

Fear of talking in Educational Domain

Amira Benmakhlouf

الملخص

اللغة نظام بشري مؤلف من جملة اتصالات تستخدم إشارات، كالأصوات والإيماءات والرموز المكتوبة. وتحمل اللغة جزءاً كبيراً من حياتنا، فبدونها لا يتأتى التشارك في الأفكار. وتعرض اللغة عدّة عقبات، من بينها: «الخوف من الحديث»، والذي سيكون موضوع دراستي، خاصة في جانبه التعليمي/التعلمي، حيث يكون الطالب منطوياً على نفسه، غير مدعوم. في خضمّ بحثي سأعرض لأسباب هذه الظاهرة، وكيف يؤثر هذا القلق على طبيعة الناس من جميع الفئات؛ سواء في المحادثات العادية أو المجال التربوي، وكيف ينظر العلماء إلى الخوف من مواجهة الجمهور، للمساعدة في العثور على الطريقة التي تمكنا من السيطرة عليه.

الكلمات المفاتيح: اللغة، الأصوات، التعليم، التواصل، التربية، الخوف، الخطاب.

Fear of talking in Educational Domain

Amira Benmakhlouf

Department of English language, University of El Hadj Lakhdar,
Batna, Algeria

douadizineb@gmail.com

Abstract

The language is a human system of communication that uses arbitrary signals such as voice sounds, gestures or written symbols and the study of language is called linguistics, it occupies the largest part in our lives, without her we cannot share any ideas, it is the essential tool, Moreover the process of communication enable us to open up on the world and other cultures and other civilizations, in the other hand it may be exposed to several obstacles such as “fear of talking”, that It will be the subject of my study, particularly in educational domain where the student is inclosed on himself and has no support,... Furthermore I will treat the causes the reasons and how does this anxiety effects on the nature of people of all categories (whether in regular talks or the educational field) ,and how does the scientists look at the fear of facing public to help find out how we can control it.

Key words: The language, Speech, Education, Communication, treatments, Anxiety, reasons, solutions.

1. Introduction

Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred

from one generation to the next, through teaching, training, or research, any experience that has a formative effect on the way one thinks, feels, or acts, may be considered educational.

Moreover to be able to educate you must be well-prepared. Nelson Le Gall [1] points out that: “through encouragement from the group to try new, more active approaches and through social support, social reward for even partially successful efforts, individual students in a group come to think themselves as capable of engaging in interpretation”¹, to get rid of the obstacle of fear of public speaking either in communicative transactions or in the educational field, we have to understand the relationships between education and speech.

2. The relationship between education and speech

This relationship is necessary and effective in our schools in different levels because “teaching is a complex which can be con-

¹ - Nelson-LeGall, S (1992) “children’s instrumental help-seeking” it’s role in the social acquisition and construction of knowledge”, in Lazarowitz Ed, interaction in cooperative groups: Theoretical Anatomy of group learning p120-141, N: Cambridge University Press..

ceptualized in a number of different ways. Traditionally, language teaching has been described in terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners. No matter what kind of class a teachers teaches, he or she is typically confronted with the following kinds of tasks:

-selecting learning activities -preparing students for new learning -checking students' understanding, providing opportunities for practice of new items..."² [2]

"In Germany the prominent scholar Wilhelm Viëtor (1850-1918) used linguistic theory to justify his views on language teaching, he argued that training phonetics would enable teachers to pronounce the language accurately³ [3]. This inform us of the role of the teacher and the educator, and how they must deal with this subject very carefully, because it all started from home and school, when the child first get moved to a new environment, he'll be dealing with different classes of community not just his small family, so, he'll be more exposed to several obstacles from preschool, primary, secondary, high school coming to the university, one of those obstacles any teacher or student can suffer from is: fear of talking or what is known for fear of public speaking.

3. What fear of talking is?

3.1. Definition

Fear of public speaking is the most common of all phobias. It's a form of performance anxiety in which a person becomes very

concerned that he or she will look visibly anxious, maybe even have a 'panic attack' while speaking. Over time, people try to protect themselves by either avoiding public speaking or by struggling against speech anxiety. In this way, people get tricked into making the fear of public speaking more chronic and disruptive.

3.2. Realize the source of your fear

In a nutshell, it does not know what will happen when you are in front of people, giving your speech or presentation. Your fear is not that you don't know your topic. It is that you don't know what will happen when you step to the podium or table.

The fear of being judged, making a mistake, not measuring up, getting hurt either mentally or physically can get in the way of a good performance (speech, seminar, sales presentation, etc). Remember that people in the audience really want you to succeed. Nobody is standing there hoping you'll be boring or bad. If you are coming from an authentic place, and you cover the material with clarity, you've won 3/4 of your inner battle with fear.

3.3. Face down your fears

If you feel your knees turning to jelly out of fear, remind yourself that fear stands for false evidence appearing real. Almost certainly, whatever it is that you're frightened of won't happen. If there is a real worry, for example you've forgotten an important prop, do something about it and then stop worrying. Remember, you can always rationalize yourself out of fear.

3.4. Prepare

- Make sure you know the material that you're going to cover make a detailed outline, and break it into basic points to memorize. Include sub-points and the title of speech.

² - Approaches and methods in language teaching-Jack C. Richards and Theodore S. Rodgers/ Cambridge University Press.

³ - Reflective teaching in second language classrooms-Jack C. Richards and Charles Lockhart/ Cambridge University Press.

