COMMUNICATION APPREHENSION AMONG THAI CUSTOMS PERSONNEL AT INTERNATIONAL AIRPORTS IN THAILAND

BY

MISS PANYAPORN ANEAKPOONSINSUK

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2016 COPYRIGHT OF THAMMASAT UNIVERSITY

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THESIS

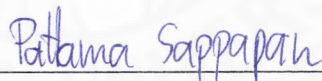BY

MISS PANYAPORN ANEAKPOONSINSUK

ENTITLED

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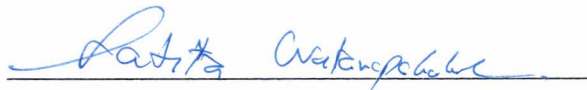
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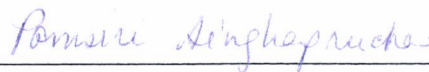(Assistant Professor Pattama Sappapan, Ph.D.)

Member and Advisor _____

(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

Member _____

(Assistant Professor Satita Watanapokakul, Ph.D.)

Director _____

(Associate Professor Pornsiri Singhapreecha, Ph.D.)

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Author	Miss Panyaporn Aneakpoonsinsuk
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Thesis Advisor	Assistant Professor Kittitouch Soontornwipast, Ed.D.
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ABSTRACT

Customs personnel play a crucial role in promoting and protecting the country's prosperity and security, for they work on the front line, particularly at international airports. English speaking is a requisite skill for their statutory obligations; however, little is known about their communication apprehension (CA) from previous studies indicating the absence of qualitative nature. This study was, therefore, undertaken among 308 Thai customs personnel at international airports in Thailand through a questionnaire and semi-structured interviews to identify the level of CA and its causes. This study utilized 191 questionnaires and high CA was found. Follow-up interviews were sequentially held with 10 participants yielding its underlying causes: self-orientation, environment, unreadiness, language barriers, subordinate status, formality, prior history, degree of commitment, conspicuousness, dissimilarity, unfamiliarity, allocated time, perfectionism, degree of attention from others, characteristics of those being spoken to, and age. These findings provided the researcher, Customs Academy, as well as ESL and EFL teachers with remarkable insights on CA thus facilitating the selection of effective courses and appropriate pedagogies. Further studies and applications on a similar topic can also be made from this study.

Keywords: Communication Apprehension, Customs Personnel, International Airports, Cause, and Speaking

ACKNOWLEDGEMENTS

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Symbols/Abbreviations	Terms
AEC	ASEAN Economic Community
ANOVA	Analysis of Variance
AOT	Airport of Thailand
ASEAN	Association of Southeast Asian Nations
B.E.	Buddhist Era
BKK	Suvarnabhumi Airport
CA	Communication Apprehension
CAPS	Class Apprehension about Participation Scale
CEI	Mae Fah Luang Chiang Rai International Airport
CNX	Chiang Mai International Airport
CPH	Critical Period Hypothesis
DMK	Don Mueang International Airport
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for a Specific Purpose
FLCAS	Foreign Language Classroom Anxiety
H	Hypothesis
HDY	Had Yai International Airport
HKT	Phuket International Airport
JDI	Job Description Index
L2	Second or foreign language
MOF	Ministry of Finance
PLC	Public Limited Company
PRCA	Personal Report of Communication Apprehension

PRCS	Personal Report of Confidence as a Speaker
PRICA	Personal Report of Intercultural Communication Apprehension
PRPSA	Personal Report of Public Speaking Apprehension
RQ	Research Question
SCAM	Situational Communication Apprehension Measure
S.D.	Standard Deviation
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TOSA	Test of Singing Apprehension
VS.	Versus
WAT	Writing Apprehension Test

CHAPTER 1

INTRODUCTION

1.1 Background

In linguistic studies, each individual is found to acquire linguistic competence or knowledge of a language and use the language, especially the second or foreign language, at different rates and levels. To examine the causes of such different degrees of second language acquisition (SLA), many studies have been conducted. Affective factors (i.e., affective filter) or "a filter which filtrates the amount of input in learners' brains" in language acquisition have broadly been investigated, for they are believed to be responsible for variations of SLA (Xiaoyan, 2009). A hypothesis about affective filter was first proposed by Dulay and Burt in 1977 before it would be incorporated into Krashen's input hypotheses in 1985 (Xiaoyan, 2009). For the latter, Krashen (1988) claimed four main SLA factors: motivation, attitude, anxiety, and self-confidence. Other researchers in a later period of time similarly point out combined causes such as intelligence, aptitude, learning styles, personality, motivation and attitude, identity and ethnic group affiliation, learner beliefs, as well as age of acquisition and the Critical Period Hypothesis or CPH (Lightbown & Spada, 2006).

According to Horwitz (1986), Young (1991), and Maclyntyre and Garner (1994) (as cited in Mustapha, Ismail, Singh, & Elias, 2010), there is a relationship between anxiety and foreign language achievement and performance. Learner anxiety or "feelings of worry, nervousness, and stress that many students experience when learning a second language" (Lightbown & Spada, 2006) is, therefore, one of the causes which has been extensively studied. This cause was found to affect SLA, especially English speaking skills, as it is an "affective filter" or "a metaphorical barrier that prevents learners from acquiring language…" (Lightbown & Spada, 2006).

Taking communication, "the process of speaking, writing, etc., by which people exchange information," (Pearson Education, 2007) into account, McCroskey is one of the very first researchers who paid attention to communicative problems caused by anxiety. Later, in 1968, McCorskey (1970) proposed the term "Communication

Apprehension" (CA) to the world. Its effects include communication avoidance, withdrawal, disruption, and over communication among learners who use English as their foreign language (EFL) and second language (ESL) (McCroskey, 1984).

Three components of desired communication learning: communication competence (knowing and understanding appropriate communication behaviors), communication skill (an ability to physically produce appropriate communication behaviors), and positive communication affect (liking and wanting to produce appropriate communication behaviors) are also addressed by McCroskey (1984). This implies significant impacts of CA in communication learning. To put it another way, high CA can potentially inhibit the development of communication competence, skill, and positive affect. Reversely, low CA is able to facilitate communication competence, skill, and positive affect. Undoubtedly, those with CA tend to encounter certain communication difficulties in various aspects. CA can be found at schools and workplaces regardless of knowledge (i.e., competence) of the second or foreign language (Apaibanditkul, 2006; Byron, 2005).

CA is, therefore, investigated by many researchers from time to time seeking for plausible and reasonable explanations, guidelines, causes, effects, as well as treatment, for it is viewed as a major concern of any instructional program related to communication competence and skills (McCroskey, 1984). Yet, an etiology of CA has received comparatively little attention in previous studies (McCroskey, 1982, 1997).

Originally, CA referred to oral communication (McCroskey, 1984). An appropriate CA measurement called the Personal Report of Communication Apprehension (PRCA) has also been continuously developed. Later, such a construct was broadened to other communication skills besides speaking, such as writing and singing. This appears in many studies of Daly and Miller (1975) and Anderson, Anderson, and Garrison (1978) with new CA measures: Writing Apprehension Test (WAT) and Test of Singing Apprehension (TOSA) (McCroskey, 1984). Yet, many researchers in language teaching usually find CA to be about speaking, which is the original conceptualization of CA. Studies have accordingly been conducted in various contexts with subjects or participants from different backgrounds.

In school context, Apaibanditkul (2006) claimed that CA does exist among international Thai students. She pointed out age difference as an important cause in

various degrees of CA, classroom CA, and intercultural CA. McCroskey, Simpson, and Richmond (1982) also found that biological sex did not remarkably influence CA in general. That is, males and females have about the same level of CA.

Likewise, CA about speaking English exists among adults, particularly government officers (Kasemkosin and Rimkeeratikul (2012). It is true that those officers have already been equipped with knowledge of all four fundamental English skills: listening, speaking, reading and writing. Nonetheless, they cannot use the acquired skills fluently. To clarify, some individuals avoid speaking English, while some do not speak English to other colleagues or anyone they are in contact with. This phenomenon can create negative impacts on how those with high level of CA react to situations when English speaking is required. It can significantly influence how they are perceived by others and how they live their individual lives based on their personal perspectives (McCroskey, 1984). Being apprehensive about speaking English, the government officers, therefore, tend to encounter communication difficulties and personal discomfort.

With regard to government officers, these groups of people work and serve the country in different fields. It is true that most types of work they perform do not involve English speaking. However, the establishment of ASEAN Economic Community (AEC) surely affects the requirement of English speaking skill among government officers, especially those working and exposing themselves to cultural diversity at places where English speaking is reasonably required, such as international airports and well-known tourist destinations. Such a requirement was also enunciated by the department of ASEAN Affairs, Ministry of Foreign Affairs in 2012.

Taking Thailand's international airports into account, in order to initially operate the airport, the airport itself must be approved and announced by the Ministry of Finance officially. The approved international airport is called "Customs Aerodrome" or an "aerodrome appointed by the Minister [by virtue of this Act to be aerodromes] for the importation and/or exportation of all goods or any class of goods by air" (Customs Act (No.8) B.E. 2480, 1937).

For the "Customs Aerodrome," Customs personnel are legally required to work at every international airport. Some airports are operated either by private companies, public limited companies (PLC), or even government agencies such as the Department of Civil Aviation and the Thai Navy. However, most of the prominent

international airports in Thailand: Suvarnabhumi Airport (BKK), Don Mueang (DMK), Chiang Mai (CNX), Mae Fah Luang Chiang Rai (CEI), Hat Yai (HDY), and Phuket (HKT) international airports are operated by Airport of Thailand Public Limited Company (AOT) (Airports of Thailand PLC., 2011).

According to AOT's Air Transport Statistics in 2016, the majority of international passengers travelled through three "Customs Aerodromes" namely Suvarnabhumi Airport, Don Mueang International Airport, and Phuket International Airport with the approximate numbers of 46 million, 11.8 million, and 7.9 million respectively. Based on the same source, CNX, HDY, and CEI welcomed approximately 2.1 million, .3 million, and 27,359 international passengers, respectively, in 2016. Hence, communication in an international language (i.e., English) is crucial for mutual understanding between passengers and customs personnel as well as the latter's professional performance of their tasks and obligations at all international airports.

Referring to Ministerial Regulation of the Customs Department, Ministry of Finance, B.E. 2551 (2008), the department's statutory obligations are related to tax collection, national trade competitiveness, and social safety. It also divides the department into different offices, houses, and bureaus with unique obligations. Thus, customs personnel working at each "Customs Aerodrome" (i.e., international airport) are required to have certain criteria for certain tasks which are different from those working in other areas.

Using the customs personnel at Phuket Airport Customs House (i.e., Phuket International Airport) as an example, each of them are assigned to different tasks. To clarify, some customs personnel are requested to liaise with others from international customs or other government administrations and private sectors; some are appointed to inspect and clear imported and exported goods (i.e., performing customs formalities). Some are assigned to take part in passenger clearances while the others are required to suppress and investigate activities against customs and related laws and regulations.

1.2 Statement of problems

With the mentioned tasks and obligations in the previous section, productive communication skills, particularly English speaking skill is reasonably required for efficient work performance in an international context (i.e., an international airport). In other words, communication in public speaking, group discussion, meetings, and interpersonal conversation actively and inevitably involves customs personnel's daily responsibilities at all international airports. However, some Thai customs personnel at international airports in Thailand do face problems with speaking English to international passengers. Some of them even avoid speaking English to the passengers although it is part of their responsibilities. This complete communication failure can lead to threats against their careers, and harm national trade, social safety, and even national and border security. Therefore, it is causally necessary to undertake a study of CA when speaking English among Thai customs personnel at international airports in Thailand.

In terms of CA studies, it is true that many researchers have already conducted their studies in order to identify the CA level among EFL learners. However, those previous studies were mainly focused on the ESL or EFL learners either in classrooms or workplaces in various countries. Likewise, CA about speaking English has been in researchers' interest, yet very few studies have been undertaken in Thailand (Rimkeeratikul, 2016). The majority of the studies aimed at CA about speaking English among ESL and EFL students and learners either at schools, universities, or in classrooms; not many of them were conducted with those in workplaces.

Regarding CA about speaking English among those in workplaces, Kasemkosin and Rimkeeratikul (2012) worked on the study of CA among student officers at the Royal Thai Air Force Language Center. Rimkeeratikul (2014b) also conducted her study to investigate CA in first language (L1) and second language (L2) among Thai teachers outside Bangkok. Gilitwala, Vongurai, and Sanposh (2015) also carried out their study on factors affecting CA levels in employees of multinational organizations working in Thailand. However, there is no single research study that is designed to investigate the level of CA about speaking English among customs personnel

at international airports, who work on the front line of the country's borders with an absolute requirement of English communication competence.

This research study, consequently, aims to measure the level of CA about speaking English among Thai Customs personnel at international airports in Thailand. Following the CA measurement, the researcher intends to investigate underlying causes of different degrees or levels of CA about speaking English among the chosen participants. Thus, causes of the high and low CA levels can be explained sequentially, enabling training program managers and EFL teachers, in particular, to best select their training courses and teaching methods.

1.3 Objectives of the study

The objectives of this study can be defined below.

1.3.1 To measure the level of CA about speaking English among Thai customs personnel at international airports in Thailand

1.3.2 To investigate the causes of high and low CA about speaking English among Thai customs personnel at international airports in Thailand

1.4 Research questions

This present study is conducted in order to answer the following questions.

1.4.1 What is the level of CA about speaking English among Thai customs personnel at international airports in Thailand?

1.4.2 What are the causes of high and low CA about speaking English among Thai customs personnel at international airports in Thailand?

1.5 Scope of the study

Conducting a research study to investigate overall level and causes of high and low levels of CA can help solve problems concerning communication avoidance, communication disruption, and over communication caused by CA (McCroskey, 1984). As CA has been defined broadly, various communication skills besides speaking are

also related and involved. However, this study mainly focuses on CA about speaking English among 308 Thai customs personnel participants working at three prominent Thai international airports, from April-May 2017, whose daily work strongly requires English communication. The instruments used in data collection are meant to indicate the overall level of CA, especially trait-like CA (Woods, 2006), from four main communication contexts: group discussions, meetings, interpersonal conversations, and public speaking. In addition to this, the researcher aims to identify causes of high and low CA among the mentioned participants through follow-up interviews.

