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### GROWING FEARLESS BY WALKING THROUGH THE FEARS: CATALOGUING ANXIETIES AND COPING STRATEGIES OF THE ONES HAUNTED BY GLOSSOPHOBIA

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#### **ABSTRACT:**

Public Speaking anxiety is a problem that continues and manifests itself in a variety of ways in schools, colleges and universities particularly among students learning English as a second or foreign language. The fear of speaking in public can come from a variety of places and affect each student distinctively. The current research describes the fears of students taking a public speaking course at a large private sector university in Pakistan along with the coping strategies they use to overcome them. For this purpose, data were collected from (n = 213) individuals and divided into two subsets i.e. anxieties and strategies. As according to the results found, (n=249) self-described anxieties of public speaking are documented in this study along with (n=35) tactics to overcome them. This study adds to our understanding of public speaking anxiety by doing an inductive analysis of students' anxieties of public speaking and a second analysis to coping strategies for public speaking anxiety. .

#### **INTRODUCTION**

Public speaking is a communication act that involves linguistic, physiological, cultural and psychological considerations [9]. It is a strategic skill for gaining some competitive edge, credibility, and a positive reputation, and it is one of the predictors of professional success [19]. Moreover, Oral communication ability is a requirement for personal, professional and academic success [24]. A prefatory course of oral communication at the university level is a critical

course for developing the skills that various institutes require for higher education degrees [17]. In Pakistan, an estimate 80% of students enrolled in any degree program take an introductory communication course [27]. Furthermore, public speaking is taught in 87% of beginning courses of communication in the United States [25]. As a result, the majority of basic communication courses have as their primary learning objective the acquisition of speaking skills [24]. College graduates require training related to the skills and knowledge of communication in order to speak competently in public about significant matters in industry and society, as well as to contribute expressively to the greater good [17]. Although each course is different, many oral communication classes need students to acquire skills of choosing and narrowing down a particular topic; determine the main points; adapt after analyzing an audience; assemble data through research; soundly and persuasively employ the supportive materials; strategically form ideas for a particular occasion and audience; and accurately use language [24].

Fear of public speaking is understandable [02]. Anxiety and Fear are possibly the major hurdles to the achievement and leaning of students. Historically, communication scholars have labeled this dread as a social fear [30], referring to it as public speaking anxiety. Comprehensions of how students cope with these concerns can therefore assist teachers enhance comfort levels of students with the fundamentally unsettling aspect of public speaking. In this research paper, learners in an introductory communication course discuss their anxieties about public speaking. This study contributes to the ongoing scholarly discussion regarding public speaking anxiety by conducting an analysis of induction of students' fears related to speaking in front of large audience. The findings reveal a wide range of scholar anxieties about public speaking, which has crucial implications for learning and teaching in an introductory communication course.

### ***The Theory of Self-Efficacy and Social Cognition***

The current research is based on principles that are consistent with the theory of social cognition. It proposes a causal complex arrangement that explains how individuals acquire skills and adjust their activities [05]. Structures of knowledge, in essence, serve as mental markers that impact models of cognition for the production of skill. Both cognitive models and knowledge structures allow ability execution and its adjustable functioning in a range of settings. The underlying concept of social cognition theory is that a person's sense of control allows them to change their behavior [06]. The belief in one's own ability to mobilize and engage the vital movements to achieve a preferred objective is known as perceived self-efficacy [04]. As, according to the theory of social cognition, the perceived self-efficacy of a person has an impact on their effort, actions, thinking and perseverance [06]. In addition, the incapacity to exercise control over a certain conduct might cause worry or panic [06].

This apprehension should dissipate if people have developed an effective approach for dealing with frequently occurring situations that do not require continuous and introspective effectual thought [05]. Provided the obligation to develop ways for dealing with such activities, it is critical to comprehend the

anxieties that come with them. This study is based on the hypothesis that lowering fright can improve the self-efficacy and sense of control of the students, hence impacting their competence and performance in public speaking settings.

