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The Impact of Using Body Language on Overcoming

the Fear of Public Speaking

Dissertation submitted in partial fulfilments of the requirements for the degree of Master in

didactics of foreign languages

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Declaration

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                                                                                                                 21/ 06/ 2022

Dedication

I affectionately dedicate this work to all my beloved ones:

To my parents whose prayers and faith always accompanied me to reach such success;

To my brothers whose constant support and encouragement I could not repay;

To my teachers whose cooperation and guidance enlightened the path of my life;

To my friends whose companionship inspired me all along the journey;

To my students by whom I realized how amazing to be a teacher;

To the silent battles I have fought;

To the little brave girl who has always believed in the impossible.

Abstract

Public speaking is one paramount building blocks of verbal communication. However, it is deemed a challenging aspect in language learning as many English Foreign Language (EFL) learners experience feelings of fear and dread towards this aspect. On this account, researchers in the field have advocated the use of non-verbal behaviors as an integral part of public speech, especially with regard to body language. The current research aimed to investigate the impact of using body language on overcoming the fear of public speaking. Subsequently, it aimed at exploring the main forms of body language used to control feelings of nervousness. It is hypothesized that the correct use of body language helps the students relieve the fear of public speaking. The study opted for a quasi-experimental research design with one experimental group of ten advanced level students at the First Step Private School, wherein they were selected on the basis of convenience. Therefore, a questionnaire and a classroom observation were employed for data gathering. Accordingly, to measure the students' levels of anxiety in the pre-test and post-test, they were requested to respond to the Personal Report of Public Speaking Anxiety (PRPSA) instrument designed by McCroskey (1970). However, in order to determine the pertinent forms of body language that the students have frequently used, a performance test was designed to the participants at the end of each session wherein they were required to deliver impromptu speeches, in return, they were directly observed with the use of a checklist. Based on the analysis of the results, the findings revealed that the use of body language has a positive impact on reducing the students' fear of public speaking. Eye contact and gestures in particular are singled out as important body language forms to overcome the fear of public speaking. Given the findings of this study, it is suggested for EFL learners to use body language cues as a strategy to deliver compelling speeches.

Keywords: Body Language, The Fear of Public Speaking, PRPSA, Overcoming PSA.

List of Abbreviations, Acronyms, and Symbols

1- **BL**: **B**ody **L**anguage

2- **Df**: **D**egree of **F**reedom

3- **DSM**: **D**iagnostic **S**tatistical **M**anual

4- **EFL**: **E**nglish as a **F**oreign **L**anguage

5- **i.e**.: **i**d **e**st (That is to say)

6- **N**: **N**umber

7- **P**: **P**robability Value

8- **PRPSA**: **P**ersonal **R**eport of **P**ublic **S**peaking **A**nxiety

9- **PS**: **P**ublic **S**peaking

10- **PSA**: **P**ublic **S**peaking **A**nxiety

11- **S**: **S**tatement

12- **SD**: **S**tandard **D**eviation

13- **SE**: **Session**

14- **SEM**: **S**tandard **E**rror **D**eviation

15- **SS: Sessions**

16- **Vs.: Versus**

17- **X**: **Scores**

18- **%: Percentage**

19- ∑**: Sum**

20- √**: The Use of Body Language**

21- ×**: No Use of Body Language**

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General Introduction

The ability to communicate properly matters more than everything else in life (Ford, as cited in Nikitina, 2011, p. 8). In the realm of second language teaching and learning, the need to master communication soft skills have gained a surge in interest. Being one salient asset of communication, public speaking is deemed a problematic area as it generates feelings of fear and anxiety. Indeed, English Foreign Language (EFL) learners are found to feel apprehensive about the prospect of speaking before an audience (Lucas, 2020, p. 9). Even worse, some of the learners display severe fear from public speaking which impedes the success of their oral performances. One of the rationales behind this is that, over the years, EFL learners have always neglected and overlooked the significance of body language as an essential tenet of communication (Qin, Ji & Ji, 2019, p. 56).

Beyond doubt, any process of communication entails certain non-verbal cues to not only complement the verbal cues but also to convey the intended meanings. Underscoring this view, Busà (2015) argued that the meaning of words is communicated to a great extent through body language expressions (p. 83). Based on these considerations, many research studies have been conducted to explore the effectiveness of body language on communication. The current study brings to light the impact of using body language on overcoming the fear of public speaking.

1. Background of the Study

Previous studies have been put forward to explore the effectiveness that non-verbal cues have on communication. Hence, an emphasis on the role of body language in language teaching and learning situations was held up to view. Therefore, some academic research that have been conducted in this field is worth mentioning.

Tai (2014) provided some information about the application of body language in English teaching. The study aimed at exploring the use of body language in classroom

contexts as a tool to achieve better comprehension. The results revealed that body language has a significant role in enhancing the students' creativity and minimizing boredom within the classroom. More importantly, it has been proved that body language forms boost the students' speaking, a boost which results in optimizing the quality of education.

Ortega and Torres (2015) examined the impact of non-verbal communication on students' understanding and promoting oral interaction. Their research findings confirmed their hypothesis that the implementation of the teachers' conscious non-verbal cues in the English class enhances the students' motivation and contributes to a better comprehension of the target input, improving consequently their speaking skills.

Harrath (2016) investigated the effect of using body language on middle school pupils' vocabulary acquisition. Therefore, a true experiment and a questionnaire were used. Practically, participants were divided into two groups: an experimental group was taught vocabulary throughout the implementation of body language and a control group which was taught via traditional methods. The results of the experimental group were substantially better than the control group. Therefore, the basic findings revealed that using body language by middle school teachers is an effective strategy to enhance their students' vocabulary acquisition.

Moussaoui (2016), on her own part, investigated the way students achieve successful comprehension through their teachers' use of body language. The study adopted a qualitative model of research with the use of a questionnaire and classroom observation. The results yielded from this study confirmed the fact that the teachers' correct use of body language cues is in a way supportive and effective technique for the students' understanding of the materials.

Guendouz's (2017) study explored the effect of teachers' body language on students' psychology and learning. The researcher collected the data by means of classroom

observation. Thus, the participants of this study appeared to acquire the target knowledge easily with the correct use of body language. The latter simplifies the students-teachers interaction and enables the students to speak freely and deliberately.

The majority of the empirical studies reviewed cast light upon body language as a major tool of language teaching and learning. Although they adhered to different designs and were conducted in different settings, the results yielded from these studies are highly complementary as they rehabilitated the great value of body language in communication on the one hand and enlightened the route of the current enquiry on the other. In fact, most studies investigated so far explored body language from the perspective of teachers; however, there has not been, to the researcher's knowledge, any research conducted from the students' perspectives. Consequently, this paves the way for further enquiry to be conducted from the students' perspectives, namely, the students' use of body language in overcoming the fear of public speaking.

2. Statement of the Problem

Having a good command of the English language is not sufficient for performing well in the overall language system. Indeed, most EFL learners encounter difficulties to deliver successful public speeches. Unfortunately, the fear of public speaking is deemed a barrier for advanced level students resulting in poor performances. This problem has been largely studied and many viable solutions have been found. One way to overcome this problem, it is assumed, is by implementing correct body language forms is an effective technique that may help the students control their nervousness and overcome the fear of public speaking.

3. Research Questions

The current research aims at investigating the following research questions:

- To what extent is body language important in overcoming the fear of public speaking?

- What are the main forms of body language that improve the students' public speaking skills and help them reduce the fear of public speaking?

4. Research Hypothesis

In light of the aforementioned research questions, this enquiry puts forward the following hypothesis:

- The use of body language has a positive effect on reducing the fear of public speaking of advanced level students.

5. The Aim and Significance of the Study

The present study attempts to shed light on the efficiency of using body language as a tool of successful speech delivery. Precisely, it aims at exploring the effectiveness of students' body language use in overcoming the fear of public speaking. Additionally, it seeks to identify the main forms of body language that contribute to reducing the students' nervousness to achieve compelling public speeches.

Hence, the current study could be significant for teachers in general and students in particular. For teachers, it could raise their awareness towards body language as a strategy to be implemented in classroom context to complement their teaching. With regard to the students, it could be of great significance to handle intense feelings of fear from public speaking.

6. Research Methodology

The current study is quantitative in nature as it involves the use of some statistical measures to reach the results. Therefore, to achieve the aim of this study, a quasi-experimental design is implemented in order to answer the research questions. The study sample is ten (10) advanced level students of the First Step Private school, Jijel, which

formed the experimental group. With regard to data gathering instruments, this study employs two research instruments: a questionnaire (PRPSA) and a classroom observation. The former is a 34 self-report scale suggested by McCroskey (1970) to measure the students' anxiety level before and after the treatment sessions. The latter, however, is a direct observation to determine the pertinent forms of body language that help the students to overcome the fear of public speaking.

7. Organization of the Dissertation

The current study is organized into two chapters; one devoted to the theoretical framework of the study, while the second part covered the practical framework of this enquiry. As far as the theoretical part is concerned, the first section draws on the conceptual framework underlying public speaking and the fear of public speaking. The second chapter, however, is an overview of body language under the scope of communication. Equally, the second chapter comprises two sections. The first section is allotted to the methodology applied in conducting this investigation. The second section, in its turn, is a detailed analysis of the data collected as it reported the results obtained through interpretations of the major findings.

Chapter One: Literature Review

Section One: The Fear of Public Speaking

Introduction

      Public speaking (PS) is a crucial aspect of many fields and domains. This skill has always been a challenging task as it induces dread, anxiety and nervousness (Dansieh, Owusu, & Seidu, 2021, p. 24). Indeed, EFL learners tend to have a mental barrier when it comes to public speaking which impedes their performances (Kumar, 2018, p. 1544). This chapter explores the art of public speaking and the fear of public speaking. Firstly, it provides a general overview of the evolution and the importance of public speaking. It subsequently casts light upon the different methods of speech delivery. It elaborates the basic definitions of public speaking and the fear of public speaking; it distinguishes between the three-related terms of fear, anxiety, and phobia. Furthermore, it deals with the symptoms and the causes of glossophobia along with the techniques used to overcome it. Eventually, this chapter ends up with acknowledging the significance of teaching public speaking through the role of the teacher and the multiple techniques and activities that are used in teaching this skill.

1.1.1 The Evolution and Importance of Public Speaking

      Public speaking, considered as one of the subtle pillars of communication, is an old art with a rich history. Schreiber and Hartranft (2013) asserted that the origins of public speaking dated back from the Ancient Greeks and Romans, through the Renaissance era, and into the present. They noted that, for over than 2500 years ago, the term "rhetoric" was applied to the art of public speaking. Rhetoric refers to the method of persuasion that makes use of various tropes and devices. At that time, people were required to deliver speeches because it was a prominent tradition of their civic duties particularly in court and legislatives assemblies (pp. 1-2).

Nikitina (2011) claimed that Aristotle was among the well-known scholars who put forward the basic guidelines of public speaking. In this regard, he set three major bases of persuasion: Ethos, logos and pathos, which are still a focal component in today's public speaking. Accordingly, he acknowledged that ethos represents the speakers' authority over the material. Logos, stands for the use of logical truth and reasoning to reinforce an argument, while pathos is the emotional bond between the speaker and the audience (p. 11).

Schreiber & Hartranft (2013) further pointed out that from the Renaissance period onward, public speaking witnessed a great rebirth. With the revival of classical culture, the growth of political and social systems, and the emergence of democracy, the ability to talk eloquently for a long time was a worthwhile talent, a sign of intelligence, and an impressive display of personal power. A good speaker therefore is the one who would immerse himself in a debate, expressing himself poetically and artistically with well-structured phrases and precise arguments. (Schreiber & Hartranft, 2013, pp. 2-5).

In the modern ages, Schreiber and Hartranft (2013) noted that public speaking has garnered renewed attention, especially with the rise of mass media. Both men and woman around the world have spread thoughts and have influence through the function of public speaking in countless domains such as sales, political campaigns, religion, and more other occasions.

The importance of public speaking is restricted not only to one single domain but also to various fields. For this reason, Nikitina (2011) noted that public speaking is a central aspect in both personal and social life (p. 9). On a personal scale, public speaking can boost self-confidence, enhance critical thinking, and help the speaker become a better listener and persuader, with total control over body language, having beaten the fear to speak in front of a crowd. On the other hand, public speaking may help enlarge one's social circle, thus developing one's inter-relationships skills (p. 9).

Generally speaking, public speaking is an ancient art that has been extensively valued throughout decades. Moreover, it holds a significant importance to different researchers considering it the pillar of success in both personal and social careers.

1.1.2 Methods of Speech Delivery

Speech delivery is an art that requires competent speakers who know how to choose the appropriate method of public speaking. In this respect, multiple researchers outlined four essential methods of speech delivery.

- **Manuscript Speech:** Nikitina (2011) highlighted "this type of speech is written like a manuscript and is meant to be delivered word for word. Manuscript speeches are used in many political occasions when every word carries a lot of weight and should not be misquoted" (p. 13). To put it differently, the speaker engages in reading and repeating the speech that has been penned and designed in advance. For instance, the US president's message to Congress. This method elicits a skillful orator who is cautious and careful to some details like maintaining eye contact, making sure the manuscript is readable (Lucas, 2020, p. 232).

- **Memorization:** Gregory (2013) asserted that memorized speaking, as its name implies, is a speech with pre-determined words that are recalled from memory by the speaker without any manuscripts (p. 256). Although this type is no longer recommended, memorizing speech is appropriate in short speeches, introductions or congratulatory remarks so that the speaker is able to determine the explicit speech.

- **Impromptu Speaking:** Wrench, Goding, Johnson, and Attias (2012) asserted that "impromptu speaking is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to "say a few words" or give a toast on a special occasion" (p. 399). That is, most often, people find themselves called to say some improvisational words. This occurs in self-

introductions and more informal settings. Therefore, this method requires careful consideration to what other speakers say, taking notes all along the process so as to formulate one's own point.

- **Speaking Extemporaneously:** Lucas (2020) stressed the fact that this type is "A carefully prepared and rehearsed speech that is presented from a brief set of notes" (p. 234). He added that this type is a mixture of impromptu and memory styles. In other words, unlike the impromptu speech, which is a spontaneous and non-prepared speech, an extemporaneous speech is cautiously penned and pre-determined with prior practice, yet the exact words are chosen at the moment of delivery guided by abbreviated notes to support the speaker's ideas (Lucas, 2020, p. 234).

