

English Language Fluency and its Impact on Glossophobia in Business Communication Classroom

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Abstract: Public speaking skills and effective communication skills are a very important part of educating and training a business student. This study investigated the impact of English language fluency on stage phobia during extemporaneous talks in business communication classrooms. It also studied the impact of introversion on stage phobia during impromptu and extemporaneous speeches in business communication classrooms. For this, 133 students were randomly selected and administered a structured questionnaire. Out of 133, 56 students were female and 77 were male. To find out the impact of introversion on stage phobia, the scale developed by Richmond and McCroskey (1998) was used to measure introversion of students. English proficiency and stage phobia was determined using a single item. The sample was asked to rate their feeling of stage phobia on a Likert scale ranging from 1-5. The exact question stated “while delivering speeches in English language I get so fearful and inhibited that I forget facts which I actually knew. One meant strongly agree and 5 meant strongly disagree. The question on English proficiency asked them to rate their proficiency on a five-point scale ranging from 1-5 where 5 was very good and 1 was poor. The results showed that the relationship between introversion and stage phobia revealed no significant relationship, which implies that introvert students are not necessarily stage phobic, both male and female. Results of the relationship between English proficiency and Stage Phobia for female students showed a significant relationship between the two. Both male and female samples show lesser stage phobia with increasing English proficiency. The study contributes to an understanding that in order to help students overcome their anxiety during business communication classes where the students may have to extemporaneously speak on various topics, it is important for the teacher to first observe and evaluate their fluency in English language and then help them overcome their anxiety. Secondly, the general notion of the teachers that the student who does not participate actively in classroom discussions and talks owing to his introvert nature might be the reason behind his/her anxiety during speeches, also gets refuted through this work. Thirdly, the work contributes in terms of quoting reasons of stage phobia in the Indian context where English is considered to be the second language by many.

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I. INTRODUCTION:

Glossophobia or speech anxiety is the fear of Public Speaking Inhibition and anxiety while delivering public speeches is also termed as Glossophobia (Hancock et.al., 2010). Glossophobia finds its origin in the greek word glossa and phobo, where glossa means tongue and phobo is interpreted as fear. Stage fear is a part of glossophobia. People suffering from glossophobia may experience some of the following symptoms like severe anxiety before delivering the speech, or just the mere thought of speaking in front of people may make them shiver down the spine, fear of being in a large group or fear of being focused by a larger group’s attention, etc. Anxiety is nothing but a state of uneasiness, discomfort, apprehension and fear caused by the thought of something alarming. Impromptu talks and extemporaneous speeches are one such context on the thought of which a natural fear creeps in. Most college students grapple with this problem. Anxiety can be debilitating in speech performances. It impacts negatively on the speaker in the form of trembles, perspiration, and heart palpitations (Tobias, 1986). Anxiety can actually attenuate a speaker communicating in his second language (English) and also the learners find it very difficult to adapt to the class environment and learn in order to achieve their objectives (Balachandran & Skully, 2004; Tobias & Everson, 1997). To define Anxiety in simple words, it is generally associated with unpleasant feelings and fear (Lader, 1975).

Stage fright or performance anxiety is the anxiety, fear, or persistent phobia which may be aroused in an individual by the requirement to perform in front of an audience, whether actually or potentially. The Business Communication classroom is one such platform where the students get frequent opportunities for extemporaneous talks/ impromptu speeches. The sole objective of doing this is to encourage students to remove their inhibitions and express themselves without fear and with clarity and conviction. However, it has been observed that whenever these students are asked to come and speak on a given topic in the English language, most of them do not want to come up. Many of them start hiding their faces when the teacher calls out their