### ***Perturbation Relating to Speaking in Public:***

Public Speaking Perturbation is a kind of anxiety that leads to unnecessary negative thinking associated to public speaking. It is a major hurdle for numerous participants in the preliminary public speaking course [12]. From 1909 until the present, the most general kind of anxiety related to communication is public speaking anxiety, which has been the most extensively researched constructs of communication within the discipline of oral communication [22]. Since one of the key goals of many basic communication classes is to develop adequate speaking skills, addressing concerns that contribute to Public speaking anxiety is usually an important element of the curriculum [18],[23]. Also, the number of students influenced by such fears in basic courses is large. Up to 82% of the populace in the world suffers from context-based anxiety of communication, with over 74% of the fears relating solely to public speaking situations in the world [14], [28]. Not only are there a great number of students affected, but the implications are also considerable. Public speaking perturbation can have long-term detrimental consequences [08] and can lead to avoidance or withdrawal from social engagements [22], [28].

The preliminary course of communication has long been at the forefront of higher education in terms of assisting students in developing efficient and competent communication abilities that extend beyond the classroom [17],[26]. As the introductory course is generally the only as well as the first oral communication course of study that all the students must finish, it is critical to identify and implement appropriate Public Speaking Anxiety management tactics in the beginning semester [03]. In order to present students with effective strategies for lowering this perturbation, educators must first understand the anxieties of the students who will be participating. Fears present themselves more specifically through inner perceptions of the circumstance or exterior perceptions of the environment [15], [31].

This study investigates fears that students in specific public speaking courses experience in order to better aid instructors and students. Moreover, it also focuses on the strategies these learners use in order to overcome their anxiety and perform better while delivering a speech in public. The following research questions led this study:

**RQ1: While delivering a speech or presentation in public, what fears are encountered by the learners?**

**RQ2: What strategies do these learners use to overcome these fears during a speech or presentation?**

### **MATERIALS AND METHODS**

Using the thematic analysis in this qualitative research, we investigated students' anxieties of public speaking inductively. We gathered data within two

sets from the same population (n=213). The first set of data collection required the contributors to self-describe their anxieties, while the second set asked them to mention the strategies they use to overcome their fears.

Students enrolled in numerous sections of a mandatory oral communication course in their undergraduate program with various professors at a renowned private university participated in the data collection. The following demographics were derived from data collected from learners registered in these classes (N = 213): 64% men, 36% women, 98% Pakistanis, and 1% were foreigners (nationality unidentified). The students age ranged from 18 to 30 years (M = 20.3). Students were not allowed to participate in the research by all the teachers, and the participation attrition rates reduced the overall number of contributors in the research. (N = 201) were kept for analysis after the data were cleaned. The participants were majoring in the following disciplines: Humanities and Social Sciences 58%, Management Sciences 25%, Media Studies 13% and Engineering 4%.

At the start of the course, participants were asked to sign the consent forms for collection of data. The study was approved by the Review Board of the university, and students had been provided with the option of opting out if they wished. They were informed that the task which was given to them would be examined for research purposes solely and would be kept private. During the second week of the semester before giving any lesson concerning public speaking anxiety, students who participated in the study (N = 201) responded to the following prompt of the assignment: What are the top factors that make you nervous or fearful of giving a speech or presentation? Instead of a simple brief word list, elaborate on your responses as needed to explain. Students received credit for completing the assignment and submitting it through the learning management system.

The outcome was a sample of 249 public speaking anxieties (the majority of which were recurrent) that were used as analytic units. The second set of data collecting measures followed the same guidelines as the previous set and asked students about their techniques for overcoming their fear of speaking in public by asking, "What strategies do you employ to overcome these fears?" This second batch of data yielded 35 strategies that were used as analysis units.

## RESULTS

To find evolving themes from the collected data, we employed method of analytic induction [11]. Analytic induction is the process of extracting categories without a prior arrangement, allowing for interaction between the coding scheme and the data, which is inextricably directed by the own ideas of the researcher and prior research [16]. The researchers read over the reported anxieties for the first set of data. They came up with their own categories and subcategories based on a fraction of the data. After that, an independent researcher looked over the categories and subcategories to see if there were any gaps or if any of the codes needed to be clarified. Finally, the research team looked over the categories and found similarities and contrasts between them. They coded randomly selected replies from 15% of the data set. After multiple

iterations of training, the capacity of all the researchers to analyze the data was found to be reliable (Cronbach's coefficient = 0.79).

