



**A COMPARISON STUDY OF ENGLISH SPEAKING
ANXIETY BETWEEN FIRST YEAR STUDENTS OF
MASTER'S DEGREE PROGRAM OF CAREER
ENGLISH FOR INTERNATIONAL COMMUNICATION
AND THOSE OF GRADUATE DIPLOMA PROGRAM OF
ENGLISH FOR CAREERS OF
A PUBLIC UNIVERSITY IN THAILAND**

BY

MS. NAKINTORN KOSOL

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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ENTITLED

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Independent Study Paper Title	A COMPARISON STUDY OF ENGLISH SPEAKING ANXIETY BETWEEN FIRST YEAR STUDENTS OF MASTER'S DEGREE PROGRAM OF CAREER ENGLISH FOR INTERNATIONAL COMMUNICATION AND THOSE OF GRADUATE DIPLOMA PROGRAM OF ENGLISH FOR CAREERS OF A PUBLIC UNIVERSITY IN THAILAND
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ABSTRACT

The mission of the study is to compare the average of communication apprehension and the obstacles of English speaking and the communication strategies employed by first year Master's degree of Career English for International Communication and Diploma students of English for Careers. Questionnaires were distributed to both comparison groups including 47 students of CEIC program and 16 students of Diploma program. The study was completed with 27 students of CEIC program and 10 students of Diploma program. The statistical data includes frequencies, percentages and means to inspect the average of communication apprehension. In addition, PRCA-24 scoring was used to compute the overall level of communication apprehension and subscores in each dimension.

The results signify that both CEIC and Diploma students experienced moderate level of overall communication apprehension. However, CEIC students had anxiety when they were speaking in interpersonal conversations while Diploma students hardly experienced anxiety in any communication situations. Regarding communication strategies, the most significant communication strategies used to expel English speaking anxiety included practice or rehearsal frequently, make a note, take a deep breath and speak slowly. Above all, the teacher's role is significant to encourage students' speaking performance and the vocabulary problem is one of the causes that decreases students' speaking performance.

Although Diploma students are seen as beginner English users, they experienced less anxiety than CEIC students because they had the opportunity to speak with families. The moderate level of communication apprehension among both comparison groups indicated they applied strategies to overcome anxiety.

Keywords: comparison analysis, English speaking anxiety, Career English for International Communication (CEIC), English for Careers

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Ms. Nakintorn Kosol

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English speaking skill plays an important role in advanced learning due to the fact that Master's degree students and Diploma degree students in the English program need to communicate fluently and efficiently with professors and peers. Especially in class communication, students have to speak English longer than usual because they have to transfer their thoughts which express that they understand the lessons they have learned. From observations in class, most students express anxiety before the conversation begins. They express nervousness while the professor calls their names to reply to the questions and avoid eye contact. They spend more time to reply or reply with silence. According to Ely (1986), students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but a threat to their image, and a source for negative evaluations either from the teacher or their peers. Finally, they are silent and withdrawn most of the time and do not participate in language activities.

Anxious students can't communicate well and this leads to communication failure since they can't transfer their thoughts to words. Empirical research indicates that anxious foreign language student are less willing to participate in learning activities, and have lower performance than non-anxious students (Aida 1994, Macintyre and Gardner 1991). To compare the averages of Traitlike CA (Communication Apprehension) among Master's Degree students and Diploma Degree students is important because if we find the problems in CA, we will find the way to overcome speaking anxiety. Speaking English with confidence and without fear or anxiety leads to successful learning. Also, students can apply their English speaking skill in the workplace for progression and it can apply to the real situations when they have to communicate with foreigners.

Thai students learn English as a second language from elementary education to university education. Although students are familiar with English language, they can't communicate well because they don't apply English language to everyday life. Students use Thai language in all four skills (listening, speaking, reading and writing). It has affected students with a lack of four skills in English language. Methithan &

Chamcharatsri (2011) claimed that Thai students lack both linguistic and communicative competence. Furthermore, Thai culture does not support young generations to be a speaker. They support their children as listeners and they should follow adults. Children can't express comments even if they have ideas. Thai students have shy characters as well as they can't express assertive characters. When students step into a master's degree education, they need speaking skill in an advanced level to transfer their thoughts and can explain what they have learned to the professor and peers. Also, a teacher plays an important role to encourage and motivate students to speak as well. Teacher talk plays an important role in language. It helps not only students to learn language subjects better, but teachers can also organize their class better (Nunan 1991).

To achieve effectively in Master's Degree study and Diploma Degree study, comparing the average Traitlike CA among Master's Degree students and Diploma Degree students is important in order to find out the way to expel anxiety and apply strategies to overcome all anxieties appearing in advanced learning and it will help students prepare themselves before studying a Master's Degree education in the future.

1.2 RESEARCH QUESTIONS

This study aims to answer the following questions:

1.2.1 What is average Traitlike CA among Thai Master's Degree students batch 18/58 and Diploma Degree students batch 22/58?

1.2.2 Is there any difference in four dimensions of CA between both comparison groups?

1.2.3 What dimension of CA affects groups of students the most?

1.2.4 How do students overcome speaking anxiety in each dimension of CA?

1.2.5 What causes CA in CEIC and DIP students feel anxiety?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are the following:

1.3.1 To compare the average Traitlike CA and difficulties of speaking anxiety among Thai Master's Degree students and Diploma Degree students.

1.3.2 To examine the difference in four types of CA in both comparison groups.

1.3.3 To investigate the types of CA in which students feel anxiety the most.

1.3.4 To study ways students use to overcome their anxieties for developing English speaking skill.

1.3.5 To recognize the factors causing CA in both comparison groups.

1.4 SCOPE OF THE STUDY

This study is limited to compare and focus on the average Traitlike CA among Thai Master's Degree first-year-students and Diploma students who are studying at Language Institute, Thammasat University, Thailand, and find out the students' strategies to overcome English speaking anxiety.

The respondents are first-year-student studying Career English for International Communication (CEIC) and Diploma program students in English for careers (DEC). Both are enrolled in the mentioned program in 2015. All students consist of students who did not study in a foreign country and experienced students who studied and worked in international settings.

1.5 SIGNIFICANCE OF THE STUDY

The study of a comparison study of English speaking anxiety between first year Master's Degree students and Diploma students in Bangkok, Thailand is significant in several respects as follows:

1.5.1 Thai Master's Degree students at Language Institute, Thammasat University and Diploma students have a chance to investigate the average of English speaking anxiety and apply the speaking strategies to cope with speaking problems and develop this skill to the successful learning as well as in the workplace and daily life. Also, They can share their experiences with the readers of this study.

1.5.2 The findings of this study can help both Master's Degree students and Diploma students to explore the average of anxiety when communicating in English in the classroom and they will recognize specifically four types of CA, then they can find the communication strategy to overcome all anxieties to handle those problems.

1.5.3 The results will be useful for students who will begin study in Master's degree or Diploma degree and anyone interested in English speaking development. As a result, this study will lead to effective and successful communication skills in the long run.

1.5.4 Teachers will understand the specific types of anxiety in students and provide the proper activities for learners. Also, academic staff can equip the curriculum to match students' requirements.

1.6 DEFINITION OF TERMS

The definition of the terms used in this study is as follows:

1.6.1 Communication apprehension (CA) refers to the academic or scholarly term for speech anxiety. CA is an emotional response that an individual can have toward communication.

1.6.2 Foreign language anxiety refers to the feelings of tension when communicating in the language which is not the native language (L1). These feelings can cause worry and negative emotional reactions.

1.6.3 Second language acquisition refers to any language learned in addition to a person's first language. Although the concept is named second language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages.

1.6.4 Speaking strategy refers to the learning approaches that students use to acquire the speaking skill.

1.6.5 Diploma students refers to students who study in the graduate Diploma program in English for Careers, Language Institute, Thammasat University

1.7 LIMITATION OF THE STUDY

There is one limitation in conducting this study.

1.7.1 This study is a quantitative study which is applying a questionnaire adopted from McCrosky, J.C. (1982) called "Personal Report of Communication Apprehension" (PRCA-24), PRCA-24 will give an overall or Traitlike CA score and four context subscores including group discussion, meetings, interpersonal conversations, and

public speaking which measures communication apprehension levels. The research findings can solely emphasize possible sources of English speaking anxiety of the group of students participating in this study. Generalizability of the research findings to other groups' master's degree students might not produce the same results.

1.8 SUMMARY OF THE CHAPTER ONE

The primary chapter highlighted the importance of English speaking skill in advanced learning education since students need to communicate with teachers and peers as well as transfer their thoughts clearly in class and out of class study. Although Thai students have learned English as a second language from primary education to higher education, they confront a problem frequently, especially in speaking skill. They have anxiety when communicating in English language causing communication failure as well as causing bad attitude in second language learning. Therefore, to explore the average of English speaking anxiety between first year Master's degree students and Diploma students is important since we will find out the strategies to overcome all anxiety. Moreover, students can adjust and develop this skill for successful learning as well as apply it to advancement in the workplace and also in everyday life. It will also benefit students who are interested in advanced learning and academic staff of the Faculty of Education to provide the applicable curriculum.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in four main parts. They are 1) communication anxiety and second language anxiety, 2) the problems of speaking English, 3) conquering speech anxiety, and 3) relevant research.

2.1 COMMUNICATION ANXIETY AND SECOND LANGUAGE ANXIETY

The recent surveys involving thousands of college students and adults show that between 70 and 75 percent of our population report a fear or anxiety about public speaking (McCroskey, 2000; Richmond & McCroskey, 1998). Lane (2010) pointed out that communication anxiety was a negative feeling that could happen to anyone when people were communicating thoughts, giving instructions, giving a presentation, or taking part in group discussions. This was similarly supported by Horwitz (2001), Aida (1994), Macintyre and Gardner (1991) who agreed that there is a negative relationship between anxiety and foreign language learning. Macintyre and Gardner (1989) showed that communication apprehension was dependent on a learner's self-esteem. The lower their feelings about being unable to communicate well the greater their apprehension. People with high communication anxiety were often viewed as less competent because of poor unimpressive performances they present to their listeners (McCroskey 1998). This implies that anxiety is one of the most negatively affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which leads to poor oral performance.