1.6 Significance of the study

In the Post Today newspaper on February 10, 2016, the importance and requirement of English speaking skill were explicitly mentioned by Somchai Sujjapongse, Permanent Secretary of the Ministry of Finance, who publicly commented that every single unit in the Ministry of Finance including the Customs Department must create or arrange activities to promote and develop English speaking skills among all personnel. This idea was later announced as an English skill development policy or project called "Easy English for MOF Staff" on February 12, 2016 (Ministry of Finance's memorandum, 2016). The said project was also publicly announced on the Ministry of Finance Newsletter (2016).

Apart from the mentioned policy, English speaking skill is urgently required for all Thai customs personnel, especially those working at international airports, for they must use English to perform their tasks of promoting national trade, offering relevant information, and protecting the country from possible border crimes. Being able to speak English without apprehension is, therefore, a requisite qualification for every customs personnel working at all international airports. If working with CA about speaking English, on the other hand, the customs personnel are likely to put their careers, the organization as well as the country at serious risk.

If they have insights on CA among the Thai customs personnel at international airports, the organization can well handle the situations relating to the apprehensive personnel. Nonetheless, there is no single study on CA among customs personnel, particularly those working at international airports, who play a crucial role

in facilitating, processing, and controlling international passengers with or without suspicious and harmful manners or dangerous items. The findings of this study can clearly identify the overall level of CA about speaking English among Thai customs personnel at international airports in Thailand. Not only are the CA level indicated, but the underlying causes of high and low CA levels can possibly be revealed to explain the findings in comparison to previous studies. This will allow the researcher to understand the phenomena when English communication is avoided, withdrawn, disrupted, and over communicated by personnel of the Thai Customs Department working at the international airports.

Applying the research findings to English speaking skill development courses and training programs, those in management level with personnel in Customs Academy under Human Resource Management Bureau of the Thai Customs Department, can develop realistic plans and offer every employee of the administration appropriate courses (i.e., English language courses) in response to the policies and their missions or obligations.

Furthermore, such findings, especially the causes of the low CA, can yield instructors, trainers, and teachers some beneficial guidelines for successful English lessons or courses offered for government officers, especially customs personnel. That is to say, appropriate English courses and training programs for certain groups of learners, either apprehensive or non-apprehensive, can be offered. As a result, CA can be treated and alleviated while English speaking in the four main contexts: group discussion, meetings, interpersonal conversation, and public speaking can be promoted. In the same fashion, career success and public safety, complying with the department's statutory missions and obligations, can be achieved.

1.7 Definition of terms

This present study consists of several technical terms. In order to get these terms across, they are defined as follows:

1.7.1 Communication apprehension (CA)

According to McCroskey (1984), communication apprehension (CA) is the fear connected to either real or anticipated communication with another person(s).

The construct of CA has been extensively studied for decades offering different types of CA, along with its causes and treatments, which are covered in the next chapter.

For an operational definition, CA is defined as fear of some unpleasant things or circumstances that may happen as a result of speaking English either in group discussion, meetings, interpersonal conversation, or public speaking. As a result, an individual with such CA tends to avoid, withdraw from, face difficulties in, or even have pathological behaviors when speaking English or communicating with others in English to prevent the unpleasant from happening.

17.2 Customs personnel

Cambridge Advanced Learner's Dictionary & Thesaurus (2017) defines customs as "the place at a port, airport, or border where travelers' bags are examined for illegal or taxable goods." *Oxford Advanced Learners' Dictionary* (2017) similarly explains the word, customs, as "the government department that collects taxes on goods bought and sold and on goods brought into the country, and that checks what is brought in."

Citing the same sources, 'personnel' means people who are employed and work in a company, organization, or one of the armed forces. Thus, combining these two words together, customs personnel are people who are employed in an organization (i.e., the Customs Department) relating to ports and borders and are responsible for collecting taxes on imported goods as well as preventing any dangerous goods or items from importation, exportation, transit, or transshipment.

To put it differently, in an operational definition, customs personnel are those working for the Customs Department of Thailand under the Ministry of Finance, whose main obligations are to collect duty and tax, facilitate and promote national trade, as well as to protect society (i.e., the kingdom of Thailand). This specific term, 'customs personnel' includes "customs officials" meaning "any person performing official duties for the Customs Department…" and "competent official" who is appointed for a particular duty or who performs any particular duty in the ordinary course of his or her employment, as well as employees hired by the Customs Department (Customs Act B.E. 2469, 1926).

1.7.3 International airports

According to *Cambridge Advanced Learner's Dictionary & Thesaurus* (2017), an international airport is "an airport used by international airlines, with flights to and from different countries."

For operational definition, 'international airport' is legitimately known as "Customs Aerodrome" meaning an "aerodrome appointed by the Minister [by virtue of this Act to be aerodromes] for the importation and/or exportation of all goods or any class of goods by air" (Customs Act (No.8) B.E. 2480, 1937). With this definition, the international airport in this study is an approved airport or "customs aerodrome" in Thailand that offers customs and immigration facilities for passengers who travel between countries. Passenger processing and control exercised by both the immigration and customs, therefore, take place here.

1.7.4 Cause

Cambridge Advanced Learner's Dictionary & Thesaurus (2017) defines cause as "the reason why something, especially something bad, happens" or "a reason to feel something or to behave in a particular way." Likewise, *Oxford Advanced Learner's Dictionary* (2017) explains this term as "the person or thing that makes something happen" or "a reason for having particular feelings or behaving in a particular way."

In this study's operational definition, cause of CA is the underlying reason for the fear of speaking English or communicating with other people in English. Such reason can result in a speaker (i.e. customs personnel) being apprehensive and unwilling to communicate by means of English speaking.

1.7.5 Speaking

Speaking is, of course, "the action of conveying information or expressing one's feelings in speech" (*Oxford Advanced Learner's Dictionary*, 2017).

For an operational definition in this present study, however, speaking is the act of expressing an individual's feelings and providing information by means of English vocalization. Speaking also includes four main contexts: group discussions, meetings, interpersonal conversations, and public speaking. With the mentioned contexts, the meanings, feelings, and information are conveyed in English, for interlocutors and audience use English as an international language.

1.8 Organization of the study

In the present study, five chapters, a list of references, and appendices are included respectively.

Chapter one presents the background of the study, statement of problems, objectives of the study, research questions, scope of the study, significance of the study, definition of terms, and organization of the study.

Chapter two offers a literature review in regard to CA: types, causes, and treatments of CA. Relevant studies are also mentioned in this chapter.

Chapter three provides the study's conceptual framework and its methodology including subjects or participants, instruments, procedures for data collection and analysis.

Chapter four presents the findings obtained from this study which are later interpreted and discussed.

Chapter five provides a summary of the entire study, discussion, conclusion, limitations of the study, and recommendations for further studies.

CHAPTER 2
REVIEW OF LITERATURE

In this second chapter, CA perspectives: types, causes, and treatments of CA are mentioned. Previous relevant studies related to CA are also included to formulate some concepts enabling the researcher to create the conceptual framework of her study.

2.1 Communication apprehension

The construct of communication apprehension (CA) and communication avoidance have been in researchers' focus since 1970 (McCroskey, 1984). Regarding this, researchers in communication and psychology have investigated CA and related issues such as shyness, reticence, unwillingness to communicate, and predisposition to communicate for over two decades (McCroskey, Gudykunst, & Nishida, 1985a).

McCroskey (1970, as cited in McCroskey, 1984) claimed that CA was initially seen as "a broadly based anxiety related to oral communication." Later, CA was defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" McCroskey (1977, 1978). Thus, CA is seen in a broader concept than it was in the past. In other words, it was only seen in oral communication in previous studies while it later concerned other skills such as writing, according to Daly and Miller (1975, as cited in McCroskey, 1984) as well as singing (Anderson et al., 1978).

As CA is defined as fear or anxiety to communicate, people with high CA level tend to unwillingly communicate with others, resulting in communication difficulties. Scholars in related areas of study have been looking for ways to cope with such difficulties by creating instruments to measure the level of CA since different degrees of CA can cause various problems in communication.

Examples of the instruments are PRCA according to McCroskey (1970, 1978, 1982, as cited in McCroskey, 1984), WAT developed by Daly and Miller (1975), and the TOSA created by Anderson, et al. (1978). In addition to this, Gilkinson (1942)

developed the Personal Report of Confidence as a Speaker (PRCS), as well as the Personal Report of Public Speaking Apprehension (PRPSA) proposed by Paul (1966) and McCroskey (1970).

In order to better understand the conceptualization of CA, McCorskey (1984) viewed CA on a continuum. There were four points along the continuum, and each of them represents one type of CA. These four types were also reciprocated by McCroskey and Beatty (1998, as cited in Rimkeeratikul, 2016).

2.1.1 Types of CA

According to Richmond, Wrench, and McCroskey (2012), there are four types of CA: trait-like CA, context-based CA, audience-based CA, and situational CA.

2.1.1.1 Trait-like CA

Trait-like CA or communication apprehension as a trait is the type of CA that most researchers have been focused on (McCroskey, 1977, as cited in McCroskey, 1984). It is viewed as "a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts" (McCroskey, 1977). To put it another way, the trait-like CA is related to the personality of an individual which usually does not change unless there is some modification or intervention (Richmond et al., 2012). There are three varieties of this type: CA about oral communication, CA about writing, and CA about singing.

2.1.1.2 Context-based CA

Communication apprehension in a generalized context or context-based CA is seen as "a relatively enduring, personality-type orientation toward communication in a given type of context" (McCroskey, 1977, as cited in McCroskey, 1984). In other words, the context-based CA is similar to the trait-like CA except for the fact that CA occurs in given situations. McCroskey (1984) asserted, "…there are four varieties: CA about public speaking, CA about speaking in meetings or classes, CA about speaking in small group discussions, and CA about speaking in dyadic interactions."

2.1.1.3 Audience-based CA

McCroskey (1984) presented the third type of CA as "the reactions of an individual to communicating with a given individual or group of individuals

across time." The audience-based CA is not the personality-based type. In fact, it is directed by situational constraints caused by other person or group.

2.1.1.4 Situational CA

Like the audience-based CA, this type of CA is not based on the personality. The situational CA exhibits "the reactions of an individual to communicating with a given individual or group of individuals at a given time" (McCroskey, 1984). It is also viewed as "a response to the situational constraints generated by the other person or group" (McCroskey, 1984, as cited in Richmond, et al., 2012). That is to say, the situational CA occurs at the specific time when one has to communicate with another. This means when one communicates with another person or people in one situation, he or she may have either a high or low level of CA. However, when one communicates with the same person in a different situation, he or she may have a reverse level of CA.

Besides the above types of CA, McCroskey (1977, as cited in McCroskey, 1984) also introduced pathological, or abnormal, levels of CA when the level of CA occurs in an abnormal context. For instance, the low level is experienced in a situation with real danger while the high level is found in the absence of danger.

Although CA is categorized into different types, communicative difficulties still cannot be solved if causes of CA are unidentified.

2.1.2 Causes of CA

According to McCroskey (1982, 1997), the etiology of CA receives little attention in the literature, for there are ethical concerns. In other words, causes of CA cannot be clearly stated; in fact, researchers could only speculate on the concerned etiology in naturalistic environments. This was due to the fact that investigation on the causes of CA requires controlled experimentation in order to eliminate extraneous variables in the studies. Hence, the studies had speculative characteristics.

McCroskey (1982, 1997) suggested two main causes of CA: heredity and environment. These causes are explained below.

2.1.2.1 Heredity

McCroskey (1982, 1984, 1997) claimed heredity as the first cause of trait-like CA. He explained that people are either born with apprehension or learn to be apprehensive in their environments. A study on identical and fraternal twins by

McCroskey and Richmond (1982) supported this idea, for their findings claimed a similarity of sociability found in the identical twins. Heredity was also claimed to have some contribution to an individual's CA, particularly trait-like CA (Beatty & McCroskey, 1998; Opt & Loffredo, 2000, as cited in Rimkeeratikul, 2016; Beatty & McCroskey, 2001, as cited in Rimkeeratikul).

2.1.2.2 Environment

Another speculated cause of CA is environment, as claimed by McCroskey (1982, 1984, 1997). McCroskey and Richmond (1978, as cited in McCroskey & Beatty, 1986) found reinforcement patterns in an individual's environment, especially during childhood, which were claimed to be the main elements. This was examined in relationship to a behaviorist view. In other words, if a child is encouraged to communicate, the child will communicate more. On the other hand, if the child is not reinforced for communicating, the child will communicate less. This idea was also relevant to behaviorist theory that explains L2 learning and SLA through imitation, practice, reinforcement, and habit formation (Lightbown & Spada, 2006). In addition, a modeling theory was mentioned in addition to this causal analysis, which is when one starts to imitate or behave in similar manners and behaviors, such as accents and dialects.

There are also various causes of situational CA proposed which are related to environment. These causes are: novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention from others (Buss, 1980, as cited in McCroskey, 1982, 1984, 1997).

(1) Novelty

In the light of novelty, McCroskey (1982, 1984, 1997) pointed out that novelty or new situations can cause one to be unable to react or communicate because the novelty increases uncertainty about an individual's behavior. When one encounters a new situation, he or she may not know how to behave or speak. Thus, CA increases in response to that novelty.

(2) Formality

Buss (1980, as cited in McCroskey, 1982, 1984, 1997) suggested formality or a formal situation as one of the causes of CA. McCroskey (1982, 1984, 1997) also posited that the formality makes an individual want to communicate

appropriately. CA is then believed to increase in such formal situations because of the limitations of acceptable behavior.

(3) Subordinate status

When in situations in which appropriate behavior is defined by those having higher ranks or authorities, one tends to have CA from having a subordinate status (Buss, 1980, as cited in McCroskey, 1982, 1984, 1997). This was also reciprocally supported by Richmond, et al. (2012) as they mentioned the subordinate status in communication with another in superiority or holding "high status."

(4) Conspicuousness

Conspicuousness, or being easily noticed by others, was also suggested as another cause of CA (Buss, 1980, as cited in McCroskey, 1982, 1984, 1997). This element was claimed to be the most salient cause increasing CA level, especially in public speaking (McCroskey, 1982).