names. Even the students fluent in English do not volunteer on their own. In-depth observation and interaction with these students revealed that anxiety in them occurred due to speaking in front of a large gathering of 50-60 people who would be evaluating them. On being interviewed about this issue, students revealed that their lack of proficiency in the English language makes them hesitant and fearful and when they get more conscious of what other people are going to think about them, how are they going to evaluate them and what sort of perceptions are they going to create about the speaker, they get even more petrified, other students' perception affects them. They also have this fear that their peers will laugh at them and make fun of them. Since, English is the second language to all these students and they use it only for business purposes, they speak in their vernacular most of the times. A few other reasons cited by students of Business Communication class were grammatical incorrectness, lack of practice, lack of exposure to extemporaneous speech, lack of sufficient preparation, perceived low rating of their own skills and competencies, comparing themselves with students who are better, etc. However, the majority of the students claimed that concern that others are evaluating them is something that scares them the most. The thought / notion of speaking in front of too many people itself gives them jitters that all eyes would be on the speaker and all ears would scrutinize their content. Many claimed that the lack of content creates nervousness in them. If they can relate their experiences/ self with the topic, the flow of speech goes on or else they get nervous with the thought of what to say next. Some also expressed that the fear creeps in due to a lack of public speaking exposure. The majority of students expressed that during their college days they never got opportunities to speak in front of people. The teaching method was mostly chalk and talk used by the teachers (Sahu, DR, Supe, AN , 2000). Chalk and talk is a traditional method of teaching where teachers teach the concepts of language by stating the formula on black board with the help of a chalk. This is quite prevalent in the schools and colleges where traditional method of teaching is being followed. In this case, the students never got a chance to talk and practically apply the concepts learnt in classroom. This never gave these students an opportunity to come out of their comfort zones and remove their inhibitions. Therefore, when these students were asked to speak extemporaneously, they fought shy off. On being enquired personally, many of them responded that they knew the concept, they could structure their thoughts but could articulate in front of people. As a result, stage phobia gained free access into their souls.

Majorly, stage fear can symptoms can be categorized into three sub-sets which include physical symptoms, verbal symptoms and non- verbal symptoms. On interviewing 133 students, certain experiences were highlighted by them when asked to make an extemporaneous speech. The physical symptoms of stage fright included sweating profusely, dry mouth, rapid heartbeat, shortness of breath, sweaty palms, trembling body and butterflies in the stomach. The verbal symptoms included babbling due to lack of content, the inability to structure the thoughts due to spontaneity, incorrect articulation and pronunciation, lack of correct vocabulary, voice may become tense, stutter, the use of frequent vocal pauses like umm, ahh, fumbling, etc. The non- verbal symptoms were the highest in number. To mention a few experiences of the students- legs shaking, shuddering and shivering, no eye contact, rubbing of hands, the use of inverted palm and pointing finger, only looking at one or two persons they are comfortable with, shifting of body weight from one foot to the other, speaking with one foot in the forward position, clasping of hands, closed arms, standing behind the lectern in order to find a comfortable place, heavy reliance on notes, not utilizing the given time completely, increased or decreased pace of speech. In a public speaking context, individuals suffering from speech anxiety experience a variety of symptoms like palpitations, sweating, muscle tension, confusion, gastrointestinal discomfort, etc. (North & Rives; 2001). Around 85% people express having anxiety about making a public speech (Burnley et al.; 1993). This conflict between fight and flight impacts their speech activity heavily. Phillips defined Individual reticence as anxiety about participation in oral communication.

Sample-

The study was conducted on a sample size of 133 students of first year, out of which 77 were males and 56 were female management students. The students were randomly selected from PGDM (Post Graduate Diploma in Management, PGDM (Financial Services) and PGDM (Retail Management). All these students suffered from stage phobia. This was ascertained on the basis of one to one interaction with each of them during the class. They shared that they were not comfortable with speaking in front of people. The age range of the participants lied between 22-26 years. These students are well versed in Hindi language which is their vernacular. However, since they come from different states of India, they suffer from mother tongue interference while articulating in English language. The sample studied did not have much exposure to public speaking or extemporaneous speaking during their school and undergraduate days. Many of them were quite good with the grammar of English language, however, could not speak coherently in English, if asked to. The reason they quoted was that they never faced a situation in their school and college days where they had to speak on random topics.

Research Questions:

The study aims to investigate the following questions.

- Is there a strong relationship between introversion and stage phobia?
- Is there a relationship between perceived self-reported English language fluency and stage phobia?
- Does the relationship between stage phobia and English language proficiency differ for both men and women?

What are the major reasons of Stage Phobia during extemporaneous speeches?

Procedure and Instruments-

To find out Introversion among students, the scale developed by Richmond and McCroskey (1998) was used. The scale consisted of 18 items which were reduced to 12 items after evaluation by 7 judges. In order to get a single score, all 12 items were added together after which the alpha value was found to be 0.74.

English proficiency and stage phobia was measured by using a single item. The sample was asked to rate their feeling of stage phobia on a Likert scale ranging from 1-5. The exact question stated “while delivering speeches in English language I get so fearful and inhibited that I forget facts which I actually knew. One meant strongly agree and 5 meant strongly disagree. The question on English proficiency asked them to rate their proficiency on a five-point scale ranging from 1-5 where 5 was very good and 1 was poor.