Then the researchers started coding of the second set of data focusing on the strategies provided by the participants. They independently looked through the coping strategies and established categories and subcategories. Reliability (Cronbach's = 0.82) was obtained after numerous coding iterations, and no additional improvements were required.

### **RQ1: What fears do students encounter related to public speaking while giving any presentation?**

The study results reveal 08 categories of the fears of students related to speaking in public, which are mentioned here in downward order frequency: fear of audience (35%), fear of the language (32%), self-regulation inability (29%), performance evaluation (12%), ineffective nonverbal delivery (5%), unpreparedness (3%), inadequate public speaking skills (3%), and unexpected events (1%). Every category along with its subcategories wherever applicable are explained and illustrated with exemplars from the participants.

#### ***Fear of the Audience:***

Under the category of audience' fear, the students mentioned the frights they suffer relating to the verbal and non-verbal behaviors of the audience. This is a broader category under which several different fears were mentioned by the participants such as, answering the questions from the audience, seeing the audience laughing, smiling or not interacting, fear of being judged by them and fear of incomprehension of the delivered content.

The participants in the study identified that they fear being judged by the audience to a larger extent. For instance, one of the participants mentioned that "When I step on to the stage and start facing the audience, the first fear that haunts me is that what these people might be thinking about me." Another mentioned, "Also, what will happen to my speech if they say something bad about me? It will be ruined!" This shows that the participants are usually much frightened about the impressions from the audience that might be detrimental to their performance. Secondly, they were also concerned about the non-verbal cues from the audience. One of the participants mentioned that "I dread when someone laughs during my speech, it makes me forget what I was about to say."

They also had the fear of not being successful in engaging the entire class during the presentation as one mentioned, "Audience keep using their phones while my speech delivery, this demotivates me a lot because I feel that no one is listening to me or they don't understand me." The participant related the use of phones to demotivation towards them however, lack of interest from the audience might have been a possibility too. The participants feared that this gesture from the audience will make their presentations ineffective. Some of the participants also suggested that the question and answers session after the presentation is the deadliest part of the presentation. One of them wrote:

“To me, the most difficult part of delivering the speech is answering audience questions. It’s not that I lack information; I am more concerned about the style of my delivery. What if I give the answer and the other person doesn’t understand?”

Here it is visible that the participant is not concerned about his/her knowledge of the topic, rather they are more concerned about lack of understanding from the audience.

### ***Fear of English Language:***

English is being taught in Pakistan as L2 at all the three levels i.e., primary, secondary, and tertiary however, English speaking anxiety is the biggest problem faced by the speakers. This is a broader category of fear having others subcategories such as fear of inaccuracy and not being fluent.

In this study, the above claim has been reconstructed as most of the participants mentioned fear of delivering their speech in English language as their biggest fear. One of the participants stated “I am not afraid of public speaking; it is speaking in English that I dread the most.” This shows that the participants suffer English speaking anxiety more than public speaking anxiety in places where English is being taught as a second language. Moreover, many of the participants were more concerned about being inaccurate sometime. One of the students mentioned, “I am not very good at using correct grammar, I hate it when people laugh at me when I use past tense instead of present tense.” This shows that the anxiety related to English language speaking grows when speakers do not have command over it. Another student mentioned, “English pronunciation is very difficult for me. All the time I deliver presentation, I am always thinking that I must not pronounce word in a wrong manner and due to this, I usually forget what I was about to say.”

Another fear mentioned by the participants is the lack of vocabulary while delivering the speech. A student wrote, “Sometime I forget the specific word which I am supposed to say at that (presentation) time, and this results in my long pauses and fillers during the presentation.” Other participants also mentioned using a lot of fillers (umm, aaaa, like, etc.) as a fear. This shows that students also fear that they might not be fluent enough during the speech due to which the attention of the audience might be lost.