(5) Unfamiliarity

Buss (1980, as cited in McCroskey, 1982, 1984, 1997) mentioned unfamiliarity as another CA cause, although people react to being and feeling unfamiliar differently. McCroskey (1982) also added his explanation to this speculation that many people tend to be more comfortable speaking to people they know. Thus, CA increases when unfamiliarity is acquired.

(6) Dissimilarity

This cause was claimed to have a similar impact to one's CA, as an individual is different from others they are communicating with. One can possibly be more concerned with the evaluations others of similarity made than they are with the dissimilar ones (McCroskey, 1982). Therefore, speaking to those of dissimilarity increases one's apprehension level.

(7) Degree of attention from others

Receiving much or "extensive attention" from other people was also claimed to be another cause of CA (Richmond et al., 2012; Buss, 1980, as cited in McCroskey, 1982, 1984, 1997). McCroskey (1982) also pointed out that the CA level of an individual can sharply and suddenly rise when he or she is stared at or totally ignored. As a result, a moderate degree of attention is preferred in communication.

In addition to the mentioned causes suggested by Buss (1980), McCroskey (1982), and Richmond et al. (2012). Daly and Hailey (1980) also introduced degree of evaluation and prior history in the etiology of CA. Clarification on the two causes are below.

(8) Degree of evaluation

When one is being evaluated while speaking, Daly and Hailey (1980, as cited in McCroskey, 1982, 1997) claimed that he or she is likely to feel more apprehensive than speaking in the same context which there is no evaluation. Hence, the more degree of evaluation being obtained, the higher CA one feels.

(9) Prior history

Prior history was claimed to be the most important "causative element" (Daly and Hailey, 1980, as cited in McCroskey, 1982, 1977). This is due to the fact that the Daly and Hailey (1980) included expectancy learning in their considerations. In other words, helplessness and responsiveness can be learned from an individual's prior history, allowing three important things to develop: positive expectations, negative expectations, and helplessness. These three elements were claimed to have different impacts on CA. Yet, positive expectations are preferred in regard to CA construct, for they promote communication while negative expectations and helplessness increase CA. In the same fashion, a history of failure seems to increase the level of CA while success decreases it.

McCroskey (1984) also pointed out a cognitive approach to investigate the causes. He claimed expectation as another cause of CA. To illustrate his point, accurate expectation lessens the level of CA; on the opposite side, inaccurate or inappropriate expectation increases the CA level. Furthermore, helplessness and responsiveness were proposed as helplessness in learning stages increases the level of CA. Learned responsiveness, on the other hand, was not found to influence high CA as it is not associated with fear or anxiety.

According to the previous studies which are mentioned, causes of CA can be either heredity or environment. One can either be born with CA or learn it from environments. There are many elements in the environment that can cause CA, such as

novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, degree of attention from others, degree of evaluation and prior history.

However, the etiology of CA does not reach a consensus, for there have been other causes suggested by other researchers from time to time. To put it differently, other researchers in a later period of time found other or additional factors as causes of CA; for instance, individual, social, cultural, and socio-economic factors (Alley-Young, 2005, as cited in Rimkeeratikul, 2016). Enumerating these claims, sex, age, income, and socio-economic status were posited as individual causes of CA (Alley-Young, 2005, as cited in Rimkeeratikul, 2015, 2016). Collectivism and individualism was also suggested as social and cultural factors causing CA (Hsu, 2007, as cited in Rimkeeratikul, 2016). Details on these additionally speculated causes are given later in this chapter.

All in all, causes of CA can be either internal or external. No matter what the causes are, an individual is affected resulting in different kinds of consequences. The following presents examined effects of CA, in particular, high CA.

2.1.3 Effects of CA

In his study, McCroskey (1984) proposed, "…CA plays as a mediator between communicative competence and skill and ultimate communicative behavior." Consequently, there are two main effects caused by CA: internal and external effects.

Speaking of the first effect, CA is experienced internally. The feeling of discomfort can occur. Those with high level of CA may feel "discomfort, fright, not being able to cope, being inadequate, and possibly being dumb" (Richmond et al., 2012). They can also have rapid heart beating, queasy stomach, increased perspiration, body shaking, and dry mouth (Richmond et al., 2012). To observe CA level, personal reports were used by researchers.

Conversely, external effects are seen in three patterns of behaviors according to Richmond et al. (2012): communication avoidance; when one avoids communication, communication withdrawal; when one is silent or partially talks as little as possible, and communication disruption; in which one has verbal disfluencies or poor communicative strategies. Another uncommon behavior of people with high CA is over-communication.

McCroskey (2009) also pointed out more effects of CA in adult contexts:

(1) People with high CA prefer occupations that require low communication demands (Daly and McCroskey, 1975, as cited in McCroskey, 2009).

(2) Teachers or federal civil service employees with high CA have less job satisfaction than those with low CA (Falcione, McCroskey, & Daly, 1977, as cited in McCroskey, 2009).

(3) High CAs are perceived as both less credible and less interpersonally attractive than are low CAs (Quiggins, 1972, as cited in McCroskey, 2009).

(4) People with high CA are less likely to be viewed as opinion leaders or be selected as friends than others (Hurt and Joseph, 1976, as cited in McCroskey, 2009).

(5) Those with high CA have less likelihood of being successful in the job applicant screening process (Richmond, 1977, as cited in McCroskey, 2009).

From the above findings, CA does have powerful effects on apprehensive people, either internally or externally. In other words, not only do those with high CA experience the discomfort in a situation that requires communication, but such CA does have substantial impacts on their communication behaviors. Moreover, their career preferences, satisfaction, and success, as well as how they are seen by others, are also affected as a result of the high CA.

With the mentioned effects, the high level of CA should be reduced or eliminated. Therefore, the researchers in communicative and linguistic fields conducted their studies in order to find ways (i.e., treatment) to cope with high CA.

2.1.4 Treatments of CA

According to McCroskey (1984), CA is categorized into rational levels of CA and non-rational CA. For rational CA, the levels "are produced by combinations of positive and negative expectations and helplessness or responsiveness that are consistent with view as an outside, objective observer's perceptions of reality." The definition of the latter is "the unjustified expectations and helplessness or responsiveness of the individual, as viewed from the perspective of an outside, objective observer" (McCroskey, 1984).

There are two major types of treatments: treatment emphasizing communication skills within or across contexts and treatment focusing on the

apprehension about engaging in communication within or across contexts. The objectives of all treatments are to improve communication skills and to reduce CA level.

Interactionism can also be taken into account, for conversational interaction can occur when there is a situation. Modified interaction is, probably, an important mechanism that can lessen the level of CA in the situation that ESL or EFL learners have to use the target language because it was claimed to help make the language become comprehensible (Lightbown & Spada, 2006).

2.2 Relevant Studies

Scholars in communication and psychology have been studying CA since 1970 (McCroskey, 1984). As a result, there are a considerable number of studies conducted to examine CA in various contexts: classrooms and workplaces.

2.2.1 CA in classrooms

2.2.1.1 International context

The level of CA was primarily investigated by McCroskey et al. (1985a) among Japanese college students in L1 and L2 employing PRCA-24 translated into Japanese with reliability and validity ensured (Klopf, 1984, as cited in McCroskey, Fayer, & Richmond, 1985b). Their study was undertaken quantitatively on an ESL basis in comparison to ESL learners in Puerto Rico (McCroskey et al., 1985b) and other sample studies conducted in other geographical areas outside the United States of America, including Japan, Micronesia, Korea, Australia, Sweden, Germany, England, China, South Africa, Israel, India, the Philippines, and Finland. The results reveal extremely high CA in both Japanese (i.e., L1) and English (i.e., L2). The found levels were significantly higher than those in other groups being compared. Their finding contradicted what previous studies often suggested with higher degree of CA found in L2 than in L1. Assumptions about the similar CA level found were associated with effective English language instruction and Japanese positive cultural identity (Lucas, 1984, as cited in McCroskey et al., 1985a; Hildebrandt & Giles, 1980, as cited in McCroskey et al., 1985a). McCroskey et al. (1985a) also posited CA in L1 could be the primary determination of the minimum CA level in L2. If the individual has CA in his or her native language, the treatment for that in L1 should be administered beforehand.

Furthermore, McCroskey et al. (1985a) concluded studies on CA about speaking English in one particular culture cannot be generalized across cultures.

There are also several studies related to CA in ESL and EFL contexts which compare CA in ESL and EFL students between L1 and L2 (McCroskey et al., 1985a, 1985b) and a study which aimed at indicating a relationship between biological sex and CA (McCroskey et al., 1982). The results of the related studies indicated existence of CA in L1 and L2. However, L2 is related to higher CA than L1. Gender was not found to influence the level of CA although there were some slight differences.

In addition, some studies were conducted in English for a Specific Purpose (ESP) such as salespeople and maritime students (Rolo-Laurilla, 2007). Rolo-Laurilla's study (2007) was carried out to determine levels of CA and perceived communication competence among maritime students in the Philippines. A Self-perceived Communication Competence test adapted from McCroskey and McCroskey (1988) and McCroskey's (1982) PRCA were used in data collection. The findings show average CA and perceived communication competence among those being studied.

Khan, Ejaz, and Azmi (2009) also carried out a cross sectional study to measure and compare CA among 268 pharmacy undergraduates in first and final years with different ethnicities: Malaysian, Chinese, Indians, and other minorities at University Sains Malaysia (USM). Face-to-face interviews were held employing a translated Zimbardo's scale (Zimbardo, 1977, as cited in Khan et al., 2009). Their findings report significant high CA among the first-year participants. The high CA was also found among females and Chinese undergraduates. Khan et al. (2009) additionally discussed possible causes of CA either related to anxiety (Friedman, 1980, as cited in Khan et al., 2009), situations (McCroskey, 1977, as cited in Khan et al., 2009), or other individual, social, and cultural factors: lack of intellectual skills, poor speech skills, social shyness, social isolation, nervousness, low self-esteem, and cultural issues (McCroskey, 1980, as cited in Khan et al., 2009; Bond, 1984, as cited in Khan et al., 2009). Negative cognition appraisal was also asserted as another cause of CA (Glaser, 1981, as cited in Khan et al., 2009).

Another study that should be mentioned was conducted by four researchers in Malaysia (Mustapha et al., 2010). The sample in the study was 50 students in the final year of Bachelor's Degree in Business Administration at University

Teknologi MARA. The purposes of the study were to identify CA level and communicative activities that learners prefer. The researchers used two questionnaires as a tool in data collection. One of the questionnaires was adapted from PRCA-24 of McCroskey (1982). The collected data was then calculated by Statistical Package for the Social Sciences (SPSS) to state mean and standard deviation (S.D.). The findings show high CA in 45% of the sample while 29% of them experienced very low CA. In terms of communicative activities, most students preferred group discussion, meetings, and presentations respectively. Their findings from the latter were reported through the questionnaire. They also speculated on the participants' reasons for the preferences mentioned with regard to unfamiliarity, lack of preparation, conspicuousness, and novelty (i.e., new environment), and fear of negative evaluation (Friedman, 1982; Richmond, 1984; McCroskey, 1982; Scott, McCroskey, & Sheahan (1978; Alpert & Haber, 1960, all as cited in Mustapha et al., 2010).

In the same year, Abdullah and Abdul Rahman (2010) also undertook their study on L2 speaking anxiety among 60 students at Universiti Teknologi Malaysia (UTM) to investigate the students' perceptions, levels of anxiety, and types of speaking activities in relation to causing high anxiety level. Foreign Language Classroom Anxiety (FLCAS) adapted from Horwitz (1983, as cited in Abdullah & Abdul Rahman, 2010) was used. Moderate level of anxiety was found. Yet, they asserted the moderate level is beneficial to L2 learning, for it motivates those with such level to want to improve and learn L2 (Hadley, 1992, as cited in Abdullah & Abdul Rahman, 2010). The students' perceptions of anxiety was also discussed. To clarify, no preparation and speaking in front of the class were found to affect the students' speaking anxiety and nervousness (Hadley, 1992, as cited in Abdullah & Abdul Rahman, 2010). Abdullah and Abdul Rahman (2010) also added that the students feel overwhelmed by rules, structures, and linguistic features making them nervous about speaking English.

Another study on CA was carried out by Abdullah (2014) to identify the level of CA in using English among non-academic officers at a public university in Malaysia called University Sultan Zainal Abidin (UniSZA). Thirty hours of observation in an English language course and PRCA-24 (McCroskey, 1982) were

employed in their study. The results from the PRCA-24 demonstrate a moderate level of CA among the participants.

2.2.1.2 Thai context

Not only do researchers examine CA internationally, but many researchers also investigate this concerned construct in relation to the Thai population. With regard to CA studies in Thailand, very few of them were carried out (Rimkeeratikul, 2016). Yet, examples of those conducted studies are mentioned below.

Starting with Apaibanditkul (2006), her study concerns anxiety of international Thai students in an English speaking context. The aim of her study was to investigate CA, classroom CA, and intercultural CA of a group of international Thai students at Southern Illinois University. The PRCA-24, Class Apprehension about Participation Scale (CAPS), Personal Report of Intercultural Communication Apprehension (PRICA), and focus group interviews were used for data elicitation procedures. The results indicated that CA, classroom CA, and intercultural CA existed among the sample. Gender and time spent in the U.S. were not found to affect the degree of CA. Age, on the other hand, was found to be an important factor of different degrees of the three CA intended to be investigated. In addition, Apaibanditkul (2006) found some relationships between the scores on the three instruments, excluding the focus group interview. Referring to the findings from the interviews, language barriers were claimed to be main factors contributing to anxiety in other cultures but not to the three CA studied.

With regard to CA about speaking English in classroom context, in addition, Kopkitthanarot (2011) undertook his study to measure the CA level in public speaking among 55 Class 12 MA students in the English for Career program at Thammasat University. Other objectives of Kopkitthanarot's study (2011) were to examine the relationship between the level of CA and the participants' academic performances as well as to explore ways to confront CA in public speaking among those being studied. Data collection utilized PRPSA of Richmond and McCroskey (1985, as cited in Kopkitthanarot, 2011). In-depth interviews with 4 participants were held afterwards. The results of his study point out very high anxiety level among the majority of the participants. Moreover, a negative relationship between CA in public speaking and academic performances was found. With regard to the interviews, preparation and

given time were mentioned by the participants in search of understanding of CA in public speaking. Low self-esteem or disrespect or non-admiration of oneself was also found to increase degrees of CA.