2.1.1 Types of communication anxiety

Communication apprehension (CA) is defined as "the fear or anxiety associated with real or anticipated communication with others" (McCroskey, 1977,p.78). Although "fear," "uneasiness," or "nervousness" about public speaking are words that are used interchangeably with the term speech anxiety, "Communication apprehension" (CA) is the academic or scholarly term for speech

anxiety. CA is an emotional response that an individual can have toward communication.

To understand communication anxiety, McCroskey (1997) identified four types of CA-1) 'Traitlike', 2) 'Generalized-context', 3) 'Person-group', and 'Situational' or 'context apprehension'. Traitlike CA is a "relative enduring personality-type orientation toward a given mode of communication across a wide variety of contexts" (McCroskey, 1997, p. 85). Students who have Traitlike CA will experience anxiety in most situations where they have to communicate with others—in one-on-one communication, in interviews, in small groups, in public, and in almost every situation except with family members or a few close friends. McCrosky (1997) also mentioned about Generalized-Context CA; that it's a consistently anxious response and orientation toward communication in specific setting or context. This means every time you are in a particular context (e.g., public speaking), you experience communication anxiety. Four common contexts where CA can occur: (1) public speaking, (2) meetings, (3) group discussions, and (4) interpersonal conversations. Richmond & McCroskey (1998) confirmed that people who experience context CA may feel anxiety in some settings or contexts but not in others. For example, you might have anxiety in public communication but not in interpersonal conversations or small group discussions. "Person-group CA is a relatively enduring orientation toward communication with a given person or group of people". (McCroskey,1997, p.86). People experiencing person-group CA will feel anxiety when communicating with a given person or group of people, for example, talking with professors at college, superiors at work, or an unexpected colleague or acquaintance. Situational CA is a sensational response of an individual to communicating with another person or persons at a given time (McCroskey, 1997). When the situation passes, the anxiety dissipates, for example, in a job interview or while taking an oral exam. When the situations were over, anxiety disappeared.

It seems Thai graduate students face a problem in Generalized-Context CA since they have to express interpersonal conversations with professors and peers, group discussion, meetings after get an assignment or public speaking to present knowledge they have learned. Additionally, McCrosky (1998) has developed a survey to help individuals self-assess their CA levels called "Personal Report of

Communication Apprehension” (PRCA-24), and it produces five scores. PRCA-24 will give an overall or trait like CA score and four context subscores including group discussions, meetings, interpersonal conversations, and public speaking.

2.2 ENGLISH SPEAKING PROBLEMS

The focus on this research is investigating English speaking anxiety among Master’s degree and Diploma students in Bangkok, Thailand and helping them to conquer speaking anxiety. The objective is to help the respondents to understand the causes of English speaking anxiety in order to develop this skill in master’s degree learning and apply it for the progression in the workplace as well as in the real situations.

Summer Institute of Linguistics (SIL) International (1999) mentioned that speaking skills are productive skills; they produce a message that is conveyed from sender to receiver. Speaking skills are complicated and involve more than pronouncing words. According to Brown & Yule (1983), the formation of carefully in nature of spoken language are planned ideas, grammar and syntax. It implies that you have to decide what to say next and how to state it while you are speaking. Second language students who didn’t master English speaking in everyday use may lack confidence because they didn’t consider language errors as a natural part of the learning process, but are a threat to their image. Finally, they are silent and withdrawn most of the time and do not participate in language activities (Ely 1986).

Shumin (1997) confirmed that it requires more than the grammatical and semantic knowledge to master speaking a foreign language. The background of how native speakers use the language in each situational context and patterns of interpersonal exchange are important. Moreover, speaking as a second language is relatively difficult for L2 learners because effective oral communication requires the ability of using appropriate language in social interactions. These may cause troubles for L2 learners to speak the target language correctly and appropriately.

Thais wish they could speak English fluently, but most of them think that English is too difficult to be competent in because of these problems, as Arunee Wiriyachitra (2002) highlighted.

- Lack of opportunity to use English in everyday use
- Being passive learners
- Being too shy to speak English with foreigners
- Interference from mother tongue (Thai) particularly in pronunciation, syntax and idiomatic usage
- Lack of responsibility for their own practice and learning
- Unchallenging English courses

Consequently, investigating the factors that affect oral communication learning in second language is significant.

2.2.1 Causes of speaking anxiety

To understand what brought about anxiety is helpful to overcome speech anxiety. Research has shown the six possible causes for nervousness about speaking: (1) learned responses, (2) worrisome thoughts, (3) a performance orientation, (4) perceived lack of public speaking skills, (5) excessive activation or body chemistry, and (6) situational aspects of the circumstance or the audience.

2.2.1.1 Learned Responses

Ayres (1998), Daly, Caughlin, Stafford (1997), McCrosky (1982), and Van, Kleeck & Daly (1982) mentioned in their communication research that two causes for Traitlike CA that could be utilized to the public speaking context are called reinforcement and modeling.

Reinforcement theory points out that learned expectations cause behaviour (Daly, Caughlin, & Staford, 1997; McCrosky, 1982). Students who receive positive reinforcement for speaking (e.g. praise, pats on the head, smiles, rewards), learn to associate positive consequences with communication) feel confident when speaking with others. On the contrary, if students are punished or given negative reinforcement, they will learn to associate speaking with negative consequences and this leads to avoiding communication. Therefore, the negative expectations and a trait like (overall) anxiety appeared. Students who received negative reinforcement in the form of laughter, negative evaluation, or punishment because of the result of speaking in front of others could have learned an anxiety response to speaking, such as Jerry, age 26 who said “When I was in high school, we had to give a five-minute speech for an English class. I was really scared because this was the first time to give a speech. I

spoke for only two minutes and left out half of what I planned to say. Then, the teacher pointed out what a terrible job I did in front of everyone. The other students looked embarrassed for me. Until now, I tried to avoid public speaking because it would only mean more embarrassment, criticism, and failure for me.”

In class study, teachers and classmates are significant factors to the learned responses of anxious students because teachers can encourage students to speak by smiling, pats on the head or praise to make them feel confident and want to speak as well as peers.

Bandura (1973) pointed out modeling and watching the reactions of others can also explain a learned anxiety response to communication. Children learn behaviours by watching others as their models. They learn to interact and talk freely if their parents constantly interact and talk, meanwhile anxious behaviors from parents affected children as well.

2.2.1.2 Worrisome thoughts

Cognitions or worrisome thoughts are another cause of the driving force behind speech anxiety. According to Desberg and Marsh (1988), anxious thoughts of negative evaluation and failure are the main cause of stage fright. Ayres (1986) revealed that speech anxiety commonly arises when students think they cannot meet the expectations of their audience, but when they learn their audience is less difficult to please than first expected, their anxiety decreases. Lyle, age 19, said: “I always thought everyone was evaluating everything I did when I have to speak in front of others. I thought no one would like what I have to say. I would sound like an idiot or everyone would become bored. I saw the audience as a beast that I could not please. Since I knew I could never be a perfect speaker, I became even more terrified of public speaking.”

The root of anxiety about negative evaluation and failure is in your thought processes. If you think or mentally predict that you cannot live up to an audience’s grand expectations, you will jump to all kinds of conclusions about the listeners, the situation, and yourself. Your nervous system will be trespassed by an irrational fear and grip your mind. When you feel the nervous energy, you will use it to confirm your doubts that the situation is fearful and to be avoided (Behnke &

Beatty, 1981; Desberg and Marsh, 1988). The fear of becoming anxious will increase and result in even more fear, anxiety, nervousness, and avoidance of public speaking.

2.2.1.3 Performance orientation

A performance orientation is another explanation for the cause of speaking anxiety or performance perspective (Motley, 1991, p. 88). The performance orientation is related to worrisome thoughts of negative evaluation because it also involves erroneous ideas about speaking.

Motley (1991, 1998) defined the performance orientation as a speaker viewing public speaking as a situation demanding a perfect, pleasing impression; advance language; perfect speech skills or persuasive skills; and a formal, varnished, fabulous delivery. They do not consider language errors as a natural part of the speaking process. but as a threat to their image, finally they are silent and withdrawn in speaking activities (Ely 1986). Michelle, age 18, said she used to think that she had to speak fluently and perfect in public speaking and felt everyone gave a more perfect speech than her. She is afraid that if she said a wrong word or sounded boring, she would be an embarrassment.

2.2.1.4 Perceived lack of public speaking skill

Richmond & McCrosky (1998) clarified perceived lack of skills as another source of public speaking anxiety. Many people feel worried when they do not know how to behave in a situation. In addition, anxiety increases when speakers do not know what to do or say.

2.2.1.5 Excessive activation or body chemistry

Body chemistry happens because of a person's excessive activation (physical nervousness) and is related to anxiety about communication. The research studies, especially in children, found that they are more easily activated or stressed than others during daily routine activities (Kagan & Reznick, 1986; Kagan, Redneck, & Snidman, 1988). Therefore, children with a low activation level can become easily aroused in tense situations and produce stress-related chemicals in their bodies. Certainly, they tend to avoid communication and socialization for calmness and avoid feeling nervous or stressed.

In adults, when they confront the public communication, they may experience excessive physical reactions. It makes a person feel out of control

expressed by trembles, dry mouth, disgust, blushing, tense muscles, rapid heartbeat, temporary memory loss, wavering voice, breath shortly, nervous motion and swallowing difficulty (Gilkerson, 1942; Pucel & Stocker, 1983; Richmond & McCroskey, 1998). Physiological arousal is the source, it worsens when anxious people interpret this excessive activation as “bad” and try to avoid public speaking.

2.2.1.6 Situational aspects

Daly & Buss (1984) confirmed that many aspects of situations contribute to the amount of speech anxiety a person experiences. These include novelty, conspicuousness, and audience personality.

The unfamiliar situation called novelty happens when speaking in an unfamiliar environment such as a strange audience or seldom giving a speech. The speaker may experience a fear of the unknown and an anxiety about how to act. On the contrary, the more a speaker participates as a public orator, the more they feel at ease with an audience or situation. The anxiety from novelty will decrease.

Conspicuousness means attention is focused on something or someone. In the public speaking situation, it is the speaker standing in the center of the audience. Although being the centre of attention at first might seem frightening, it also means the ideas are being heard by others and not ignored.

Audience characteristics can contribute to a speaker’s anxiety. The large number of an audience, the higher status of the people in an audience, and the more dissimilar an audience is in age, gender, education, culture, or formal situations, the more anxiety some speakers feel.