Rationale for the study

Business scenario is quite volatile these days which is why it is also termed as VUCA world. For any business to thrive and sustain in this uncertain world, speaking with confidence and without fear is a highly sought after quality of employees. Most of these students would join an organization either at sales and marketing executive or financial analyst, or Customer Relationship Manager Profile. Without a confident communication style they would not be able to trade and interact with people, customers and clients on a daily basis. So it became very important to find out as to what causes fear of speaking in these students. Despite having a graduate degree, many of them are afraid when being asked to give an extemporaneous speech on a given subject. Mindful expression and confident articulation is very important for business graduates. When these management graduates walk out of the college after completing their two-year study program, they join various companies on the basis of their functional specialization. Many of them work at the profile of sales and marketing, some in Finance, some get in HR profile, a few in IT and Operations. Most of these job profiles call for impromptu talks, one-to-one interaction with clients, random sales pitches, making business presentations, expressing one’s point of view in groups or teams, conferring with colleagues and subordinates, etc. Everywhere they need to speak confidently. As quoted in several reports and by corporates, students who lack confidence while speaking usually don’t do well in their careers. No matter how competent students are in their domain subject, if they are not able to speak in front of other people with conviction and confidence, it takes a toll on their professional career.

II. REVIEW OF THE LITERATURE:

In a paper written by Christina Gkonou (2012), the study found out that language anxiety is situation specific. It also emphasized that anxiety occurred mainly due to the speaker’s own self perceptions and also other people’s perception, especially their peers and teachers. It is generally the fear of being evaluated by them. Clement, Gardner et.al. (1980) figured out that self-confidence with English develops with an individual’s connection with people of the second language community. Kostić-Bobanović and Bobanović (2007) studied how certain affective strategies could impact anxiety level of students engaged in public speaking. The study revealed that students experienced compellingly less anxiety after they were taught affective strategies to manage their distress during speeches. Xianping (2004) revealed that the quality of oral performance went down with increased level of anxiety. Burgoon (1976) revealed that introverts are characteristically shy, quiet and timid which may be an indication of anxiety about communication. Mohamad & Wahid (2008) mentioned that it is the other people’s perception which causes major anxiety in speakers. Naghadeh, Chopoghlu, Karimpour and Alizadeh (2014) claimed that the performance level increases with lesser anxiety and in case of an increased anxiety level, the performance of the speaker in English language goes down. Gordon Goodman in his paper titled “Actors and Fear: The role of stage fright” studied stage fright among 100 elite actors from Broadway, Television and Film. The study refuted the commonly held belief that stage fright is closely linked to age, experience or fear of incompetence. The data suggested that threat increased based on the level confidence and type of audience present and that confidence level may predict the subjective interpretation of threat. Daly, Vangelisti & Lawrence (1989), mentioned that a person at the time of public speaking is so focused on his self and keeps reflecting upon his weaknesses and people’s evaluations that he tends to ignore the environment and hence his performance goes down and similarly vice versa. Daly, Vangelisti and Neel et.al. talked about how

anxiety could be concerned with the belief system of an individual and how the same could affect one's preparation of speeches.

III. RESULTS

Results of the relationship between English Proficiency and Stage phobia suggest a positive and significant relationship ($r=0.38$, $P<.01$, $N=135$). The results suggest that those who are proficient in English language have significantly less phobia of standing up on the stage when they have to use English language.

The results of the relationship between introversion and stage phobia show no significant relationship for the total sample ($r=0.128$, $N=134$, ns) suggesting thereby that introverts do not necessarily suffer from stage phobia.

As far as the relationship between introversion and stage phobia is concerned, there is no relationship between males and females. For males, the value of the correlation is insignificant ($r = -.169$, $N = 77$, NS). The same result was found for females in the study ($r = 0.218$, $N=57$, NS)

The co-relation between English language proficiency and stage phobia is .375C

The results of the relationship between English proficiency and stage phobia for females showed a significant relationship between the two ($r = .370$, $P<.05$, $N=57$). The same outcome was found for the male sample ($r=.356$, $P<.05$, $N=77$). Both males and females show lesser stage phobia with increasing English proficiency.