In addition to Kopkitthanarot's findings (2011), cultural dimensions were included and discussed in his literature review. In other words, cultures were claimed to affect one's communication (Gudykunst, 1993, as cited in Kopkitthanarot (2011). To clarify, individualism, which promotes self-efficiency, one's responsibilities, and autonomy, and collectivism emphasizing dependence together with group harmony and collaboration were posited as other causes of CA (Hofstede, 2001, as cited in Monthienvichienchai, Bhibulbhanuwat, Kasemsuk, & Speece, 2002, as cited in Kopkitthanarot, 2011). In individualistic cultures, the individual and independence are most important; on the other side of the coin, collectivistic ones, such as Thai culture, place their emphases on groups (Hofstede, 2001, as cited in Kopkitthanarot, 2011; Rimkeeratikul, 2008, as cited in Kopkitthanarot, 2011).

Masculinity and femininity were also mentioned in Kopkitthanarot's study (2011). To put it differently, Hofstede (2001, as cited in Rimkeeratikul, 2008, as cited in Kopkitthanarot, 2011; Rimkeeratikul, 2008, as cited in Kopkitthanarot, 2011) suggested Thai culture as a feminine culture valuing harmonious relationships and respect for seniority.

Apart from Apaibanditkul (2006) and Kopkitthanarot (2011), Rimkeeratikul is another researcher heavily conducting her studies on CA in classrooms. Rimkeeratikul (2014a) carried out her study to investigate if grade point averages of engineering students at a public university in Thailand are different in terms of their CA levels. The findings show no significant difference among the two categories in McCroskey's study (1977) indicating profound influences of CA on an individual's work and study. A qualitative approach was recommended for further studies and extensive investigation.

Rimkeeratikul (2015) also undertook her study to identify levels of CA in L1 (Thai) and L2 (English) among engineering students in a unique program in Thailand and to examine if there is a difference between the levels in L1 and L2. A questionnaire, containing PRCA-24 (McCroskey, 1977) translated into Thai, (Rimkeeratikul, 2008) was used in data collection. Moderate levels of CA in both L1

and L2 were found among the participants with the mean score in L1 slightly higher than in L2. With t-test analyses, no difference was found in the level of CA scores among the participants. Again, Rimkeeratikul (2015) suggested a qualitative methodology in further research studies.

Another study on CA of Rimkeeratikul (2016) was conducted in order to investigate CA in L2 among 30 first-year and 46 second-year students in an MA program majoring in English in Bangkok, Thailand. The PRCA-24 (McCroskey, 1977) translated by Rimkeeratikul (2008, as cited in Rimkeeratikul, 2016) was employed in data elicitation. Moderate levels were found in the two groups of participants with the higher mean score of CA in the first-year students than the other group. No significant difference was noticed. From her discussion, the found moderate levels of CA pointed out an effective screening process in the selection of student candidates and proper pedagogical approaches and relaxing environments. Additionally, Rimkeeratikul (2016) recommended further qualitative studies to examine the underlying reasons behind the identified CA levels.

Similarly, CA construct was investigated among student officers at the Royal Thai Air Force Language Center by Kasemkosin and Rimkeeratikul (2012). Regarding this, PRCA-24 of Richmond and McCroskey (1998) was deployed to elicit the required data which was analyzed by the SPSS to find correlations between their CA levels and their personal information given. The findings reveal the average level of CA when communicating in English with the mean score nearly reach the high level of CA. For the correlation, their CA levels were found to relate to their rank and educational background exclusive of their English comprehension levels as well as their experiences in English-speaking countries.

CA in L1 and L2 among 31 first-year students of a graduate program for executives in a public university was also investigated by Rimkeeratikul, Zentz, Yuangsri, Uttamayodhin, Pongpermpruek, and Smith (2016). The participants in this study had various educational backgrounds and were mostly working in the government sector. Employing the PRCA-24, moderate levels of CA across four contexts were found in both L1 and L2 with the high CA in interpersonal conversation in L1.

In 2017, Rimkeeratikul also carried out her research study on 57 Thai Buddhist monk Ph.D. students in a temple university in Bangkok to investigate if there was a significant difference between CA about using L1 (Thai) and L2 (English). The translated PRCA-24 (Rimkeeratikul, 2008, as cited in Rimkeeratikul, 2017) was used to collect data. The average levels of CA were found in both L1 and L2 with no difference across four speaking contexts: group, meeting, interpersonal, and public. The results also suggest that the number of years in monkhood affects the level of CA. In other words, those spending more time in monkhood were found to have lower CA than the others. Based on these findings, Rimkeeratikul (2017) speculated novelty, subordinate status, unfamiliarity, low self-esteem, and high degree of power distance as causes of the different levels of CA investigated. However, the qualitative approach was suggested for detailed studies.

Rimkeeratikul's review of literature (2017) additionally presented cultural perspectives as the causes of CA. In this regard, collectivistic cultures tend to increase CA due to the fact that harmony and responsibilities for groups are emphasized (Triandis, 1994, as cited in Rimkeeratikul, 2017).

2.2.2 CA in workplaces

2.2.2.1 International context

Exploring CA among those in workplaces, many studies were carried out worldwide. Take Pitt, Berthon, and Robson's (2000) study for instance, their study focused on CA and perceptions of salesperson performance. The findings show a small but significant effect of CA on the salespersons' performance. Validity and reliability were also found when PRCA-24 was deployed to formulate international principles (Pitt et al., 2000). Yet, the mentioned study was conducted to investigate CA and the salespeople's performance along with their relationship regardless of English speaking context. CA in the workplace was also studied by Byron (2005) to explore CA and its relationship to employees' job satisfaction level. Concerning the study, 210 employees working for subsidiary companies of FairMount Minerals in Fresno, Texas, Bridgman, Oklahoma, Troygrove, Illinois, and Roff in Michigan, the United States of America, were the participants. A series of questionnaire surveys with demographic questions were distributed. Concerning the survey, CA level and the job satisfaction

level were measured by means of PRCA-24, Job Description Index (JDI), and Situational Communication Apprehension Measure (SCAM).

After collecting the survey, the obtained data was entered into the SPSS for data analysis with several tests taken. The research findings found a negative correlation between the levels of CA and job satisfaction. To put it in other words, apprehensive employees had low level of job satisfaction; on the other hand, those who with lower CA had higher level of job satisfaction.

2.2.2.2 Thai context

To investigate factors which cause CA among employees in multinational organizations in Bangkok, Gilitwala et al. (2015) undertook their quantitative study using a survey to elicit data. A non-probability sampling method, convenient sampling, was chosen as the researchers claimed no difference among the employees. In data collection, 260 questionnaires were distributed while 222 returned ones were usable. The subjects in this study were from food and beverage, apparel and accessory, education, service, and other industries including automobile, export-import, oil, media, advertising, IT, logistics, etc. Five hypotheses (H) on factors affecting CA levels were proposed according to the previous studies. The suggested hypotheses were tested by Pearson correlation analysis and are listed below.

H1: There is a relationship between face protection orientation and CA.

H2: There is a relationship between social desirability and CA.

H3: There is a positive relationship between fear of evaluation and CA.

H4: There is a relationship between the speaker's prior success and CA.

H5: There is a relationship between perfectionism and CA.

The findings show a low positive relationship between face protection orientation and CA levels, a very low positive relationship between social desirability and CA, a strong positive relationship between fear of negative evaluation and CA, a low negative relationship between prior success and CA, and a strong positive relationship between perfectionism and CA. From the mentioned results, the researchers concluded that perfectionism has the strongest relationship with CA followed by fear of negative evaluation, face protection orientation, prior success and social desirability respectively. By computing the scores based on a five point Likert scale, the overall CA level was found to be moderate.

Rimkeeratikul (2014b) also conducted her study to compare CA when using Thai and English of Thai teachers outside Bangkok, Thailand. The results show the higher levels of CA in L2 (i.e., English) than those in L1 (i.e., Thai).

In addition to the mentioned studies concerning CA in workplaces, Boonsongsup and Rimkeeratikul (2012) carried out a study on both CA and Willingness to Communicate (WTC) in English among employees. The study was conducted in order to find if demographic differences in terms of sex, age, income, years of work experience, educational level, and perceived English language competence among Thai employees have an effect on levels of CA and WTC in English communication. The subjects in this study were Thai employees working in the Bangkok area. They were divided into three main groups: government, state enterprise and private sector employees.

Regarding its research methodology, a quantitative research method was used by means of a questionnaire with three parts included. The first part contained an inquiry concerning the respondents' demographic data: general information on sex, age, educational background, income, years of work experience, self-perception of their English language competence as well as their workplaces. The second part was the WTC questionnaire adapted from Jongsermtrakoon (2009, as cited in Boonsongsup & Rimkeeratikul, 2012). The last part was the PRCA-24 from Rimkeeratikul's research study (2008) which was translated from English into Thai. With the latter, the two researchers indicated that the translated instrument, PRCA-24, proved the construct validity when applied to the Thai context. The questionnaire was later distributed to 460 respondents by hand and electronic mail based on the appropriateness.

After collecting the questionnaires, 420 of them were returned. The SPSS was used to analyze the obtained data. Mean and S.D. were computed. T-test analysis and One-way Analysis of Variance (ANOVA) were also applied. The findings revealed that 64.29% of the respondents were females. The majority of them worked in the private sector (48.33%), state enterprise sector (25.95%), and 25.9% of the respondents worked in the government sector. Average CA was reported. No significant relationship was found across sex, income, educational background and the CA and WTC scores in English communication. Likewise, age was not found to influence the levels of CA among the respondents. However, the duration of work experience and their self-perceived English language competence were found to have an influence on

the different levels of CA and WTC. Still, it is beneficial to note that age was found to be statistically correlated with WTC, as claimed by the researchers.

From the existing relevant research studies, CA construct has always been in the full attention of researchers in communication and language fields. As a result, many studies were undertaken in order to understand the nature of CA among the target groups of the population, either in classrooms or workplaces. Regarding CA about English speaking or L2, more of the emphases were placed on the classroom context due to the fact that most of the researchers were EFL or ESL teachers. By conducting their studies, EFL or ESL teachers can find possible and reasonable ways and approaches to manage CA phenomena occurring in English classes.

However, L2 is not only learned, acquired, and used in language classes. It can, in fact, be acquired and used in an individual's career (i.e., workplaces). Not being able to communicate in English when required can, consequently, lead to negative consequences. In terms of the relevant studies, it is true that there are existing studies carried out to understand this construct as mentioned in the relevant studies above. Nonetheless, those previous studies were conducted to investigate and understand the CA construct among those in general workplaces exclusive of ones that mandatorily require English communication such as international airports. Moreover, there is no single study which explores CA among those whose career is directly related to national prosperity, safety, and security. McCroskey (1982, 1997) also claimed the etiology of CA receives little attention.

In terms of research methodology, most of the studies on CA construct were quantitative. Only a few applied a qualitative approach to the studies. Levels of CA were measured and its causes were investigated through surveys and questionnaires. Interviews were also used in combination with the questionnaires; nonetheless, mixed methods and tools were mainly used to explore CA in classrooms.

Intending to fill gaps in previous studies, this study is, therefore, designed to identify CA level among Thai customs personnel at international airports whose jobs mandatorily require communication, particularly English speaking. Instruments used in this study were carefully crafted for their best application. Causes of CA were also investigated through semi-structured interviews. The findings can be

used to confirm or contradict the related findings, and to, perhaps, offer possible alternatives to customs academy personnel responsible for training programs, along with ESL or EFL teachers, for proper training programs and effective teaching methods alleviating CA among affected customs personnel. Details on research methodology are given in the next chapter.

CHAPTER 3
RESEARCH METHODOLOGY

In the previous chapters, background, problem statements, objectives, questions, scope, significance, terms, organization of the present study and a literature review have already been covered. This chapter describes the methodology applied in this study in order to answer the two research questions (RQ):

RQ1: What is the level of CA about speaking English among Thai customs personnel at international airports in Thailand?

RQ2: What are the causes of high and low CA about speaking English among Thai customs personnel at international airports in Thailand?

With regard to this chapter, conceptual framework, participants, instruments used in data elicitation, and procedures together with data analysis are clarified here. Elements in this research methodology are also explained below.

3.1 Conceptual framework

Following the previous chapter in which CA was explained in many aspects, CA or one's level of fear and anxiety relating to communication with other(s) is found among people (McCroskey, 1977, 1978). According to Richmond et al. (2012), CA is categorized into four different types on a continuum which are trait-like, context-based, audience-based, and situational CA. Comparatively, McCroskey (1977, as cited in McCroskey, 1984) introduced pathological or abnormal CA which occurs in an abnormal context. Yet, trait-like CA has widely been studied and most focused on by many researchers due to its endurance and personality-type orientation that go across various contexts (McCroskey, 1977, as cited in McCroskey, 1984).

Being apprehensive (i.e., having high CA), individuals are likely to experience internal and external effects (McCroskey, 1984). To put it differently, apprehensive people may have a feeling of discomfort and, thus, communication can be either avoided, withdrawn, disrupted, or even over established (Richmond et al. 2012). The mentioned effects of CA in adult contexts were also asserted by McCroskey

(2009). To repeat, occupational preference, job satisfaction, personal attractiveness and credibility, others' and self-perception, career advancement, and success in job screening and application are somehow affected and influenced by CA.

Under these unfavorable circumstances affected by CA, researchers have conducted their studies to investigate causes of CA (McCroskey, 1982, 1984, 1997). Yet, the etiology of this construct is limited (McCroskey, 1982, 1997). Referring to existing studies, heredity and environment were found as causes of CA. People can either possess CA naturally when being born or acquire CA from the environment. The environment may introduce some elements to the individual resulting in CA. Elements could be novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, degree of evaluation, and prior history (McCroskey, 1982, 1984 & 1997; McCroskey & Richmond, 1982; McCroskey & Richmond, 1978, as cited in McCroskey & Beatty, 1986; Buss, 1980, as cited in McCroskey, 1982, 1984, 1997; Richmond et al., 2012; Daly & Hailey, 1980).