In summary, research studies discovered a variety of causes for nervousness of speaking. These causes include (1) learned responses, (2) worrisome thoughts, (3) a performance orientation, (4) perceived lack of skills, (5) excessive activation, and (6) situational aspects of circumstance or audience.

2.2.2 Causes of the diversity of culture

Some research studies found that Asian students are more stressed than other national groups because of the characteristic of their culture; for example in Thailand, they support polite characteristics which means children can’t express what they think. Therefore, when they have to express their thoughts in a classroom, they feel shy and have anxiety. Certainly, they can’t speak. As we know, in collectivists

societies, people integrated into strong, cohesive groups and protection is exchanged for loyalty while in individualist societies ties are loose and everyone looks out for himself or herself.

The most fundamental research on cultural differences done by Hofstede is widely recognized. He defines culture as “the collective programming of the mind that distinguishes the members of one group or category of people from others”. The research results were validated against about 40 cross-cultural studies from a variety of disciplines. Also, Hofstede found five culture dimensions which described what culture is and how it influences the way we educate and learn.

One of his dimensions of national culture is Individualism vs Collectivism; almost all the rich Western countries are individualism, people look after themselves and immediate family only and they are more explicit because of verbal communication; in collectivists society like Asia and Africa people belong to “in-groups” who look after them in exchange for loyalty and communication which is more implicit.

Table 1: The differences of Collectivism vs. Individualism on learning

Collectivist	Individualist
Students only speak up when teacher called	Students speak up in response to general invitation by teacher
Speak up in small groups	Speak up in large groups
Formal harmony in learning situations should be maintained at all times	Confrontation and challenge in learning situations can be brought into the open
Teacher and student don't want to lose face	Don't care about the lost face because they think lost face is weak.
Teachers expected to give preferential treatment to some, e.g. based on ethnic affiliation or recommendation	Teachers expected to be strictly equal

The diversity of cultures affects educational system in each country. It indicates characteristics of learners and instructors as shown in the above figure. Therefore, to understand the characteristic of people in each country is important since teachers will search for the suitable way to educate their pupils.

2.3 CONQUERING SPEECH ANXIETY

The techniques for developing a personalized program to treat the speaking anxiety depends on a multidimensional and combinational program. Communication researches in combinational approach shows greater reduction in public speaking anxiety than a single treatment. The multidimensional approach is based on the multimodal counselling model (Lazarus, 1989, 1997) that highlighted the importance of matching treatment techniques to each seven human characteristic dimensions.

2.3.1 Assess personality dimensions affected by anxiety

Lazarus (1989) defined seven dimensions that make up each personality. Since we are “biological beings who move, feel, sense, imagine, think, and relate to one another, each of the dimensions requires attention when problems emerge” (Lazarus, 1978, p.8)

The seven interactive characteristics dimensions that should be considered in multidimensional evaluation process include behaviour, affect, sensation, imagery, cognition, interpersonal relationships and drugs/biological functions (Lazarus, 1989). The acronym BASICS is helpful to remember these dimensions. Interpersonal relationships and drugs/biological functions relate to ways to deal with stress. Here is the description for each of the BASICS personality dimensions:

B = BEHAVIOUR (overt behaviours, acts, habits, and reactions that can be observed and measured)

A = AFFECT (emotions, moods, and strong feelings)

S = SENSATION (bodily sensations, such as pain, tension, discomfort, or nausea; and the touching, tasting, smelling, seeing, and hearing of our five senses)

I = IMAGERY (vivid scenes, pictures, or images that come to mind, including the way you see yourself in particular situations)

C = COGNITION (thoughts, attitudes, ideas, beliefs or opinions)

S = STRESS (amount of stress in your life and ways you deal with it; general physical well-being, use of drugs or alcohol, participation in exercise programs, interact with others, and interpersonal support) (Lazarus, 1989)

O'Keefe (1985) pointed out the BASICS dimensions can function as an educational guide to help to analyze anxiety. Therefore, a multidimensional assessment of BASICS is the first step in creating a personalized plan to overcome speaking anxiety.

2.3.2 Deep breathing

German et al (2003) suggested deep breathing targets the affect and sensation dimensions of orator personality. It can reduce public speaking anxiety when practiced prior to giving classroom speech, calm emotions, increase oxygen supply to brain and muscles, reduce the symptoms of hyperventilation such as pounding heartbeat and improve concentration.

2.3.3 The calming sigh

To reduce stress when giving a speech, physicians and psychologists have suggested practicing a calming sigh. It is helpful and tension-releasing while preparing for presenting in front of others. The calming sigh includes inhaling a deep abdominal breath and then softly sighing on the exhale.

2.3.4 Cognitive restructuring

Meichenbaum (1997) said that anxiety and nervousness are generated when a speaker thinks anxious and negative thoughts about themselves and their behavior. To rebuild thoughts about speaking, a speaker can change worrisome, anxious thinking to truthful thoughts, think positively and apply four steps to reduce nervousness and anxiety in speaking. Here are four cognitive restructuring steps:

1. Create a list of your greatest worries and negative self-talk about speaking.
2. Recognize the irrational beliefs and must thoughts on your extreme worries list.
3. Discover a list of positive coping statements to replace the irrational beliefs and must thoughts
4. Practice the new coping statements until they automatically replace your previous irrational thoughts.

Table 2: Kim's coping statements list

Ultimate Worries	Must Thoughts, Irrational Conclusions & Cognitive Distortions	Positive Coping Statements
1. I will make a mistake or forget something: my speech will be ruined, and I will look stupid.	Peephole Thinking, Perfectionizing & All-or-Nothing Categorizing	If I lose place in my speech or forget something, it's not a disaster. Most people won't even notice. They will wait while I look at my notes. Even the best speakers make mistakes and go on.
2. I hate public speaking. Others do better than me.	I-Can't-Stand-It-Itus	I will learn public speaker skills. I do not have to give a perfect speech. Everyone in this class is learning and practicing too.

2.3.5 Mental rehearsal (Visualization)

Visualization or mental rehearsal targets the imagery and cognitive personality dimensions. It prepares your mind and body for the event and relieves some situational causes of anxiety. Apply this practice before giving a speech as the successful athletes use them to help them attain peak performance.

The cognitive psychology of positive mental imagery is based on the assumption that we hold images in our mind of what we perceive as future situations. Fanning (1988) stated that if the image of the future is negative, a speaker will feel anxiety. On the contrary, if the image of the future is positive, the orator will have positive feelings and the anxiety will be alleviated.

Mental imagery and athletic success was developed by Roberto Assagioli (1973) and has been used by athletes and trainers since that time. The athletes were seated with eyes closed and moving their bodies from side to side to imitate the race in their minds because this strategy will prepare their minds for a positive and successful experience.

Mental rehearsal and speech anxiety were explained by Joe Ayres and Tim Hopf (1985, 1989). The researchers use the visualization technique to help students decrease anxiety levels in speaking classes and the result show it is very

helpful at reducing anxiety when students mentally rehearse a positive and successful speaking experience prior to giving a graded speech in class. To be the successful speaker, they should practice when it is close to the time you give the speech and try to visualize the audience in a positive way including all of the main points as well as the introduction and summary.

2.3.6 Physical exercise and interpersonal support

To help speakers reduce anxiety before the presentation, physical exercise is a way to decrease stress and anxiety while interpersonal support helps buffer the impact of stress. It helps a speaker stay committed to goals and conquer speaking anxiety.

Physical exercise reduces stress and public speaking anxiety. Sachs (1982) claimed that physical exercise benefits a person physiologically, emotionally, cognitively, and even socially. People who start exercise programs reduce their anxiety, nervousness, and stress levels. (Otto, 1990; Sachs, 1982; Wedlock & Duda, 1994). For example, cycling about ten minutes before delivering a speech had a positive effect on the speakers (Otto, 1990). They reported fewer physiological sensations (e.g. sweating, trembling, nervous stomach, tightness, lumps in the throat, and rapid heart beating), fewer disfluencies (e.g., “uhs,” “uhms”), and fewer negative mood than non-exercise speakers.

Students have used The Windmill Warm-Up exercise which combines the deep abdominal breathing following these steps:

- Stand up straight
- Arms out in front
- Inhale deeply and hold breath
- Swing arms backward in a circle two times
- Swing arms forward in a circle two times
- Stop
- Exhale slowly
- Relax

The Windmill Warm-up exercise reduces tension before giving a speech, warms up muscles, and gets the blood flowing to fingertips and can reduce cold hands as well.

Interpersonal support builds confidence and reduces stress and is called social support; it means having others who share similar struggles, emotions and ideas (Jacobs, Harvill, & Masson, 1988). Dawyer (1998), Carlson & Dalbey (2003) highlighted that a public speaking class designed for students with excessive nervousness or fear is a good place to find peers who have the same goals as anxious people do because speakers feel that they are not alone. In addition, they will provide a supportive environment, special help, and a safe arena to practice speaking skills. The encouragement from others in class built confidence and enabled students to learn.

2.3.7 Skills training

For developing confidence and competence in speaking, skills training is essential because learning what to do when speaking will help reduce situational anxiety from perceived lack of skills.

Phillips (1991) designed the skills deficit model which assumes people avoid communication because they experience a lack of skills. It produces anxiety in communication situations, which causes more anxiety and further avoidance. In order to break the anxiety-avoidance chain, enrolling in a speaking class will help a student become an effective speaker.