### ***Fear of Self-Regulation Inability***

Some of the participants mentioned the fear of being unable to control their behavior and emotions in front of the audience. They expressed their anxieties about not being able to retain the information, focusing too much on facial expressions and eye contact, & hiding behind the podium in this category. One of the students mentioned that “I prepare a lot before my presentation, still I forget everything and go blank when I go on to the stage.” Another student mentioned that “whenever I try to retain too much information, I forget some of the part. Then, I keep on thinking about that part throughout my presentation and this destroys my rest of the speech.” This shows that sometime the student’s

behavior is uncontrollable while they speak in public. Secondly, some of the students fear about their weird facial expression and inappropriate eye contact with the audience. A participant mentioned:

“I focus too much on using the right facial expressions during my presentation because I don’t want to have a flat face and look unentertaining to my audience. And, because of this sometimes I forget what to say.”

Another fear that the students encountered is the lack of understanding of where to stand while delivering their speech. One of the students mentioned: “I always try to hide behind the podium in order to control my nervousness and due to this sometimes the audience is unable to see me properly.”

### *Fear of the Evaluation of Performance*

The participants of the study feared about being evaluated on their performance to some extent. This category consisted of three subcategories including getting good grades, performing better than peers and performing better than their self-delivered previous presentation. One of the participants stated: “I always worry about how many marks I am going to get during my presentation. Is this presentation worth an A grade?” Another student stated that “I always keep on thinking about my (grammatical) mistakes that I have made during the presentation and the amount of marks my teacher is going to deduct for that.” This shows that the students are more worried about gaining good grades instead of eradicating their fears sometimes.

Some of the students were also worried about the peer performance pressure and how others are going to see them as compared to their class-mates. A participant mention, “There are very fine speakers in my class and I always want to be like them because they speak so well that they get the highest grades but I always get nervous.” Another participant stated that “When I perform in front of good speakers in my class, I always think that they will laugh on me because they speak so well and I don’t.” Through these statements it is visible that students are anxious about turning out to be better than the ones they think are better at delivering presentations. One of the students also mentioned that: “I think I am a very good evaluator for myself. I keep on thinking about if I have overcome all the mistakes which my teacher highlighted in my previous presentation. On the stage also, this is running in my mind.”

### *Fear of Ineffective Non-Verbal Delivery*

Some of the participants mentioned that they fear about how they are performing non-verbally (both physically and vocally) in their presentation. This category consisted of three subcategories including fear of disturbed paralanguage, being judged on how they look and making weird physical non-verbal delivery.

One of the students in her statement articulated that “The fear of sounding like men hits me hard. I am very nervous when I deliver any presentation and when my anxiety increases, I sound like men. This shatters my confidence.” Another

student stated that “Whenever I deliver any presentation, I deliver it in a very low pitch. It is extremely distracting that no one is listening to me. I try hard to pitch my voice up, but out of nervousness I am always unable to do it.”

Students are not only concerned about in appropriate paralanguage during the presentation, but also are they conscious about how do they appear in front of the audience. For instance, a participant stated “I always try to wear new dress whenever I am supposed to deliver any presentation. If I don’t do it, I feel anxious about how I am looking. Then, I usually try to hide behind the podium so that nobody sees how I look.”

The participants also fear about the weird non-verbal expressions they might pass during the presentation. They wished to be careful about it mentioning that “One of the many fears I face during the presentation is the fear of inappropriate body language. I am always conscious about standing straight, having smile on my face and using appropriate gestures so that I look normal. I don’t want my nervousness to be visible through my body language.”

### ***Fear of being Unprepared***

Few of the participants of the study stated fears about impromptu speeches. They mentioned that they do not fear prepared presentations rather their major concern is while speaking spontaneously. One of the students mentioned “I am pretty much comfortable with prepared power point presentations but in impromptu speeches, I don’t perform better. It is because I am not prepared for the topic that is being given to me. I keep on thinking about what topic I am going to get.”

Some of the students also stated fears that are associated with the time when they are sitting and waiting for their presentation. They mentioned that this anxiety appears to them when they are preparing for their presentation and others are delivering. One student articulated that “I try to deliver my presentation on no. 1 in class. If I am not allowed to perform as the first student, I don’t listen to what others are delivering rather I keep on preparing for mine.” Another student mentioned about being unprepared as,

“While I am listening to what others are saying in their speech, I constantly feel that I am not well prepared like them. I keep on searching Google for that type of information which the rest of the students are delivering so that I can also cover all the aspects.”