It is true that these studies were conducted in order to investigate overall level and causes of CA, particularly CA about speaking English, among learners and workers (i.e., personnel) in classroom and workplace contexts. However, the construct has not yet been explored among customs personnel at international airports, whose tasks and obligations strongly require English communication (i.e., English speaking). Consequently, the conceptual framework facilitating the researcher's investigation is shown in Figure 3.1.

The conceptual framework presented in Figure 3.1 was adopted from previous preliminary research studies. This framework was also used in data analysis in the second phase of the present study in which semi-structured interviews were held, recorded, and transcribed. To put it simply, the adopted conceptual framework was used as a guideline in quest of the causes of CA about speaking English.
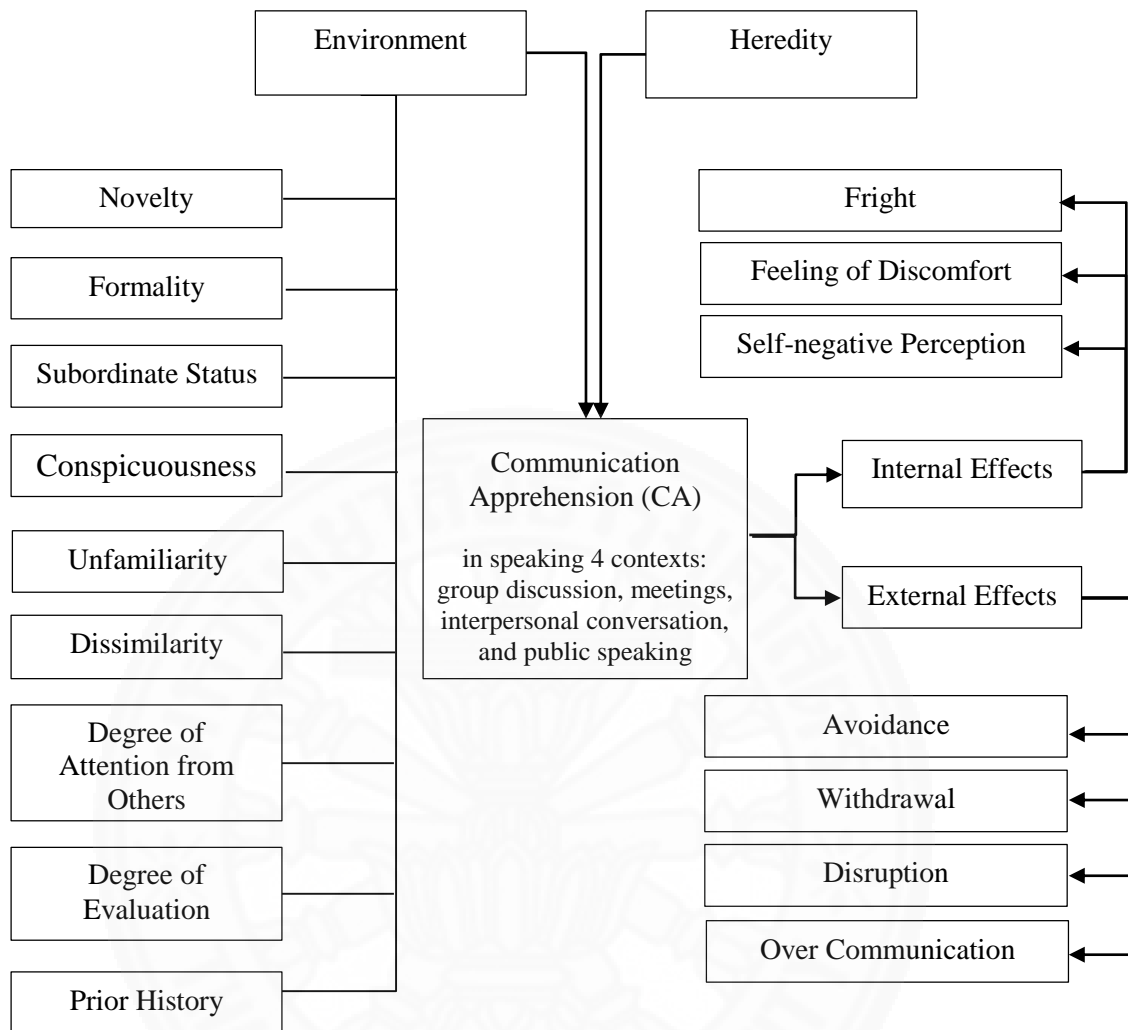
Figure 3.1. Conceptual framework for this study including personal interest, prominent studies, and theoretical framework.

3.2 Participants

As Dörnyei (2007) mentioned, "the population is the group of people whom the study is about." The sample is, therefore, "the group of participants whom the researcher actually examines" (Dörnyei, 2007). In this study, Thai customs personnel who work at international airports in Thailand in April-May 2017 are the target population. To select a good sample from the target population is rather difficult to do, due to the fact that "Customs Aerodromes" or international airports in Thailand are geographically scattered (Ministerial Regulation of the Customs Department, Ministry

of Finance, B.E. 2553 (2010). For this reason, probability sampling, which is claimed to be the best approach in generalizability, could not be used due to time and monetary limits. Instead, the non-probability sampling, purposive sampling, was employed in participant selection process in the first phase, for sequential explanatory mixed methods were adopted in this present study. More details on the selected methods are given later in this chapter.

3.2.1 Participant selecting criteria (sample selection)

Due to the fact that this work is a two-phase research study that employs both quantitative and qualitative methods, a questionnaire and followed-up semi-structured interviews were used in data collection. Hence, participant selecting criteria in each phase are explained separately.

3.2.1.1 Participant selection in the quantitative stage

By means of purposive sampling, the participants were chosen from several international airports where customs personnel most encounter international passengers. Those participants must also use English on a daily basis at work. With these criteria, it can ensure that the sample can well represent the population and that their work requires English speaking for success, performance and satisfaction. Most importantly, access to data elicitation must be possible at all times of the study.

Considering the mentioned requirements including the limits of time and resources, 308 Thai customs personnel at three international airports in Thailand: Suvarnabhumi Airport (BKK), Don Mueang International Airport (DMK), and Phuket International Airport (HKT) were chosen. This was due to the fact that these three mentioned airports most welcomed and accommodated passengers from overseas according to AOT's Air Transport Statistics (2016). To clarify, the cited report indicated that 46, 11.8, and 7.9 million international passengers travelled to BKK, DMK, and HKT, respectively. Other international airports operated by AOT, on the other hand, were reported to welcome and accommodate significantly less international passengers.

(1) Participants' characteristics

To identify characteristics of the participants in this study, both males and females between the ages of 20 and 60 whose L1 is Thai were included. However, English is an essential prerequisite for their recruitment. It is true that levels of their English proficiency could be relatively diverse ranging from elementary to

advanced; however, English is used among them in response to their obligations, assignments and implemented policies.

Referring to Customs Order No. 2/2557 (2014) with updated organizational structures as of February 2, 2017, Thai customs personnel at the three selected international airports are presented in Figure 3.2-3.4. Also, stated in Customs Codes B.E. 2556 (2013), obligations or responsibilities of each customs personnel at Suvarnabhumi Airport Passenger Control Customs Bureau (i.e., BKK), Don Mueang International Airport Customs Service Center (i.e., DMK), and Phuket Airport Customs House (i.e., HKT) vary depending on their positions and job descriptions.

It is also beneficial to note that there are two main bureaus in charge of Suvarnabhumi Airport which are Suvarnabhumi Airport Cargo Clearance Customs Bureau and Suvarnabhumi Airport Passenger Control Customs Bureau. However, this present study places its emphasis on CA about speaking English in which interpersonal interaction and communication in English are required. As a result, customs personnel working for Suvarnabhumi Airport Cargo Clearance Customs Bureau, whose obligations involve clearance of imported and exported goods, are omitted from the study.

Suvarnabhumi Airport Passenger Control Customs Bureau is divided into four smaller units: General Administrative Sub-division, Tax Service Division, Passenger Service Division, and Customs Control Division (see Figure 3.2). Customs personnel in each unit are, therefore, assigned to different tasks. To clarify, some customs personnel are requested to liaise with international customs or other government administrations and private sectors; some are appointed to inspect and clear imported and exported goods (i.e., performing customs formalities). Some are assigned to take part in passenger clearance while others are required to suppress and investigate activities against customs and related laws and regulations.