Skills training targets one behaviour at a time meaning skills training is most effective when it narrowly targets specific behaviours for improvement (Richmond & McCroskey, 1998). Focusing on developing specific skills one or two at a time includes the following components:

1. Identifying a skill deficiency
2. Observing models of skilled behaviour
3. Setting attainable goals
4. Acquiring knowledge about the new skills
5. Visualizing the new skills
6. Practicing the new skills in a nonthreatening environment, as well as in a natural environment
7. Self-monitoring your progress (Glaser, 1981; Kelly, 1989; Richmond & McCroskey, 1998)

Rubin & Jordan (1997) stated that students who complete a basic public speaking course have less communication anxiety because they learn how to

introduce, organize, research and deliver informative. Basic public speaking skill includes the following:

1. Choosing a topic
2. Selecting a specific purpose and central idea
3. Analysing the audience and situation
4. Researching the topic and adding supporting material
5. Organizing and outlining the ideas
6. Creating introductions and conclusions
7. Preparing note cards and visual aids
8. Rehearsing and delivering a speech

2.4 RELEVANT RESEARCH

There were several studies that investigated the correlation of second language speaking anxiety and oral performances of the students and how anxiety impacts speaking skill. The result showed the relationship between oral performance and anxiety was of negative significance (Cheng, Horowitz & Schallert, 1999; Hewitt & Stephenson 2012; Liu & Jackson, 2008; Phillips, 1992; Woodrow, 2006). In addition, Oya, Manalo & Greenwood (2004) discovered that high levels of extraversion of the participants led to high oral performance. However, the activities in the classroom influenced the degree of anxiety of students (Liu, 2006)

Cagatay & Sibel (2015) examined EFL students' foreign language anxiety in the case of a Turkish state university. The participants were 147 Turkish students at the English preparatory program of a state university. A questionnaire was administered to the students from each proficiency level to explore their FLSA. The finding revealed EFL students experience a moderate level of FLSA. Moreover, female students seem to be highly anxious while speaking. Another striking point is that students' FLSA increases when communicating with native speakers compared to the peers in the classroom. As to the proficiency level of the students, FLSA does not seem to rest upon this aspect. The result revealed encouraging EFL learners to participate in authentic contexts such as study abroad programs and addressing FLSA by appealing to both genders could be more contributory to competence of the learners.

Woodrow (2006) investigated the relationship of second language speaking anxiety and oral achievement which shows both communications inside and outside the classroom. The participants are students who attended an English for Academic purpose (EAP) course and enrolled in the university in Australia. The 275 participants included 139 males and 136 females. Mostly, the participants were from China. The questionnaire of second language speaking anxiety scale (SLAS) was used for measuring language learning anxiety which was based on Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz and Cope, 1986). They measured two main factors which were in-class anxiety and out-of-class-anxiety correlated with oral performance. In addition, International English Language Testing Service (IELTS) type oral assessment, which consisted of three tasks: introduction and general interview, individual long turn and two ways discussion use around 10 minutes was used for measuring oral performance. The score was based on fluency, language usage and pronunciation and the range of grades is A to F. However, the interview was used as triangulated data. The questions were “which are experienced of second language speaking anxiety”, “what situations they feel anxious”, and how they feel with audio records. This study revealed second language speaking anxiety scale (SLAS) correlated with oral performance in negative significance both in class and out of class. Moreover, the most impacted factor was found when the participant communicated with native speakers, which supported Catagay and Sibel’s (2015) studies and was performed in English in front of classmates. This was the most anxious experience based on interview reports. Moreover students who come from Confucian Heritage Culture (CHCs), China, Korea and Japan are more stressed than other national groups.

Ora, Manalo & Greenwood (2004) demonstrated more understanding of the factors that impacted oral performance of second language in people who were Asian. The 73 participants were located through advertisements, websites, magazines and newspapers. The intermediate level speakers in English were selected to be participants, including 22 males and 51 females. The three methods applied for measurement were adopted from Maudsley Personality (MPI), Spielberger State and Trait anxiety Inventory (STAI), and storytelling. The findings of this study showed that oral performance correlated significantly with their extraversion and neuroticism

score, and also the global impression of the rater correlated with a participant's extraversion scores. In addition, anxiety correlated with oral performance accuracy and high level of extraversion of the participants produced high oral performance.

Cheng Tsai (2014) explored the differences between genders as well as the proficiency differences of students who experienced English speaking anxiety among university of technology students in Taiwan. The participants were 679 randomly selected students at a university of technology in Taiwan. An English speaking anxiety questionnaire was adopted for data collection. The results showed that students attributed the cause of anxiety to lack of practice, lack of confidence, a fear of making mistakes, and lower English speaking proficiency. Also, the findings showed that there was no significant difference between male and female students in terms of their English speaking anxieties in this study, which does not conform to other studies. On the contrary, the results revealed there was a significant difference between two different proficiency groups in terms of their English speaking anxieties. On the average, the lower level speaking proficiency group students had higher English speaking anxieties than the higher level speaking proficiency group students.

Buriro, Ghulam Ali Aziz, and Syed Abdul (2015) investigated the factors responsible for learners' anxiety in speaking English as a foreign language and it has been observed that despite learners' seven year (Class VI to XII) consecutive input in English as a compulsory subject at school and college levels in target context, in addition to their privately-made effort, they still fail to obtain the desired level of oral proficiency in English as a second language. (National Education policy Reports 2009 to 2013: 27, Higher education Commission of Pakistan Reprts 2009 to 2013: 50 & 164, Gillani, 2004; 5) This is probably due to EFL teachers' lack of attention to the learners' affective needs during teaching-learning practice. Affect in foreign language learning includes; emotions, feelings, beliefs, personality traits, motivation, learning styles, socio-cultural and psycholinguistic factors. These affective variables may affect the learners' ability to learn a foreign language. Foreign language anxiety is also one such affective variable (Horwitz, 1986: 125-132). Language anxiety is one of the major factors in learning a foreign language in any context or setting (Hurd, 2007:488). It is one of the highly examined variables in all psychology and education (Horwitz, 2003:13) Though, there has been considerable research in the cognitive

domain in learning English as a foreign language, the aspect of emotion and the way to deal with emotion to maximize positive results in a language classroom has not been explored in Pakistan and the objective of this study aims to explore the factors responsible for learners' anxiety in speaking as a foreign language in the target context.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) the subjects, (2) the materials, (3) the procedures used in the collection and analysis of the data, and (4) the data analysis

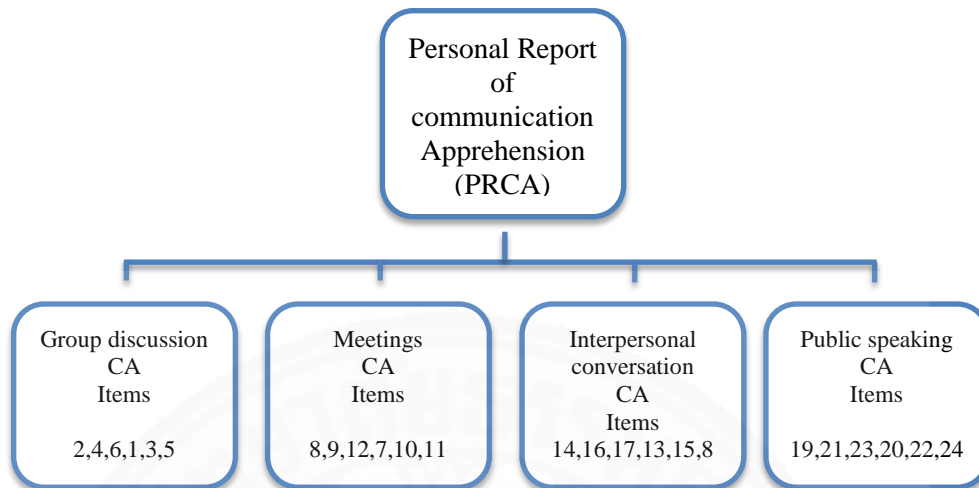
3.1 SUBJECTS/PARTICIPANTS

The sample consisted of 47 students from first year Master's Degree in Career English for International Communication batch 18/58 and 16 students from Graduate Diploma Program in English for Careers batch 22/58 Thammasat University. Respondents were selected by convenience sampling.

3.2 RESEARCH INSTRUMENT

The research instrument in the study was a questionnaire which was a convenient tool to collect answer research questions. The questions were divided into four parts: Part I: Respondents' demographic information. Part II: Personal Report of Communication Apprehension (PRCA-24) adopted from (McCrosky, J.C., 1982). This instrument is composed of twenty-four statements concerning feelings about communicating with other people and can measure communication apprehension levels with high predictive validity. PRCA-24 consists of 4 parts which are Group discussion, Meetings, Interpersonal conversations and Public speaking. Part III: Open-ended questionnaires which explores students' strategies to overcome communication apprehension as a whole. Part IV: Factors affecting students' speaking performance and speaking problems for investigating the hypothesis that the researcher assumed the four factors affected students speaking performance and speaking problems.

The composition of PRCA-24



Example:

Group discussion CA

- I dislike participating in group discussions.
- Generally, I am comfortable while participating in group discussions.

Meetings CA

- Generally, I am nervous when I have to participate in a meeting.
- Usually I am calm and relaxed while participating in meetings.

Interpersonal CA

- While participating in a conversation with a new acquaintance, I feel very nervous.
- I have no fear of speaking up in conversations.

Public speaking CA

- I have no fear of giving a speech.
- Certain parts of my body feel very tense and rigid while giving a speech.

3.3 PROCEDURE

This section described the procedure used to collect the data and the time period.

3.3.1 Research design

The research design was a cross sectional study which used questionnaires to find the average of English speaking anxiety of both Master's Degree and Diploma students. Moreover, background questions were asked for gathering others factors that affected oral performance in English speaking problems. The questionnaire was piloted with 2 students who have studied in CEIC batch 18/58 and 1 Diploma student batch 22/58. Then, the proper reliability value was calculated before established data collection.

3.3.2 Data collection

The study had four stages of data collection. The first stage gathered participants' demographic information by using background questionnaires. The second stage was Personal Report of Communication Apprehension (PRCA-24) questionnaire. Likert scales were used for measurement, namely (5) strongly disagree, (4) disagree, (3) undecided, (2) agree and (1) strongly agree. Also, the researcher applied the scoring of PRCA-24 to compute an overall communication apprehension score (CA) and subscores for four dimensions: group discussions, meetings, interpersonal conversation and public speaking. The third stage gathered the strategies used by CEIC and Diploma students to overcome English speaking anxiety. This part was an open-ended questionnaire because researcher required diversified strategies from both comparison groups. The last stage was factors affecting students' speaking performance and speaking problems to give an answer that the researcher assumed about teacher characteristics, the opportunity of speaking and vocabulary problems. The survey was handed in after English class on Saturday and Sunday at Language Institute, Thammasat University.

CHAPTER 4

RESULTS

The prior chapter explained the methodology of the study. This chapter presents the results and discussion obtained from the questionnaires distributed to the respondents which is divided into 4 parts. The first part was background information which included demographic and personal information of the respondents. The second part was the Personal Report of Communication Apprehension which indicated the level of English speaking anxiety in each situation. The third part was the open-ended questions used to obtain the strategies to overcome English speaking anxiety. The last part was the factors affecting students' speaking performance.