It shows that the students are sometime thinking that they are less prepared as compared to other peers delivering the presentation. Sometimes they are also concerned about the audience knowing more than them about the topic. One of the participants stated that “I fear about the questions coming from the audience to a greater extent. What if the ask me something that I don’t know or I give a wrong answer and they know the right one?”



### *Fear of Lack of Skills related to Public Speaking*

The participants in the study mentioned that they are not good public speakers because of the particular skills that are needed to speak in front of the masses is missing in them. This category comprises of the following subcategories: Lack of confidence and having an introvert personality.

Numerous students articulated that they fear public speaking simply because they don't have it in them. A participant mentioned "I don't like public speaking. It is not that I have some other fears; I am simply not a people's person. I don't like to speak in front of a group of people." This shows that some people are more into not liking public speaking in simple terms.

There were instances in the data where some of the students claimed that they are less confident as compared to their peers. One of the stated "I don't have confidence to talk in front of the audience. I try harder every time I am asked to deliver but I think it's missing every time. Whenever I step onto the podium, I shiver and feel shy."

### *Fear of Unforeseen Situations*

A few students mentioned that they are more anxious about any unanticipated event that might occur during their presentation. They were concerned about the things that might go wrong while they deliver their speech. One of the students mentioned "Once I was about to deliver my presentation and my pen drive stopped working. My presentation turned out to be a complete failure. After that, I am unable to cope up with this fear and keep on thinking about what will happen if this happens again."

There were other statements where students mentioned about fears about forgetting their notes at home or falling down from the podium.

### **RQ2: What strategies do you employ to overcome these fears related to speaking in public?**

The students revealed 06 different kinds of strategies that they usually use when then face stage fright or encounter public speaking anxiety. They use Notes-Making (32%), organizing oneself (20%), code-switching (20%) Rehearsing (13%), Eye Contact (12%), Engagement in different Conversations (10%) and Listening to motivational lectures (8%) as some of the techniques to overcome their anxiety and deliver powerful speech or presentation. Every category along with its subcategories wherever applicable are explained and illustrated with exemplars from the participants.

### *Notes Making*

Many of the participants use the technique of making notes to minimize their fear of forgetting the points or going blank. One of the students stated that "I feel comfortable when I keep flash cards with me. I go through them whenever I think that I am forgetting any point."

Some of the students also mentioned that keep notes or flashcards with them helps them out psychologically. For instance, one student stated “I don’t like to read from notes while I deliver my presentation however; I still keep them with me. It helps me keep my nerves calm.” It shows that keeping written notes help the participants psychologically composed thus resulting in their better performance.

### *Organizing Oneself*

Some participants mentioned that they like to organize themselves before they organize their presentation. This is a broader category having sub-categories such as dressing up well, having a check on the acoustics and thinking positive. The students mentioned fears such as self-efficacy inability to which these strategies are usually taken by them to keep themselves confident. One of the participants reported “I like to dress up well whenever I have any presentation lined up. This boosts my confidence to a larger extent.” Another student mentioned “I work on the principles of ‘dress the way you want to be addressed’ and therefore, I take good care of my outfit and physical appearance.” Hence it is visible that working on one’s appearance adds to confidence for some students.

In another incident, a participant articulated that:

“Before I start my presentation, I make a checklist and work according. In this checklist, I check if I am having all the relevant material such as USB, speakers and my notes. In the room I also check if the projector and other tools are working properly. This helps me calm down and perform well in my presentation.”

Other students mentioned that they like to think that there is no one in the classroom other than them. Also, they try to think positive to keep themselves organized.

### *Code-Switching*

Code-switching has been mentioned as one of the powerful techniques which most of the participants use in order to lessen their fears and deliver quality presentations. Since most of the speakers in Pakistani context take English as their second language, they feel comfortable to switch between the codes if they sense that they are unable to deliver their message effectively. One of the participants reported “When I feel that my message is not being understood by the audience, I start using Urdu language. This helps me get my audience track back to what I am saying.” Another student mentioned that “A mixture of Urdu words and English words helps me deliver my message effectively. It also reduces my anxiety to a larger extent.”