All in all, speech delivery methods are directive mechanism that a speaker must perceive before being on stage. Moreover, acknowledging which method is optimal to each situation paves the way for an effective presentation.

1.1.3 Definitions of Public Speaking and Glossophobia

1.1.3.1 Definition of Public Speaking

Nikitina (2011) defined public speaking as "a process, an act and an art of making a speech before an audience" (p. 10). Similarly, Jaffe (2016) explained that public speaking is the condition in which an individual delivers an ongoing speech in a disturbance-free manner (p. 2). Lucas (2020), on his part, stressed the fact that "public speaking, as its name implies, is a way of making your ideas public – of sharing them with other people and of influencing other people" (p. 1). From the aforementioned definitions, Petek's definition (2014) appears to summarize and clarify the prospect of public speaking. He stressed that public speaking is about presenting valuable knowledge that holds the audience's interest. The orator therefore must ensure that the speech is free from voids, duplicates and errors so

as to sound concise and precise (p.125). Hence, most definitions agreed that public speaking is about sharing ideas with an audience for a given purpose.

1.1.3.2 The Fear of Public Speaking

Previous studies in the field of public speaking affirmed that being on stage petrifies many people because they are trapped by the fear of public speaking also, known as glossophobia (Dansieh, Owusu, & Seidu, 2021, p. 22). Statistically, according to the national surveys and research results, glossophobia is a highly frequent phobia impacting up to 75% people worldwide (McConnell, as cited in Perveen, Hasan, & Aleemi, 2018, p. 60). Moreover, it is the number one dread exceeding the fear of heights and the fear of spiders and death (Nikitina, 2011, p. 14). Researchers have studied glossophobia under manifold labels such as "speech anxiety", "social anxiety disorder", "social phobia", "extreme lack of self-confidence", "stage fright", or "communication apprehension", to name a few (Kumar, 2018, p. 1544). All these labels share the same idea: a recurrent dread of being humiliated, judged, or embarrassed in public (Bishop, 2005, p. 23). By definition, glossophobia is a type of social phobia that causes intense dread, anxiety, and discomfort when one is exposed to social encounter situations. This results in escaping communication at all costs (Pertaub, Slater, & Barker, 2002, p. 69).

1.1.4 Anxiety vs. Fear vs. Phobia

The terms anxiety, fear, and phobia are commonly used interchangeably as they induce identical stress responses. However, many experts reckoned that there are slight differences between them that are worth knowing.

- **Fear:** According to the Diagnostic and Statistical Manual (DSM-5) of Mental Disorders published by the American Psychiatric Association (2013), fear is the natural, emotional, and excessive reaction to real and actual objects' dangers (p. 189). To put it

differently, fear is part and parcel of life as everyone experiences it whether in positive or negative situations.

- **Phobia:** DSM-3 (1980) stated that "phobia is a persistent, irrational fear of a specific object, activity, or situation that results in a compelling desire to avoid the dreaded object, activity or situation (the phobic stimulus)" (p. 225). That is to say, phobia occurs from an ongoing fear even if the danger is not present, imminent or real.

- **Anxiety:** DSM-5 (2013) noted that anxiety is an intense fear of the individual's prediction about unknown, imagined and future dangers. This feeling results in escaping unpleasant social interaction (p. 189). Carlson (1987) added that "severe anxiety reactions are often referred to as a 'phobia' . . ." (p. 695). Consequently, based on this perspective, it can be deduced that the terms phobia, fear, and anxiety are interrelated words for describing unpleasant states of discomfort, panic, and apprehension stemming from an outer peril and menace.

Overall, public speaking is a challenging endeavor since many speakers are trapped by a severe fear known as glossophobia. The latter is a social barrier that impedes their speaking performance and triggers various symptoms.

1.1.5 Symptoms of Glossophobia

Gregory (2013) explained that when called for delivering a speech, people experience the basic fight-or-flight reaction (p. 22). The latter is the body's mechanism of protecting itself against perceived threats through a surge in adrenaline that can be used either positively or negatively (p. 22). These intense feelings are manifested through certain physical and verbal symptoms.

1.1.5.1 Physical Symptoms

Tengku Muda (2018, p. 223) asserted that when the mind is overloaded with ideas, severe tension arises damaging a person's auditory skills. Moreover, the excessive dread,

nervousness, and panic attack can lead to a rapid palpitations or heart rate, thus a hyper blood pressure. The bodily reaction results in: shortness of breath, dilation of pupils, freezing, trembling, sweating particularly on the hand and forehead, dizziness, nausea, and vomiting in extreme cases.

1.1.5.2 Verbal Symptoms

Glossophobia may lead to a dysfunctional speech that impedes the individual to speak properly. Therefore, the voice may waver and tremor with a mass of repetitions and hesitations followed by a long period of silence associated with dryness of mouth and weakened tone of voice.

All in all, glossophobia causes a range of symptoms that impedes the speakers from successful speech delivery. Hence, it can lead to serious troubles if it is not handled properly.

1.1.6 Causes of Glossophobia

Glossophobia is driven by a range of factors. Although the explicit causes of glossophobia are still unclear, many researchers agreed that this social phobia results from the following factors.

a. Genetics

Gregory (2013, p. 22) pointed out that individuals who carry the characteristics of introversion from their ancestors may be at high risk for developing some communication apprehension issues while speaking in public. Brown (2007) stated that "introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people" (p. 167). That is to say, introverted students tend to be reserved, isolated, and unconcerned to take part in public communication.

b. Lack of Self-Confidence

Lucas (2020) highlighted the fact that "confidence is mostly the well-known power of positive thinking. If you think you can do it, you usually can" (p. 12). In other words, internal visualization is a key component of performing confidently. Conversely, people who

think negatively about themselves would likely fail to achieve their expectations. Therefore, students' lack of confidence undoubtedly impedes their public speaking delivery.

c. Poor Speaking Skills

A good command of aspects of language such as grammar and vocabulary are worthwhile in public speaking. Littlewood (1981) stated, "The learner must attain as high degree a possible of linguistic repertoire" (p. 6 as cited in Guettal, 2008, p. 61). Milton (n.d.) asserted that learners with limited stock of vocabulary are very likely to fail to speak and perform fluently and accurately in public (p. 74). Thus, it is highly pivotal to build a rich stock of language repertory to communicate correctly.

d. Life Experience

It is known that people are often defined by their past experiences. In this sense, Gregory (2013) claimed that certain traumatic events can be a subtle factor that leads to glossophobia. That is to say, if an individual has a memory of a bad and unpleasant public speaking event, such event may be the reason for developing this trait.

e. Lack of Preparation

Undoubtedly, prior preparation paves the way for delivering successful performances. In this regard, Carnegie (n.d.) pointed out, "only the prepared speaker deserves to be confident" (as cited in Nikitina, 2011, p. 36). However, Wrench et al. (2012) argued "uncertainty makes for greater anxiety. Nothing is more frightening than facing the unknown" (p. 64)   That is, being unprepared or having little knowledge about the subject-matter may hinder the students' ability to talk freely and deliver compelling speeches.

f. Fear of Making Mistakes

Despite the fact that mistakes are deemed a natural part of our lives (Ur, 1999, p. 243). They can become intimidating in a way that leads to fear of being on stage. Goleman

(1995) explained that there is a part of the brain that is responsible for an individual's fear response called amygdala. As fear is guided by the emotional portion of the brain, when this structure is overactivated, it reacts instantaneously, sending urgent signals to every part of the brain which results in stress, shyness, and fear of making mistakes will be at a high level (p. 37).

To conclude, glossophobia generates from multiple factors. Although the causes for this dread are not entirely accurate, many researchers reckon that they are attributable to biological, physiological, past experiences, and learning factors.

1.1.7 Overcoming Glossophobia

Apart from the medical treatments of glossophobia, there are endless strategies that help control and minimize its impact. Griffin (2009) presented a range of techniques for the aim of achieving compelling speeches.

a. **Think Positive:** Visualizing oneself delivering a successful speech is worthwhile because feelings and positive thoughts are contagious which will increase one's self-esteem. Thus, choosing an exciting topic is the key to gain control over the audience.

b. **Be Prepared:** No great presentation is delivered without preparation. Preparing the script entails the time to rehearse it before the delivery. This will not only boost self-confidence but also provide the impression that the speaker has sufficient knowledge over the topic.

c. **Be Realistic about your Expected Performance:** Having high expectations and trying to perform perfectly often create anxious feelings. Thus, one has to normalize being nervous and expect less.

d. **Familiarize Yourself with the Setting:** Knowing where the speech takes place may be a helpful element for minimizing nervousness.

    e. **Use Relaxation Techniques**: these are used before and after the speech which helps the speaker to relieve tension. This is done through stress-control breathing, incorporating natural body language forms around the setting such as eye contact.

1.1.8 Teaching Public Speaking

Public speaking is a paramount feature of human's life, particularly in education. As it triggers dread and anxiety for many students, it can be a teachable skill through the implementation of some techniques and activities under the supervision of the teacher.

1.1.8.1 The Role of the Teacher

Petek (2014) asserted that "the ability to communicate effectively is one of the teacher's basic competences; here, public speaking plays an important role" (p. 124). That is, as teachers are always in a position of imparting knowledge to the students, they are often regarded as an effective model of public speakers. Additionally, McCann and Knapp (2019) added that ". . . in addition to the power of the teacher as a model public speaker, any teacher can access abundant contemporary examples of speeches that resonate with learners and serve as possibilities to emulate to some degree" (p. 105). The role of the teacher, therefore, is to support and direct the spoken discourse in a way that allows the students to be actively engaged and motivated for learning.

1.1.8.1.1 Krashen's Affective Filter Hypothesis

Krashen's hypothesis (1985) stressed that some psychological factors like anxiety, motivation and self-confidence contribute to the affective filter and make the individuals unable to demonstrate the acquired input. He claimed that the success of language acquisition and learners' performance takes place unless their affective filters are low (p. 31). Based on this perspective, exposing learners to public speaking will make learners feel more excited, motivated, and confident to strive and learn better.

1.1.8.2 Techniques in Teaching Public Speaking

EFL teachers are deemed to be the absolute guide for their students to master the art of public speaking. In this regard, a variety of creative techniques and approaches are used in order to enable the students to speak effectively in public.

1.1.8.2.1 TED Talks for Inspiration

TED Talks videos are one type of inspirational videos that enhance public speaking skills. In this respect, Dinillah (2020) affirmed that "by using TED Talks, students can improve their public speaking skills, learn how the body movement, and encourage student self-confidence" (p. 3). Indeed, watching TED speakers can be an excellent source for teaching public speaking skills and enable the students to learn more about the art of effective presentations.

1.1.8.2.2 Teaching the Importance of Body Language

Liu (2019) accounted that "teachers should not only use body language themselves, but also ask the students to use them according to different situations" (p. 966). Differently said, students need to be exposed to different forms of body language such as gestures so that they can replicate them correctly in their presentations. Based on the above perspective, showing TED Talks videos is an adequate technique to master both the art of body language and public speaking.

1.1.8.3 Activities to Practice Public Speaking

After exposing the students to the aforementioned techniques, they need to put their knowledge into practice so as to learn the skills of public speaking. These activities are listed as follows.

- **Discussion (Debate)**

Harmer (2007) stressed the fact that "unplanned discussion can provide some of enjoyable and productive speaking in language classes. It can be motivating and encourages

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speaking fluency in the language classroom" (p. 351). Indeed, discussion is one of the best ways to teach public speaking as it helps learners to tackle various topics and subjects.

- **Role play**

Doff (1988) summarized the importance of role play in enhancing learners' communication abilities. He noted "role play gives the chance to use language in new contexts and new topics…, because they are 'acting out' a situation. Role play encourages students to use natural expressions and intonations, as well as gestures" (p. 204 as cited in Guettal, 2008, p. 50). Consequently, role play gives the opportunity for learners to enhance their speaking skills.

- **Information Gap**

Another type among the public speaking activities is what is described by Harmer (1998) to be "where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them" (p. 88). This activity paves the way for negotiation of meaning and the conversational adjustment thus learners gain more accurate speaking interaction (Hedge as cited in Guettal, 2008, p. 53).

- **Questionnaires**

Harmer (2007) asserted "questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other" (p. 274). In other words, the questionnaire as a spoken activity tends to encourage the spontaneous use of some repeated language patterns. The findings thus can be taken as a framework for different oral activities such as prepared talks and even written works. (Harmer, 2007, p. 275).

On the whole, although teaching public speaking is a tough task, it can be achievable with the assistance of the teacher. Hence, the effectiveness of this process relies primarily

on the teacher's appropriate choice of techniques and activities that motivate and attract the learners to enhance their public speaking skills.

Conclusion

The current section cast light upon the conceptual framework underlying the general scope of public speaking and the fear of public speaking. Initially, it reviewed the historical background of public speaking and its development through time along with its importance. It highlighted the major methods of speech delivery. It discussed the basic definitions of public speaking and glossophobia. It briefly presented the symptoms, causes, and the main techniques for overcoming glossophobia. Besides, it summurized the way public speaking is taught via the teacher's role, techniques, and activities used in classroom contexts. In the end, it elaborated on the use of body language and its forms in public speaking settings. The subsequent section will discuss body language as a type on non-verbal communication as a second variable.

Section Two: Body Language

Introduction

People convey information by means of two main aspects: verbal and nonverbal (Patel, 2014, p. 90). Being one type of non-verbal communication, body language constitutes more than 55% of total impact of a message (Mehrabian, as cited in Pease & Pease, 2004, p. 10). Thus, this section is a general overview of body language. As a matter of fact, it discusses first definitions provided by different scholars along with its origins. Additionally, it highlights the major forms and the aspects of body language. After that, it presents gender differences and outlines the five c's to consider while reading body language. Ultimately, this section sheds light on the importance of body language in communication in general and in public speaking in particular.