The questionnaire was distributed to 47 CEIC students and completed questionnaires were received from 27 CEIC students, while from a comparison group (Diploma students) questionnaires were received from 10 of 16 students.

4.1 DEMOGRAPHIC AND PERSONAL INFORMATION OF THE RESPONDENTS

This part of the questionnaire investigated the demographic data of the participants. The information was shown in the form of percentage:

Table 4.1 Gender of Respondents

Gender	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Male	5	0	18.5	0
Female	22	10	81.5	100
Total	27	10	100	100

Table 4.1 shows the information about the gender of respondents. The majority of both comparison groups were female and the minority of the respondents were male as follows: female CEIC students (81.5%) and male CEIC students (18.5%) while female Diploma students (100%).

Table 4.2 The Major of Education

Education	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
English Major	11	5	40.7	50
Non English Major	16	5	59.3	50
Total	27	10	100	100

As shown in Table 4.2, 59.3% of CEIC students and 50% of Diploma students graduated with non-English major, while 40.7% of CEIC students and 50% of Diploma students graduated with an English major.

Table 4.3 Experience Abroad

Experience Abroad	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Yes	7	1	25.9	10
No	20	9	74.1	90
Total	27	10	100	100

As can be seen in Table 4.3, both of the comparison groups had not studied or worked in foreign countries as follows: 74.1% of CEIC students and 90% of Diploma students while only 25.9% of CEIC students and 10% of Diploma students experienced study abroad.

Table 4.4 Period of Working or Studying Abroad

Period of Working/Studying	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Shorter than 3 months	1	0	4	0
3 months - 1 years	2	0	8	0
Longer than 1 year	4	1	16	10
Non-experience	18	9	72	90
Total	27	10	100	100

According to Table 4.4, 7 students of CEIC had experience working or studying in foreign countries. The majority of CEIC students had experience being abroad longer than 1 year at 16%, 3 months - 1 year were 8% and shorter than 3 months were 4% while Diploma students experienced being abroad longer than 1 year were 10%.

Table 4.5 Speaking English in the Workplace

The Frequency of speaking English in the Workplace	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Often	13	2	48.1	20
Seldom	13	6	48.1	60
Never	1	2	3.7	20
Total	27	10	100	100

Table 4.5 shows the frequency of speaking English in the workplace. 48.1% of CEIC students often speak English in their workplace equal 48.1% seldom speak English while 3.7% do not speak English. As for the Diploma students, 60% seldom speak English and 20% often speak English. It was indicated that CEIC students used English language in the workplace more than Diploma students.

Table 4.6 TU-GET Score

Score	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
300-400	0	1	0	50
500-600	14	1	60.9	50
601-700	7	0	30.4	0
801-900	2	0	8.7	0
Total	23	2	100	100

Table 4.6 illustrates that 60.9 of CEIC students got 500-600 score of TU-GET test while the number of respondents who got 601-700 score were 30.4% and 801-900 were 8.7%. Mostly, Diploma students did not fill in the TU-GET score but some of them got 300-400 score and 500-600 score of TU-GET.

Table 4.7 GPA of Respondents

GPA	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
2.50-3.00	5	0	21.7	0
3.01-3.50	9	2	39.1	28.6
3.51-4.00	9	5	39.1	71.4
Total	23	7	100	100

Table 4.7 presents GPA of both comparison groups. The majority of CEIC students represented 39.1% of 3.01-3.50, the same as the students who got 3.51-4.00 while Diploma students got 3.01-3.50 and 3.51-4.00.

Table 4.8 English Speaking Ability of the Respondent

The Level of ability in Speaking English	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Excellent	1	0	3.7	0
Good	10	3	37	33.3
Moderate	14	6	51.9	66.7
Low	2	0	7.4	0
Total	27	9	100	100

As can be seen in Table 4.8, 51.9% of CEIC students rated their speaking ability as fair while 37% rated as good; 7.4% rated as low and 3.7% rated as excellent. 66.7% of Diploma students rated as fair and 33.3% rated as good.

According to the study, the majority of both comparison groups of the respondents were female. Most of them graduated in English major but didn't study or work in foreign countries. Mostly, they seldom speak English in the workplace. As for the range of TU-GET score, the majority of CEIC student got 500-600 score while Diploma students did not fill in the TU-GET score in the blanks. Only 2 Diploma students filled in this part, they got 300-400 score and 401-500 score. It may indicate that Diploma students wanted to improve English skill by studying for Diploma Certification before going to take the TU-GET exam. In the GPA score, most of CEIC and Diploma students got 3.01-3.50 and 3.51-4.00. Therefore, the researcher believed that both of them had strategies to overcome English speaking anxiety and they had estimated their English speaking skill as moderate.

4.2 PERSONAL REPORT OF COMMUNICATION APPREHENSION

Table 4.9 Respondents' Level of the Personal Report of Communication Apprehension in Different Situations

	CEIC					Diploma				
	High	Low	Average	SD	Rank	High	Low	Average	SD	Rank
1 Group Discussion	5 18.51 %	22 81.48%	15	1.08	4	-	10 100%	12	0.86	4
2 Meetings	10 37.03 %	17 62.96%	17.55	1.00	2	1 10%	9 90%	15	0.88	1
3 Interpersonal Conversation	14 51.85 %	13 48.14%	16.66	1.12	1	1 10%	9 90%	14.30	0.91	1
4 Public Speaking	6 22.22 %	21 77.77%	19.51	1.03	3	1 10%	9 90%	16.30	1.16	1

As shown in Table 4.9, the most significant CA dimensions that CEIC students had anxiety about were “Interpersonal Conversation” (51.85%), followed by “Meetings” (37.03%), “Public Speaking” (22.22%), and “Group Discussion” (18.51%). However, Diploma students experienced anxiety in Meeting, Interpersonal Conversation, and Public Speaking in the same range of percentage (10%). The results of Diploma students illustrated they didn't have anxiety in almost each dimension.

Table 4.10 The Overall Respondents' Level of the Personal Report of Communication Apprehension

CEIC			Diploma		
High	Moderate	Low	High	Moderate	Low
5 18.51%	16 59.25%	6 22.20%	-	6 60%	4 40%

Table 4.10 illustrates the moderate level of the respondents in overall level of the personal report of communication apprehension. 59.25% of CEIC students were in moderate level followed by low level of CA (22.20%), and high CA level (18.51%)

and most of Diploma students were in moderate level of CA followed by low level (40%).

Table 4.11 The CA Average of CEIC and Diploma Students

	CEIC		Diploma
1 Group Discussion	15	>	12
2 Meetings	17.55	>	15
3 Interpersonal Conversation	16.66	>	14.30
4 Public Speaking	19.51	>	16.30
Total CA	68.81	>	57.60

The CA average is shown in table 9.3, The overall CA average of CEIC were 68.81 which was more than Diploma students (57.60). The number indicated that CEIC students experienced more anxiety than Diploma students in all dimensions (Group Discussion, Meetings, Interpersonal conversation, and Public speaking). Although the overall number of both were in moderate level of CA, the number on the overall CA illustrated the numeric value by which CEIC were higher than Diploma students. If specifying the number of both in each CA dimension, Diploma students experience anxiety lower than CEIC students in all dimensions.

4.3 STRATEGIES IN SOLVING ENGLISH SPEAKING ANXIETY OF THE RESPONDENTS

4.3.1 The strategies for overcoming English speaking anxiety.

According to the open-ended questions asking for the respondent's strategies to overcome English speaking anxiety, it was found that CEIC students had strategies to expel anxiety more than Diploma students. The strategies that CEIC students applied to the real situations in English speaking were as follows:

- Be confident and encourage themselves
- Do more practice to increase the confidence
- Rehearsal before giving the real presentations

- Prepare the topic and concentrate on the topic
- Speak loudly
- Making notes to remind them of what they have to express
- Relax and think what to say rather than how to say it
- Try thinking in English
- Speak briefly, not a full sentence
- Try to speak with foreigners
- Take a deep breath and speak slowly
- Think positively about the audiences

As for the Diploma students, they had the same strategies such as be confident, prepare themselves by reading to get more vocabularies, and make a note. Some of them had suggested another way which differs from CEIC students which was come to the place of speaking early for familiarity.

To understand the ways students expel anxiety in each situation, the open-ended questions were divided into 4 situations (Group Discussion, Meetings, Interpersonal Conversation and Public Speaking) and the strategies used by students in each dimension were as follows:

4.3.2 The procedure for overcoming English speaking anxiety in Group Discussion.

In the dimension of group discussions, CEIC students had suggested many strategies. They are as follows.

- Be more creative
- Don't feel nervous because a small group is speaking
- Express ideas naturally
- Listen to other opinions and make a note
- Making intimacy with people in the group
- Pay attention to the keyword
- Prepare information related the topic
- Think positive
- Concentrate on what they want to say
- Try participating and sharing ideas
- Try to make familiarity with the people in the group

- Try to smile and play with the listener
- Making eye contacting with the audience

In the aspect of Diploma student, they used these strategies; listen to the speaker carefully and try to give opinions.

4.3.3 The procedure for overcoming English speaking anxiety in Meetings.

In the dimension of meetings, CEIC students applied the strategies to conquer speaking anxiety as follows:

- Be well prepared for the meeting's topic
- Listen to the speaker intentionally
- Prepare for the answer
- Try to present ideas
- Make it calm
- Pay attention and focus on the topic of meetings
- Try to practice
- Read agenda in order to prepare and express opinions effectively
- Speak slowly
- Express opinions based on the real information
- Think positive about the audience

As for the Diploma students, they used the strategies which were listen to the contents carefully, read agenda, come to the meeting place early for understanding agenda, focus on the point, make questions and speak slowly.

4.3.4 The procedure for overcoming English speaking anxiety in Interpersonal Conversation.

CEIC students had strategies in Interpersonal Conversation as follows:

- Exchange experiences frankly to the interlocutor for familiarity
- Be confident
- Try to talk with native speakers
- Listen and pay attention to the speaker carefully
- Relax and take a deep breath
- Be yourself and make it natural

- Speak slowly
- Speak your mind
- Think positive
- Try to speak with the familiar words
- Try to speak what might interest the interlocutor
- Use non-verbal language such as hand gestures

The strategies that Diploma student applied to expel speaking anxiety in Interpersonal Conversation were be yourself, smile, making eye contact, be confident, speak naturally and using body language.