For alpha Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.741	12

Cronbach's alpha test was used to estimate the reliability which was found out to be .741..... higher than .6, therefore the scale came across as reliable. Nunnali's paper to be quoted.....data was found to be reliable, it satisfies the condition of the reliability of the scale.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Do u actively communicate in social settings or u stay behind?	35.00	47.950	.083	.757
Do you mingle with people easily?	34.70	37.218	.723	.672
Are you limited to a few selective friends ?	35.02	51.107	-.118	.778
Do you enjoy participating in societal engagements?	34.84	40.430	.594	.696
Would you rate yourself as a happy and carefree person?	34.75	41.642	.551	.703
Do you enjoy freely in parties?	34.70	40.259	.565	.698
Will you be sad if you are not allowed to contact with too many people?	35.05	46.543	.170	.748
Are you good at initiating friendship with people?	34.67	40.106	.557	.699
Do you enjoy playing tricks on other people?	35.02	47.578	.069	.764
Do you gel well with other people?	34.66	39.547	.657	.687
Do you enjoy yourself very much during social engagements?	34.90	43.726	.422	.719
Do you feel more gratified in social activities than being alone?	35.02	44.702	.318	.730

Table 1

From this table, we can deduce that the following two elements strongly add to the reliability of the scale.

Do you like to mix socially with people?

Are you usually a good mixer?

Correlation between Stage Phobia and Introvert (Overall)

Correlations		
	SF	Intrvrt
SF	Pearson Correlation	1
	Sig. (2-tailed)	.461
	N	136

Intrvrt	Pearson Correlation	-.064	1
	Sig. (2-tailed)	.461	
	N	136	136

Table 1.1

Negligible correlation

It is greater than .05, therefore the two attributes are not related.

Here, we examined whether *Introversion* has any impact on stage phobia in all students, both male and female. In order to ascertain that, we tested the null hypotheses that the two attributes (Introvert and Stage Phobia) are independent (uncorrelated). As per the table (1.1), the significance (p value) is 0.461 which is greater than .05, therefore, we could not reject the null hypotheses. Hence, it implies that students with traits of introversion are not necessarily stage phobic.

Correlation between Stage phobia and Introvert for Female students

Correlations			
		Introvert	SP
Intrvrt	Pearson Correlation	1	.157
	Sig. (2-tailed)		.243
	N	57	57
SP	Pearson Correlation	.157	1
	Sig. (2-tailed)	.243	
	N	57	57

Table 1.2

Here, we examined whether Introversion has any impact on stage phobia in female students. In order to ascertain that, we tested the null hypotheses that the two attributes (Introvert and Stage Phobia) are independent (uncorrelated). As per the table (1.2), the significance (p value) is 0.243 which is greater than .05, therefore, we could not reject the null hypotheses. Hence, it implies that people with traits of introversion are not necessarily stage phobic. Generally it is believed by many teachers in the country that students who do not express due to their introvert personality are usually more stage phobic. However, the results indicate the other way.

Correlation between Stage Phobia and Introvert for Male students

Correlations			
		Introvert	SP
Introvert	Pearson Correlation	1	.094
	Sig. (2-tailed)		.419
	N	77	77
SP	Pearson Correlation	.094	1
	Sig. (2-tailed)	.419	
	N	77	77

Table 1.3

Very low correlation, negligible.

Here, we examined whether Introversion has any impact on stage phobia in male students. In order to ascertain that, we tested the null hypotheses that the two attributes (Introvert and Stage Phobia) are independent (uncorrelated). As per the table (1.3), the significance (p value) is 0.419 which is greater than .05, therefore, we could not reject the null hypotheses. Hence, it implies that male students with traits of introversion are not necessarily stage phobic. It is a common belief particularly in the Indian context that personality type has a huge connection with stage phobia. While this study turns the belief totally upside and validates that male students with Introvert personality type are not necessarily stage phobic in extemporaneous situations.

Correlation between overall English Language Proficiency and Stage phobia

Correlations			
		EL Proficiency	Stage phobia
Proficiency	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.000
	N	134	134
Sphobia	Pearson Correlation	.375**	1

	Sig. (2-tailed)	.000	
	N	134	134

Table 1.4
 **. Correlation is significant at the 0.01 level (2-tailed). It indicates a moderate linear relationship between the variables. Here we examined whether English Language Proficiency has any impact on stage phobia. In order to ascertain that, we tested the null hypotheses that the two attributes (English Language Proficiency and Stage Phobia) are independent and not correlated. As per the table (1.4), the significance (p value is .000), which is less than .05. So we reject the null hypotheses in this case. It implies that English language proficiency definitely has an impact on stage phobia. Students with less English language proficiency are more stage phobic and vice versa.