1.2.1 Definition of Body Language

Body Language, like any other aspect of language, is an element of paramount importance in communication in particular and the language system in general. Over time, researchers have attempted to define the concept of body language, giving rise to a variety of definitions and labels. The term thus reveals itself under manifold labels, such as "gesture language," "posture language," "action language," and "human body language," to name a few (Yin, 2014, p. 419). Fast (1970) asserted that the discipline concerned with the study of body language is referred to as "Kinesics", from the Greek word kinesis meaning "motions" (p. 1). The word was coined by the American anthropologist Ray Birdwhistell in the 1950s where he sought to portray the way gestures covey meanings through the realm of linguistics. (Pease & Pease, 2004, p. 9).

Generally, Body language is frequently defined as "all communication other than language" (Anderson, 1999, p. 2). Specifically, According to Tai (2014), "body language is a term for different forms of communication using body movements or gestures instead of

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sounds, verbal language, or other ways of communication" (p. 1205). To support this view, Pease and Pease (2004) perceived body language as "an outward reflection of a person's emotional condition" (p. 11). That is to say, this nonverbal signal tends to broadcast the individual's identity, state of mind and feelings. For instance, while tight lips are a sign of negative emotions, raised eyebrows convey submission, request for approval and surprise (Goman, 2008, pp. 70-76).

Despite the countless definitions provided by scholars about the broad aspect of body language, the latter is undoubtedly an inevitable part of everyday communication that has been used since primitive ages.

1.2.2 The Origins of Body Language

The way human body language has been used across cultures is both captivating and instructive. Indeed, religion, educational scholars, and theatrical artists all enlightened the humans about the notion of body language.

The Holy Quran draws our attention to endless forms of non-verbal communication not only to demonstrate human emotions, attitudes, and behaviors, but also to render the Quranic meanings more eloquent. In this respect, Allah says, "Whenever a surah is revealed, they look at one another . . ." (as cited in Muhammad, 2011, p. 603). In his Tafseer, Al Qurtubi pointed out that, by means of eye contact, the ayah implies an act of staring mixed with feelings of surprise, denial and terror. (as cited in Muhammad, 2011, p. 603). The Prophet Mohamed (may peace be upon him), on his own part, displayed mastery of the features of body language in delivering the prophetic letters. Jabir b. Abdullah (n.d.) reported "when Allah's Messenger (may peace he upon him) delivered the sermon, his eyes became red, his voice rose. And his anger increased . . . He would also say, 'The last Hour and I have been sent like these two.' and he would join his forefinger and middle finger" (as cited

in "Mokhtaser Sahih," n.d., p. 13). In fact, these informative signals were used so as to support the spoken discourse and to have a great impact on the listener.

Pease and Pease (2004) noted that Charles Darwin's book entitled "The Expression of the Emotions in Man and Animals" published in 1872 was the most influential work and the outset of body language as a science (p. 9). On this account, he observed that apes and humans use nonverbal communication like facial expressions to inform the others about their states of mind.

With the advent of telecommunication, the Silent movies era witnessed a renewed emphasis on the use of body language. Actors like Charlie Chaplin, the pioneer of gestural skills, produced dozens of films with no audible dialogue. At that time, it was the only tool of communication as sounds were not available on the screen. (Pease & Pease, 2004, p. 9).

However, the prominent shift and interest in the scope of body language happened in the 1960s, when psychologists began to investigate human movements in a more scientific and practical way. The American author Fast Julius and his significant book "Body Language" was the first to bring the aspect of body language to the public (Pease, 1988, p. 1).

In a nutshell, body language is an old art with a rich historical background. Moreover, it holds a great value to humans which has been maintained through time.

1.2.3 Forms of Body Language

When a person encounters someone for the first time, they make an impression based on silent signals communicated by body language (Cummings, 2011, p. 20). Owing to the fact that people can make diverse forms of non-verbal gestures, Kinesics is divided into the following components.

1.2.3.1. Facial Expressions

The face is an organ of emotions that can produce both involuntary and voluntary grimaces (Allert, Bilasco, & Djeraba, 2015, p. 1). These facial grimaces are manifested through eyebrows, lips, mouths, foreheads (Miller, 1988, p. 10). In this respect, Ezeh, Anidi and Nwokolo (2021) defined facial expressions as "these are behavioural expressions on the face that give insights on the attitude, emotions, and intentions of the speaker or receiver in the communication process" (p. 128). Hence, a smile is perceived as one of the most frequent facial expressions as it creates significant bonds among people (Bailey, 2018, p.10).

Ekman (2009), on his own part, asserted that there are certain cross-cultural emotions that are expressed by facial expressions. These include feelings of anger, happiness, sadness, disgust, surprise and contempt (as cited in Goman, 2008, p. 61). He further distinguished between two types of facial expressions namely, micro expressions and macro expressions (Ekman as cited in Allert, Bilasco, & Djeraba, 2015, p. 1).

- **Macro Expressions:** They are voluntary facial expressions that cover a large face area. The underpinning face deformations are most often generated from noise. The typical duration of a macro expression is between 0.5 and 4 seconds.

- **Micro Expressions:** They are involuntary that occur when an individual conceals the hidden emotions of their true feelings and state of mind. They are characterized by rapid facial expressions movements and cover restricted facial areas. The typical duration of micro expiration is between 65 and 500 seconds.

All in all, facial expressions are deemed to be an integral part of body language that entails the use of different muscles to convey types of meaning of which are universally the same throughout cultures. Hence, it is worthwhile to know the meaning and the way to use facial expression effectively.

1.2.3.2 Eye Contact

Liu (2019) pointed out "eyes are the windows of heart" (p. 964). That is, through eye contact, people are able to communicate endless messages that cannot be conveyed by words. In this regard, Miller (1988) highlighted the fact that eyes are the most trustworthy and reliable aspects of the face as they convey the intended information.

1.2.3.2.1 The Power of Eye Contact

Goman (2008) distinguishes between different types of eyes positions and movements that take place in communication settings.

- **Wide Eyes:** It indicates approval and pleased surprise.

- **Flashbulb:** It happens when one is being in extreme danger and terrified like the fear of public speaking.

- **Eyes Blocks:** It includes closing eyes, rubbing eyes or hiding eyes with hands or objects which communicate being threatening and undesirable situations.

- **Blinking Rate:** The normal blink rate is six to eight blinks. Thus, people who blinks rapidly often show dishonesty and discomfort.

- **Pupil Size:** Pupils' size does a lot to unveil one's emotions. Hence, while constricted pupils convey an aura of resistance or negativity. dilated pupils show a host of emotions like interest and affection.

1.2.3.3 Gestures

Gestures are all those movements performed by humans using body parts such as fingers, arms, legs ("Body language," 2008, p. 2). Gupta (2013) argued "these movements reflect an individual's thought process and regulate communication" (as cited in Bailey, 2018, p. 15). That is, without these body parts, the world would be static and colorless as they have numerous interpretations that arise in an interactive communication. According to Ekman and Friesen (1969), there are four types of gestures that are significant for effective

communication. These are illustrators, regulators, emblems and affect displays, respectively (as cited in Gregersen, n.d., p. 55).

- **Illustrators:** are those natural behaviors that have the same meaning of verbal messages and either complement or accentuate them. For instance, pointing to illustrate something.

- **Regulators:** they are body language cues that signal turn-taking and other procedural aspects of interpersonal communication in a conversation such as changing gaze direction when an utterance ends.

- **Emblems:** are non-verbal cues that represent words and are used intentionally to send a message. However, as these gestures can substitute words, their meaning can be culturally based.

- **Affect displays:** are those non-verbal behaviors which express emotions and are always communicated through facial expressions such as crying or laughing.

1.2.3.4 Postures

Being "static combinations of positions of different parts of the human body" (Yin, 2014, p. 419), postures play a subtle role in the act of communication as they reflect state of mind, attitudes, and feelings ("Body language," 2008, p. 4). Patel (2014) stressed the fact that "body posture is a more or less stable state and thus not to be confused with body gestures which are movements" (p. 93). In emphasizing the significance of postures social intercourse, "Toastmasters International" (2011) noted that "posture helps you breathe properly and project your voice effectively. It also provides a good starting point from which to gesture or move your body in any direction. And by helping you to feel both alert and comfortable, it helps decrease nervous tension and minimizes random, distracting movements" (p. 7).

1.2.4 Aspects of Body Language

Anthropologists have hotly debated whether non-verbal signals are inborn, culturally learned, or a mixture of both. Allan and Barbara Pease's significant book "The Definitive Book of Body Language" was the fruit of over thirty years of work and investigation, summed up the arguments laid out by each side of the debate.

1.2.4.1 Body Language as an Inborn Aspect

The smiles of deaf and blind children occur independently of learning or imitation, implying that these children come to capitalize on these non-verbal cues without being aware of the social rules that dictate their meanings (Eibesfeldt as cited in Pease & Pease, 2004, p, 17). Hence, in Eibesfeldt's view, nature, an inborn ability, governs the production of body language (p. 17). In the same line of thought, Darwin's (1872) ideas about inborn behavioral patterns were probative. He pointed out that there are some universal facial expressions shared among humans of all cultures who have never had contact with each other (as cited in Templeton, 2011, p. 6). Pease & Pease (2004), on their parts, added that certain gestures share universal meaning. One such gesture is the shoulder shrug, which indicates a lack of understanding (p. 20).

1.2.4.2 Body Language as a Culturally-learned Aspect

Humans have what non-verbal communication expert, Paul Ekman called, "cultural display rules" (as cited Templeton, 2011, p. 9). These are part of social conventions that govern when and how it is appropriate to show certain emotions. What is more, Ekman and Friesen (1993) claimed, "These display rules … are usually well-learned … that the control of the facial expressions they dictate is done automatically without thinking or awareness" (as cited in Templeton, 2011, p. 9). In other words, display rules are particular and specific to each individual for that they are not biologically-bound but are rather learned through

convention. For instance, children are taught not to cry in front of strangers or cover their mouths when they yawn (Templeton, 2011. p. 9).

To conclude with the researchers' point of view, body language is partly nature and consistent among all humans and partly nurture and learned all along the way. Thus, it is a crucial and required endeavor in people's life whatever the situation is.

1.2.5 Male and Female Differences

Researchers working on body language more often take gender differences into account for that men and women differ substantially in their use of body language forms. Pease and Pease (2004) pointed out that women are far more intuitive than men, which has brought to light the notion of female intuition (p. 13). The latter is an intrinsic power to predict and interpret mannerisms (Tiljander & Engelska, 2007, p. 6). Furthermore, facial expressions and eye contact in particular are the most apparent distinctions in body language between men and women (Tiljander & Engelska, 2007, p. 5). In this regard, Wood (2007) claimed that throughout encounters, women maintain eye contact so as to emphasize their attentions and engagements. Men, however, escape such behaviors because of their social roles in terms of power, wealth, andauthority (as cited in Tiljander & Engelska, 2007, p. 5). The rationale behind this divergence according to Pease and Pease (2004) appears to be due to the fact that females are granted with the potential to acquire and comprehend nonverbal cues as they put much attention to tiny details (p. 13).

In brief, the use of body language cues by men and women is vastly different. Hence, they both employ some of these cues in social context to convey the appropriate meaning.

1.2.6 The Five C's of Body Language

Reading body language has always been a major focus and interest to several researchers. In this respect, Goman (2008) presented the five c's factors that need to be perceived when uncovering the true meaning of body language.

- **Context:** While interacting, the meaning of nonverbal communication depends much on the context. Moreover, someone's behaviors are appropriate and understood when the context in which they occur is taken into consideration. Thus, time, location, and past experiences all contribute to the elements of the context in which body language takes place.

- **Clusters:** Non-verbal signals always appear in a gesture cluster i.e. a collection of movements and actions that emphasize a certain idea. One gesture may convey a variety of meanings; however, when that gesture is combined with other non-verbal communication, the meaning is more obvious and comprehensible. For instance, the crossed-arms gesture has multiple interpretations, yet when this gesture is paired with a scowl, there is an evident picture that the person disagrees with your thought.

- **Congruence:** As the word relates to body language, it refers to the degree of which gestures and words match one another in terms of meaning. In more simple words, if a person's verbal and non-verbal cues correspond with one another, it can be deduced that the body language and the verbal language are congruent. Therefore, it is highly important to watch the congruence of people so as to decode the authentic attitudes behind the message.

- **Consistency:** People behave differently depending on the situation. In this regard, it is compulsory to know a person's normal state and behavior under stress-free conditions so it can be compared to his/her gestures in a stressful situation, hence allowing significant deviations to be identified.

- **Culture:** There is no doubt that body language is affected by cultural background as people from different parts of the same country frequently share diverse gestures. These culturally, distinctive gestures are more likely to arise when one is under

pressure and duress. As a result, it is essential to take into account the persons' cultural repertoire for a better understanding of their behaviors.

All and all, reading body language is not only concerned with learning non-verbal signals. It is also the result of high consideration to the five basic factors to obtain the real meaning behind those signals.

1.2.7 The Power of Body Language in Public Speaking

Delivering a successful speech requires a speaker who has a great command of public speaking skills. One of these skills is the art of using body language. Van Edwards (2017) stressed the fact that body language enables people to react to dread immediately and appropriately, in a way that, when we are terrified, our eyes expand and our eyebrows rise, allowing us to adapt with the surroundings in order to escape other threats (p. 125). On this account, "Toastmasters International" (2011) proposed some guidelines of using body language for a dynamic, effective public speaking.

a. Postures

The speaker has to stand upright with his feet about six to twelve inches apart, one slight ahead of the other, and leaning somewhat forward. The shoulders have to be relaxed with the chest lifted. The arms must hang naturally at the sides and the fingers curled. It is quite important to change the position throughout the presentation. As the speaker is moving from one location to another, a performance of gesture is worthwhile.

b. Gestures

The speaker is required to set the circumstances for gesturing rather than the gestures themselves; that is, the speaker must ensure that the frequency of gestures is appropriate and persuasive with his words. Second, make the motions relevant and well-timed. This is accomplished in three stages: approach, stroke, and return. The body moves in anticipation of the gesture throughout the approach. The stroke is the gesture itself, and the return brings

the body back to a balanced speaking position. As a result, an effective gesture flow consists of a timed succession of moves: balance, approach, stroke, return, balance.

c. Facial Expressions

There are no absolute rules governing the use of expressions. It is just a matter of being prepared and immersed in the subject matter, relaxed, allowing oneself to express ideas, feelings, and emotions naturally. For instance, the key component for conveying friendliness is to smile when the situation is suitable. A speaker's smile indicates that he is enjoying himself, thrilled, coming off thus as interested and interesting to the audience.

d. Eye Contact

Whatever the situation is, the speaker is required to know the material thoroughly, demonstrating enough knowledge so as to govern the verbal message. Second, making sure to focus on the listeners; this entails more than just passing a glance throughout the room. Eye contact creates a visual, personal bond with the audience lasting five to ten seconds before shifting eyes slowly to another person. This allows the speaker to monitor visual reactions and to adjust the flow of speech.