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┌──────────────────────────────────────────────────────┐
│   Suvarnabhumi Airport Passenger Control Customs Bureau │
├──────────────────────────────────────────────────────┤
│                      Director                          │
└──────────────────────────────────────────────────────┘
                Expert on Passenger Control
                        Technique
```

General Administrative Sub-division	Passenger Service Division	Tax Service Division	Customs Control Division

Passenger Service Sub-division I

Passenger Service Sub-division II

Passenger Service Sub-division III

Customs Formalities Sub-division

Duty Accounting Sub-division

Laboratory Sub-division

Litigation Sub-division

Seized and Overtime Goods Sub-division

Bonded Warehouse (Duty Free Shop) Sub-division

Investigation and Suppression Sub-division

Risk Management Sub-division

Figure 3.2. Organizational structure of Suvarnabhumi Airport Passenger Control Customs Bureau, the Customs Department according to Customs Order No. 2/2557 and the updated information on February 2, 2017.

Although it may be true that those customs personnel working at Suvarnabhumi Airport have opportunities to meet and interact with passengers from overseas whose L1 is not Thai (i.e., international passengers); however, the target participants were those in Passenger Service Division, and Customs Control Division. For this reason, internal validity of the study could be created for the researcher can measure what she wants to measure (i.e., CA about speaking English). To put it another

way, these target participants daily interact with international passengers. Thus, they must use English in all four focused contexts for their career.

Turning now to Figure 3.3 on the following page, Don Mueang International Airport Customs Service Center, is divided into six sub-divisions: Passenger Service Sub-division I, II, and III, General Administrative Sub-division, Customs Service Sub-division, and Customs Control Sub-division. Similar to the customs personnel at Suvarnabhumi Airport, each customs personnel at Don Mueang International Airport has different assigned tasks: to liaise either with international customs or other government administrations and private sectors; to perform customs formalities regarding goods and passengers; or to suppress and investigate illegitimate activities.

However, only those in the first three sub-divisions and the last one (viz., Passenger Service Sub-division I, II, II, and Customs Control Sub-division) directly associate with international passengers. Regarding their occupation, English speaking is inevitably required in all four different contexts (i.e., group discussions, meetings, interpersonal conversations, and public speaking). Consequently, those in General Administrative Sub-division and Customs Service Sub-division were excluded from the present study.

Figure 3.3. Organizational structure of Don Mueang International Airport Customs Service Center under Bangkok Customs Bureau, the Customs Department according to Customs Order No. 2/2557 and the updated information on February 2, 2017.

Looking at Figure 3.4, Phuket Airport Customs House is divided into 3 smaller units which are Customs Service Division, Customs Control Division, and General Administrative Sub-division. In the same fashion, customs personnel in Customs Control Division have direct contact with international passengers daily, unlike the other two units. Although Phuket Airport Customs House is a much smaller administration than the other two mentioned administrations, tasks and obligations are similarly assigned. Under these circumstances, English is spoken in all four concerned contexts by those at Phuket International Airport.
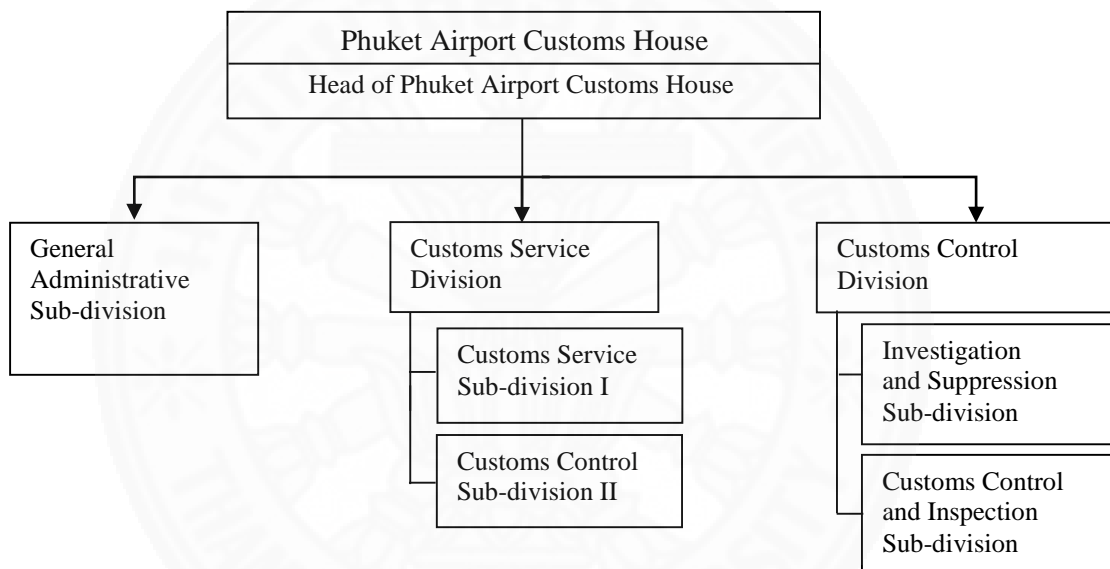
Figure 3.4. Organizational structure of Phuket Airport Customs House under Regional Customs Bureau 4, the Customs Department according to Customs Order No. 2/2557 and the updated information on February 2, 2017.

Taking all three international airports (viz., Suvarnabhumi Airport, Don Mueang Internal Airport, and Phuket International Airport) into consideration, the tasks or obligations assigned to the customs personnel are identical. To clarify, the customs personnel are to communicate with passengers from various countries, contact with other agents or officers in different government agencies, clear the imported and exported commercial goods accompanied by the passengers, and vice versa.

Furthermore, group discussions, meetings, and public speaking in English are required in response to the department's policies and plans on human resource development.

Therefore, being able to communicate with international passengers, or anyone in contact with them, is fundamental for every Thai customs personnel whose jobs are associated with international passengers at international airports in Thailand. In the same way, oral skills in four different speaking contexts: group discussion, meetings, interpersonal conversation, and public speaking are reasonably required and acquired among the Thai customs personnel at international airports, particularly at BKK, DMK, and HKT.

(2) Number of participants

Sample size or number of participants is another important area that must be mentioned in every study, for it has an influence on the study's credibility. According to Israel (1992), a number of factors including study purposes, population size, the risk of selecting a "bad" sample, and sampling error allowed have an influence on the sample size. There are three criteria that must be taken into account: precision level, confidence level, and degree of variability.

Israel (1992) also pointed out several strategies for determining the sample size. One of them is using formulas, a simplified formula for proportions. Referring to Yamane (1967), he suggested the formula applied in determining the sample size or number of participants when the population size is definite with 95% of confidence level and permissible error = 5%. The equation is shown below.

$$n = \frac{N}{1 + N(e)^2}$$

From Yamane's formula above, 'n' represents the required sample size, 'N' means number of population, and 'e' refers to permissible or allowable error.

Table 3.1

Number of Target Customs Personnel at International Passengers in Thailand

No.	International Airports	Number of Target Customs Personnel
1	**Suvarnabhumi Airport**	**174**
2	**Don Mueang International Airport**	**52**
3	**Phuket International Airport**	**20**
4	Chiang Mai International Airport	14
5	Hat Yai International Airport	9
6	Mae Fah Luang Chiang Rai International Airport	6
7	Samui International Airport	9
8	Krabi International Airport	12
9	Utapao International Airport	12
	Total	**308**

Note. From General Administration Sub-divisions of all nine Thai customs administrations in charge of international airports in Thailand, April 19, 2017.

According to Customs Order No. 2/2557 and the updated information from General Administrative Sub-divisions from customs administrations in charge of all international airports in Thailand in April-May 2017, there were 308 Thai customs personnel at international airports whose obligations directly involved international passengers (see Table 3.1). With regard to Yamane's formula, with 95% of confidence level and permissible error = 0.05, the required sample size or number of participants in this present study was 174 as shown below.

$$174 = \frac{308}{1 + 308(0.05)^2}$$

To sum up, the population in this study was composed of 308 Thai customs personnel at three prominent international airports in April-May 2017: BKK, DMK, and HKT selected based on the use of English and the number of international passengers interacted with. However, 174 questionnaires were returned during the first

phase of the study (i.e., questionnaire survey); based on Yamane's formula (1967), this is the ideal sample size for precision level, confidence level, and degree of variability.

3.2.1.2 Participant selection in the qualitative stage

As mentioned earlier in this chapter, this study employs "a two-phase mixed methods design" (Cresswell, Vicki, & Clark, 2007). As a result, quantitative and qualitative means of data collection were used through the questionnaire and semi-structured interviews.

During the first phase, participants were selected by the use of purposive sampling with a set of established criteria, and the sample or participants were chosen according to the criteria and purposes. Similarly, criteria were also adopted in this second phase. In this case, the participants were selected for follow up semi-structured interviews according to their level of CA, initially focusing only on those with high and low CA. Further details on this are given in the following part concerning instruments.

(1) Participants' characteristics

As CA levels were used in the participant selection process during the second phase of qualitative work, the chosen participants were, of course, voluntary, regardless of their apprehensiveness as shown in the scores calculated from the questionnaires. This was due to ethical issue concerns; consequently, only the voluntary participants were asked for the follow-up interviews. In addition, the participants in this second phase were those with and without apprehensiveness according to the criteria applied for the follow-up interviews. To put it simply, the participants were of low, moderate, and high CA levels represented by scores obtained from the questionnaires distributed and collected in the first phase.

Taking data accessibility into account, is, again, crucially important in data collection. For this reason, voluntary customs personnel at all three international airports: BKK, DMK, and HKT were called for the follow-up interviews. The interviews were either face-to-face or telephone conversations depending on the participant's personal preference and availability.

(2) Number of participants

According to Dörnyei (2007), 6-10 participants were claimed to be appropriate for an interview. Also, those qualitative studies with a good design

require only a small number of participants, for the main focus is on saturated and rich data rather than quantity. Taking this principal into consideration, ten voluntary participants from the three international airports were asked to participate in the interviews. This was due to the fact that there were 10 participants with the required criteria who agreed to be called for the follow-up interviews. With the ten participants, the researcher could also increase the quality of her study by means of the rich data.

3.2.2 Number of participants (sample size)

With the provided information in the previous sections, the number of participants in this study varied depending on data collection methods. That is to say, at least 174 participants returning the questionnaires were required in the first phase of the study according to Yamane's formula (1967). Once the study was conducted, however, there were 191 participants completing and returning the questionnaires.

In the qualitative phase, however, the researcher aimed for ten participants working at the three focused international airports in Thailand who had filled out the questionnaires and obtained scores indicating low, moderate, and high CA from the questionnaires to join the follow-up interviews.

3.3 Instruments

3.3.1 Questionnaire

For data collection, the questionnaire, printed in Thai, stating the topic with general introduction, specific instructions, questionnaire items, and additional information was distributed to the participants by hand (see Appendix A). Here, the questionnaire was divided into three main sections. The first section introduced PRCA-24 applying "Likert scales" that consisted of a statement and the extent to which the participants 'agree' or 'disagree' with it (Dörnyei, 2007). The participants could mark their answers ranging from 'strongly agree' to 'strongly disagree' (Dörnyei, 2007). The second section included questions and statements eliciting participants' demographic information followed by an invitation to participate in the follow-up interview as the last section. Details on each section are presented below.

3.3.1.1 PRCA-24

In order to collect the required data on CA level about speaking English among Thai customs personnel at international airports, the 24-item version of PRCA (McCroskey, 1982) was primarily adopted in this study.

Although there are many different tools to measure the level of CA, such as WAT and TOSA (McCroskey, 1984), the PRCA-24 has been widely used in many CA studies. This is mainly due to the fact that "it does not include the heavy public speaking bias…" and it allows "generation of a total score and four sub-scores representing communication" in four contexts: group discussion, meetings, interpersonal dyads, and public speaking (McCroskey et al., 1985b). The reliability and validity of the PRCA-24 was also mentioned by Woods (2006). That is, "research supports that the PRCA-24 is internally consistent and reliable," the instrument is the most appropriate to measure CA level (i.e., trait-like CA). The 24-item Likert-type instrument adopted from McCroskey (1982), PRCA-24, was then employed to obtain data concerning CA about speaking English among the sample.

Regarding the instrument, the researcher employed the PRCA-24 for greater suitability and the study's specific objective: to identify the level of CA (i.e., trait-like CA) about speaking English among Thai customs personnel at international airports. That is, the PRCA-24 was used to examine the individual's CA about speaking English in four different speaking contexts: group discussion, meetings, interpersonal conversation, and public speaking with six questions in each context.

Table 3.2

Personal Report of Communication Apprehension-24 (PRCA-24)

Group Discussion
1. I dislike participating in group discussions held in English.
2. Generally, I am comfortable while participating in group discussions held in English.
3. I am tense and nervous while participating in group discussions held in English.
4. I like to get involved in group discussions held in English.
5. Engaging in a group discussion in English with new people makes me tense and nervous.
6. I am calm and relaxed while participating in group discussions held in English.

Table 3.2 (Continued)

Personal Report of Communication Apprehension-24 (PRCA-24)

Meetings
7. Generally, I am nervous when I have to participate in a meeting held in English.
8. Usually, I am calm and relaxed while participating in meetings held in English.
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting in English.
10. I am afraid to express myself at meetings held in English.
11. Communicating at meetings in English usually makes me uncomfortable.
12. I am very relaxed when answering questions in English at a meeting.

Interpersonal
13. While participating in a conversation in English with a new acquaintance, I feel very nervous.
14. I have no fear of speaking up in conversations in English.
15. Ordinarily I am very tense and nervous in English conversations.
16. While conversing with a new acquaintance in English, I feel very relaxed.
17. Ordinarily, I am very calm and relaxed in English conversations.
18. I'm afraid to speak up in conversations in English.

Public Speaking
19. I have no fear of giving a speech in English.
20. Certain parts of my body feel very tense and rigid while giving a speech in English.
21. I feel relaxed while giving a speech in English.
22. My thoughts become confused and jumbled when I am giving a speech in English.
23. I face the prospect of giving a speech in English with confidence.
24. While giving a speech in English, I get so nervous I forget facts I really know.

Note. Adopted from "Personal Report of Communication Apprehension-24 (PRCA-24)" by Richmond, V. P., Wrench, J. S., & McCroskey, J. C. (2012). *Communication Apprehension, Avoidance, and Effectiveness* (6[th] ed.). Harlow: Pearson.

In the light of the PRCA-24 used in the intended study, there were 24 listed items for four different English speaking contexts. Each context consisted of six statements. Hence, the statements on CA about group discussion were statements no. 1-6, meetings are 7-12, interpersonal conversation are 13-18, and public speaking are 19-24 (see Table 3.2). With regard to reliability and validity of the PRCA-24, this instrument has been measured by many researchers and was claimed to be internally consistent and reliable, as well as most appropriate and accepted to measure the trait-like

CA (Wood, 2006; Rimkeeratikul, 2017). In addition, the PRCA-24 translated by the researcher that was used in this study was checked and validated by four experts (see Appendix B).

3.3.1.2 Open-ended factual questions

After completing the PRCA-24, the participants would find the second section of the questionnaire with a combination of closed and open-ended factual questions to elicit the participants' demographic characteristics and general topic-related information, such as language learning history, amount of time spent in English speaking environment, and level of education. It is true that many questionnaire surveys usually put the factual or personal questions right at the beginning. For this study, however, such questions were asked almost at the end of the questionnaire according to a suggestion by Dörnyei (2007) that this type of questions should be left at the end of the questionnaire. This was to avoid fear and distrust among the researcher and the participants, which could inhibit their responses.

3.3.1.3 Invitation to a follow-up interview

The third part was an invitation to participate in a follow-up interview with statements that clearly indicated the importance of anonymity and independence of the voluntary participant. In this regard, the voluntary participants would later be called for the follow-up semi-structured interviews. Yet, this last part of the questionnaire was carefully designed due to ethical issues that must be taken into every researcher's consideration.

3.3.2 Semi-structured interview

This last part of the self-report questionnaire was the invitation to participate in a follow-up interview by means of a consent form (Dörnyei, 2007). To explain, the participants were asked in the final part to mark if they wanted to volunteer to be called for the follow-up interview. For those attending the interview, names and contact numbers were politely requested. The given information was kept confidential. Anonymity was also guaranteed in the intended study. This way, the researcher could make sure that she had taken research ethics into account.

Besides the questionnaire, the semi-structured interviews were carried out sequentially in order to find underlying causes of the participants' CA levels for the rationale of "complementarity" (Onwuegbuzie & Combs, 2011). With the semi-structured

interview, a list of questions in Thai and English were prepared in advance (see Appendix C).

With regard to the interview questions, there were 15 questions used in order to elicit information on CA about speaking English from the interviewees (i.e. participants). These questions were asked to obtain the participants' general information such as their work experience at the international airport, responsibilities, language learning experience, and experience in English speaking countries. The questions concerning CA were also asked to gain some useful insights on how the participants viewed themselves in relation to English speaking across all four contexts previously introduced in the questionnaire: group discussion, meetings, interpersonal conversation, and public speaking. Regarding this, the participants were also asked how they felt about and dealt with certain speaking situations.

The researcher also asked related probing questions for further investigation into the concerned topic of CA using the conceptual framework presented in Figure 3.1 on page 33 as her guidelines. The questions for each participants were, therefore, slightly different depending on individual responses and reactions.

To collect the interview data, note taking and an audio recorder with the participants' consent were used to ensure adequate understanding and accurate transcription. By using the mentioned tools, the research findings, analysis, and interpretation can be meticulously authentic. The ethical issues were also considered.

Regarding achieving results from the semi-structured interviews, not only were the participants' general information, perceptions, and reactions obtained, but the researcher could also use the information to confirm the preliminary findings examined during the first phase (i.e., questionnaire). The interview data was also used to investigate causes of CA mentioned in the second research question. That is to say, data from the semi-structured interviews was used to examine the causes of high and low CA about speaking English among the target population.

3.3.3 Participant selecting criteria

In order to conduct the follow-up semi-structured interviews, participants were selected based on certain criteria. In other words, the found levels of CA, either high or low, from the questionnaire were used as participant selecting criteria. Still, to attend or not depended on the participants' consent.

Regarding the CA level, Woods (2006) stated, "the 'high' range is between 80 [and] 120 while the 'low' group range is between 24 [and] 50." The "high" score means that they have high level of CA (i.e., more anxiety in speaking). The "low" score, on the other hand, means less anxiety or less CA in English speaking. Likewise, McCroskey (1982) explained that "scores above 80 = high CA; below 50 = low CA." Referring to the criteria mentioned, those with the score above 80 and below 50 should have been selected for the follow-up interview. However, the participant selecting criteria were adjusted based on the actual results of the completed questionnaire and the participants' consent.

(1) Adjustment of participant selecting criteria

Due to the fact that scores and answers obtained from the distributed questionnaire are unpredictable, the participant selecting criteria were adjusted. To clarify, many voluntary participants with scores above 80, categorized as ones with high CA, did not give any contact information in the last section of the questionnaire as requested by the researcher. Therefore, the participant selecting criteria were adjusted for the study's greater benefit relating to its validity and reliability. That is to say, the participant selecting criteria was changed from those with high CA (i.e., scores above 80) and low CA (i.e., scores below 50) to the voluntary participants with the scores ranging from 24 to 59 and those with the scores between 69 and 120. In other words, those with low, moderate, and high CA were called for the follow-up interviews.

(2) Computing scores

The first section of the questionnaire concerning PRCA-24 was computed to indicate overall level of CA with context sub scores beginning with a score of 18 for each context. To do so, the instructions shown in Table 3 (McCroskey, 1982; Richmond et al., 2012) must be followed. It is also important to note that such scores to be computed are the scores acquired from the participants' response in each statement. In addition, there are negative and positive statements included in this first section of the instrument.

Table 3.3

Computing Score for PRCA-24

Group Discussion	=	Add scores for items 2, 4, and 6
		Subtracts scores for items 1, 3, and 5
Meetings	=	Add scores for items 8, 9, and 12
		Subtracts scores for items 7, 10, and 11
Interpersonal	=	Add scores for items 14, 16, and 17
		Subtracts scores for items 13, 15, and 18
Public Speaking	=	Add scores for items 19, 21, and 23
		Subtracts scores for items 20, 22, and 24
Overall CA	=	Group Discussion + Meetings + Interpersonal + Public Speaking

Note. Adopted from "Computing Score for PRCA-24" by McCroskey, J. C. (1982). *An Introduction to Rhetorical Communication (4ᵗʰ Ed.).* Englewood Cliffs, NJ: Prentice-Hall.

Table 3.4

Interpretation of Scores

Context	Score	Level of CA
Overall (24-120)	24 - 49	Low
	50 - 79	Moderate
	80 - 120	High
Group discussion (6-30)	Below 18	Low
	Above 18	High
Meetings (6-30)	Below 18	Low
	Above 18	High
Interpersonal conversation (6-30)	Below 18	Low
	Above 18	High
Public speaking (6-30)	Below 18	Low
	Above 18	High

Note. Adapted from McCroskey, J. C. (1982). *An Introduction to Rhetorical Communication* (4ᵗʰ ed.). Englewood Cliffs, NJ: Prentice-Hall and Richmond, V. P., Wrench, J. S., & McCroskey, J. C. (2012). *Communication Apprehension, Avoidance, and Effectiveness* (6th ed.). Harlow: Pearson.

From the scoring formulas in Table 3.3, the scores for each of the four contexts: group discussion, meetings, interpersonal conversation, and public speaking could range from 6 to 30. Regarding this, any score above 18 indicates a level of CA in each context (McCroskey, 1982). Combining all four contexts together, the computed scores can range from 24 to 120. To simplify this, the participants with the scores above 80 are those with high CA while those with low CA have the scores below 50 (McCroskey, 1982; Woods, 2006). Interpretation of scores is shown in Table 3.4.

In light of the population representation, the researcher made sure that the consenting participants were from all target units in the focused international airports to make sure that the sample did represent the population.

McCroskey (1982) with Richmond et al. (2012) also supported their work with norms of the PRCA-24 shown in Table 3.5, offering the researcher some useful guidelines on CA in general.

Table 3.5

Norms for the PRCA-24

	Mean	**Standard Deviation**	**Level of CA**
Group discussion	15.4	4.8	Low
Meetings	16.4	4.8	Low
Dyad (Interpersonal conversation)	14.5	4.2	Low
Public speaking	19.3	5.1	High
For Total Score	**65.6**	**15.3**	**Moderate**

Note. From "Norms for the PRCA-24" by Richmond, V. P., Wrench, J. S., & McCroskey, J. C. (2012). *Communication Apprehension, Avoidance, and Effectiveness* (6[th] ed.). Harlow: Pearson.

3.4 Research methodology

To explain procedures performed in this study, three main elements are discussed. The first element is the research design followed by data collection, and data analysis.

3.4.1 Research design

According to Cresswell et al. (2007), research designs are "procedures for collecting, analyzing, interpreting, and reporting data in research studies." Different procedures represent different models with distinct names and associated procedures used in the studies. Researchers can, therefore, choose their preferred procedures when conducting their studies based on the selected approach: quantitative, qualitative, or mixed methods.

Suggested by Dörnyei (2007), quantitative research could eliminate one's variability at data collection and analysis by the systematic nature with precise rules and regulations. Qualitative study, on the other hand, can discover subtle meanings that may be overlooked in the quantitative research. The two research methodologies have also been utilized by researchers in various aspects: purist, situationist, and pragmatist (Dörnyei, 2007). In other words, some saw the two approaches as mutually exclusive (i.e., purist), some suggested their application in an appropriate research context (i.e., situationist) while others like Dörnyei integrate both methodologies to "corroborate, elaborate, or initiate findings from the other methods" (i.e., pragmatist) (Rossman and Wilson, 1985, as cited in Dörnyei, 2007). As a result, a mixed methods approach is believed to have great potential in most research context (Dörnyei, 2007)

Following the pragmatist's view, "mixed methods" (Cresswell, Clark, Guttman, & Hansson, 2003), procedures which allow the researchers to combine both quantitative and qualitative approaches in their studies, can create "triangulation" or "a way of validating hypotheses by examining them through multiple methods" (Denzim, 1978, as cited in Dörnyei, 2007). Such triangulation can reduce weaknesses and increase strengths of individual methods. It can even maximize both internal and external validity of the study (Denzim, 1978, as cited in Dörnyei, 2007).

Intending to increase the study's reliability and validity, along with credible explanation, "sequential explanatory mixed methods" (Cresswell et al., 2003) was applied in order to investigate the CA level of the research subjects or participants and to explain causes of the focused CA levels (i.e., high and low CA). With regard to the sequential explanatory mixed-methods, the emphasis was placed on the quantitative approach in the first phase as shown in capitalization (i.e., QUAN). Following the

quantitative phase, qualitative approach was sequentially applied for further explanation of the quantitative findings. Obtaining the data, the interpretation was later made and used to achieve the results (see Figure 3.5).

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┌──────────┐      ┌──────────┐      ┌─────────────────────┐
│          │      │          │      │ Interpretation based on │
│   QUAN   │ ───> │   qual   │ ───> │    QUAN → qual       │
│          │      │          │      │      results         │
└──────────┘      └──────────┘      └─────────────────────┘
```
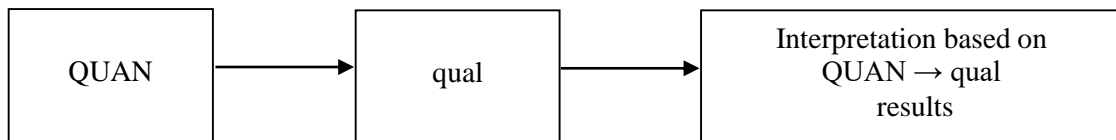
Figure 3.5. Explanatory Design according to Cresswell et al., 2003