Correlation between English Language Proficiency and Stage phobia (Female students)

Correlations			
		Prof	SP
Prof	Pearson Correlation	1	.370**
	Sig. (2-tailed)		.005
	N	57	57
SP	Pearson Correlation	.370**	1
	Sig. (2-tailed)	.005	
	N	57	57

Table 1.5
 **. Correlation is significant at the 0.05 level (2-tailed). Here we examined whether English Language Proficiency has any impact on stage phobia as far as female students are concerned. In order to ascertain that, we tested the null hypotheses that the two attributes (English Language Proficiency and Stage Phobia) are independent and not correlated in case of female students. As per table (1.5), the significance (p value is .005), which is less than .05. So we reject the null hypotheses in this case. It implies that English language proficiency definitely has an impact on stage phobia. Students with less English language proficiency are more stage phobic and vice versa. They are significantly related

Correlation between English Language Proficiency and Stage phobia (Male students)

Table: Correlations (For males)			
		Stage_Phobia	English_Language_Proficiency
Stage_Phobia	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.001
	N	78	78
English_Language_Proficiency	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.001	
	N	78	79

Table 1.6
 **. Correlation is significant at the 0.01 level (2-tailed). For: "Gender= Male"

Correlation Analysis was attempted in between English Language Proficiency and Stage Phobia for Male candidates only with the Null Hypothesis:

Ho: There exists insignificant correlation between Stage Phobia and English Language Proficiency (r=0). Here, as per the Table No. 1.6, the p-values (Sig) has been found as 0.001 which is less than 0.05, indicating that there is significant correlation between English Language Proficiency and Stage Phobia among Male candidates too. The value of correlation coefficient has been found as 0.374 which shows the degree of relationship is not so strong though significant.

Correlation between Stage phobia and Introvert for Joint Family

Correlations			
		Intrvrt	sp
Intrvrt	Pearson Correlation	1	.291
	Sig. (2-tailed)		.106
	N	32	32
Sp	Pearson Correlation	.291	1
	Sig. (2-tailed)	.106	
	N	32	32

Table 1.7

No correlation found

Here, we examined whether Introvert students from joint family background have any impact on stage phobia. In order to ascertain that, we tested the null hypotheses that the two attributes (Introvert from joint family background and Stage Phobia) are independent (uncorrelated). As per the table (1.7), the significance (p value) is .106 which is greater than .05, therefore, we could not reject the null hypotheses. Hence, it implies

that introvert students from joint family backgrounds are not necessarily stage phobic. Family structure seems to play no role in increasing or reducing stage phobia in students.

Correlation between Stage phobia and Introvert for Nuclear Family

Correlations		Introvert	sp
Intrvrt	Pearson Correlation	1	.057
	Sig. (2-tailed)		.567
	N	102	102
Sp	Pearson Correlation	.057	1
	Sig. (2-tailed)	.567	
	N	102	102

Table 1.8

They are not related

Here, we examined whether Introversion has any impact on stage phobia in female students. In order to ascertain that, we tested the null hypotheses that the two attributes (Introvert and Stage Phobia) are independent (uncorrelated). As per the table (1.2), the significance (p value) is 0.243 which is greater than .05 , therefore, we could not reject the null hypotheses. Hence, it implies that people with traits of introversion are not necessarily stage phobic. Generally it is believed by many teachers in the country that students who do not express due to their introvert personality are usually more stage phobic. However, the results indicate the other way.