In brief, body language is one of the significant skills of public speaking. The success of this process relies primarily on the speakers' decent mastery of forms of body language to reflect their conviction, sincerity, and credibility to their audience.

Conclusion

Overall, this chapter has reviewed the general background related to body language. It cast light upon its various definitions together with its vital origins. It emphasized its major forms across culture. Besides, it dealt with its central aspects and the gender differences in using body language. It briefly discussed the five c's that one has to take into consideration while decoding body language. Eventually, it stressed its importance in public speaking. Owing to the fact that body language plays a fundamental role in achieving a successful

speech delivery, the rationale behind covering the literature about body language is to highlight its significance as a tool for overcoming glossophobia.

Chapter Two: Fieldwork

Introduction

While the previous chapter has reviewed the basic literature review of the research topic, this second chapter is devoted to the practical framework of the overall study. It encompasses two main sections: the research methodology and data analysis and interpretation. The first section cast light upon the general fieldwork design and research tools implemented for data gathering. The second section, however, is concerned with the analysis of data and its interpretation yielded from the experimental study.

Section One: Research Methodology

2.1.1 Research Paradigm

For the aim of exploring the effectiveness of body language in overcoming the fear of public speaking, the current study has followed the experimental nature of research design by opting for a quantitative modal of data analysis. Nunan (1992) asserted that when investigating the strength of relationships between variables, experimental design is the most valid approach to pursue (p. 25). For this reason, the current study adopted the quasi-experimental modal of research in order to test the relationship between body language and its impact on the fear of public speaking. It is worth noting that the quasi-experimental design is one type of experimental method that is used to test the cause-and-effect relationships (Nunan, 1992, p. 40). Hence, the pretest-posttest design has been adopted in this study as one type of the quasi-experimental design.

2.1.2 Setting

The current investigation was conducted with a group of advanced level at The First Step Private School, Jijel. The experiment was performed with the use of a computer to do the treatment sessions and in the overall official participants' sessions to guarantee not only the work's effectiveness but also its validity.

2.1.3 Population and Sampling

2.1.3.1 Population of the Study

The population targeted by this investigation is advanced level students. The rationale behind choosing this particular selection is threefold.

- Advanced students tend to take great interest in communication in general and in public speaking skills in particular.

- Advanced students are expected to have excellent command of the use of the English language.

- Despite their great mastery of the language, advanced level students experience considerable difficulties in delivering speeches publicly, thus they fulfil the appropriate area of this study.

2.1.3.2 Sample of the Study

Because it is practically impossible to study the entire population, sampling is the most appropriate strategy that the experimental researcher must perceive. Nunan (1992) asserted that sampling is the process of selecting a certain number of participants that would reflect the addressed population (p. 141). In the same line of thought, Dörnyei (2007) pointed out that "a sample is the group of participants whom the researcher actually examines in an empirical investigation" (p. 96). Based on the convenient random sampling, one group of 16 students volunteered to be the sample of this research, but only 10 of them showed up in the treatment sessions. The ten participants formed the experimental group and their identities were used anonymously in the data analysis.

2.1.4 Research Design

This sub-section is devoted to the research design. It encompasses the data gathering instruments, the data collection procedures, and the data analysis procedures.

2.1.4.1 Data Gathering Instruments

To test the researcher's hypothesis, the researcher adopted a set of tests: pre-test, performance test, and post-test along with a direct observation. Accordingly, for both the pre-test and post-test, the researcher used the personal report of public speaking anxiety (PRPSA) questionnaire suggested by McCroskey (1970) to measure and test the level of students' anxiety in public speaking before and after the use of body language. Mathers, Fox, and Hunn (2007) argued "questionnaires can be either devised by the researcher or they can be based upon some ready-made index" (p. 11). However, testing the students' authentic use of body language required the use of a performance test by the end of each session of the treatment.

2.1.4.1.1 Description of the Questionnaire Scale (PRPSA-34)

McCroskey (1970) made an innovative contribution for measuring the fear of public speaking by developing this quantitative tool. On this account, PRPSA-34 is a self-report scale consisting of thirty-four items; 22 negative statements, for instance, "I feel anxious while waiting to give my speech.", and 12 positive statements such as "I face the prospect of giving a speech with confidence.". Each statement is expressed on a Likert-type scale, with five response models; I strongly disagree =1, disagree = 2, undecided = 3, agree= 4, strongly agree = 5. This instrument was first administered to 945 students of Michigan State University in a public course and was highly recommended to be used in public speaking anxiety studies. Furthermore, the scores range from 34 to 170 and are further divided into three levels of anxiety, with a score above 131 indicating high anxiety. Scores between 131 and 98 are considered as moderate levels of anxiety. Ultimately, scores below 98 are interpreted as low anxiety.

McCroskey (1970) stressed the fact that the PRPSA-34 was determined exclusively as the core for speech anxiety for that it offers effective information related to giving a speech

(p. 276). He argued "the test anxiety instrument has been used in a number of studies and found to be reliable" (p. 271). Consequently, the rationale behind choosing this survey is that it gives the chance to the participants to select among the options according to their real feelings towards public speaking.

2.1.4.1.2 Administering the Pre-test

The pre-test took place on the 16th April, 2022 at 13:30 with the interval of two days before the treatment sessions. The participants were informed about this study and were invited to respond to the questionnaire. The latter was supervised by the researcher and the group's teacher.

2.1.4.1.3 Performance Test Description

For the aim of testing the students' use of body language after being exposed to its different forms, a performance test was instructed to the students by the end of each session. Owing to the fact that the researcher's topic requires communicative tasks, the students were instructed to deliver impromptu speeches individually. Supposedly, they would have used the forms of body language if they had properly acquired them.

2.1.4.1.4 Observation

Observation is a data collection tool used for describing people's behaviors and cultural practices in a social setting and has been validated as a useful instrument in tremendous domains (Kawulich, 2012, p. 150). Throughout the treatment sessions, the researcher observed the students' performances while presenting; mainly to evaluate their use of body language forms taught previously on the one hand and to determine what forms of body language, if any, are implemented in order to control their feelings of nervousness and fear, on the other. It is worth mentioning that the type of observation adopted in this investigation was a direct observation. In this regard, Kawulich (2012) asserted that "direct observation involves observing without interaction with the objects or people under study in

the setting" (p. 150). Hence, to determine the particular forms of body language, the researcher opted for an observation guide known as checklist in order to collect data in a more organized and precise manner. Kawulich (2012) pointed out that "checklists help you to collect data through observing which types of activities are occurring in the setting" (p. 156).

2.1.4.1.5 Administering the Post-test

The post-test was scheduled two days after the treatment sessions. The PRPSA was identical to the pre-test in order to measure the level of student's anxiety after being exposed to the different forms and use of body language.

2.1.4.2 Data Collection Procedure

The data collection process was achieved through two subtle phases: the preliminary phase which was dedicated to the experiment design, and the implementation phase in which the researcher put the work into practice to test the research hypothesis.

a. Preliminary Stage

Five videos were selected to be under this study, the videos were chosen from YouTube platform wherein they were created by some intellectuals and experts in the field of body language and public speaking. In selecting the videos, the researcher took into consideration the following criteria.

- **Length:** Because the length of the videos matters as much as their content, selecting the duration of the videos to be under the study is worthwhile. Therefore, the researcher avoided choosing long videos as they tend to cause boredom and disengage the students. Thus, the goal was to select videos that do not exceed up to fifteen minutes.

- **Language Mastery:** Following the input hypothesis, Krashen (1982) asserted that the target input needs to be comprehensible to the learners in terms of their potential levels

of development (p. 21). In this sense, the researcher intended to select videos with advanced English to meet the students' level of proficiency.

- **Interest:** Selecting motivating and interesting videos is crucial for understanding the targeted input. Owing to the fact that the students' interest in developing their public speaking skills, the researcher's topic aimed at achieving two goals at one; mastering the art of public speaking and body language as well. Consequently, it would help them not only in their graduation speech but also in other domains of life.

- **Variety:** In selecting the videos, the researcher considered the videos that contain a large number of body language forms that are used in public speaking context. The purpose behind this is to ensure that students would make use of those forms as a technique to reduce their fear of public speaking.

b. Implementation Stage

The experimental study was conducted in five weeks. Basically, the researcher assigned five sessions of treatments; each session took from 90 to 120 minutes. Two days before the treatment, the ten participants filled the PRPSA-34 scale which served as the pretest. In the treatment sessions, after watching the video for one time, the researcher asked some comprehension-based questions related to the content of the video. In return, the participants were required to provide some oral answers so as to create a sort of discussion with the overall class. The rationale behind this task is to ensure that the participants have successfully acquired the different forms of body language presented that are supposed to help them and to be used afterwards in the performance test. The latter took place at the end of each session wherein the participants were given the chance to deliver an impromptu speech of their choice, with each presentation lasting up to ten minutes. At that point, the researcher went to observe their non-verbal behaviors taught with the use of a checklist. This was done through marking the types of body language that occurred during the presentation

for each student all along the process. Finally, the students completed the same scale two days after the treatment sessions which served as a posttest to see if there was a difference in students' public speaking anxiety level after being exposed to treatment sessions.

2.1.4.3 Data Analysis Procedure

The entire data gathered were analyzed by means of a quantitative measure based on the research questions. In this regard, the current investigation sought to compare the scores of both the pre-test and post-test in order to determine the level PRPSA which would clarify the effectiveness of body language on overcoming the fear of public speaking. On this account, to obtain the total scores for the PRPSA, the researcher pursued two main stages.

First, the researcher had to calculate the percentage of each degree statement by using the following formula.

$$\frac{\sum x}{\sum n} \times 100$$

$\sum x$: The number of participants who agree with a particular degree of statements.

$\sum n$: The total number of participants

After obtaining the results, the second stage was to establish the total scores of PRPSA by completing the following steps designed by McCroskey (2013).

- Step 1: Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33 and 34.

- Step 2: Add the scores of items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26.

- Step 3: Complete the following formula:

  PRPSA= 72 – Total from step 2 + Total from step 1.

- Step 4: Classify the scores of PRPSA according to the PRPSA category:

Table 1: Categorization of PRPSA

Scores	Category
$X < 98$	Low
$98 < X < 131$	Moderate
$X > 131$	High

It is worth mentioning that further statistical analyses were performed by using the data analysis tool Pak of Microsoft Excel. With regard to the performance test, the researcher analyzed the checklist used in the classroom observation by counting the repeated body language forms used by each student in order to obtain the most recurrent body language forms from the overall performances.

Conclusion

To sum up, this section has covered the practical framework underlying the conduct of the experimental study. It discussed the systematic research methodology adopted throughout this enquiry; mainly, the research paradigm, setting, population and sampling along with the research design followed. The subsequent section will deal with the data analysis and the results interpretation of the results.

Section Two: Data Analysis and Interpretation

The primary concern of this section is the analysis and interpretation of the results stemmed from the research instrument. It initially tackles the results obtained from the analysis of the PRPSA scale. Subsequently, it moves to evaluate the checklist. Eventually, it ends with the interpretation of the results yielded from the analysis of this study.

2.2.1 Data Analysis of the Questionnaire

2.2.1.1 Before the Treatment (Pre-test)

Responses to S1: (While preparing for giving a speech, I feel tense and nervous)

Table 2: Students' choice to Statement 1

Options	N	Percentage %
Strongly Agree	6	60%
Agree	2	20%
Undecided or Neutral	1	10%
Disagree	1	10%
Strongly Disagree	0	0%
Total	10	100%

The majority of participants 60% strongly agreed to this negative statement, and 20% agreed. Which means, 80% of them experience some feelings of nervousness and dread when asked to prepare a speech.

Responses to S2: (I feel tense when I see the words "speech" and "public speech" on a course outline when studying).

Table 3: Students' choice to Statement 2

Options	N	Percentage %
Strongly Agree	0	0%
Agree	6	60%
Undecided or Neutral	1	10%
Disagree	3	30%
Strongly Disagree	0	0%
Total	10	100%

Out of five options, the second option received the highest percentage of students' responses (60%) as most of them opted for "Agree" to be the frequency of feeling tense when seeing the words "speech" or "public speech". Consequently, it can be deduced that the students have an intense fear from the prospect of public speech.

Responses to S3: (My thoughts become confused and jumbled when I am giving a speech).

Table 4: Students' choice to Statement 3

Options	N	Percentage %
Strongly Agree	3	30%
Agree	3	30%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

With regard to this question, only two students do not get confused and jumbled when giving a speech, while 60% of them stated that they do. This means that most of the students mix up and cannot organize their ideas properly at the moment of delivering a speech.

Responses to S4: (Right after giving a speech I feel that I have had a pleasant experience)

Table 5: Students' choice to statement 4

Options	N	Percentage %
Strongly Agree	1	10%
Agree	1	10%
Undecided or Neutral	3	30%
Disagree	5	50%
Strongly Disagree	0	0%
Total	10	100%

Results from the above positive statement show that 50% of the students stated that they do not feel they had a pleasant experience after giving a speech. Which means that their feelings of fear and anxiety last even after finishing the speech.

Responses to S5: (I get anxious when I think about a speech coming up)

Table 6: Students' Choice to Statement 5

Options	N	Percentage %
Strongly Agree	3	30%
Agree	5	50%
Undecided or Neutral	1	10%
Disagree	0	0%
Strongly Disagree	1	10%
Total	10	100%

The above table indicates that the majority of students are anxious about the idea of an upcoming speech to deliver as 50% agreed to the statement and 30% strongly agreed as well. This can be indicative of the fact that feelings of anxiety start way before being on stage.

