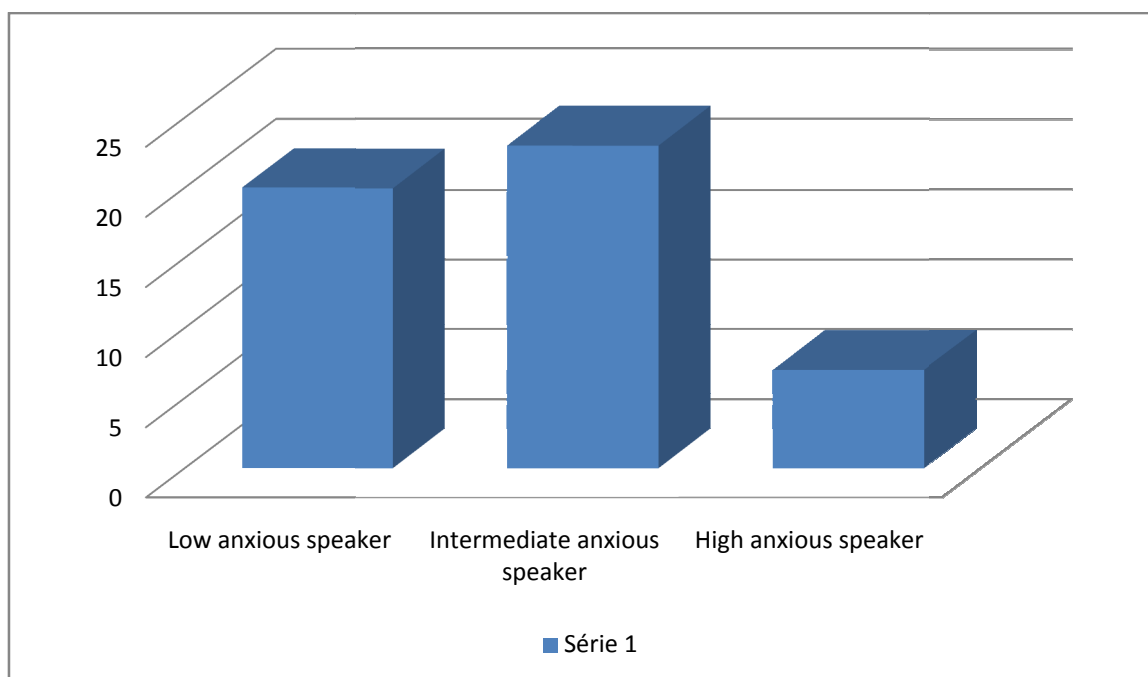


Figure 5: students' anxiety level

This item is used to reveal Self-Classification of Anxiety Level, Students were asked to classify their own anxiety level. The results show that the largest group consists of 23 «Intermediate anxious speakers» (46%). This is followed by 20 “Low anxious speakers” (40%) and seven “High anxious speakers” (14%).