4.3.5 The procedure for overcoming English speaking anxiety in Public Speaking.

The English speaking anxiety strategies in Public Speaking used by CEIC student were:

- Be confident
- Practice and rehearse before giving a speech
- Prepare the script but don't read
- Meditation before giving a speech
- Understand the topic for answering the questions from the audience
- Rehearsal in front of the mirror
- Speak slowly
- Take a deep breath
- Think positive about the audience

Diploma student had the public speaking strategies; have confidence, take a deep breath, stay calm, practice more and rehearse several times.

In conclusion, both CEIC and Diploma students had the same strategies to overcome English speaking anxiety; the two most significant communication strategies were practice or rehearse before going to speak in all kind of communications and be confident. The researcher had verified the respondents' strategies by listing the steps as follows:

Step 1: Make a note or script for the presentation

Step 2: Practice or rehearse frequently in front of the mirror

Step 3: Don't read the script, try to remember the point of the topic

Step 4: Come to the place of meetings early for familiarity

Step 5: If you are in meetings, read agenda carefully and you will get the topic of meetings

Step 6: Take a deep breath before giving a speech

Step 7: Be confident and believe you can do it

Step 8: Think positive about the audiences

Step 9: Be yourself and speak your mind

4.4 FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE

Table 4.12 The Characteristic of the Teacher

Teachers' Characteristic	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Cheerful	20	4	80	80
Gentle	5	1	20	20
Strict	0	0	0	0
Total	25	5	100	100

Table 4.12 shows the information about the characteristic of the teacher. The majority of teachers' characteristic of both CEIC and Diploma student were cheerful teacher (80%) and the minority of teachers' characteristic of the comparison group was gentle teacher (20%).

Table 4.13 The Opportunities to Express Thoughts to the Parents of the Respondents

The frequency of the opportunity to speak with parents	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Often	10	4	38.5	80
Seldom	16	1	61.5	20
Never	0	0	0	0
Total	26	5	100	100

As can be seen in Table 4.13, the majority group of the frequency that CEIC students had a chance to express themselves was seldom (61.50%) and (38.50%) was often express their thoughts to parents, while Diploma students often express opinions with the family (80%) and some of them were seldom (20%).

Table 4.14. The Causes of English Speaking Problems of the Respondents

Causes of English speaking problems	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Vocabularies Problems	13	3	50	60
Grammatical Problems	6	1	23.1	20
Fear of Making Mistakes	7	1	26.9	20
Total	26	5	100	100

According to Table 4.14, the majority of both comparison groups representing 50% and 60% of English speaking causes were vocabularies problems, and about 26.9% and 20% of fear of making mistakes. Grammatical problems of CEIC students represent 23.1% while Diploma students represent 20%.

Table 4.15 The Status of the Audience that the Respondents will Confidently Speak English with

The Status of the Audience	Frequency		Percentage (%)	
	CEIC	Diploma	CEIC	Diploma
Higher Status	5	2	15	15
Equal Status	20	6	80	80
Lower Status	1	1	5	5
Total	26	9	100	100

As shown in Table 4.15, 80% of CEIC and Diploma students preferred to speak English with those with an equal status, followed by higher status 15%, and lower status 5%.

Based on the results of data analysis, the results indicated that both CEIC and Diploma students thought that a cheerful teacher can encourage a student to speak. As for the chance of CEIC students to express opinions in students' families they were seldom while Diploma students were often. Both comparison groups had the same problems about Vocabularies. Moreover, both of them preferred to speak English with people of an equal status such as close friends or peers and lower status which complies with the Communication Apprehension that they had problems in meetings. That is to say students preferred speak with friends more than the new acquaintance.

The findings of the study will be summarized and discussed in the next chapter.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of English speaking anxiety between first year Master's Degree of Career English for International communication and Diploma students of English for Careers, (4) conclusions and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

This section summarizes the objective, subjects, materials and procedures of the study.

5.1.1 Objectives of the Study

The purpose of this study is to investigate the average of CA in English between first year Master's Degree of Career English for International communication and Diploma students of English for Careers. Furthermore, the study aimed to explore the difference in four dimensions of CA between both comparison groups as well as to examine the dimension of CA that affects group of students the most. All in all, the study aims to discover the English speaking strategies used by the respondents to solve the anxiety problems in four dimensions (Group discussion, Meetings, Interpersonal conversation and public speaking).

5.1.2 Subjects, Materials, and Procedures

The subjects of this study were 47 first year Master's Degree of Career English for International Communication(CEIC) and 16 Diploma students of English for Careers(DEC). Both have studied at Language Institute, Thammasat University. The subjects completed 27 questionnaires by CEIC students and 10 for DEC student and were used as the instrument to collect the data. The questionnaire inspected the respondents in four main parts: the demographic data and personal information of the respondents, the degree of CA in each dimension(Personal Report of Communication Apprehension), the students' strategies used in each communication situations, and factors affecting student's speaking performance. The questionnaires were directly given to both CEIC and DEC students at Language Institute, Thammasat University.

After the respondents completed the questionnaires, the data obtained from completed questionnaires were analyzed. The descriptive data indicated the frequency, percentage, mean score and standard deviation. The results were shown in the form of tables and figures to present the results and for the open-ended part, the results were gathered in the written form.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 General information of the respondents

According to the study, the majority of both comparison groups of the respondents were female. Most of them graduated in English major but didn't study or work in foreign countries. Mostly, they seldom speak English in workplace. As for the range of TU-GET score, the majority of CEIC student got 500-600 score while Diploma students did not fill in the TU-GET score in the blanks. Only 2 Diploma students filled in this part, they got 300-400 score and 401-500 score. It may indicate that Diploma students wanted to improve English skill by studying for Diploma Certification before going to take TU-GET exam. In the part of GPA, most of CEIC and Diploma students got 3.01-3.50 and 3.51-4.00. Therefore, the researcher believes that both of them had the strategies to overcome English speaking anxiety and they had estimated their English speaking skill as moderate.

5.2.2 The degree of communication apprehension of the respondents in each dimension

5.2.2.1 Group discussion

Regarding the level of anxiety in speaking English language in Group discussions, both CEIC and Diploma students didn't have anxiety when they were communicating in Group discussions. This situation was rated at a low level. The data analysis illustrated that both comparison groups didn't dislike participating in Group discussion. They were comfortable while participating and didn't have tension and nervousness while taking part in Group discussion. However, Diploma students were not sure they like to get involved in Group discussion while CEIC students like to get

involved in Group discussion. Furthermore, some CEIC students were tense and nervous with new people in Group discussion while Diploma students were not tense and nervous with new acquaintances. The results indicate that both comparison groups had low Communication Apprehension in Group discussion. The researcher thought that Group discussion is informal communication and the members in the group may be peers in the classroom or colleagues in the workplace which they knew each other before. On the contrary as shown in the results, students were not sure about their feelings that if they had to communicate with new people, they may be nervous and tense.

5.2.2.2 Meetings

Based on the result of data analysis, the results show that both CEIC and Diploma students had anxiety when they were communicating in meetings and they were not confident to express themselves or give an opinion at meetings. On the other hand, Diploma students didn't feel afraid to give an opinion in meetings. Although CEIC students felt nervous when they were taking part in meetings, they were calm and relaxed while participating in meetings. It is revealed that in meetings, which are rather formal, since this situation happened in the workplace or classroom, that the member of the group had to express ideas. Therefore, they tend to be nervous because they had to say something to express their thoughts in the long conversations and they were not confident because of fear of making mistakes.

5.2.2.3 Interpersonal Conversation

According to the statistical data, the results indicated that most CEIC students (51.85%) experienced high Communication Apprehension level in Interpersonal Conversation. They had fear of speaking in Conversation as well as they were tense and nervous, while a few Diploma students (10%) had anxiety when they were communicating in Interpersonal Conversation. In addition, both of them were not calm and relaxed when they were speaking in Conversation and they were afraid to speak. In addition, if they had to communicate with a new acquaintance, they tend to have anxiety. The researcher believed that students had anxiety in Conversation since this situation was face to face communication and the speaker didn't have time to prepare dialogue. They had to speak in the limited time. Therefore, fear of making mistakes may occur and they can't express what they want to speak.

5.2.2.4 Giving a Speech/Public Speaking

Based on the result of data analysis, giving a speech was a kind of communication apprehension and both comparison groups had low Communication Apprehension levels. Although the results showed that both comparison groups had no fear of giving a speech, certain parts of their body feel very tense and rigid. Moreover, the thoughts become confused and jumbled when they were giving a speech. On the other hand, Diploma students feel relaxed while giving a speech which was opposite with CEIC students because they didn't feel relaxed. Mostly, both students were facing the prospect of giving a speech and they were confused and had jumbled thoughts which bring about forgetting facts they really know because they were nervous. The results indicated both CEIC and Diploma students experience anxiety in giving a speech although they had no fear of giving a speech, they face a problem when they were in the real situation. It was also said that they can't control their nervousness and this led to body symptoms such as trembling, pale mouth, and finally they forgot everything.

5.2.3 The communication strategies used by the respondents in four dimensions of communication apprehension

According to the statistical data, the results illustrated the high degrees and moderate levels of Communication Apprehension from Interpersonal Conversation and Meetings. Also, group discussion and giving a speech are in the low level. The respondents of both comparison groups had strategies to overcome English speaking anxiety as follows:

5.2.3.1 The Strategies Used to Expel English Anxiety of the Respondents

- Be confident and encourage themselves
- Do more practice to increase the confidence
- Rehearsal before giving the real presentations
- Prepare the topic and concentrate on the topic
- Speak loudly
- Making notes to remind them of what they have to express
- Relax and think what to say rather than how to say
- Try thinking in English

- Speak briefly, not a full sentence
- Try to speak with foreigners
- Take a deep breath and speak slowly
- Think positively about the audiences

As for the Diploma students, they had the same strategies such as be confident, prepare themselves by reading to get more vocabularies, and make a note. Some of them had suggested another way which differs from CEIC students which was come to the place of speaking early for familiarity.