Responses to S6: (I have no fear of giving a speech)

Table 7: Students' Choice for Statement 6

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	1	10%
Disagree	5	50%
Strongly Disagree	3	30%
Total	10	100%

The results obtained from the table show that most of the students disagreed with fact of having no fear of giving a speech, a percentage of 80%; as 50% disagreed and 30% strongly disagreed. It seems that public speaking is deemed as a threatening aspect even for students that have an advanced command of the language.

Responses to S7: (Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable)

Table 8: Students' Choice to Statement 7

Options	N	Percentage %
Strongly Agree	2	20%
Agree	3	30%
Undecided or Neutral	1	10%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

The answers for this statement were relatively close, except neutral responses being as the same as the previous statement. Yet the results revealed that 50% of the students manage to settle down and keep their calmness after stating a speech. While 40% remain anxious even while delivering the speech.

Responses to S8: (I look forward to giving a speech)

Table 9: Students' Choice to statement 8

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	2	20%
Disagree	1	10%
Strongly Disagree	6	60%
Total	10	100%

According to the above table, a great percentage 60% of participants claimed the fact that they do not look forward to giving a speech. Which means that public speaking is still a problematic prospect for the students.

Responses to S9: (When the instructor announces a speaking assignment in class, I can feel myself getting tense)

Table 10: Students' Choice to Statement 9

Options	N	Percentage %
Strongly Agree	2	20%
Agree	5	50%
Undecided or Neutral	1	10%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

In response to this question, the vast majority of participants 70% stressed that they encounter tense feelings when their teachers announce an assignment. A safe conclusion that can be drawn in this respect is that speaking tasks are problematic.

Responses to S10: (My hands tremble when I am giving a speech)

Table 11: Students' Choice to Statement 10

Options	N	Percentage %
Strongly Agree	3	30%
Agree	3	30%
Undecided or Neutral	1	10%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

As it is shown in the above table, a significant portion of the students 60% reported that their hands tremble when giving a speech. It appears that students experience some physical symptoms of glossophobia.

Responses to S11: (I feel relaxed while giving a speech).

Table 12: Students' Choice to Statement 11

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	1	10%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

As illustrated in the table above, a significant number of students 60% confessed that they do not feel relaxed while giving a speech. Still, 30% of them claimed that they are in total relaxation.

Responses to S12: (I enjoy preparing for a speech).

Table 13: Students' Choice to Statement 12

Options	N	Percentage %
Strongly Agree	1	10%
Agree	2	20%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	3	30%
Total	10	100%

In response to this positive question, 60% of the students reported that they do not enjoy the prospect of preparing for a speech as 30% strongly disagree, and 20% disagree with it. One obvious conclusion that can be drawn is that preparing for a speech is an intimidating task to the students.

Responses to S13: (I am in constant fear of forgetting what I prepared to say)

Table 14: Students' Choice to Statement 13

Options	N	Percentage %
Strongly Agree	1	10%
Agree	4	40%
Undecided or Neutral	2	20%
Disagree	1	10%
Strongly Disagree	2	20%
Total	10	100%

Based on the results in the table above, half of the students 50% acknowledged that they constantly experience fear of forgetting the prepared speech. So, it seems that the students are incapable of delivering spontaneous or improvisational speech.

Responses to S14: (I get anxious if someone asks me something about my topic that I don't know)

Table 15: Students' Choice to Statement 14

Options	N	Percentage %
Strongly Agree	3	30%
Agree	4	40%
Undecided or Neutral	1	10%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

The table above indicates that the vast majority of the students representing 70% agreed to the fact that they get anxious when they are asked about their topics which they lack knowledge about. On the whole, it can be said that holding sufficient knowledge about the topic would help the students reduce their speaking anxiety.

Responses to S15: (I face the prospect of giving a speech with confidence)

Table 16: Students' Choice to Statement 15

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	3	30%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

According to the table above, the results obtained were almost close and partially similar to each other (30%). Nevertheless, only one student made the difference in the "strongly disagree" option; making it 40% who admitted that they are not confident towards the prospect of giving a speech.

Responses to S16: (I feel that I am in complete possession of myself while giving a speech).

Table 17: Students' Choice to Statement

Options	N	Percentage %
Strongly Agree	1	10%
Agree	1	10%
Undecided or Neutral	3	30%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

According to the table above, half of the students 50% disagreed that they are not in complete possession of themselves while giving a speech. Thus, it can be established that handling one's own nervousness during a speech is quite challenging.

Responses to S17: My mind is clear when giving a speech.

Table 18: Students' Choice to Statement 17

Options	N	Percentage %
Strongly Agree	1	10%
Agree	1	10%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

From the results shown above, while 40% affirmed that their minds are not clear while giving a speech, another similar group of 40% were neutral and could not confirm whether they agree or not. Consequently, it can be said that a considerable portion of students' mental state is vague and filled with uncertainty at the moment of speech delivery.

Responses to S18: (I do not dread giving a speech).

Table 19: Students' Choice to Statement 18

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	1	10%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

Based on the table above, while 30% of the students asserted that they do not dread giving a speech, a double portion of them 60% reported that they experience a feeling of dread when it comes to giving a speech.

Responses to S19: (I perspire just before starting a speech).

Table 20: Students' Choice to Statement 19

Options	N	Percentage %
Strongly Agree	1	10%
Agree	3	30%
Undecided or Neutral	5	50%
Disagree	1	10%
Strongly Disagree	0	0%
Total	10	100%

According to the results shown in the table above, 40% claimed that they perspire just before giving a speech. While the "neutral" option received the highest percentage 50% as most of them did not decide on this statement. It seems that the students have unclear thoughts about their real feelings towards speech delivery.

Responses to S20: (My heart beats very fast just as I start a speech).

Table 21: Students' Choice to Statement 20

Options	N	Percentage %
Strongly Agree	2	20%
Agree	6	60%
Undecided or Neutral	2	20%
Disagree	0	0%
Strongly Disagree	0	0%
Total	10	100%

In response to this question, almost the whole population 80% agreed that they have a rapid heart rate when starting a speech. Again, it upholds the fact that students experience some physical symptoms of fear of public speaking.

Responses to S21: (I experience considerable anxiety while sitting in the room just before my speech starts).

Table 22: Students' Choice to Statement 21

Options	N	Percentage %
Strongly Agree	0	0%
Agree	6	60%
Undecided or Neutral	4	40%
Disagree	0	0%
Strongly Disagree	0	0%
Total	10	100%

From the table above, more than half of the students (60%) agreed that they experience considerable anxiety while waiting for their turn to deliver a speech. Once more, this highlights the fact that feelings of nervousness and discomfort show up even before being on stage.

Responses to S22: (Certain parts of my body feel very tense and rigid while giving a speech).

Table 23: Students' Choice to Statement 22

Options	N	Percentage %
Strongly Agree	1	0%
Agree	7	70%
Undecided or Neutral	0	0%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

With regard to this statement, the majority of students 80% agreed with the fact that certain parts of their body feel tense and rigid while giving a speech. One more time, symptoms of glossophobia whether physical or verbal are constantly present during presenting a speech.

Responses to S23: (Realizing that only a little time remains in a speech makes me very tense and anxious).

Table 24: Students' Choice to Statement 23

Options	N	Percentage %
Strongly Agree	1	10%
Agree	5	50%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

As shown in the table above, more than half of the students 60% approved that they get very tense and anxious once realizing that only a little time remains in a speech. It can be established that time limits can be one inciting factor behind speech anxiety.

Responses to S24: (While giving a speech, I know I can control my feelings of tension and stress).

Table 25: Students' Choice to Statement 24

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	4	40%
Disagree	1	10%
Strongly Disagree	2	20%
Total	10	100%

The results obtained from the table above were relatively close and partially similar to each other as one group of students 30% agreed that they have total control over their tension and stress while giving a speech. As opposed to it, 30% of students claimed that they cannot control them. Yet, 40% of the students remained neutral and cannot decide about this statement.

Responses to S25: (I breathe faster just before starting a speech).

Table 26: Students' Choice to Statement 25

Options	N	Percentage %
Strongly Agree	1	10%
Agree	4	40%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

According to the table above, half of the students 50% affirmed that they breathe faster just before starting a speech while 30% of them do not experience such feelings. Again, the symptoms of glossophobia took place before the outset of a speech.

Responses to S26: (I feel comfortable and relaxed in the hour or so just before giving a speech).

Table 27: Students' Choice to Statement 26

Options	N	Percentage %
Strongly Agree	2	20%
Agree	1	10%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	3	30%
Total	10	100%

According to the table above, half (50%) of the students reported that they do not feel comfortable and relaxed in the hour or so just before giving a speech. It seems that the prospect of giving a speech destabilizes the students hours before the delivery.

Responses to S27: (I do poorer on speeches because I am anxious).

Table 28: Students' Choice to Statement 27

Options	N	Percentage %
Strongly Agree	2	20%
Agree	2	20%
Undecided or Neutral	5	50%
Disagree	1	10%
Strongly Disagree	0	0%
Total	10	100%

Based on the table above, two groups of 5 students had different answers as one group opted for a poor performance of speech because of anxiety and the other one remained neutral about it. What is obvious is that the students' anxiety makes them doubtful about performing successful speeches.

Responses to S28: (I feel anxious when the teacher announces the date of a speaking assignment).

Table 29: Students' Choice to Statement 28

Options	N	Percentage %
Strongly Agree	4	40%
Agree	2	20%
Undecided or Neutral	2	20%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

With regard to the table above, more than half of the students 60% reported that they feel anxious when the teacher announces the date of a speaking assignment. A safe conclusion can be established that speaking tasks with all its types give rise to stressful and anxious feelings to the students.

Responses to S29: (When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow).

Table 30: Students' Choice to Statement 29

Options	N	Percentage %
Strongly Agree	2	20%
Agree	4	40%
Undecided or Neutral	1	10%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

The table above shows that more than half of the students 60% agreed that they find it hard to concentrate on the following parts of speech when making a mistake. This reveals the fact that mistakes are deliberate obstacles that can segregate the flow of speech.

Responses to S30: (During an important speech I experience a feeling of helplessness building up inside me).

Table 31: Students' Choice to Statement 30

Options	N	Percentage %
Strongly Agree	2	20%
Agree	4	40%
Undecided or Neutral	1	10%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

The results obtained from the table above show that 60% of the students agreed that they experience a feeling of helplessness during an important speech. This means that formal and salient speech makes the students in a state of weakness and vulnerability.

Responses to S31: (I have trouble falling asleep the night before a speech).

Table 32: Students' Choice to Statement 31

Options	N	Percentage %
Strongly Agree	1	10%
Agree	3	30%
Undecided or Neutral	1	10%
Disagree	4	40%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, the results are shared on two different options. While 40 % of students acknowledged that they have sleep troubles the night before a speech, half of the students 50% were opposed to this statement. It can be deduced that a speech can sometimes induce some instability and unsteadiness of sleep when having an upcoming speech.

Responses to S32: (My heart beats very fast while I present a speech).

Table 33: Students' Choice to Statement 32

Options	N	Percentage %
Strongly Agree	0	0%
Agree	2	20%
Undecided or Neutral	3	30%
Disagree	2	20%
Strongly Disagree	3	30%
Total	10	100%

With regard to this statement, half of the students 50% disagreed with it; stating that their heart does not beat very fast while presenting a speech. It seems that the symptoms of glossophobia decrease somehow after engaging and starting the speech. Consequently, the intense feelings of glossophobia reach its peak before being on stage.

Responses to S33: (I feel anxious while waiting to give my speech).

Table 34: Student's Choice to Statement 33

Options	N	Percentage %
Strongly Agree	1	10%
Agree	4	40%
Undecided or Neutral	2	20%
Disagree	3	30%
Strongly Disagree	0	0%
Total	10	100%

According to the table above, half of the students 50% agreed with the fact that they feel anxious while waiting to give a speech, while 30% do not feel the same. Once again, symptoms of anxiety affect the students before speech presentations. On the whole, it seems that speaking to the public frightens the students and makes them in a state of discomfort and peril.

Responses to S 34: (While giving a speech, I get so nervous I forget facts I really know).

Table 35: Student's Choice to Statement 34

Options	N	Percentage %
Strongly Agree	2	20%
Agree	3	30%
Undecided or Neutral	3	30%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

With regard to the last question, half of the students 50% agreed that they experience feelings of nervousness to forget facts they ignore, while 30% did not decide on it. One obvious conclusion that can be drawn is that having little knowledge about the subject-matter can make the students nervous and anxious while giving a speech.