IV. DISCUSSION

English Language Anxiety due to any reason has an enervating and enfeebling effect on extemporaneous speeches. Leibert and Morris,1967 mentioned that anxiety could be categorized as reflecting worry or emotionality. Emotionality refers to certain physiological and behavioral changes. Physiological such as pounding of heart, quiver of voice, trembling of hands and legs and behavioral changes such as stammer, fidget, lack of eye contact etc. Worry could be devastating for any speaker for it blocks the thinking capacity of the speaker and chokes the performance by not allowing the speaker to think beyond. The study sample gathered for study could be described as students who never required to speak in English except for some official work. In their case, the lectures were mostly bilingual or it was majorly a teacher centered classroom where the teacher spoke and students did not get an opportunity to participate. Therefore, their comfort level with English language is not as desired. They could communicate their point in a decent manner but needed more polish in terms of vocabulary, pronunciation,, presentation, body language, ideation and content generation, . Public speaking was a sort of once in a blue moon activity for them. It was only during some event or activity or competition where they participated in Debates/ Elocutions/ Just a minute activities. This was purely a once in a while activity. This connotes that exposure was missing in case of these students. As many of them stated during a one to one conversation that more and more public activities will help them remove their inhibitions and gain composure and confidence while speaking. Only being asked during one to one session, they articulated that they can frame sentence structure but missed on the right selection of beautiful words. Many also expressed that it's the fear of uncertainty which causes them to fumble and falter. When they are asked to stand up and speak for 3-5 minutes, it's debilitating for them as they have never done this in their life. Some also expressed their concern that the thought of good orators sitting in the classroom makes them go nervous. They get self -conscious and the thought of judgmental comments which would follow later scares them to the pit. English is the second language for these students. Second language here implies that the students used it only in the institute or while dealing with some official work. Other than that these students only spoke in Hindi language, which is their vernacular. On being asked whether they were more comfortable in English or Hindi language while delivering their extemporaneous speeches, most of them expressed comfort and confidence in Hindi language whereas those who had shared high proficiency in English mentioned comfort and confidence in both the languages. The reason for this was students with low proficiency in English language felt that they did not receive practical exposure to English language extempore speech session, whereas students with high proficiency had done it umpteen number of times during their graduation days. Lack of exposure, insufficient vocabulary and lack of confidence due to less proficiency in English language were few cited reasons why students experienced stage phobia. They also shared that delivering extemporaneous speech in their own vernacular is far more comfortable and easier for them as they do not have to think much in terms of structuring their thoughts, using the correct grammatical patters and choosing the right vocabulary as they had been doing it quite frequently. However, in both cases quality content was always a concern as students lacked the habit of reading. This reveals that language is more a matter of exposure. The more you practice/ use it in a particular context, the more proficient you become. The more proficient you are in a particular language the more

confidently you express yourself in that given context. Content creation is related to more and more reading and being aware of current awareness. The first and foremost thing in public speaking is facing the audience without experiencing any anxiety or in other words with minimum/ controlled nervousness. The students in this study revealed that those who were proficient enough in English language experienced less anxiety and phobia as compared to students with less proficiency in English language. In business communication classroom also it is generally observed that students with English language background and English language proficiency were comparatively far more confident than those who were less proficient. Their content might not be concrete, but they could easily escape the eyes of prying audience with their confidence in English language communication skills. Another very important point highlighted in this study is about the personality type of students and its impact on stage phobia. Usually, as teachers, we may perceive that students who are introvert and do not participate in classroom activities may not communicate in front of a large audience due to fear and anxiety viz a viz those who are extrovert and actively participate in almost all classroom activities. However, this study highlighted that there is no correlation between introversion and stage phobia which implies that students with traits of introversion may not necessarily be stage phobic in extemporaneous speeches.

V. CONCLUSION

So, to conclude the paper suggests that with increasing English language proficiency, stage phobia comes down. However, to what extent, that is something which could not be measured in this paper. The kind of students being discussed in this paper are the ones who belong to both cities and towns and who have undergone quality formal education. Moreover, they are quite well versed with the grammatical rules and structures, but, when asked to put it to use, majority of them tend to fidget and fumble. The most important reason for this could be lack of exposure. On being asked by the teacher in their business communication classroom, almost all expressed that they rarely got opportunities to speak in front of people, not even in front of their classmates. It was basically the teacher talking in their earlier schools and colleges. Therefore, when they were asked to give extempore talks, they could not maintain eye contact with their audience, some of them experienced quiver in their voice, trembling of hands and legs, many forgot the content as soon as they started talking, a few of them fell short of breath, a handful experienced lack of content, etc. However, the common underlying point in everyone's experience sharing was lack of such exposure where students are given opportunity to speak frequently was something which developed fear and anxiety among the students when they were asked to speak suddenly in front of an audience.

Therefore, this work suggests that more and more exposure to extempore sessions help students to remove their fear and anxiety and help them build confidence in situations of extemporaneous talks. The teacher concerned may note to avoid intervening the speaker in the middle of the talk. Also feedback should be provided after the speaker has completed. It also suggests that personality traits like introversion and extroversion have nothing to do with stage phobia. It may happen that an introvert person speaks better than an extrovert person in extemporaneous situations. Just by virtue of being an extrovert doesn't mean that the speaker will speak confidently in extemporaneous situations. It seems more a matter of practicing regularly and frequently in extemporaneous situations.

VI. RECOMMENDATION

Having a Toastmasters session which would help the students overcome their fear and speak with confidence. The students should be involved in regular exposure of the language through small talks, extempore speech sessions.

The teacher should ensure no interruption in the form of correcting or feedback during the speeches. Feedback should be given one to one after the presentation/ speeches are over.

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