By means of the selected design, sequential explanatory mixed methods, "a two-phase mixed methods design" (Cresswell et al., 2007), qualitative data can help explain initial quantitative findings (Cresswell et al., 2003). In other words, the research results from the first phase using quantitative approach can be explained sequentially by qualitative means with the aim of discovering subtle meanings in the quantitative findings.

In this study, the quantitative approach was employed by means of questionnaire distribution to collect data from the target population. The gathered data was then analyzed in order to indicate the level of CA among the sample.

3.4.2 Data collection

3.4.2.1 Pilot study

Understanding the importance of the research's validity, piloting is one of the most important parts of conducting the study (Dörnyei, 2007). Thus, prior to the distribution of the questionnaire, a pilot study was conducted with the group of at least 30 Thai customs personnel working at other international airports exclusive of the sample in March 2017. This pilot group had similar characteristics to the participants, for they must interact with international passengers on a daily basis at work.

(1) Piloting designed questionnaire

By means of piloting, the questionnaires were sent from the researcher by express mail services to 33 Thai customs personnel in other international airports apart from the sample. The pilot group had approximately 1-2 weeks to mail their completed questionnaires back to the researcher. Regarding this, there were

assigned people responsible for distribution and collection of the questionnaires in all international airports. Receiving all questionnaires from the pilot group, scores and answers were computed in the statistical program to confirm the reliability of this designed questionnaire, which would later be used in actual data elicitation.

(2) Quality assessment of instrument

According to Gliem and Gliem (2003), Cronbach's alpha is "a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test." It is also "the average value of the reliability coefficients one would obtained for all possible combinations of items when split into two half-tests" (Gliem & Gliem, 2003). Indicating whether the questionnaire was acceptable or not, a reliability coefficient of .70 or higher must be obtained (George & Mallery, 2003). George and Mallery (2003, as cited in Gliem & Gliem, 2003) also offered the rules of thumb which the reliability coefficient of 0.9 or higher is excellent, 0.8 – 0.89 is good, and 0.7 – 0.79 is acceptable.

Table 3.6

Cronbach's Alpha

	Cronbach's Alpha	N of Items
Group discussion	.904	6
Meetings	.886	6
Interpersonal	.910	6
Public speaking	.910	6

With the results concerning Cronbach's Alpha shown in Table 3.6, the designed questionnaire was determined to be good to excellent. That is to say, the alpha coefficient for the six items in each of the four contexts: group discussion, meetings, interpersonal conversation, and public speaking are 0.904, 0.886, 0.910, and 0.910. These figures suggest that the items in the questionnaire had relatively high internal consistency, and it could be used in data collection.

3.4.2.2 Main study

To assess quality of the designed questionnaire, the actual study was conducted through questionnaire distribution, collection, and analysis, followed by

the semi-structured interviews, transcribing, coding, and interpreting to answer the research questions.

(1) Questionnaire distribution

Applying the sequential explanatory mixed methods to the study, a quantitative research method was initially used in order to identify the CA level about speaking English among Thai customs personnel at international airports in Thailand. During this first phase in April 2017, each participant received the self-report questionnaire including the translated PRCA-24 with participants' demographic information and the invitation to the follow-up interview from the researcher by hand. However, due to the fact that the sample were scattered and their working areas were mostly restricted. Some sets of the questionnaire were handed out and collected by those assigned and authorized in the areas. The researcher then collected the completed questionnaire from the assigned officers.

In principal, the participants could spend less than 20 minutes to complete the questionnaire before it would be collected. However, the nature of the participants' unique working hours, due to the fact that shifts and long days off were introduced and taken, and the fact that the participants worked in different locations, had chronological effects. Hence, additional time was given during this phase allowing some of the participants who were absent to fill out the distributed questionnaires.

(2) Questionnaire collection

Reaching the given time limit of approximately one month, the questionnaires were collected from the assigned officers from all three airports for further actions in which all participants' responses would be entered into a statistical program and computed using the obtained scores from the PRCA-24 for data analysis. CA level about speaking English in all four focused speaking contexts with the overall level were then identified.

(3) Computing scores from the questionnaire

After entering the gathered data into statistical programs such as spreadsheets in Microsoft Excel or Statistical Package for the Social Sciences (SPSS) and computing scores from the collected questionnaires, CA levels were indicated. Yet, this stage required formulas given in Table 3.3 to identify the participants with either high, moderate, or low CA. That is, regarding the meaning of the computed scores,

participants with scores above 80 were those with high CA. On the other hand, those achieving scores below 50 were those with low CA. Regarding these two criteria, the consenting participants were chosen and sequentially called for the follow-up interviews.

(4) Conducting semi-structured interviews

Intending to understand the underlying reasons or causes of high and low CA levels, the qualitative approach was used in the second phase. By means of the qualitative method, a follow-up semi-structured interview was conducted with notes taken and audio recorded. In this phase, the participants with high, moderate, and low CA about speaking English were interviewed in May 2017. Yet, this could take place only if the participants voluntarily agreed to participate in the follow-up interviews.

During the interviews, a voice recorder and field notes were used to enhance reliability and validity of the intended study. Their responses from the audio recorder were later transcribed into text. Coding was later used for analysis and interpretation of data respectively.

In regard to ethical concerns, the researcher explained and presented the participants with an information sheet and participant consent form (see Appendix D and E). It is true that the participants had already agreed to take part in the study; however, this was to reiterate important information on the present study including participants' rights and the strong commitment of the researcher to assure the confidentiality of the participants' personal data.

3.5 Data analysis

Taking the chosen sequential explanatory mixed methods into the account, data analysis was performed separately in each phase starting from statistical analysis to content analysis of the qualitative data elicited from the follow-up interviews.

3.5.1 Quantitative data analysis

In the first phase, 308 questionnaires were distributed and 191 of them were returned and collected. The participants' responses in the first part of the questionnaire, PRCA-24, were entered into a computer using the SPSS as a statistical tool. The mean, standard deviation, frequency, and percentage were computed. McCroskey (1982) suggested that the received responses could be used to determine

the overall CA and CA in each communication context: group discussion, meetings, interpersonal conversation, and public speaking. Scores of each context were then computed to identify CA level. Yet, the researcher placed her emphasis more on the overall CA level about speaking English among Thai customs personnel at international airports in Thailand according to assigned tasks; for English speaking is required for all four contexts in the participants' daily work.

Explaining how such CA level was identified, Woods (2006) stated, "the 'high' range is between 80 and 120 while the 'low' group range is between 24 and 50." The "high" score means that they have high level of CA (i.e., more anxiety in speaking). The "low" score, on the other hand, means less anxiety or less CA in English speaking. Similarly, McCroskey (1982) pointed out the scores above 80 are of high CA while the ones below 50 mean low CA. The acquired scores could, therefore, indicate whether the subjects had high, moderate, or low levels of CA about speaking English.

Knowing the CA about speaking English among the participants, the researcher reached one of her main objectives. Still, the question concerning causes of CA levels remains. A qualitative approach was consequently used to explain such phenomenon in quest of its causes by means of semi-structured interviews.

3.5.2 Qualitative data analysis

Joining the interview, the 10 participants were selected from their CA levels. In other words, those with scores ranging from 24 to 59 and those with the scores between 69 and 120 were called for interview sessions. However, the researcher always kept in mind that the participants in this second phase were those who voluntarily participated in the follow-up interview. This information was taken from the last part of the given questionnaire where the participants independently stated whether they want to be called for interviews or not.

With regard to the interviewee selecting criteria above, the follow-up semi-structured interviews were conducted with ten participants having low, moderate, and high CA. The recorded interviews were later transcribed into text and analyzed using qualitative content analysis, "a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding" (Berelson, 1952; GAO, 1996; Krippendorff, 1980; Weber, 1990, as cited in Stemler, 2001). Holsti (1969) also suggested another definition as, "any technique for making

inferences by objectively and systematically identifying specified characteristics of messages." Furthermore, Zhang and Wildemuth (2009) suggested the content analysis as a process that involves inductive reasoning which themes and categories derive from the collected data. Yet, the content analysis does not exclude deductive reasoning in which themes and categories are generated by previous studies and theories (Patton, 2002, as cited in Zhang & Wildemuth, 2009).

      In this study, the directed content analysis introduced by Hseih and Shannon (2005, as cited in Zhang & Wildemuth, 2009) was applied. To explain, relevant theories and research findings establishing the conceptual framework presented in Figure 3.1 on page 33 were used as guidelines and theories in the initial coding. Spending more time with the iterative data analyzing process, the researcher later immersed herself in the collected data for more themes and categories to emerge.