3.1.6 Item 06: Specific causes of in class anxiety

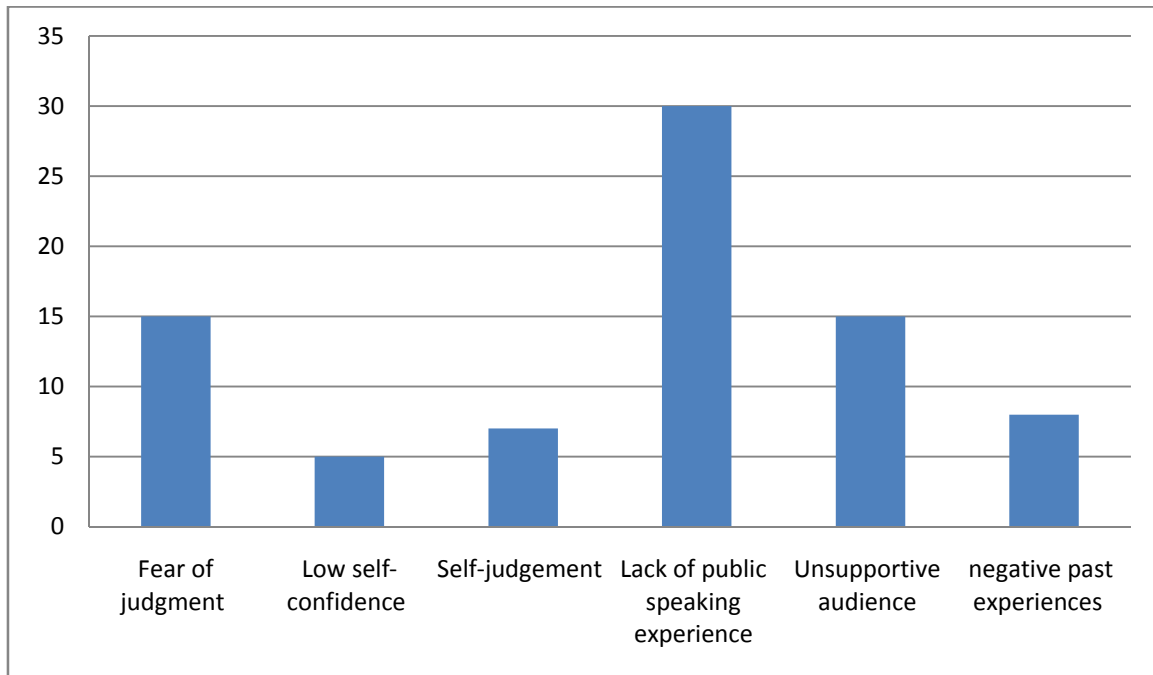


Figure 6. Specific causes of in class anxiety

This question designed to discover the main causes that made them nervous while performing in class, question allowed students to select multiple factors that make them nervous. The frequency for each factor was :

Lack of public speaking experience : 30/ Fear of judgment : 15/ Self-judgement : 15/
Unsupportive audience : 8 /Low self-confidence : 7 /negative past experiences : 5 .

As shown in the figure most of participants selected lack of public speaking experience.

3.1.7 Item07: Main external factor affecting self-confidence

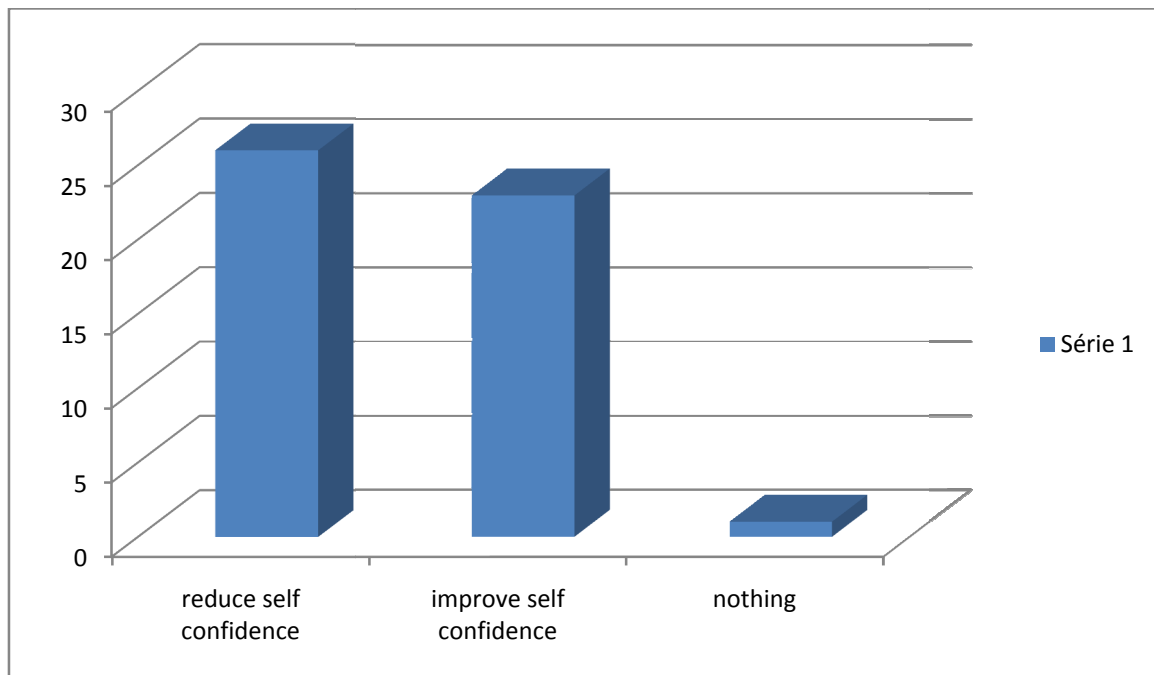


Figure7. Main External Factors Affecting Self-Confidence

This question aimed to reveal the core external aspects that impact the student's self confidence while speaking in the class. The 50 responses to this open-ended question were divided into two clear categories based on the nature of the influence:

Factors that Reduce Self-Confidence (26 students): These responses focused on negative audience behavior. Students mentioned “audience reactions, attitudes, and criticism,” “negative feedback/disrespect” and “interruptions and disruption”.