Some of the students believe that code-switching is a way to sound cool in front of the audience and therefore, they do it to sound elite. One of the students mentioned “I try to use a combination of some Urdu words in English sentences.

It makes me feel superior over my other class mates. Whenever I see someone else doing like this, I admire them.”

### ***Rehearsing***

Rehearsing is used by many participants as a technique to overcome their fears and public speaking anxiety. This is a wider category having subcategories such as practicing in front of the mirror, recording oneself and reading aloud. The participants mentioned above techniques as extremely helpful in eradicating their fear of speaking in the audience because they feel that they have prepared a lot. One of the participants mentioned that “After preparing all my material, the most important thing I do is, I check out how I sound while practicing. This helps me identify where I look strange and then I don’t do that particular thing during my presentation.” Other students stated that they regularly rehearse in front of the mirror before any presentation. A few of them also mentioned that they read out their flash cards loudly. One participant narrated: “My sound helps me gain confidence therefore, “I try to read aloud while practicing to make myself relaxed during the presentation.”

### ***Eye Contact***

Some of the students mentioned making or breaking eye contact with the audience as an advantageous strategy to overcome public speaking anxiety. Different participants had different views about it but most of them agreed upon this strategy to be effective for them. One of the students mentioned, “Whenever I experience anxiety during my presentation, I make eye contact with my friends. They are looking at me and nodding to whatever I say. This makes me feel that everyone is listening to me.” Another participant narrated, “I make eye contact with selective people in class. Usually I try to make stronger eye contact with my instructor. When she nods, it makes me feel assertive about me delivery and I deliver good presentation.”

There were some instances where the participants mentioned that they do not make strong eye contact and this helps them release their anxiety. One of the students mentioned, “Eye contact haunts me but it is also necessary to make with the audience. So in order to lower my anxiety I make eye contact with the audience for a shorter while. Most of times I try to look and the walls and windows.”

### ***Engagement in Different Conversations***

A few students mentioned that they try to be more social before their presentations. This is a broader category having subcategories such as talking to family or friends and trying to engage themselves in group discussions.

Some of the students believed that if they try to converse with people around them, it will make them feel more confident during their presentation. One of the student narrated, “Whenever I have any presentation aligned, I try to engage myself in conversations with my friends and family members prior to delivering it. It makes me feel confident on the podium.” Other students also mentioned

that taking part in group discussions helps them get relief from public speaking anxiety.

### *Listening to Motivational Lectures*

Some of the participants also mentioned that they try to listen to motivational speeches to overcome their fear. They also mentioned that if they listen to English conversations, they ultimately perform better during their presentation as one of them mentioned:

“I listen to motivational speeches from TEDTALK. This releases my fear to a greater extent on the day of my presentation.”

## **DISCUSSION**

This study looks into the most common and reoccurring frights about giving a speech that any student in a public speaking class has along with the coping strategies participants use to feel relaxed while delivering any presentation. The fears of the participants were divided into nine categories and these participants typically used six strategies to overcome them. According to [10], fear of public speaking was determined to be a more important issue than death in a poll on common phobias and this is also visible in the results of this study.

Instructors can use pedagogical approaches to target the most often encountered concerns and improve speaking skill development by identifying and cataloguing such anxieties. They may also modify the introductory course along with the pedagogy used for it to accommodate a wide range of audience platforms.

Several instructional interventions may be justified based on these findings to assist the learners handle the most general frights expressed by them in this research. One of the most commonly mentioned fears is the use of English language which is related to not having good command over L2. As the anxiety is related to a belief of self-efficacy arising from an insufficiency of a particular skill, cognitive adjustment or deep breathing exercises may not be successful when students are concerned about delivering a presentation in English L2. Instead, because of the nature of public speaking which is extemporaneous, class time might be devoted to enhancing students' capacity to learn the language successfully. Instructors could, for example, assist students in creating speaker notes to aid in speech recall, creating and maintaining good listening lectures [13].