Here is an idea to help you build a speech that flows well:

- Associate each part of the outline into a "room" in your house. Your first point is your entry room. The second point is your hallway/kitchen/living room (as you step through your house in your imagination), etc.
- Associate each sub point with pictures on the wall. Have the pictures demonstrate something that will help you remember your point. The more ridiculous, the better the speech will stick (as long as you don't get distracted).
- The morning of the presentation, walk through "the house" in your mind to "decode" the memorization technique.

3.5. Practice

Find business organizations, networks and clubs in your area (such as Toastmasters) that can afford you the opportunity to practice. Remember to choose topics that you are already an expert on. Speaking on a topic that you are not familiar with will increase your stress, and impede on your performance.

3.6. Do not overthink the audience's reactions

When you are on stage or speaking in public, calm your mind. Remember that even if you see people looking at you like they think you are weird, ignore it. What they think doesn't matter. If there is something that you know you are doing wrong, fix it as quick as you can.

Yawning, bored expressions and similar negative facial expressions will always appear in an audience. Chances are some of those people will be bored whatever the occasion; some of those people are difficult

to please; some of those people are tired; some of those people are distracted. None of these reasons reflect on you.

4. Causes and reasons: Physical effects and psychological and social

Fear of facing public related to:

- Satisfactory reasons (condition) such as stuttering, and defects pronunciation.
- Psychological reasons such as the lack of self-confidence, shyness, frustration, Exposure to shock, fear of being judged, being taunted, amplify the idea in the head.
- Social reasons such as trivializing someone's opinion, defeatist environment, the irony of people, silencing persons and not letting them expressing themselves.

5. Results: How does it effect on our lives and our personality?

Fear of public speaking is a case of disability that may affect teachers -especially in the beginning of their career- and students alike and prevent them from exercising their rights and duties normally.

6. The correct ways to treat it-solutions- according to the latest modern studies

According to Steven Cohen⁴ (an instructor at Harvard Extension School) "fear of public speaking actually rises from tow primary sources, the personality and uncertainty, the

⁴- Steven D. Cohen teaches oral communication in the work place at Harvard Extension School and also recently published the book public speaking the path to success.

truth is some people are more comfortable in social situations, whereas other people are less comfortable in those situations, there's a lot of things people are uncertain about, the key is to not spend so much time worrying about that uncertainty, but you have to focus on the opportunity to stand in front of an audience and speak about something you care about [4].

The first category is called "Visualization": The idea of seeing ourselves being successful, the idea of seeing the sequence of steps we're going to take from the moment you enter the room to the moment you out.

The second kind of strategies is called "relaxing techniques", and one of the common exercises is focusing on breathing exercises, the first technique is "T-repeater" that helped my students before their presentation, the way it works by encouraging them to take a deep breath in and then repeat the "T" sound, that would create a sense of relaxation, so they can focus on their message right before they get out in front of the audience.

The next technique that often work well is "easing into eye contact", now one of the reasons why a lot of people are nervous is because they feel like other people are judging them, that people are staring at them, so what you can do is "easing eye contact", do something that create the impression that you're looking at them without actually looking at them in the eye, focus on their head or their glasses for example.

The third category related to overcoming once fear of public speaking, next you have to "practice" and you can do it in specific ways, what you got to do is actually speak in front of mirror or a webcam that way you can see yourself succeeding.

Moreover, we can also be attentive to what do well and what we can improve, one of the most important parts of the presentation to practice is the introduction and the con-

clusion, the audience will be interested to the introduction and hopefully will left with something to think about when times comes to conclusion.

I want to emphasize that there's a real joy in stepping in front of an audience, a real excitement that comes from sharing a once passion with a group of people, so we cannot let fear of public speaking paralyze us and inhibit our abilities to get to the next step, to get the type of positions that we want and we're ready for".

Certificate of a student: he said "I just had to do an introduction speech today in my oral communications class in college, I was so nervous walking up I couldn't even hear myself think, but once I started, It got easier as I went on even ended up with few laughs I think the biggest part about public speaking is just getting used to it"

7. Conclusion

This Common linguistic phenomenon preferably to be more studied because the first step to solve any problem is knowing what you are dealing with, so why not starting from our schools and create groups of advocacy and provide a helping hand to those who suffer from this kind of fear and put efforts into integration them into the community workshops.

Group work encourages shy students to participate in classroom activities:

"By its nature, group work is an active method of learning, which creates a lively enjoyable and friendly atmosphere of speaking discussion, exchanging ideas, respecting others' points of view, this friendly atmosphere makes all students, especially shy ones, feel more comfortable and at ease, eager to participate more with their peers in

small groups than in a large class as they can be observed too”⁵ [5].

8. References

- [1] Nelson-Le Gall, S., “children’s instrumental help-seeking” its role in the social acquisition and construction of knowledge”, in Lazarowitz Ed, interaction in cooperative groups: Theoretical Anatomy of group learning p120-141, NY: Cambridge University Press. 1992
- [2] Approaches and methods in language teaching-Jack C. Richards and Theodore S. Rodgers/Cambridge University Press.
- [3] Reflective teaching in second language classrooms-Jack C. Richards and Charles Lockhart/Cambridge University Press.
- [4] Steven D. Cohen teaches oral communication in the work place at Harvard Extension School and also recently published the book ‘public speaking’ the path to success.
- [5] Kessler, R, Prince, R Wortman, C, “social factors in psychopathology: Stress, social support and coping processes” Annual Review of psychology 36, pp.351-37. 1985

⁵- Kessler, R, prince, R wortman, C 1985 “social factors in psychopathology: Stress, social support and coping processes” Annual Review of psychology 36 pp351-372.