Factors that Improve Self-Confidence (23 students): These responses highlighted positive and supportive environments. Students valued “interactions” “working in groups/cooperative work, “and a “supportive audience with encouragement”.

One student responded that nothing could move his self-confidence.

3.1.8 Item08: Obstacles that hinder performance:

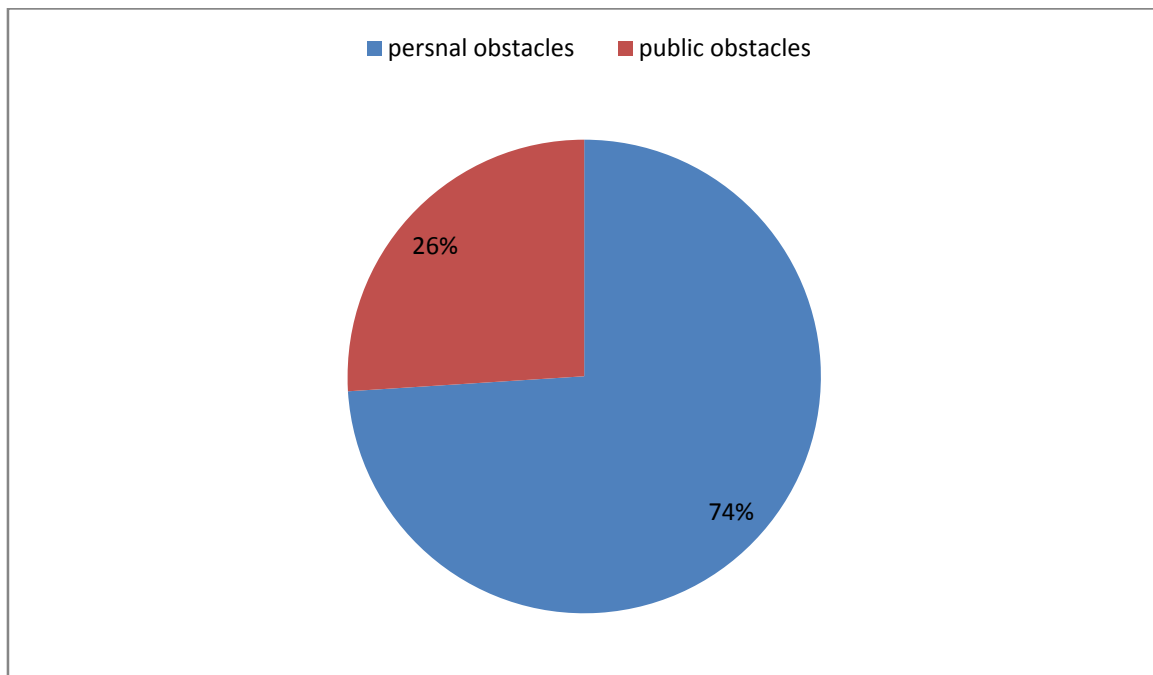


Figure 8: Personal and external hurdles while performing

This item designed to find the hurdles students face while speaking that impede their performance .Students’ descriptions of the obstacles they face were categorized into two main types :

Personal/Internal Obstacles (37 students): The most frequently cited obstacles

Were related to cognitive and linguistic performance. Students mentioned ‘forgetting words’ ‘making grammar errors’ ‘pronunciation difficulties’ ‘limited vocabulary’ and experiencing ‘fear symptoms’and ‘loss of focus’.

Public/External Obstacles (13 students): These obstacles were related to the classroom environment and audience. Students mentioned ‘disruption’ ‘classmates’ judgment’a perceived ‘lack of interaction/attention’ from the audience.