2.2.1.1.1 Students' Levels of Anxiety

Table 36: Student's PRPSA Scores

Students	Pretest Scores
Student A	104
Student B	132
Student C	78
Student D	136
Student E	133
Student F	134
Student G	82
Student H	110
Student I	136
Student J	90
Mean	**114.1**
Standard Deviation	**23.13**

Based on the results obtained from the table above, the students seem to have mixed levels of public speaking anxiety. Interestingly, the highest level of PRPSA is 136 marked by two students; student D and student I. However, the lowest score is 78 marked by student

C. Moreover, the results signal a 114.1 as a global mean with a 23.13 standard deviation. A safe conclusion can be drawn is that public speaking is a threatening prospect as it causes to the participants under this study feelings of dread and anxiety.
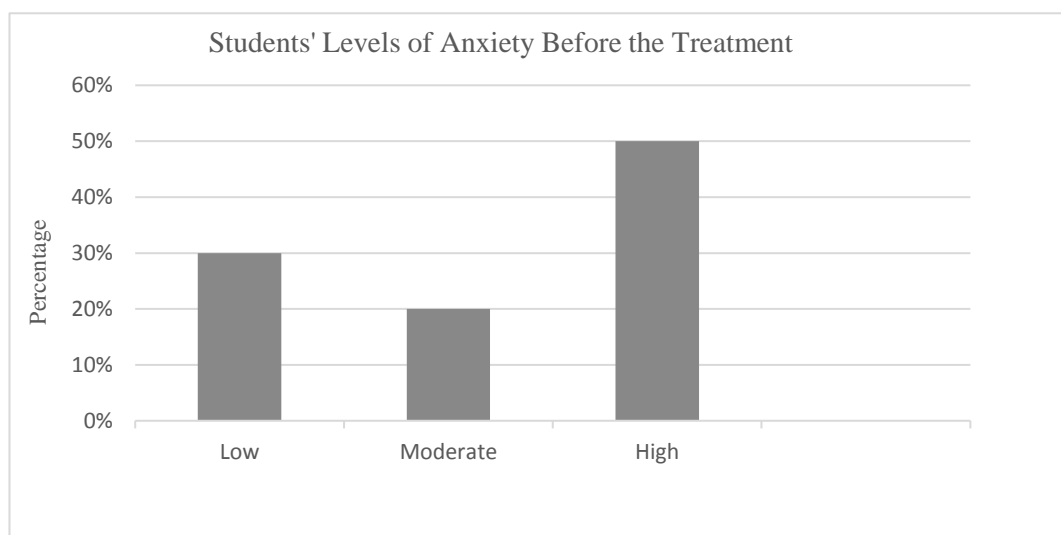
Figure 1: Distribution of the Overall Students' Levels of Anxiety

The figure above indicates that half of students are trapped by public speaking anxiety as 50 % of the students have high levels of PSA. On the contrary, while 30% of the students have a low level of public speaking anxiety, 20% of them are moderately anxious about public speech delivery. This is problematic, because advanced level students of the English language are expected not only to have fully command of the language, but also to deliver fearfully speeches to the public. This leads me to suggest that there might be other factors that cause the participants under this study public speaking anxiety. One example of such factors is lack of preparation since the students were instructed to deliver impromptu speeches with no prior practice or rehearsal.

2.2.1.2 After the Treatment (Post-test)

Responses to S1: (While preparing for giving a speech, I feel tense and nervous).

Table 37: Students' Choice to Statement 1

Options	N	Percentage %
Strongly Agree	2	20%
Agree	2	20%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

From the table above, although 40% of participants feel tense and anxious while preparing to give a speech. Another group of 40% did not decide whether felt the same or not. It seems that more participants are on the neutral side after the experiment.

Responses to S2: (I feel tense when I see the words "speech" and "public speech" on a course outline when studying)

Table 38: Students' Choice to Statement 2

Options	N	Percentage %
Strongly Agree	1	10%
Agree	2	20%
Undecided or Neutral	3	30%
Disagree	4	40%
Strongly Disagree	0	0%
Total	10	100%

Based on the table above, 40% of students appeared that they do not experience tense feelings when seeing the words "speech" or "public speech". There was a significant change as 60% of them approved this fear before the treatment.

Responses to S3: (My thoughts become confused and jumbled when I am giving a speech)

Table 39: Students' Choice to Statement 3

Options	N	Percentage %
Strongly Agree	0	0%
Agree	2	20%
Undecided or Neutral	2	20%
Disagree	5	50%
Strongly Disagree	1	10%
Total	10	100%

According to the results shown above, 60% of students stated that their thoughts do no become confused and jumbled when giving a speech. The number of students that disagreed has substantially doubled after the treatment, which was only 20% before.

Response to S4: (Right after giving a speech I feel that I have had a pleasant experience).

Table 40: Students' Choice to Statement 4

Options	N	Percentage %
Strongly Agree	2	20%
Agree	4	40%
Undecided or Neutral	3	30%
Disagree	1	10%
Strongly Disagree	0	0%
Total	10	100%

With regard to this positive statement, 60% of students favored having a pleasant experience after giving a speech; however, only 10% of them still disagree. This number is significantly lower than before the treatment, where half of them 50% disagreed.

Responses to S5: (I get anxious when I think about a speech coming up).

Table 41: Students' Choice to statement 5

Options	N	Percentage %
Strongly Agree	2	20%
Agree	1	10%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	3	30%
Total	10	100%

The above table indicates that half of the students are not anxious about the idea of having an upcoming speech to deliver while the majority used to experience those feelings before the treatment.

Response to S6: (I have no fear of giving a speech).

Table 42: Students' Choice to Statement 6

Options	N	Percentage %
Strongly Agree	1	10%
Agree	5	50%
Undecided or Neutral	3	30%
Disagree	0	0%
Strongly Disagree	1	10%
Total	10	100%

The above table shows a considerable change in results before and after the treatment as more than half of students (60%) admitted that they have no fear of giving speeches.

Responses to S7: (Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable).

Table 43: Students' Choice to Statement 7

Options	N	Percentage %
Strongly Agree	1	10%
Agree	4	40%
Undecided or Neutral	3	30%
Disagree	0	0%
Strongly Disagree	2	20%
Total	10	100%

Based on the above table, the results from both tests are somehow similar as half of the students 50% seemed calm and comfortable after starting a speech despite their nervousness.

Responses to S8: (I look forward to giving a speech).

Table 44: Students' choice to Statement 8

Options	N	Percentage %
Strongly Agree	4	40%
Agree	2	20%
Undecided or Neutral	2	20%
Disagree	0	0%
Strongly Disagree	2	20%
Total	10	100%

The results show that a good portion of students 60% look forward to giving a speech, even though there are some students 20% that are still more likely to fear this prospect. Yet, this number is significantly lower than before the treatment, where more than half of them 70% disagreed.

Responses to S9: (When the instructor announces a speaking assignment in class, I can feel myself getting tense).

Table 45: Students' Choice to Statement 9

Options	N	Percentage %
Strongly Agree	1	10%
Agree	4	40%
Undecided or Neutral	3	30%
Disagree	2	20%
Strongly Disagree	3	0%
Total	10	100%

The table above shows that half of the students are still tense when their instructor announces a speaking assignment; however, this number is significantly lower than before the treatment, where 70% agreed.

Responses to S10: (My hands tremble when I am giving a speech)

Table 46: Students' Choice to Statement 10

Options	N	Percentage %
Strongly Agree	1	10%
Agree	1	10%
Undecided or Neutral	1	10%
Disagree	5	50%
Strongly Disagree	2	20%
Total	10	100%

The table indicates that there is a great change in the results before and after the treatment as the majority of the students claimed that they do not experience symptoms of glossophobia which is trembling of hands.

Responses to S11: (I feel relaxed while giving a speech).

Table 47: Students' Choice to Statement 11

Options	N	Percentage %
Strongly Agree	0	0%
Agree	5	50%
Undecided or Neutral	2	20%
Disagree	2	30%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, half of students admitted that they feel relaxed while giving a speech. However, there are still some students 30% who disagreed, yet the number has largely decreased compared to before the treatment.

Responses to S12: (I enjoy preparing for a speech)

Table 48: Students' Choice to Statement 12

Options	N	Percentage %
Strongly Agree	2	20%
Agree	3	30%
Undecided or Neutral	3	30%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

From the results obtained, half of the students stated that they enjoy preparing for a speech. It seems speech delivery became more interesting after the treatment as half of the students before the treatment were against this prospect.

Response to S13: (I am in constant fear of forgetting what I prepared to say)

Table 49: Students' Choice to Statement 13

Options	N	Percentage %
Strongly Agree	0	0%
Agree	4	40%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

As shown in the table above, the "neutral" along with the "agree" options received the highest percentage 40%. Mainly, forgetting what was prepared to say seems to be one subtle issue that induces feelings of fear and anxiety.

Responses to S14: (I get anxious if someone asks me something about my topic that I don't know)

Table 50: Students' Choice to Statement 14

Options	N	Percentage %
Strongly Agree	2	20%
Agree	4	40%
Undecided or Neutral	2	20%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

According to the table above, the results are relatively close to before the treatment as 60% argued that they get anxious when someone asks them something they ignore. One obvious conclusion can be drawn is that having sufficient knowledge about the subject-matter can increase self-confidence and reduce feelings of fear.

Responses to S15: (I face the prospect of giving a speech with confidence)

Table 51: Students' Choice to Statement 15

Options	N	Percentage %
Strongly Agree	1	10%
Agree	3	30%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

With regard to this statement, students appeared to be more confident about the prospect of giving a speech compared to before the treatment, yet there are still some members that did not decide upon this prospect.

Responses to S16: (I feel that I am in complete possession of myself while giving a speech)

Table 52: Students' Choice to Statement 16

Options	N	Percentage %
Strongly Agree	0	0%
Agree	4	40%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

From the table above, two groups of 4 students had different answers as one group reported that they are in complete possession while giving a speech and the other one was opposed to it. What is obvious is that the number of participants in the latter group significantly decreased after the treatment.

Responses to S 17: (My mind is clear when giving a speech)

Table 53: Students' Choice to Statement 17

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

The results above show that a prominent change happened regarding this statement as 30% of the students acknowledged that their minds are clear when giving a speech. This number is lower than before the treatment, where 10% agreed.

Responses to S18: (I do not dread giving a speech)

Table 54: Students' Choice to Statement 18

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

With regard to this statement, the students seem to have less dread towards giving a speech after the treatment as 30% of them still experience some feelings of dread wherein it was 60% before. Yet, 40% remained undecided whether they do or not.

Responses to S19: (I perspire just before starting a speech)

Table 55: Students' Choice to Statement 19

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	4	40%
Disagree	4	40%
Strongly Disagree	1	10%
Total	10	100%

According to the table above, the students appeared to less perspire just before giving a speech after the treatment as 40% admitted that they do not, while the other 40% of them took the neutral side.

Responses to S20: (My heart beats very fast just as I start a speech)

Table 56: Students' Choice for Statement 20

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	2	20%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

From the results obtained in the table above, a positive change in the answers provided by respondents after the treatment as half of the students reported having no physical symptoms of glossophobia consisting of a rapid rate of heart while starting the speech.

Responses to S21: (I experience considerable anxiety while sitting in the room just before my speech starts)

Table 57: Students' Choice to Statement 21

Options	N	Percentage %
Strongly Agree	0	0%
Agree	2	20%
Undecided or Neutral	3	30%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

The table above indicates a primary change after the treatment as a positive decrease in the number of the participants (20%) who still have some feelings of anxiety before a speech wherein it was 60%. Nevertheless, half of the students seem to have total control over their anxiety.

Responses to S22: (Certain parts of my body feel very tense and rigid while giving a speech)

Table 58: Students' Choice to Statement 22

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	2	20%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

With regard to the table above, the answers of the participants after the treatment are not as close as they were before the treatment, in a sense that, half of them appeared that their body is more likely to be relaxed and flexible after the treatment.

Responses to S23: (Realizing that only a little time remains in a speech makes me very tense and anxious)

Tale 59: Students' Choice to Statement 23

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	3	30%
Disagree	4	40%
Strongly Disagree	0	0%
Total	10	100%

Based on the table above, a considerable change happened after the treatment as 40% of the students seem to not experience feelings of anxiety while realizing only little time remains in a speech. despite having some of them 30% who are still tense about it.

Responses to S24: (While giving a speech, I know I can control my feelings of tension and stress)

Table 60: Students' Choice to Statement 24

Options	N	Percentage %
Strongly Agree	0	0%
Agree	6	60%
Undecided or Neutral	2	20%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

From the results obtained above, a great emphasis on having total control over feelings of stress and anxiety while giving a speech after the treatment as 60% of the participants agreed on that prospect.

Responses to S 25: (I breathe faster just before starting a speech)

Table 61: Students' Choice to Statement 25

Options	N	Percentage %
Strongly Agree	0	0%
Agree	2	20%
Undecided or Neutral	2	20%
Disagree	2	20%
Strongly Disagree	4	40%
Total	10	100%

The table above indicates a significant change towards breathing faster just before starting a speech as 60% of the participants do not experience such symptoms. While the same number of the students suffered from it before the treatment.

Responses to S26: (I feel comfortable and relaxed in the hour or so just before giving a speech)

Table 62: Students' Choice to Statement 26

Options	N	Percentage %
Strongly Agree	1	10%
Agree	2	20%
Undecided or Neutral	1	10%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

With respect to this statement, the answers of the students after the treatment (60%) are as close as they were before the treatment (50%) as they still not comfortable in the hour or just before giving a speech.

Responses to S 27: (I do poorer on speeches because I am anxious)

Table 63: Students' Choice to Statement 24

Options	N	Percentage %
Strongly Agree	3	30%
Agree	1	10%
Undecided or Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

Based on the table above, the answers of the participants after the treatment are as close as they were before the treatment as they still have a poor performance because of their anxiety.

Responses to S28: (I feel anxious when the teacher announces the date of a speaking assignment)

Table 64: Students' Choice to Statement 28

Options	N	Percentage %
Strongly Agree	1	10%
Agree	2	20%
Undecided or Neutral	5	50%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

From the results obtained, the students seemed to have neutral opinions about the anxiety generated from the teacher's assignments after the treatment, wherein more than half of them agreed before the treatment.

Responses to S29: (When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow)

Table 65: Students' Choice to Statement 29

Options	N	Percentage %
Strongly Agree	2	20%
Agree	2	20%
Undecided or Neutral	3	30%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

From the table above, although some students 40% still find it hard to concentrate on the parts that follow when making a mistake, the number is lower than before the treatment 60%.

Responses to S 30: (During an important speech I experience a feeling of helplessness building up inside me)

Table 66: Students' Choice to Statement 30

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	2	20%
Disagree	4	40%
Strongly Disagree	3	30%
Total	10	100%

From the results obtained in the table above, a positive change in the answers provided by respondents after the treatment as 70% of the students did not claim having feelings of helplessness during an important speech. wherein 60% used to experience such feelings before the treatment.

Responses to S31: (I have trouble falling asleep the night before a speech)

Table 67: Students' Choice to Statement 31

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	1	10%
Disagree	3	30%
Strongly Disagree	5	50%
Total	10	100%

According to this statement, there is a significant emphasis on having no trouble to falling asleep the night before a speech after the treatment as the majority as they do not experience such trouble.

Responses to S 32: (My heart beats very fast while I present a speech)

Table 68: Students' Choice to Statement 32

Options	N	Percentage %
Strongly Agree	0	0%
Agree	1	10%
Undecided or Neutral	2	20%
Disagree	5	50%
Strongly Disagree	2	20%
Total	10	100%

The table above indicates that the students appeared to not be experiencing some physical symptoms of glossophobia while presenting a speech like a rapid palpitation of the heart. It seems that they have managed to control their nervousness while being on stage.