Other fears mentioned time and again, such as judgment from the audience and disengagement of them during the speech, were more focused fears relating to an audience's situational elements. The majority of the students were discovered to be fearful of speaking in front of others, which is similar with [20] findings that "almost 90% of participants reported feeling timid or uncomfortable speaking in front of others at some point in their life" (p.1). This observation, however, varies within individuals, since people have various beliefs and levels of confidence while speaking to familiar and new audiences.

Instructors should include those exercises that build decision making procedures as well as composure skills for choosing and purifying intriguing topics to address these problems. Simple exercises in which the learner asks the addressees questions related to themes, interests, and knowledge or experience will help the student develop an image of the listeners. Understanding, grounded on authentic data, creates a foundation for the self-efficacy and empowerment of the scholars by teaching how to acquire and use evolving audience analysis tools. According to [32], students who are encouraged and assisted with numerous ways for achieving their goals at their own speed grow, regain, and restore confidence, as well as become autonomous and lifelong learners.

According to the theory of social cognition, an individual who lacks the necessary knowledge to succeed in speaking in front of masses will have less confidence in his/her capability to thrive, leading in high Public Speaking Anxiety levels. It has a negative impact on the sense of control of the students over their outcomes, as well as their academic achievement. Self-efficacy is boosted by well-executed acts [05]. Public Speaking Anxiety, on the other hand, is a barrier for many students in the public speaking classroom because it prevents them from developing confidence in their own selves. Since Public Speaking Anxiety is caused by a combination of multiple factors, understanding the fears of the students can help with treatment decisions [01]. As a result, a strategic roadmap for both teachers and students is developed by categorizing the most common speaking anxieties. This type of training can help learners of public speaking skills overcome the challenges depicted in the Public Speaking Perturbation.

These findings shed light on the introductory traditional curricular design and possible limitations accompanying pedagogical approaches of the course. Students may not have the chance to involve in settings where they can construct confidence through various, new audiences and situations as of the prevailing and current plan of the course of public speaking where learners perform in front of the same peers and teacher continually during the entire semester. Perhaps a more advanced pedagogical approach incorporating a wider range of audiences might help the initial course and its pupils.

Traditional educational approaches linked with the public speaking classroom may benefit from change to imitate public speaking circumstances outside the class and thus offer learners with the chance to talk about their anxieties. Students usually attend and make presentations to the same teacher and addressees in their routine class, owing to the simplicity of scheduling and course registration. Students both audience and the presenters might shuffle in different sections of the course on speaking periods to create a more accurate experience of public speaking. After the first speech, pupils may be moved to other classrooms. In order to strengthen the impartiality of speechmaking evaluation, teachers should evaluate speakers who are not linked with their regularly taught classroom. Finally, because of the absence of social fairness involved with delivering corrective or constructive feedback about the speaking performance of other students, peer evaluation may improve.

### *Future Directions for further studies:*

Future research could focus on gaining a better knowledge of how students control their concerns, besides how these fears manifest, change, and fade. In addition, studies to be conducted in future should focus on the fears of the students and the degree of those fears throughout their education, including the entire course of public speaking i.e. after the course and after they graduate. This method could assist patterns across and between diverse types of concerns related to speaking and discover generalizable tendencies.

Another area for future research is the possibility that Public Speaking Anxiety is fostered by prior experience and the current research paper did not investigate. Future studies may look at students' memories related to their first public speaking experience and events to see if these establish or diminish their concerns. Additionally, prior to a speaking session, this study gathered student anxieties and strategies to overcome them. Exploring public speaking fears past the beginning course will provide an additional understanding of how to compare both audience and context based forms of anxiety.

### **CONCLUSIONS**

The anxiety related to Public Speaking is a fundamental issue of the beginning course experience, which serves as the introductory pillar of the discipline of communication [07]. This study identified and catalogued students' most common speaking anxieties, along with the strategies they devise and employ to make themselves comfortable while delivering any speech or presentation, and provided suggestions for basic pedagogy and practice of the course. It is crucial to remember that the goal of an oral communication class is to demonstrate the learners about how to prepare and convey suitable and successful messages for a variety of situations, not to eliminate all fear of public speaking. As a result, the ultimate purpose of this study is to figure out how to arm the teachers with the resources they need to effectively analyze and treat public speaking anxiety of the students.

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