3.1.9 Item09: Impact of fear on oral performance:

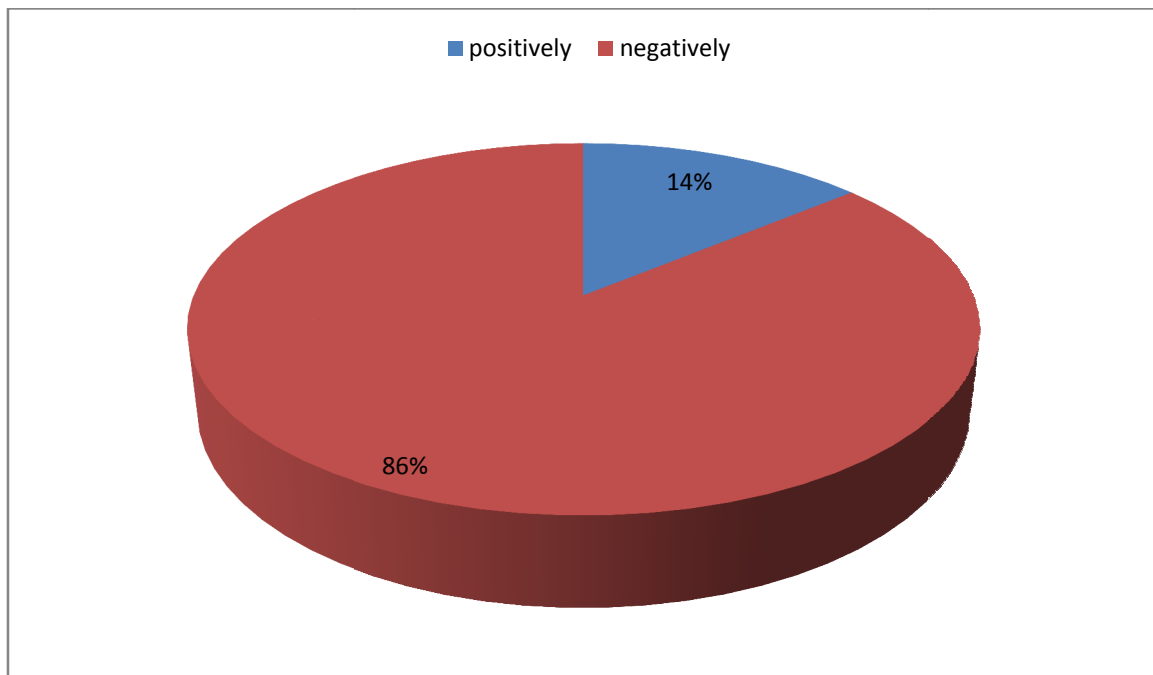


Figure 9. The effect of Fear on Oral Performance

This close ended question seeks to detect the effect of fear on the oral presentation .An overwhelming majority of students perceive their fear as having a negative impact. 43 students stated their fear affects their performance Negatively, while only 7 students reported a ‘ Positive ‘ effect. This show that fear is a serious issue that students face while speaking in public.

3.1.10 Item10: The impact of negative past experience:

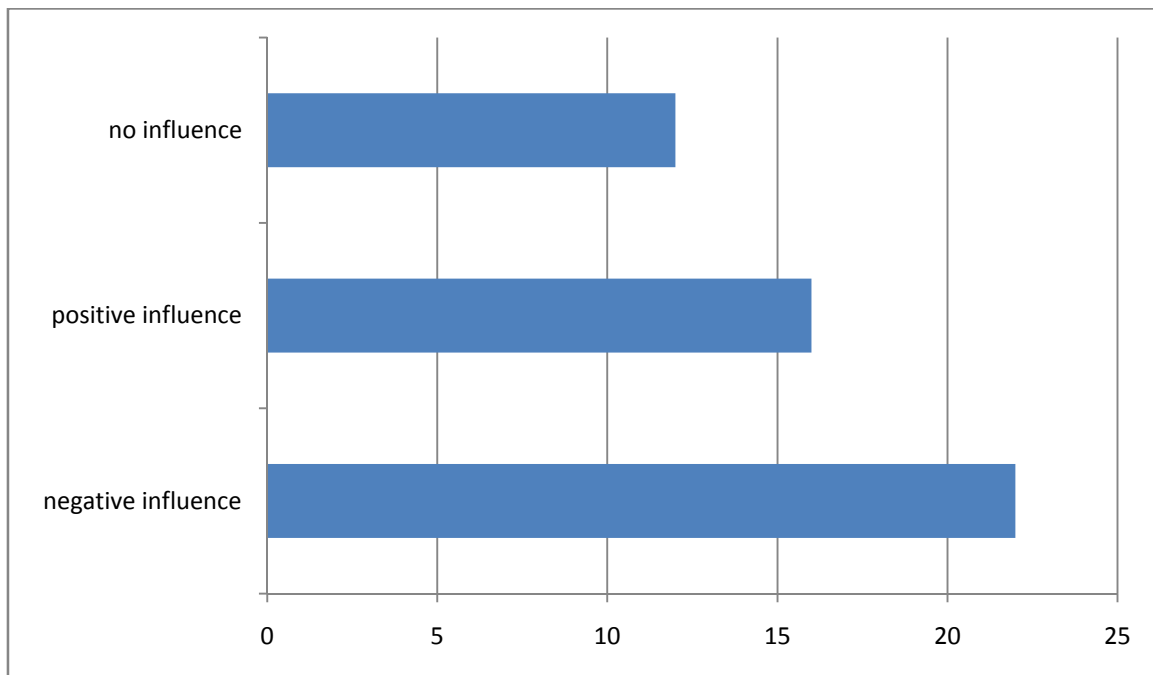


Figure10. The influence of negative past experience on the present experience

The item aimed to reveal the impact of experiencing negative public situations on the current or future experiences. When asked if negative past experiences influence their present experiences, the responses were diverse:

Negative Influence (22 students): These students reported that past failures create a « fear of making the same mistakes' can be 'terrifying' or create a 'phobia' 'limit self-confidence' and 'increase anxiety'.

Positive Influence (16 students): This group reported learning from their mistakes. They felt past experiences helped them 'get used to presentations' 'boost self-confidence' encourage them to do better' and 'improve skills'

No Influence (12 students): These students stated that bad past experiences do not influence their present experiences.

3.2 The results of classroom observations:

Classroom observations were conducted using an observation checklist to document students symptoms while encountering a public speaking experience and complement and validate the findings from the student questionnaire. The observations focused on students' physical and verbal manifestations of anxiety, their performance patterns, and external factors influencing their presentations. The classroom observations checklist is composed of set of notes and it revealed several significant findings.

Table 2. Observation sample checklist

The item observed	Rating scale	Remarks
Physical: Avoids eye contact Sweating Posture(rigid) Shaking (arms/hands)	Well observed	Females are more susceptible to these symptoms.
Verbal: Too quiet to hear Shaky voice Frequent use of (um-uh) Long pauses	Observed	Most of students show these manifestations during performance especially in the opening of the presentations
Performance Reads rapidly Coping /Recovery	Observed	Some students find difficulty at the beginning then recover and perform comfortably
External causes Teacher encouragement Audience	Well observed	Teacher supports students to perform, giving a supportive feedback

Table 3.1: Classroom observation results

3.2.1 Physical Manifestations of Anxiety: Physical symptoms of anxiety were well observed among students, with female students appearing more susceptible to these manifestations. Students displayed behaviors such as avoiding eye contact, maintaining rigid postures, and shaking hands or arms during their presentations.

3.2.2 Verbal Indicators of Anxiety: Verbal signs of nervousness were observed in most students, particularly during the opening stages of their presentations. These included, frequent uses of filler words such as “um” and “uh,” and long pauses.

3.2.3 Performance: A notable pattern was observed where some students experienced difficulty at the beginning of their presentations but gradually recovered and performed more comfortably as they continued when teacher start nodding her head showing interest and interact with the students ,in addition to another pattern was observed which is speaking rapidly inorder to finish quickly.

3.2.4 External Support Factors: The role of external factors, particularly teacher encouragement and audience behavior, was well observed. The teacher played a key role in creating a positive, motivated atmosphere for students to perform with ease. Providing support to students during their performances, offering encouraging feedback. This finding aligns with the questionnaire results where students identified supportive audiences and positive feedback as factors that improve their self-confidence.

The correlation of the findings with the theories (Bandura’s Self-Efficacy Theory and Cognitive Appraisal theory):

The findings strongly validate the integrated theoretical framework of Cognitive Appraisal Theory and Self-Efficacy Theory. Students' anxiety stems not from the speaking task itself but from their negative appraisals—evidenced by 26 students citing "fear of judgment" as their primary concern, perceiving audiences as threats rather than neutral observers. This aligns with Lazarus and Folkman's (1984) assertion that stress arises from how individuals interpret situations. At the same time, Bandura's (1977) Self-Efficacy Theory is reflected in the 30 students identifying "lack of public speaking experience" as their main anxiety trigger confirming that without mastery experiences; students lack the confidence to cope. The 23

students who reported that supportive audiences improve their confidence demonstrate the power of verbal motivation as an efficacy source. The combination between both theories appears in students' past experiences: those who negatively appraise past failures (22 students) develop low self-efficacy, while those who reinterpret mistakes as learning opportunities (16 students) build resilience. This mutual relationship confirms that glossophobia arises from the dynamic interplay between how students interpret speaking situations and their belief in their ability to succeed.