Responses to S33: (I feel anxious while waiting to give my speech)

Table 69: Students' Choice to Statement 33

Options	N	Percentage %
Strongly Agree	0	0%
Agree	2	20%
Undecided or Neutral	4	40%
Disagree	4	40%
Strongly Disagree	0	0%
Total	10	100%

From the table above, a considerable change occurred after the treatment as 80% of the students shared two different opinions between having no feelings of anxiety while waiting to give a speech and being on the neutral side, wherein half of students agreed before the treatment.

Responses to S34: (While giving a speech, I get so nervous I forget facts I really know)

Table 70: Students' Choice to Statement 34

Options	N	Percentage %
Strongly Agree	0	0%
Agree	3	30%
Undecided or Neutral	5	50%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

Based on the table above, half of the students opted for the neutral side when it comes to getting nervous to forget facts they really know, whereas half of them admitted that they agreed before the treatment.

2.2.1.2.1 Students' Levels of Anxiety

Table 71: Student's PRPSA Scores

Students	Post-test Scores
Student A	84
Student B	133
Student C	83
Student D	123
Student E	133
Student F	81
Student G	82
Student H	99
Student I	99
Student J	70
Mean	**98.7**
Standard Deviation	**23.15**

Based on the results obtained from the table above, the majority of participants showed a lower speaking anxiety score after the treatment. Surprisingly, the highest level of PSA is now 133 marked by two students; student B and student E, who had the same scores as before the treatment. However, the lowest score became 70 marked by student C. Moreover, the results signal a 98.7 as a global mean with a 23.15 standard deviation. A safe conclusion can be drawn is that public speaking anxiety can be curable with the use of appropriate techniques. Moreover, the treatment used by the researcher seems to have an effective impact on reducing students' levels of anxiety of public speaking.

Students' Levels of Anxiety After the Treatment
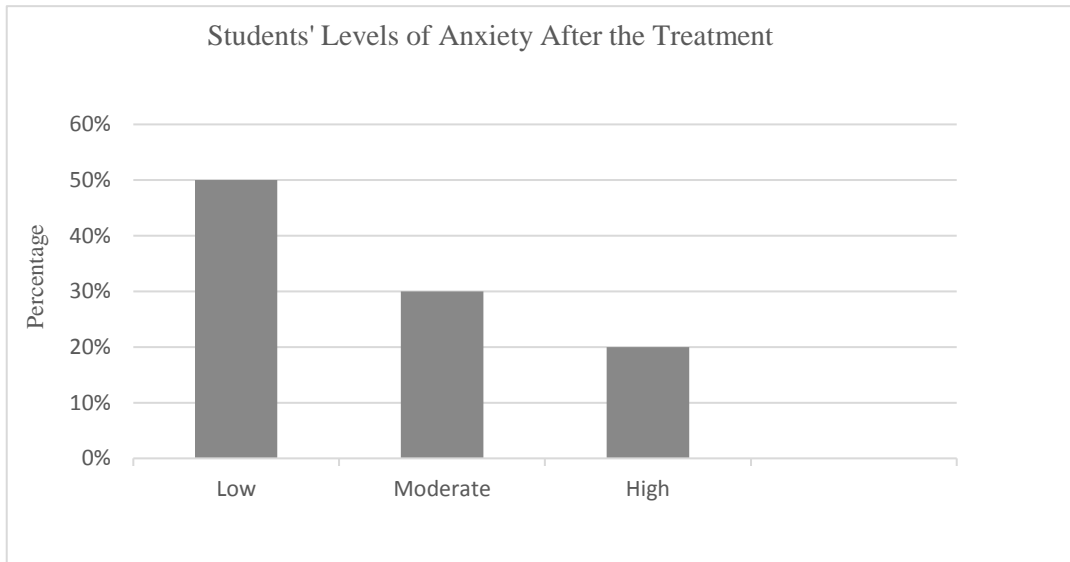
Figure 2: Distribution of the Overall Students' Levels of Anxiety

The figure above indicates that although there are still 20% of the students with high levels of public speaking anxiety, half of them 50% have lower levels and 30% are somehow moderately anxious about the prospect of public speaking. It seems that students' use of body language has successfully contributed to minimize feelings of nervousness, dread along with anxiety and to display confident allure while confronting an audience.

2.2.1.2.2 Scoring Differences Before and After the Treatment

Table 72: Comparison Between the Learners' Pre-test and Post-test Scoring

Students	Pre-test Scores	Post-test Scores	Variance
Student A	104	84	**-20**
Student B	132	133	**+1**
Student C	78	83	**+5**
Student D	136	123	**-13**
Student E	133	133	**0**
Student F	134	81	**-53**
Student G	82	82	**0**
Student H	110	99	**-11**
Student I	136	99	**-37**
Student J	90	70	**-20**

The above table shows the scores of PRPSA obtained from both the pre-test and post-test along with the variance for each student. With respect to the variance noted, it seems that the participants were relatively successful in controlling their public speaking anxiety after the treatment sessions. The highest variance is marked by 53 points which indicates a clear regress in the level of anxiety; however, the lowest variance represents 0 points which does not signal a significant change. Furthermore, six participants from the total number showed a primary decrease, Consequently, the participants revealed a positive development towards the treatment. This includes students A, D, F, H, I and J, respectively. While two students; C and B showed a slight progress in their PRPSA scores with one and five points of variance, respectively. However, two other participants signaled no change in their high levels of anxiety including students E and G. This is assumed to be due the participants' introversion personality characteristics or experiencing prior unpleasant public speaking events.

Once again, it can be established that the proposed technique used has an effective impact in reducing fear of public speaking. Moreover, the overall findings revealed that the participants' potential in front of an audience is quite distinctive.

Table 73: A Comparison Between the Statistical Scores Before and After the Treatment

Experimental Group	Before the Treatment	After the Treatment
Mean	114.1	98.7
SD	23.13	23.15
SEM	7.31	7.32
N	10	10

The data presented in the table above reveals that the mean score in the pre-test is 114.1, while the mean score in post-test is 98.7. It's obvious that there is a noticeable difference in the post-test than in the pre-test. That is, the students appeared to have a remarkable decrease in their public speaking anxiety levels, and that, paves the way for the positive attitude of the researcher's hypothesis.

2.2.1.2.3 Students' Paired t-Tests Statistics

In order to determine if there is a significant difference between the data obtained from the pre-test and post-test, a paired t-test is required as the members who participated in this study remained the same before and after the treatment.

Table 74: Student's Paired t-Tests Results

values	N	P-value	T Stat	Df	Correlation
Statistical Scores	10	0.0295	2.58	9	0.668

Based on the results obtained from the table above, it reveals that the two-tailed P-value for the experimental group is approximately 0.03 which is smaller than the alpha 0.05 (P < 0.05). Therefore, the results are statistically significant. Undoubtedly, this difference proves the assumption of the researcher. Thus, according to the researcher's view, the use of body language has a positive impact on overcoming the fear of public speaking.

2.2.2 Performance Test Analysis

2.2.2.1 Checklist Analysis of Session One

Table 75: Forms of Body Language Frequency in the presentation (1st Session)

Students	Facial Expressions	Eye Contact	Gestures (hands, palms, arms, legs	Postures	Final Score 4/4
Student A	×	√	√	×	2
Student B	×	√	×	×	1
Student C	×	√	√	√	3
Student D	×	×	×	√	1
Student E	×	√	×	×	1
Student F	×	×	√	√	2
Student G	×	√	√	√	3
Student H	×	√	×	×	1
Student I	√	×	√	×	2
Student J	×	√	√	×	2
Total	1	7	6	4	18
Mean	**0.1**	**0.7**	**0.6**	**0.4**	**1.8**

(√) = The use of BL forms.   (×) = No use of BL forms.

From the table above, the form of "eye contact" significantly appeared in the learners' oral performance and was properly used by seven (7) participants. It seems that eye contact was easy to be implemented by the learners, probably because of the students' familiarity with each other as they have been studying together for over four years. Apparently, facial expressions did not appear with the rest of the participants, perhaps the students' facial features are not expressive in nature. Consequently, the mean of the first session was quite distinct between the four forms of body language as the results signal the value 1.8 as a global mean which explains that body language forms were implemented by the students to a certain degree.

2.2.2.2 Checklist Analysis of Session Two

Table 76: Forms of Body Language Frequency in the presentation (2nd Session)

Students	Facial Expressions	Eye Contact	Gestures (hands, palms, arms, legs	Postures	Final Score 4/4
Student A	√	√	√	√	4
Student B	×	√	×	×	1
Student C	×	√	√	√	3
Student D	×	×	×	√	1
Student E	×	√	×	×	1
Student F	√	×	√	√	3
Student G	×	√	√	√	3
Student H	×	√	√	×	2
Student I	√	×	√	×	2
Student J	√	√	√	×	3
Total	4	7	7	5	23
Mean	**0.4**	**0.7**	**0.7**	**0.5**	**2.3**

The above table shows quite significant results indicating a remarkable increase of the overall mean 2.3. The forms of eye contact along with gestures were equally and successfully used by the ten (10) participants. The rationale behind this improvement can be justified as these forms were encountered multiple times in the video. However, although facial expressions noted a considerable gain, it was used by four students, followed by posture used correctly by five students. It is assumed that the students started to pay more attention to these neglected forms of body language. Nevertheless, the overall findings of the second session are significant to reveal that the use of body language successfully took place.

2.2.2.3 Checklist Analysis of Session Three

Table 77: Forms of Body Language Frequency in the presentation (3rd Session)

Students	Facial Expressions	Eye Contact	Gestures (hands, palms, arms, legs	Postures	Final Score 4/4
Student A	×	√	√	√	3
Student B	×	√	×	×	1
Student C	×	√	√	√	3
Student D	√	×	×	√	2
Student E	×	√	×	×	1
Student F	√	×	√	√	3
Student G	√	√	×	√	3
Student H	×	√	√	×	2
Student I	√	×	√	×	2
Student J	√	√	√	×	3
Total	5	7	6	5	23
Mean	**0.5**	**0.7**	**0.6**	**0.5**	**2.3**

From the results obtained above, it seems to be surprising and pleasant as the frequent use of the body language forms did not exceed the previous session. Almost the same students made use of the same body language, except one other participant G who made use of facial expressions. This fact may be justified by the students' indifference towards the forms of body language as an integral part of their verbal communication. However, the overall mean was noted as 2.3 which brings satisfactory results to the researcher. Consequently, the results denote that the use of body language occurred relatively with almost all its forms.

2.2.2.4 Checklist Analysis of Session Four

Table 78: Forms of Body Language Frequency in the presentation (4th Session)

Students	Facial Expressions	Eye Contact	Gestures (hands, palms, arms, legs	Postures	Final Score 4/4
Student A	√	√	√	√	4
Student B	×	√	√	×	2
Student C	×	√	√	√	3
Student D	√	×	×	√	2
Student E	×	√	×	×	1
Student F	√	√	√	√	4
Student G	√	√	×	√	3
Student H	√	√	√	×	3
Student I	√	×	√	×	2
Student J	√	√	√	×	3
Total	7	8	7	5	27
Mean	**0.7**	**0.8**	**0.7**	**0.5**	**2.7**

The above table indicates that eye contact was correctly used by eight of the students. This may be due to its easiness. The forms facial expressions and gestures were adequately caught by seven participants, followed by postures which was correctly used by five participants. One safe conclusion can be drawn that the correct use of body language could lead to their successful spoken performances. The overall mean was noted a decrease 2.7 which denotes a successful performance with the use of body language forms.

2.2.2.5 Checklist Analysis of Session Five

Table 79: Forms of Body Language Frequency in the presentation (5th Session)

Students	Facial Expressions	Eye Contact	Gestures (hands, palms, arms, legs	Postures	Final Score 4/4
Student A	√	√	√	√	4
Student B	×	√	√	×	2
Student C	×	√	√	√	3
Student D	√	×	×	√	2
Student E	×	√	×	×	1
Student F	√	√	√	√	4
Student G	√	√	√	√	4
Student H	√	√	√	√	4
Student I	√	√	√	√	4
Student J	√	√	√	√	4
Total	7	9	8	8	32
Mean	**0.7**	**0.9**	**0.8**	**0.8**	**3.2**

The results obtained from this last session of the treatment are satisfactory and bring insights that the participants have relatively acquired body language forms. Almost the majority of the students made use of all the forms in their presentations, it is assumed to be due to the great emphasis of experts of the videos on the substantial importance of body language as a tool for achieving successful oral performances. The overall mean of this last session was marked 3.2 which confirmed the effectiveness of body language forms in overcoming the fear of public speaking.

2.2.2.6 Analysis of the Five Sessions Scores

Table 80: Forms of Body Language Frequency of the Five Sessions

Forms of BL	SE 1	SE 2	SE 3	SE 4	SE 5	Overall SS
Facial expressions	1	4	5	7	7	24
Eye contact	7	7	7	8	9	38
Gestures	6	7	6	7	8	34
Posture	4	5	5	5	8	27

The analysis obtained from the performance tests of the five sessions revealed that the forms of body language affected the students' oral performances to a great extent. Precisely, the students showed a significant improvement throughout the treatment sessions as they relatively varied between the forms of body language, particularly eye contact and gestures such as open palms. Accordingly, from the above findings, eye contact and gestures appeared to be the main forms of body language used by the students that helped them minimize their fear of public speaking, thus achieving a successful performance.

2.2.3 Discussion and Data Interpretation

The current sub-section is concerned with the overall results analysis stemmed from the experimental investigation. Essentially, it puts forward interpretations and discussions of the data collected by means of the research tools; mainly the questionnaire and the direct observation. Hence, this enquiry sought to answer the following research questions:

- ✓ To what extent is body language important in overcoming the fear of public speaking?

- ✓ What are the main forms of body language that improve the students' public speaking skills and help them reduce the fear of public speaking?

2.2.3.1 Body Language and the Fear of Public Speaking

As aforementioned in the Data Analysis Section, the pre-test results affirmed that half of the students had high levels of anxiety as their PRPSA scores were more than 131. This was justified by the lack of preparation since the latter is held as one of the contributory factors to the students' fear of public speaking in this enquiry. However, the entire post-test

findings signaled a decrease in their PSA to a great extent. Nevertheless, the change was varied from one subject to another.