5.2.3.2 The Strategies Used to Expel English Anxiety of the Respondents in Group Discussion

In Group discussion, CEIC student had suggested many strategies:

- Be more creative
- Don't feel nervous because of a small group of speaking
- Express ideas naturally
- Listen to others' opinions and make a note
- Making intimacy with people in group
- Pay attention to the keyword
- Prepare information related the topic
- Think positive
- Concentrate on what they want to say
- Try participating and sharing ideas
- Try to make familiarity with the people in the group
- Try to smile and play with the listener
- Making eye contacting with the audience

In the aspect of Diploma student, they used these strategies; listen to the speaker carefully and try to give opinions.

5.2.3.3 The Strategies Used to Expel English Anxiety of the Respondents in meetings

In meetings, CEIC student applied the strategies to conquer speaking anxiety as follows:

- Be well prepared for the meeting's topic
- Listen to the speaker intentionally

- Prepare for the answer
- Try to present ideas
- Make it calm
- Pay attention and focus on the topic of meetings
- Try to practice
- Read agenda in order to prepare and express opinions effectively
- Speak slowly
- Express opinions based on the real information
- Think positively about the audience

As for the Diploma students, they used the strategies which were listen the contents carefully, read agenda, come to the meeting place early for understanding agenda, focus on the point, make questions and speak slowly.

5.2.3.4 The Strategies Used to Expel English Speaking Anxiety of the Respondents in Interpersonal Conversation

CEIC student had strategies in Interpersonal Conversation as follows:

- Exchange experiences frankly to the interlocutor for making familiarity
- Be confident
- Try to talk with native speakers
- Listen and pay attention to the speaker carefully
- Relax and take a deep breath
- Be yourself and do it naturally
- Speak slowly
- Speak your mind
- Think positively
- Try to speak with the familiar words
- Try to speak what might interest the interlocutor
- Use non-verbal language such as hand gestures

The strategies that Diploma student applied to expel speaking anxiety in Interpersonal Conversation were be yourself, smile, making eye contact, be confident, speak naturally and using body language.

5.2.3.5 The Strategies Used to Expel English Anxiety of the Respondents in Public Speaking

The English speaking anxiety strategies in Public Speaking used by CEIC student were:

- Be confident
- Practice and rehearse before giving a speech
- Prepare the script but don't read
- Meditation before giving a speech
- Understand the topic for answering the questions from the audiences
- Rehearsal in front of the mirror
- Speak slowly
- Take a deep breath
- Think positively about the audiences

Diploma student had public speaking strategies; be confident, take a deep breath, stay calm, practice more and rehearse several times.

In conclusion, both CEIC and Diploma students had the same strategies to overcome English speaking anxiety, the two most significant communication strategies were practice or rehearsal before going to speak in all kinds of communications and be confident. The researcher had verified the respondents' strategies by listing the steps as follows:

Step 1: Make a note or script for the presentation

Step 2: Practice or rehearse frequently in front of the mirror

Step 3: Don't read the script, try to remember the point of the topic

Step 4: Come to the place of meetings early for familiarity

Step 5: If you are in meetings, read agenda carefully and you will get the topic of meetings

Step 6: Take a deep breath before giving a speech

Step 7: Be confident and believe you can do it

Step 8: Think positively about the audiences

Step 9: Be yourself and speak your mind

5.2.4 The factors affecting student's speaking performance

Based on the results of data analysis, the results indicated both CEIC and Diploma students thought that a cheerful teacher can encourage student to speak. As for the chance of CEIC students to express opinions in students' families, they were seldom while Diploma students were often. Both comparison groups had the same problems about Vocabularies. Moreover, both of them preferred to speak with a person of equal status such as close friends or peers and lower status which comply with the Communication Apprehension that they had problems in meetings. That is to say student they preferred to speak with friends more than the new acquaintance.

5.3 DISCUSSIONS

This section concerns the five research questions in Chapter one and presents a discussion in a comparison study of CEIC and Diploma students at Language Institute, Thammasat university.

5.3.1 Addressing issue related to the first research question

“What is average Traitlike CA among Thai Master's Degree students batch 18/58 and Diploma Degree students batch 22/58?”

In discussing the findings relating to the first question, this study found that both CEIC and Diploma students experienced moderate level of overall Communication Apprehension. CEIC students had anxiety when they were speaking in Interpersonal Conversation which was not supporting the finding of Richmond & McCrosky (1998), regarding the surveys of college and adults which showed between 70 and 75 percent of the population had a fear about public speaking, followed by Meetings, Public Speaking and Group Discussion which was the low Communication Apprehension of both comparison groups. On the contrary, Diploma students had a few anxieties in overall Communication Apprehension. Especially in Group Discussion, all of Diploma students didn't have anxiety while they experienced a few anxieties in Meetings, Interpersonal Conversation, and Public Speaking. In interpersonal conversation CEIC student experienced communication apprehension most because they had fear of speaking in Conversation. Moreover, they were tense and nervous while a few Diploma students had anxiety when they were communicating in Interpersonal Conversation. In addition, both of them were not

calm and relaxed when they were speaking in Conversation and they were afraid to speak. Furthermore, if they have to communicate with a new acquaintance, they tend to have anxiety. Therefore, the moderate level of both comparison groups indicated that students were not often viewed as less competent because of poor unimpressive performances they present to their listeners (McCroskey 1998). Although anxiety is one of the most negatively affective variables which prevents learners from successful learning, the moderate level of anxiety in both comparison groups indicated students had strategies to expel worries in English speaking.

The striking point is that CA average of Diploma students was in moderate level and most of them didn't experience anxiety in all kinds of communication apprehension. Although Diploma students are seen beginner English users, they didn't have anxiety as CEIC students had.

5.3.2 The second research question

“Is there any difference in four dimensions of CA between both comparison groups?”

The results of this study indicated the moderate level of CA in both comparison groups. Although CEIC and Diploma students experienced the same level of CA, the numeric value of the total of CA shown in CEIC students experienced anxiety in all communication apprehension greater than Diploma students. It means CEIC students had more anxiety than Diploma students when they were in Group discussion, Meetings, Interpersonal conversation, and Public speaking. However, the percentage of CEIC students illustrated that more than half of them experienced anxiety in interpersonal conversation, followed by meetings, public speaking and group discussion while Diploma students had less anxiety in interpersonal conversation, meetings, and public speaking. Furthermore, Diploma students didn't have anxiety in Group discussion which CEIC students had a few worries in this situation. The results of this finding supported the finding of Richmond & McCroskey (1998) that people who experience context CA may feel anxiety in some settings or contexts but not in others such as students might have anxiety in interpersonal conversations or small group communication but not in public communication.

5.3.3 The third research question

“What dimension of CA affects group of students the most?”

The dimension of CA which affects group of CEIC students the most was interpersonal conversation. This was followed by meetings, public speaking and group discussion. According to the findings of McCroskey (1997), in interpersonal communication, people who experience person-group CA will feel anxiety when communicating with a given person or group of people, for example, talking with professors at college, superiors at work, or a new acquaintance. The results of this study illustrated factors that made CEIC and Diploma students feel anxiety when they had to communicate with a higher status person. Another study confirmed that the unfamiliar situation called novelty happened when speaking in an unfamiliar environment such as a strange audience. Speakers may experience a fear of the unknown and anxiety about how to act. (Daly & Buss, 1984).

The finding of Daly & Buss supported the results of this study because most of students from CEIC and Diploma had problems when they had to speak with a new acquaintance. They had nervousness and fear that led to physical symptoms such as trembling and forgetting the facts they want to transfer. Therefore, interlocutor characteristics can increase speakers' anxiety. Moreover, the large number of the audience, the higher status of the people in an audience, and more dissimilarity in age, gender, education, and culture, the more anxiety some speakers feel.

As mentioned above about Diploma students that they didn't experience CA in most communication situations, they experienced less anxiety in meetings, interpersonal conversation, and public speaking. In meetings, Diploma students feel anxiety when they were called to express opinions and in interpersonal they had anxiety when communicating with a new person as well as in public speaking they didn't have worry but they always tremble and forget the facts they want to speak.

5.3.4 The fourth research question

“How do students overcome speaking anxiety in each dimension of CA?”

Both comparison groups CEIC and Diploma students experienced CA in moderate level. The researcher thought that it was important to pay attention to student's strategies of both CEIC and Diploma. The students' strategies overall included 1) be confident and encourage themselves, 2) do more practices to increase

the confidence, 3) rehearsal before giving the real presentations, 4) prepare the topic and concentrate on the topic, 5) speak loudly, 6) making notes to remind them of what they have to express, 7) relax and think what to say rather than how to say, 8) try thinking in English language, 9) speak briefly, not a full sentence, 10) try to speak with foreigners, 11) take a deep breath and speak slowly, 12) think positively about the audiences.

As for the group discussion, strategies of students were 1) be more creative 2) don't feel nervous because of a small group of speaking, 3) express ideas naturally, 4) listen to other opinions and make a note, 5) making intimacy with people in group, 6) pay attention to the keyword, 7) prepare information related to the topic, 8) think positively, 9) concentrate on what they want to say, 10) try participating and sharing ideas, 11) try to make familiarity with the people in group, 12) try to smile and play with the listener, 12) making eye contacting with the audience.

In the aspect of meetings strategies, students applied these strategies to overcome anxiety 1) be well prepared for the meeting's topic, 2) listen to the speaker intentionally, 3) prepare for the answer, 4) try to present ideas, 5) make it calm, 6) pay attention and focus on the topic of meetings, 7) try to practice, 8) read agenda in order to prepare and express opinions effectively, 9) speak slowly, 10) express opinions based on the real information, 11) think positively about the audience.

To expel anxiety in interpersonal conversation that CEIC students had problems with the most, students used these solutions 1) exchange experiences frankly to the interlocutor for making familiarity, 2) be confident, 3) try to talk with native speakers, 4) listen and pay attention to the speaker carefully, 5) relax and take a deep breath, 6) be yourself and act naturally, 7) speak slowly, 8) speak your mind, 9) think positive, 10) try to speak with the familiar words, 11) try to speak what might interest the interlocutor, 12) use non-verbal language such as hand gestures.