3.3 Importance of Theories in Decreasing Anxiety

The theoretical framework is not merely explanatory but prescriptive it provides the roadmap for intervention. Cognitive Appraisal Theory (Lazarus & Folkman, 1984) teaches that anxiety decreases when students learn to reinterpret speaking situations shifting from threat appraisal ("they will judge me") to challenge appraisal ("this is an opportunity to share ideas"). This is evident in the 16 students who transformed negative past experiences into motivation, demonstrating that modifying appraisals builds resilience. Self-Efficacy Theory (Bandura, 1997) offers four practical pathways to reduce anxiety: (1) mastery experiences, the 30 students lacking experience confirm that structured, repeated practice in supportive settings builds confidence; (2) vicarious or indirect learning, such as observing peers succeed this will normalize public speaking; (3) verbal support, the 23 students valuing encouragement prove that positive feedback from teachers and peers directly reduce fear of judgment; and (4) physiological feedback, helping students interpret anxiety symptoms as excitement rather than threat. Together, these theories transform glossophobia from a mysterious fear into a manageable condition, guiding educators to create classroom environments where the 43 students reporting negative anxiety can instead direct their energy into growth.

3.4 Techniques to reduce glossophobia :

According to the results from both the student questionnaire and classroom observations, the following practical techniques are suggested to help students overcome public speaking anxiety.

3.3.1 Building Speaking Experience

Since lack of public speaking experience was the most frequently selected cause of anxiety (30 students), creating opportunities for gradual exposure is essential. Students should start with low-pressure situations such as speaking to a classmate, then practise with a small group,

before presenting to the entire class. Regular short presentations (2-3 minutes) help normalize the experience and build familiarity with being in front of an audience.

3.3.2 Creating a Supportive Classroom Environment

The 26 students who cited fear of judgment and the 23 who valued encouragement highlight the importance of classroom atmosphere. The Environment or the audience

Should:

- Provide positive verbal and non-verbal cues (nodding, eye contact, smiling, supportive words: interesting, make sense) during presentations.
- Offer positive, constructive feedback that focus strengths.
- Settings classroom rules where respect and encouragement are expected.
- Normalize nervousness by discussing it openly as a common experience.

3.3.3 Addressing Physical Symptoms of Anxiety

The observation checklist revealed clear physical manifestations (shaking, avoiding eye contact, rigid posture). Students can benefit from:

- Simple breathing exercises before speaking
- Practicing confident body posture.
- Progressive exposure to speaking situations while managing physical reactions

3.3.4 Transforming Negative Past Experiences

For the 22 students negatively affected by past failures, structured opportunities to create new, successful speaking experiences can gradually replace traumatic memories. Teachers should ensure early speaking experiences are positive by providing topics students are familiar and comfortable with and offering support throughout the presentation.

3.3.5 Preparation and Practice

Students reporting limited vocabulary and fear of mistakes and lack of preparation can increase anxiety .through rehearsing multiple times, preparing clear notes, and practicing with the classmates before the actual presentation will be useful for reducing anxiety.

3.3.6 Incorporating humour:

Using humor is valuable in public speaking, Hawkins (2012) discovered that humor is useful in public speaking because it allows the speaker to connect with the audience's "humanness," evoking compassion that relieves fear and transforms the experience into one of enjoyment (p. 76).

3.3.7 Letting go of the "fear of fear itself:

abandoning the fear of being afraid,Hawkins (2012) suggests letting go of the "fear of fear itself" as a technique for reducing anxiety, noting that fear becomes reasonable once it is recognized as merely a feeling (p. 75).

Conclusion:

As a conclusion, this chapter has presented the results of an empirical study that has been conducted using observations and questionnaire administered to second year license students. The first section discusses the outcomes obtained from the questionnaire, while the second section focuses on the results of the observations checklist and a correlation of these findings with Bandura's Self-Efficacy Theory and Lazarus and Folkman's Cognitive Appraisal Theory with their importance in decreasing anxiety .Finally, practical techniques were suggested to help reduce public speaking anxiety.

Limitations of the Study:

Researcher may face many difficulties like any other, and just like this case. The first and foremost, was the lack of references particularly on glossophobia.

The limitation lies in time constraints. Longer time would help us to use different tools

Moreover, a large sample of students and presentations attendance will be more available. This would give our results different dimensions.

Extended time would also permit us to extend our research through specifying additional aspects of public speaking anxiety.

Practical Implications

a. For Teachers

The result that students recovered when teachers showed interest demonstrates that teacher behaviour during oral presentations directly affects student anxiety level.

The finding that students fear judgment shows that teachers must create a positive classroom atmosphere where feedback should be constructive with a healthy relation between both teacher and student as well as student to student.

b. For Students

The finding that 30 students lack public speaking experience reveals that confidence is the result of speaking, when encountering multiple experiences the confidence will arise and public speaking will be normalized.

The finding that 16 students transformed negative experiences into motivation implies that students have control over how past failures influence them through their interpretations of the experiences.