With regard to the comparison of the participants' results of the pre-test and post-test, some students successfully managed to achieve substantial variance in their PRPSA scores. Other participants, however, were not successful in achieving any positive results. One justification has been established that the learners' genetic traits such as introversion prohibited them from making a positive improvement. As pointed out in the literature, introverted people are more likeley to be reserved and reluctant communicators. Moreover, statistical analyses of the ten participants' PRPSA mean results before the treatment revealed that the majority had a moderate to high PSA with a mean score of 114.1. Subsequent analyses of scores recorded after the treatment noted a decrease in PSA by a variance of 15.4, wherein the new mean of scores for participants was reduced to 98.7. Furthermore, to ensure a significant difference, the p-value should not be higher than 0.05; hence, statistical analysis signaled a 0.03 p-value which confirmed the strong positive effect of the treatment on reducing PSA levels.

Relatively, the findings obtained from the entire research are congruent with earlier academic research highlighting the effectiveness of body language in enhancing speaking performances. In this sense, Guendouz's (2017) study revealed that adequate use of body language enhances the learners' comprehension and gives them the chance to speak without any psychological barriers such as the fear of being judged by others. Likewise, the findings of the current enquiry reported that the use of body language is one important element that helps the students overcome the fear of public speaking.

2.2.3.2 Body Language Forms that Contribute to Reducing the Students' Fear of Public Speaking

Based on the direct observation checklist as a guide to examine the forms of body language used in the performance test, both eye contact and gestures were used to an excessive degree with 38 and 34 overall frequencies, respectively. However, the remaining forms of facial expressions and postures have been acceptably used by the students with a 24 and 28 overall frequency. In fact, the results obtained were supported by Miller (1988) who stated that "Eye behaviors can control conversational roles—who is to speak and who is to listen. Thus, visual cues act as monitoring devices that regulate, coordinate, and control succession of speech" (p.14). Moreover, he pointed out that gestures are favored over words particularly during stressful situations as they tend to be interpreted easily and rapidly (p.19). Eventually, the findings revealed that the use of body language is relatively an effective technique in overcoming the fear of public speaking. Moreover, eye contact and body gestures are perceived among the crucial forms of body language that improve learners' public speaking skills and help them reduce the fear of public speaking.

2.2.4 Limitations of the Study

Because no piece of research is ever perfect, the current study stumbled upon some constraints and roadblocks that prevented its successful execution and resulted in the following limitations.

- Apart from the inaccessibility of some sources in the literature as it is paid, the lack of primary sources relating to the students' body language as a tool used in public speaking contexts was faced in writing the second section of the literature review.

- The experiment required more time for its execution, but due to students' exams at university that resulted in conducting few treatment sessions, the researcher could not manage to set more sessions.

- The sample of the study was sixteen at first, yet six students did not participate in the experiment due to their constant absences as they were preparing for the baccalaureate exams.

- The study was planned to be true experimental as the researcher sought to conduct it with a control group and an experimental group. However, because of the students' absences, the researcher was disrupted in selecting two equal groups. As a result, the researcher had no choice but to opt for the quasi-experimental design with only one experimental group.

2.2.5 Pedagogical Recommendations for Future Research

In light of the present research study achievement and the limitations, it is worth making some suggestions and recommendations for future research in the field. Because of the research topic's uniqueness as it has sparked little interest in the academic field of research in general and Tassoust University, Jijel in particular. Researchers are advised to embrace this topic based on different perspectives and designs. In this respect, it is highly recommended to conduct more research about the non-verbal communication and its impact as an important component for achieving successful performances. Precisely, they may deepen their enquiries on body language in relation to other language aspect issues, such as form, meaning and use, following a true experimental design with both a control and experimental group. One example of this is investigating the effect of nonverbal communication as a strategy on developing autistic learners' learning styles.

Conclusion

This chapter highlighted the general practical framework that underpins the data analysis and interpretation of the experimental study. The first section cast light upon the systematic procedure of academic research. It covered the research fieldwork and tools implemented for conducting this study. The second section was devoted to the analysis and

discussion of the data gathered by the research instruments. As a result, the descriptive statistics data was presented in details to pave the way for generating key findings. It started with presenting the PRPSA scores before the treatment; then, it expanded a great depth of the scores after the treatment. After comparing the results of the pre-test and the post-test, the participants showed a significant decrease in their level of anxiety. Subsequently, from the performance test checklist, the students denoted a satisfactory use of body language throughout the sessions. Based on that, an obvious conclusion was drawn that the use of body language forms has a positive impact on overcoming the fear of public speaking. Precisely, eye contact and gestures are two contributing forms that help minimize the students' fear of public speaking. Ultimately, this section finished up with acknowledging the limitations of the study along with suggesting some pedagogical recommendations for other scholars to consider in future research.

General Conclusion

Being an aspect of verbal communication, public speaking is a task filled with difficulties as EFL learners are found to feel anxious from being on stage. As opposed to words, the use of non-verbal behaviors such as body language is an integral part in the process of communication. The current study attempted to explore the effectiveness of the students' use of body language in overcoming the fear of public speaking on the one hand and to identify the main forms of body language that help them reduce feelings of nervousness on the other. Practically, it adopted the quasi modal of the experimental design. In order to perform this, ten (10) advanced level students were selected on the basis of convenience, and were requested to respond to the personal report of public speaking anxiety scale (PRPSA) in order to measure the levels of students' anxiety before and after the treatment. To achieve the second aim, the students were required to deliver impromptu speeches at the end of each session wherein they were directly observed with the use of a checklist.

Based on the scores of the quantitative analysis of the personal report of public speaking anxiety (PRPSA), the most significant findings revealed that the use of body language is relatively effective in reducing the students' fear of public speaking as the majority of students showed a substantial decrease in their PSA levels after the treatment sessions. On closer inspection, eye contact and gestures are deemed the pertinent forms of body language used by the students to control their fear as these forms were frequently implemented throughout their performances. In the light of the research results, the research hypothesis has been confirmed, proving that body language has a positive impact on overcoming the fear of public speaking. The study has particularly revealed that the students, displaying good language mastery, took genuine interest to the topics discussed, giving the

researcher ample evidence to think that anxiety resulting from public speaking did not stem from poor speaking skills, lack of interest in the subject matter, or other learning factors.

Clearly, this enquiry, raising pertinent questions regarding public speaking anxiety, showed that one type of non-verbal communication, namely body language, a subtle tool, is an indispensable ingredient of verbal communication. In fact, although the students had been adequately taught how to handle public speaking anxiety, the results revealed that a few members still experience feelings of anxiety from public speaking. Hence, this brings to say that there are other contributing factors that render the students anxious in public speaking contexts.

Given the findings of this study, this research work has attempted to fill up, from the students' perspective, an existing gap regarding the use of body language, an aspect often neglected by the majority of the students. The research thus serves as a reminder that body language is part and parcel of verbal communication in that not only does it help in conveying the intended, often subtle, meaning but it also largely contributes to delivering successful presentations and speeches. Most importantly, proficiency in the target language does not always guarantee a successful oral performance. The researcher is fervently led to believe that teaching body language should be made an integral part of EFL speaking classes, bringing the linguistic (the language system) and the psychological (anxiety reduction by means of effective body language) to bear on the overall learning process.

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Appendices

Appendix A

The Personal Report of Public Speaking Anxiety Items by McCroskey (1970)

Guidelines: Indicate the degree to which the statements apply to you by marking with **(√)** whether you (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, or (5) strongly agree.

Items	1	2	3	4	5
While preparing for giving a speech, I feel tense and nervous					
I feel tense when I see the words "speech" and "public speech" on a course outline when studying					
My thoughts become confused and jumbled when I am giving a speech					
Right after giving a speech, I feel that I have had a pleasant experience.					
I get anxious when I think about a speech coming up.					
I have no fear of giving a speech.					
Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable					
I look forward to giving a speech					
When the instructor announces a speaking assignment in class, I can feel myself getting tense					
My hands tremble when I am giving a speech.					
I feel relaxed while giving a speech.					
I enjoy preparing for a speech					
I am in constant fear of forgetting what I prepared to say					
I get anxious if someone asks me something about my topic that I don't know.					
I face the prospect of giving a speech with confidence.					
I feel that I am in complete possession of myself while giving a speech					
My mind is clear when giving a speech.					
I do not dread giving a speech					
I perspire just before starting a speech					
My heart beats very fast just as I start a speech					
I experience considerable anxiety while sitting in the room just before my speech starts					

Certain parts of my body feel very tense and rigid while giving a speech					
Realizing that only a little time remains in a speech makes me very tense and anxious.					
While giving a speech, I know I can control my feelings of tension and stress.					
I breathe faster just before starting a speech					
I feel comfortable and relaxed in the hour or so just before giving a speech.					
I do poorer on speeches because I am anxious					
I feel anxious when the teacher announces the date of a speaking assignment					
When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.					
During an important speech I experience a feeling of helplessness building up inside me					
I have trouble falling asleep the night before a speech					
My heart beats very fast while I present a speech.					
I feel anxious while waiting to give my speech					
While giving a speech, I get so nervous I forget facts I really know.					

Appendix B

Videos of the Treatment Sessions

Session One Link:

https://www.youtube.com/watch?v=8b837HSIWVw&list=LL&index=19

Session Two Link: https://www.youtube.com/watch?v=K0pxo-dS9Hc&list=LL&index=35

Session Three Link:

https://www.youtube.com/watch?v=uUGqiRK4h7s&list=LL&index=18

Session Four Link:

https://www.youtube.com/watch?v=cFLjudWTuGQ&list=LL&index=31

Session Five Link: https://www.youtube.com/watch?v=-3ywrgCA-1I&list=LL&index=24

Résumé

L'art oratoire est l'un des éléments fondamentaux de la communication verbale. Cependant, il est considéré comme un aspect difficile dans l'apprentissage des langues, car de nombreux apprenants de l'anglais comme langue étrangère éprouvent des sentiments de peur et d'effroi envers cet aspect. À cet égard, les chercheurs du domaine ont préconisé l'utilisation de comportements non verbaux comme partie intégrante du discours public, particulièrement en ce qui concerne le langage corporel. La présente étude visait à étudier l'impact de l'utilisation du langage corporel sur le fait de surmonter la peur de parler en public. En plus, l'étude visait à explorer les principales formes de langage corporel utilisées pour contrôler les sentiments de nervosité. Elle émet l'hypothèse selon laquelle l'utilisation appropriée du langage corporel aide les élèves à réduire la peur de parler en public. L'étude a opté pour un modèle de recherche quasi-expérimental basé sur un groupe expérimental de dix étudiants de niveau avancé à l'école privée The First Step. Par conséquent, un questionnaire et une observation en classe ont été utilisés pour la collecte de données. Afin de mesurer les niveaux d'anxiété des élèves pendant et après le test, ils ont répondu au Rapport Personnel sur l'anxiété de parler en public (PRPSA) développé par McCroskey (1970). Cependant, afin de déterminer les formes pertinentes de langage corporel que les étudiants ont fréquemment utilisées, un test de performance a été conçu pour les participants à la fin de chaque session où ils devaient présenter des discours impromptus, en retour, ils étaient directement observés avec l'utilisation d'une liste de contrôle. Selon l'analyse des résultats, les derniers ont montré que l'utilisation du langage corporel a un effet positif sur la réduction de la peur des élèves de parler en public. Le contact visuel et les gestes en particulier sont identifiés comme des formes importantes de langage corporel pour surmonter la peur de parler en public. Sur la base des résultats de cette étude, il est suggéré qu'aux apprenants d'utiliser des indices de langage corporel comme stratégie pour livrer des discours convaincants.

ملخص

يعد فن الخطابة أحد اللبنات الأساسية للتواصل اللفظي. لكنه يعتبر جانبًا صعبًا في تعلم اللغة اذ ان يعاني العديد من متعلمي اللغة الإنجليزية الأجنبية من مشاعر الخوف والرهبة تجاه هذا الجانب. دعا الباحثون في هذا المجال إلى استخدام السلوكيات غير اللفظية كجزء لا يتجزأ من الخطاب العام، لا سيما فيما يتعلق بلغة الجسد. يهدف البحث الحالي إلى تحري تأثير استخدام لغة الجسد في التغلب على الخوف من التحدث أمام الجمهور. بالإضافة، يهدف إلى استكشاف الأشكال الرئيسية للغة الجسد المستخدمة للتحكم في مشاعر التوتر. وقد اعتمد هذا البحث على فرضية تنص على أن الاستخدام الصحيح للغة الجسد يساعد الطلاب على تخفيف الخوف من التحدث أمام الجمهور. اختارت الدراسة تصميم بحث شبه تجريبي مع مجموعة تجريبية واحدة متكونة من عشرة طلاب من المستوى المتقدم في المدرسة الخاصة The First Step. تم استخدام الاستبيان والملاحظة الصفية لجمع البيانات. وفقًا لذلك، لقياس مستويات القلق لدى الطلاب قبل وبعد اجراء التجربة، استجابوا للتقرير الشخصي للقلق من التحدث أمام الجمهور (PRPSA)، التي صممها McCroskey (1970). بالإضافة، من أجل تحديد الأشكال ذات الصلة للغة الجسد التي يستخدمها الطلاب بشكل متكرر كأداة للتغلب على مشاعر التوتر والخوف، طلب منهم إلقاء خطابات مرتجلة، في المقابل، تمت ملاحظتهم مباشرة مع استخدام قائمة مرجعية تمت المراقبة الصفية في نهاية كل جلسة من جلسات التجربة. بناءً على تحليل النتائج، كشفت النتائج أن استخدام لغة الجسد له تأثير إيجابي في تقليل خوف الطلاب من التحدث أمام الجمهور قد خلص هذا البحث الى ان التواصل البصري والإيماءات على وجه الخصوص كأشكال مهمة للغة الجسد للتغلب على الخوف من التحدث أمام الجمهور. بالنظر إلى نتائج هذه الدراسة، يُقترح على متعلمي اللغة الإنجليزية كلغة أجنبية استخدام إشارات لغة الجسد كاستراتيجية لإلقاء خطابات مقنعة.