The recent research revealed the type of CA that most people feel anxiety about the most, but not in CEIC and Diploma students, was public speaking. Therefore, students recommended these strategies 1) be confident, 2) practice and rehearse before giving a speech, 3) prepare the script but don't read it, 4) meditation before giving a speech, 5) understand the topic for answering the questions from the

audience, 6) rehearsal in front of the mirror, 7) speak slowly, 8) take a deep breath, 9) think positive about the audiences.

Some strategies of students are similar to the finding of German et al (2003), that is to say deep breathing can reduce public speaking anxiety because it can increase oxygen supply to brain and muscles, and can reduce physical symptoms such as a pounding heartbeat.

The students' strategies supported the finding of Meichenbaum (1997) that thinking positively can reduce anxiety and nervousness; for example if students had worries that they will make a mistake or forget something, students had to think it's not a disaster. Most people won't even notice. Even the best speakers make mistakes and go on. Also, the finding of Fanning (1988) mentioned if the image of the future is negative, speakers will feel anxiety which supported students' strategies.

The most popular recommendations of students to reduce anxiety was prepare themselves before giving a speech which agreed with Phillips (1991) that for developing confidence, skills training is essential because it can reduce situational anxiety. Students who prepared for speaking will have less anxiety because they learn how to introduce, organize, and deliver information.

In addition, the researcher found students' strategies which are similar to Rubin & Jordan (1997) that were choosing a topic, selecting a specific purpose and central idea, analyzing the audience and situation, researching the topic and adding supporting material, preparing note cards and visual aids and rehearsing and delivering speech.

5.3.5 The last research question

“What causes CA in CEIC and Diploma students?”

Part IV of the questionnaire explored factors affecting student's speaking performance to recognize the causes of English speaking anxiety which happened in CEIC and Diploma students. The researcher got the answers about teachers' characteristics that can encourage student's speaking. Both CEIC and Diploma students preferred cheerful and gentle teachers which supports the finding of Buriro et al (2015) that EFL teachers' lack attention to the learners' affective needs during teaching-learning practice. It indicated that teacher characteristics affected the courage of students' English speaking.

Furthermore, the researcher thought that culture might affect English speaking performance of students because in collectivism countries such as Asia, children had less chance to express opinions. It might lead to affecting speaking performance of children. However, the result showed CEIC students had less chance of expressing opinions while Diploma students often express thoughts with families. This data didn't agree with Woodrow (2006) which revealed that students who came from Asia were more stressed than other national groups. Consequently, there was no doubt why Diploma students had less anxiety in all CA dimensions. As a result, often expressed ideas can practice them to speak.

Vocabulary problems was one of the greatest factors that affect speaking performance of students which is similar to the study of Shumin (1997) that confirmed it requires more than the grammatical and semantic knowledge to master speaking a foreign language. Moreover effective oral communication requires the ability of using appropriate language in social interactions.

Also, audience characteristics can contribute to a speaker's anxiety. According to the results of status of the audience in which the respondents will speak English with confidence, both CEIC and Diploma students preferred to speak with one who had an equal status more than one who had a higher status which supported McCroskey (1997) that anxiety happened when students had to communicate with a given person or group of people who had a higher status.

5.4 CONCLUSIONS

This study aimed to explore the average of CA among CEIC and Diploma students at Language Institute, Thammasat University. The following conclusions can be drawn from the discussion above.

5.4.1 The overall degree of CA among CEIC and Diploma students were in moderate level. It was noticeable that although both comparisons group had not studied in English major and didn't experience English speaking in the workplace, they applied the strategies to overcome anxiety. Therefore, the average CA among students were in moderate level which means that they experience anxiety but utilize

the solutions to expel worry. Moreover, the GPA of the respondents illustrated they had neutral to good school-records which matched the CA average of the respondents.

5.4.2 Because both CEIC and Diploma students had moderate level of CA, they didn't experience anxiety in each dimension. However, CEIC students still had anxiety in interpersonal conversation followed by meetings, public speaking, and group discussion, while Diploma students almost didn't experience anxiety in all situations. This is because Diploma students had more chance to express opinions with families. Consequently, Diploma student had experience to practice speaking. There is no doubt that Diploma students had less anxiety than CEIC students.

5.4.3 The lack of vocabulary is one of the problems that both comparison groups feel anxiety about the most. Respondents could not manage to use the right words or vocabulary in speaking skills. Moreover, they tend to speak if the teachers were cheerful and gentle. The role of teachers affected students' speaking performance. In addition, students tend to speak if the interlocutor were of equal status. Therefore, the factors affecting students' speaking performance were teachers and someone who had equal status. Without doubt, the results showed most of the students didn't experience anxiety in group discussion because in this situation there were peers or colleagues that student were acquainted with.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the researcher think that further studies may include:

5.5.1 Expectations of academic staffs in developing interpersonal conversation course for students

The researcher views that in interpersonal conversation CEIC students feel anxiety the most, therefore, the Faculty of Education can design the interpersonal conversation course and curriculum to reduce students' speaking anxiety.

5.5.2 A greater number of the comparison group

The results of this study were limited by the nature of samples used. The current study examined 27 CEIC students and 10 Diploma students at Language Institute, Thammasat University, Therefore, the researcher thinks that the result of

this study might not generalize to other groups. It will be useful if the result is generalizable and can apply to other groups as well.

5.5.3 The interpersonal conversation strategies used by students in Language Institute, Thammasat University

As of the problems in interpersonal conversation happened in CEIC students, it is important to find the way to solve the problems because in interpersonal conversation students had to speak with professors to express the understanding of the lesson they have learned in the classroom which is essential for master degree studying. It will be useful for students who wish to improve in this skill because they can apply the strategies and know the way to manage this situation.

5.5.4 The teachers' strategies applied to encourage L2 students speaking English in the classroom

Since the role of a teacher is significant for students' speaking performance, it's important to explore teachers' strategies applied to encourage students to speak English in classroom. By doing this, it can help teachers to get the overall image of strategies to encourage students' speaking performance.

5.5.5 The culture affecting students' speaking performance

Many researches revealed that Asian students experienced anxiety more than other groups. It will be useful for further studies to investigate the culture affecting students' speaking performance because the result of the study might support the hypotheses about the culture that affected students speaking personality. So, it will lead to developing the educational curriculum in each country.

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APPENDIX

QUESTIONNAIRE

Personal Report of Communication Apprehension (PRCA-24)

This questionnaire is a part of an Independent Study to gather information to identify the average of English speaking anxiety among Master's Degree students in Bangkok, Thailand. Please read the instructions carefully and answer each question as honestly as possible. All given information will be kept strictly confidential and not be used for other purposes.

Part I: Students Background Information

Directions: Please give information by putting X in the box and writing your answer in the blanks. (in English or Thai)

1. Gender: Male Female

2. What was your major in your undergraduate program?
 English Major Non- English Major

3. Have you ever studied or worked in English Speaking Country?
 Yes No

4. If you have ever studied or worked in English Speaking country, Please specify how long:
 Shorter than 3 months
 Longer than 3 months - 1 year
 Longer than 1 year

5. How often do you speak English in workplace or daily life?
 Often Seldom Never

6. TU-GET Score.....IELTS band.....,Speaking band.....

7. GPA achieved from first semester to latest semester.....

8. Please rate your English Speaking skill

Excellent Good Moderate low



Part II: Personal Report of Communication Apprehension (PRCA-24)

Directions: This instrument is composed of twenty-four statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you:

strongly agree (1-SA),

agree (2-A),

undecided (3-U),

disagree (4-D),

or strongly disagree (5-SD).

Question	Response				
	(1)	(2)	(3)	(4)	(5)
	SA	A	U	D	SD
1. I dislike participating in group discussions.					
2. Generally, I am comfortable while participating in group discussions.					
3. I am tense and nervous while participating in group discussions.					
4. I like to get involved in group discussions.					
5. Engaging in a group discussion with new people makes me tense and nervous.					
6. I am calm and relaxed while participating in group discussions.					
7. Generally, I am nervous when I have to participate in a meeting.					
8. Usually I am calm and relaxed while participating in meetings.					
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.					

Question	Response				
	(1)	(2)	(3)	(4)	(5)
	SA	A	U	D	SD
10. I am afraid to express myself at meetings.					
11. Communicating at meetings usually makes me uncomfortable.					
12. I am very relaxed when answering questions at a meeting.					
13. While participating in a conversation with a new acquaintance, I feel very nervous.					
14. I have no fear of speaking up in conversations.					
15. Ordinarily I am very tense and nervous in conversations.					
16. Ordinarily I am very calm and relaxed in conversations.					
17. While conversing with a new acquaintance, I feel very relaxed.					
18. I'm afraid to speak up in conversations.					
19. I have no fear of giving a speech.					
20. Certain parts of my body feel very tense and rigid while giving a speech.					
21. I feel relaxed while giving a speech.					
22. My thoughts become confused and jumbled when I am giving a speech.					
23. I face the prospect of giving a speech with confidence.					
24. While giving a speech, I get so nervous I forget facts I really know.					

Part III: How to deal with Communication Apprehension (Speaking anxiety)?

Directions: Please give information by writing your answer in the blanks.

1. Do you have any strategies to overcome English Speaking anxiety? (Please specify if you have more than one way.)

.....
.....
.....

2. How do you cope with Communication Apprehension (Speaking anxiety) for each dimension?

2.1 In Group discussion

.....
.....
.....

2.2 In Meetings

.....
.....
.....

2.3 In Interpersonal conversation

.....
.....
.....

2.4 In Public speaking

.....
.....
.....

Part IV: Factors affecting student's speaking performance and speaking problems

Directions: Please put X in the box you think it's appropriated.

Factor I: Teachers

1. In your opinion, what characteristics of the teacher can encourage student's speaking?

- Cheerful Personality Prudent personality Strict Personality

Factor II: Parents

2. How often do your parents ask you to express your thoughts or comments?

- Often Seldom Never

Factor III: Students

3. In your opinion, what are drastic causes that lead to English Speaking problems?

- Vocabularies Problems
 Grammatical Problems
 Fear of making mistakes

Factor IV: Audience/Listener

4. In your opinion, what kind of the audience you will speak English with confidence?

(Be able to answer more than one choice)

- Higher Status (e.g. professors, superior in workplace)
 Equal Status (e.g. peers, close friend)
 Lower Status

Thank you very much for taking your valuable time to complete this survey.

Your opinion are greatly appreciated.

BIOGRAPHY

Name	Ms. Nakintorn Kosol
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