Recommendations

Based on the analysis of this study, the following recommendations have been drawn and directed for teachers and students as well as future researchers:

For teachers:

The teachers should minimise the use of negative feedback in classrooms and should be aware of the cases where encouragement and positive reinforcement could be beneficial for students.

For students:

The students should seek public speaking opportunities to build self-confidence moreover, avoid the self-criticism and negative appraisals and thoughts during presentations.

For future research

Future researchers should conduct the study across multiple universities and departments in Algeria. Therefore, the result of the research could be generalised to a larger population of students additionally to interviews with the participants to gain deeper insight.

General Conclusion

General Conclusion

In order to conduct a descriptive study about examining the phenomenon of glossophobia among second-year licence students, a mixed-methods approach is adopted in which the data are collected and analyzed both quantitatively and qualitatively. Besides, the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. A sample of fifty second-year licence students at Dr. Moulay Tahar University of Saida was selected. After analyzing the data, it is possible to draw the main conclusion that, out of all the variables, the interplay between internal cognitive appraisals and external environmental factors may have a major effect on students' public speaking anxiety. The fear of negative evaluation and lack of public speaking experience are among the important variables that have the major impact on the development of glossophobia among EFL learners, according to the analysis of the standardized data from both the questionnaire and classroom observations. As a result, it is clear from the analysis and interpretation of the main results how important a role the integrated theoretical framework of Cognitive Appraisal Theory and Self-Efficacy Theory plays in understanding the anxiety experienced by EFL learners during oral presentations. The researcher also concluded that there is a match between students' negative appraisals of speaking situations and their low self-efficacy beliefs, which together create and maintain the cycle of anxiety through this investigation. Additionally, the classroom environment, particularly teacher encouragement and audience behavior, has a significant impact on the anxiety levels of learners based on what the learners view to be either threatening or supportive elements during their performance. It is clear from a review of the literature on glossophobia and how it affects EFL learners' oral performance that additional studies on the specific causes of public speaking anxiety and better predictors are needed to support foreign language teachers and learners in the Algerian educational context. The results of this study require additional descriptive verification, especially those that relate to the internal and external causes of anxiety that influence the confidence and performance of students during public speaking tasks. We hope that the study has achieved its initial objectives, which were to identify the main internal and external causes of glossophobia among second-year students and, on the other hand, to investigate the extent to which these causes can significantly influence the teaching and learning process through their impact on oral performance. Additionally, we hope that more research in this field will be done soon. As a result, taking into account the importance of creating supportive classroom environments and providing gradual exposure to speaking tasks is essential in the teaching and learning process ; therefore, the findings of the current study have a significance for teachers who should be aware of their role in reducing student anxiety by offering encouragement, positive feedback, and structured opportunities for practice, as well as to meet learners' needs for building self-efficacy through mastery experiences. In conclusion, the two research questions of the current study regarding the main causes of glossophobia and the manifestations of anxiety during presentations have been answered based on the whole findings. Additionally, the results of this research confirmed our hypothesis that glossophobia among second-year licence students arises from a dynamic combination of internal factors, such as fear of judgment and perfectionism, and external factors, including lack of experience and unsupportive audiences, and that these factors are

best understood through the integrated lens of Cognitive Appraisal Theory and Self-Efficacy Theory. As a result, students would be better equipped to manage their anxiety and develop the confidence necessary for successful public speaking in their academic and professional futures.

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Appendices

Appendix A

Classroom Observation Checklists

Dr Moulay Taher University – Saida

Department of English

University: Moulay Taher

Level : 2nd year licence

Year : 2026

Observer :

The item observed	Rating scale	Remarks
Physical: Avoids eye contact Sweating Posture (rigid)		
Verbal: Too quiet to hear Shaky voice Frequent use of (um-uh) Long pauses		
Performance Reads rapidly Coping / Recovery		
External causes Teacher encouragement / Audience		

Appendix B

Students' questionnaire

Dear students

The following questionnaire aims to examine the causes of glossophobia (Fear of public speaking) Among second year licence students at Saida University, the data collected through this questionnaire will be used solely for academic purposes, ensuring that your responses will be kept anonymous, your sincerity and honesty are crucial for valid research. I truly appreciate your participation, you are kindly requested to read carefully and answer each question or select the appropriate response.

Thank you for your cooperation.

1. Gender

Une seule réponse possible.

Male ☐

Female ☐

2. Do you consider yourself an

Une seule réponse possible.

Introvert ☐

Extrovert ☐

3. How do you find speaking in front of a group of people?

Une seule réponse possible.

Difficult ☐

Normal ☐

Needs courage ☐

4. Do you feel anxious or nervous when facing public speaking situations? and say why please?

5. You classify yourself as

Une seule réponse possible.

Low anxious speaker ☐

High anxious speaker ☐

Intermediate anxious speaker ☐

6. What makes you nervous or anxious While speaking in class?

Plusieurs réponses possibles.

Fear of judgment ☐

Low self confidence ☐

Self judgement ☐

Lack of public speaking experience ☐

Unsupportive audience ☐

Bad past experiences ☐

7. What do you think is the main external factor that can improve or reduce your self confidence while speaking in the class?

8. What are the obstacles you encounter while speaking that hinder your performance? explain briefly.

9. How your fear of speaking affect your oral performance?

Une seule réponse possible.

Positively ☐

Negatively ☐

10. Is experiencing bad public speaking situations influence your present experiences? if yes, how?

Thank you for your cooperation.

Summaries

Arabic

تسعى هذه الدراسة الى البحث في أهم الأسباب التي تؤدي إلى رهاب التحدث أمام الجمهور عند طلاب السنة الثانية ليسانس لغة انجليزية بجامعة الدكتور مولاي الطاهر، سعيدة. حيث يهدف الى تقديم لمحة عن اهم العوامل الخارجية والداخلية المؤثرة على الطلاب ووجود حلول لهذه المشكلة. افترضنا ان رهاب التكلم ينشأ من تفاعل ديناميكي بين التقييمات المعرفية للطلاب ومعتقداتهم في كفاءتهم الذاتية. لتحقيق اهداف البحث اعتمدنا منهجا مختلطا كميا ونوعيا حيث تجمع البيانات عن طريق أداتين : استبيان لطلاب السنة الثانية إضافة إلى ملاحظات صفية منظمة لتوثيق المظاهر اللفظية والجسدية والأدائية للطلاب أثناء العروض الشفوية . كشفت النتائج ان نقص الخبرة في التحدث امام الجمهور والخوف من التقييم السلبي يعدان من أهم اسباب هذا الرهاب وأكدت النتائج على أهمية و دور التشجيع الإيجابي لكل من الطلاب والاستاذ للمتكلم في تقليل خوفه وقلقه .

الكلمات المفتاحية: رهاب التحدث أمام الجمهور، التقييم المعرفي، الكفاءة الذاتية، التقييم المعرفي، خوف التقييم السلبي.

English

This study seeks to investigate the most important causes that lead to public speaking anxiety among second-year Licence English language students at the University of Dr. Moulay Tahar, Saida. It aims to provide an overview of the significant external and internal factors affecting students and to identify solutions to this problem. We hypothesized that fear of speaking arises from a dynamic interaction between students' cognitive appraisals and their beliefs in their self-efficacy. To achieve the research objectives, we adopted a mixed approach (quantitative and qualitative). Data were collected using two tools : a questionnaire for second-year students, in addition to structured classroom observations to document the verbal, physical, and performance-related manifestations of students during oral presentations. The results revealed that lack of experience in speaking in front of an audience and fear of negative evaluation are among the most important causes of this phenomenon. The results also confirmed the importance and role of positive encouragement from both students and the teacher for the speaker in reducing his fear and anxiety.

Keywords : public speaking anxiety, cognitive appraisal, self-efficacy, fear of negative evaluation

French

Cette étude cherche à comprendre les causes majeures de la phobie de parler en public chez les étudiants de deuxième année licence d'anglais à l'Université Dr. Moulay Tahar de Saïda.

Cette investigation cherche à donner les plus importants facteurs externes et internes provoquent les étudiants et à proposer des solutions possibles à ce problème. Nous avons supposé que la phobie de parler en public naît d'une interaction dynamique entre les évaluations cognitives des étudiants et leurs opinions en leur auto-efficacité. Pour atteindre les buts de la recherche, nous avons utilisé une approche mixte (quantitative et qualitative). Un questionnaire destiné aux étudiants de deuxième année, plus des observations structurées en classe pour documenter les manifestations verbales, physiques et comportementales des étudiants lors des présentations orales. Les résultats montrent que le manque d'expérience de parler en public et la peur de l'évaluation négative sont parmi les majeures causes de cette phobie. Les résultats confirment aussi l'importance et le rôle de l'encouragement positif des étudiants et de l'enseignant pour aider à réduire le stress et améliorer la communication verbale en classe.

Mots-clés : phobie de parler en public, évaluation cognitive, auto-efficacité, peur de l'évaluation négative