      According to Weber (1990), a category is "a group of words with similar meaning or connotations." "Categories must be mutually exclusive and exhaustive" (GAO, 1996). To explain, mutually exclusive categories occurs when there is no single unit falling between two data points, and that single unit must represent one data point. For exhaustive categories, such categories are created when data language represents all recording units without exception (Stemler, 2001).

      With coding and categories as important elements in the content analysis, coding or a process of organizing and sorting data took place. Regarding this, the collected data was categorized to facilitate the researcher's analysis. Two types of codes were formulated: priori and emergent. To clarify, priori or explicit codes are derived from the conceptual framework, list of research questions, problem areas, and vice versa. The priori codes also are categories that "are established before the analysis based upon some theor[ies] or concept[s]" (Stemler, 2001). Emergent or implicit codes, on the other hand, can be ideas, actions, concepts, relationships, and meanings obtained during data analysis. These codes are different from the priori codes, as suggested by Stemler (2001) that emergent codes or categories are "established after preliminary examination of the data." In this study, data gathered from the interviews were then grouped and categorized to identify the causes of high and low CA about speaking English among Thai customs personnel at international airports.

Using the conceptual framework (Figure 3.1 on page 33) including existing theories and previous studies, the researcher developed operational definitions of the causes of CA and performed the initial coding. During this stage, the researcher carefully read and reviewed the transcribed interviews and notes taken over and over again. At the same time, themes related to or implying the underlying causes of CA were highlighted using different color markers and listed in a separate sheet of paper which were later to be categorized. Descriptions of each category were also offered, compared, and checked many times until the categories were mutually exclusive. In other words, the data were repeatedly analyzed until it was saturated. Finally, the established categories were validated by another researcher for inter-rater reliability, thus enhancing the quality of the present study.

With the found themes or categories determined by means of the qualitative content analysis, the researcher can confirm, contradict, and even extend the conceptual framework or offer available alternatives to CA construct and its etiology from prior studies and relevant theories. Research findings are presented in the next chapter.

CHAPTER 4
RESULTS AND DISCUSSION

This chapter provides results of data elicited by means of both quantitative and qualitative data collection methods. In other words, the questionnaire and follow-up interviews were employed in order to gather the concerned data from the sample. Intending to understand the topic of interest and answer the research questions, quantitative data analysis and qualitative content analysis were applied to the collected data respectively. This was due to the nature of sequential explanatory mixed methods, in which interesting points from the quantitative phase are explained by means of the qualitative method. Causes of CA were also investigated. Thus, results of each phase are presented separately beginning with quantitative findings followed by the qualitative ones in order to answer the raised research questions:

1. What is the level of CA about speaking English among Thai customs personnel at international airports in Thailand?

2. What are the causes of high and low CA about speaking English among Thai customs personnel at international airports in Thailand?

4.1 Methodology review

To recap what was mentioned in the previous chapter, the intended study employed the mixed methodologies called sequential explanatory mixed methods in order to investigate CA level and causes of the high and low CA among Thai customs personnel, both males and females, with ages between 20-60, who worked at international airports in April – May 2017. The participants were from three prominent airports selected by means of purposive sampling (viz., Suvarnabhumi Airport, Don Mueang International Airport, and Phuket International Airport) whose work required English speaking across all four different speaking contexts: group discussion, meetings, interpersonal conversation, and public speaking.

The questionnaire, which was translated from English into Thai by the researcher and validated by four experts, consisting of PRCA-24, open-ended factual

questions, and the invitation to participate in the follow-up interview was mailed to the pilot group of 33 Thai customs personnel having similar qualifications at other international airports. All of them were returned for data analysis in which scores were computed. The reliability of the designed questionnaire was proved prior to the main study.

A month after the pilot study, 308 questionnaires were manually distributed to the Thai customs personnel at the three mentioned airports. Approximately one month later, the questionnaires were collected and analyzed in order to identify the level of CA about speaking English among the participants. To answer the second research question, the follow-up semi-structured interviews were held with 10 participants having low, moderate, and high CA. This was also taken to supplement the findings from the first quantitative phase (i.e., questionnaire survey). Hence, the two research questions could be fully answered.

4.2 Questionnaire returning rate

To obtain the required data in both pilot and actual studies, approximately three months were spent in gathering and collecting the completed questionnaires which were sent from and mailed to the researcher. In the main study, 308 questionnaires were distributed to the Thai customs personnel at BKK, DMK, and HKT, however, 62.01% or 191 of them were returned. According to Yamane's formula (1967) which was mentioned in the previous chapter, the ideal sample size was 174. As a result, the participant returning rate was considered as a good sample size. Hence, answers and scores obtained from the returned questionnaires were inserted and computed in the SPSS. The findings of the first phase of this intended study are presented in the following section.

4.3 Results from the questionnaire

To carry out quantitative data analysis, the SPSS was employed to interpret the collected data and compute scores in search of CA level acquired from the PRCA-24 in the first part of the questionnaire. Descriptive statistics was applied to summarize demographic characteristics of respondents and their CA levels about speaking English.

Frequency, percentage, mean, and S.D. were also included and used for further interpretation. Additionally, inferential statistics, one-way ANOVA, was derived to investigate how the participants' different characteristics relate to the high and low CA levels. A level of confidence interval was expected of 95% or 0.05.

4.3.1 Demographic information of participants

4.3.1.1 Participants' profiles

Inserting the data obtained from the 191 returned questionnaires into the SPSS, some participants' demographic information was left empty and was categorized as 'no response' as shown in Table 4.1.

Table 4.1

Participants' Profiles

	Frequency	Percentage
Gender (n = 191)		
Female	91	47.6
Male	76	39.8
No response	24	12.6
Age (n = 191)		
20-30	46	24.1
31-40	79	41.4
41-50	27	14.1
51-60	27	14.1
No response	12	6.3
Educational background (n = 191)		
Below Bachelor's Degree	10	5.2
Bachelor's Degree or equivalent	97	50.8
Master's Degree	62	32.5
Ph.D.	1	.5
No response	21	11.0

From Table 4.1 above, the findings show the majority of the participants were females, accounting for 47.6%, which was higher than the male respondents (39.8%). In terms of age, the findings find most respondents were 31-40

years of age (41.4%), followed by 20-30 (24.1%), 41-50 and 51-60 (14.1%) respectively. In addition, it could be suggested from the findings that most of them were well-educated, as 50.8% of the respondents completed their Bachelor's Degree or equivalent, followed by 32.5% of those with Master's Degree. Only 5.2% and .5% were found to have their educational backgrounds below Bachelor's Degree and Ph.D. respectively. In this regard, the participants in the intended study were diverse in terms of gender, age, and educational backgrounds. This could enhance the quality of this research study in which participants with various genders, ages, and educational backgrounds were included.

4.3.1.2 Participants' profession

Similar to the first aspect, some information could not be obtained from the returned questionnaires and was then categorized as 'no response' (see Table 4.2) Here, participants' profession was mentioned to ensure and confirm the researcher's goal of having participants of different positions within the sample.

The findings in Table 4.2 on the following pages shows 63.9% and 9.4% of the respondents were customs technical officers and customs officers, respectively. Such findings also present that the majority of the participants were at the practitioner level (36.1%) and professional level (31%). The data obtained from the returned questionnaires also shows 36.6% of the participants work in Passenger Service Division, while 19.4% were of Custom Control Division. From these findings, it could be suggested that the participants in the first phase worked in all divisions of interest as stated in Chapter 3.

In the light of participants' work experience, the findings from this study tells us that participants in this study had work experience at international airport(s) ranging from less than a year to 22 years. An average of three years was also found. The percentage distribution in Table 4.2 shows the majority of respondents had 1-3 years of work experience (36.1%), followed by less than a year (24.1%), from 4-10 years accounting for 19.4%, and over 10 years (1%). These figures suggest a variety of work experiences among the participants. The notion of a good sample was then supported.

Table 4.2

Participants' Profession

	Frequency	**Percentage**
Position (n = 191)		
Customs officer	18	9.4
Customs technical officer	122	63.9
Others	8	4.2
No response	43	22.5
Level (n = 191)		
Operational level	10	5.2
Practitioner level	69	36.1
Experienced level	9	4.7
Professional level	59	31.0
No response	44	23.0
Division (n = 191)		
Customs Control Division	37	19.4
Passenger Service Division	70	36.6
No response	84	44.0
Work experience (n = 191)		
Mean ± S.D (Range) 2.54 ± 3.03(0-22)		
Less than a year	46	24.1
1 - 3 years	69	36.1
4 - 10 years	37	19.4
Over 10 years	2	1.0
No response	37	19.4

4.3.1.3 Participants' language learning and exposure experiences

From the second part of the questionnaires, the participants were asked to answer several questions regarding their demographic information and profession with work experience. To gain some basic understanding in regard to L2 experience, the participants were asked to answer a few questions relating to English language learning experience and their exposure to English speaking environment.

To analyze the obtained data, answers and scores received from the participants were computed by the use of the SPSS. Results are shown in Table 4.3

presenting the mean scores. These mean scores indicates English learning experience for at least 10 years among 126 respondents as the majority of the participants. Furthermore, the percentage distribution found in the findings explains that 59 participants accounting for 30.9% had 1-12 years of English language learning experience, followed by over 12 years (25.1%), and less than a year (10%). These figures, therefore, suggested and confirmed the researchers' statements in relation to English language learning experience as one of the participants' characteristics.

Table 4.3

Participants' Language Learning and Exposure Experiences

	Frequency	Percentage
English lesson (n = 191)		
Mean ± S.D (Range) 10.90 ± 7.75(0-40)		
Less than a year	19	10.0
1 - 12 years	59	30.9
Over 12 years	48	25.1
No response	65	34.0
Experience of spending time abroad (n = 191)		
Yes	161	84.3
No	4	2.1
No response	26	13.6
Spending time abroad (n = 191)		
Mean ± S.D (Range) 0.22 ± 1.11(0-10)		
Less than a year	149	78.0
More than a year	12	6.3
No response	30	15.7
Purpose of living abroad (n = 191)		
Studying	15	7.9
Leisure	19	9.9
Profession/business	13	6.8
No response	144	75.4

Turning now to the participants' exposure to English speaking environment, the results find 161 participants have such experience (84.3%) while 4 of them, accounting for 2.1%, never spent any time abroad. The findings also indicate that

12 participants had been exposed to the English speaking environment for more than a year (6.3%). The results also illustrate their purposes of such experience which are for personal leisure (9.9%), studying (7.9%), and profession or business (6.8%).

From these findings, the researcher could have some basic insights on the participants' experience before carrying out the next data elicitation method (i.e., conducting an interview).

4.3.2 Level of CA

Obtaining data from the first part of the questionnaire where PRCA-24 was introduced, the researcher could compute scores to identify CA level among the participants. With PRCA-24, four contexts: group discussion, meetings, interpersonal, and public speaking were included. 24 statements relating to CA were provided to seek the participants' views or opinions on English speaking in four different speaking contexts with 6 statements of each. The opinions could range from 1 to 5 which 1 means strongly agree and 5 means strongly disagree.

With regard to the PRCA-24, these statements contained both positive and negative scores. The researcher must then comply with the formulated rules, which were mentioned in the previous chapter. Later in this chapter, the accumulation of CA scores are illustrated in Table 4.9 to identify the participants' overall CA level.

Table 4.4

Rating scale

Type of statement	Score	Level of agreement
Positive	1.00 – 1.80	Strongly agree
	1.81 – 2.60	agree
	2.61 – 3.40	Neutral
	3.41 – 4.20	Disagree
	4.21 – 5.00	Strongly disagree
Negative		
	1.00 – 1.80	Strongly disagree
	1.81 – 2.60	Disagree
	2.61 – 3.40	Neutral
	3.41 – 4.20	Agree
	4.21 – 5.00	Strongly agree

Note. An interval of .8 was calculated based on the five-point Likert scale from a formula below.

$$\text{Interval} = \frac{\text{Highest score (i.e., 5)} - \text{lowest score (i.e., 1)}}{\text{Number of scores (i.e., 5)}}$$

Turning now to the CA level, it is true that the researcher placed her emphasis more on the overall CA level. This was due to the fact that English speaking in all four contexts was reasonably required among the target population. However, the data in each context collected from the questionnaires was believed to yield some beneficial results in relation to CA construct. As a result, CA levels in each context are mentioned in this study to assist the researcher in understanding the CA among the target population. In other words, the levels of CA in each single context were somewhat investigated. In this regard, the level of agreement could be interpreted from each statement. The rating scale is, therefore, presented in Table 4.4 enabling and facilitating the interpretation of scores computed from the collected data.

4.3.2.1 Level of CA in group discussion

Beginning with the first context of CA, group discussion, for this was mentioned in the first six statements of the PRCA-24, again, there were two types of statements: positive and negative. The results are shown in Table 4.5.

From Table 4.5, the findings show the participants neither agreed or disagreed on being calm and relaxed while they are participating in group discussions held in English ($\bar{x} = 3.37$), or getting involved in ($\bar{x} = 3.27$), or feeling comfortable while participating in group discussions held in English ($\bar{x} = 3.12$). The findings also point out that the participants agreed with the statements, "Engaging in a group discussion in English with new people makes me tense and nervous." ($\bar{x} = 3.55$). The result, in addition, indicates that they agreed upon being tense and nervous while participating in group discussions held in English ($\bar{x} = 3.49$). Yet, this finding presents neutral feeling of the participants toward the statement, "I dislike participating in group discussions held in English" ($\bar{x} = 3.37$).

Table 4.5

Level of CA in Group Discussion

Group discussion	Mean	S.D	Level of Agreement
Positive (1 = strongly agreed, 5 - strongly disagreed)			
2. Generally, I am comfortable while participating in group discussions held in English.	3.12	1.10	Neutral
4. I like to get involved in group discussions held in English.	3.27	1.17	Neutral
6. I am calm and relaxed while participating in group discussions held in English.	3.37	1.10	Neutral
Negative (1 = strongly disagreed, 5 - strongly agreed)			
1. I dislike participating in group discussions held in English.	3.37	1.20	Neutral
3. I am tense and nervous while participating in group discussions held in English.	3.49	1.07	Agree
5. Engaging in a group discussion in English with new people makes me tense and nervous.	3.55	1.12	Agree

Note. The number of participants were 191 (n = 191).

4.3.2.2 Level of CA in meetings

Following the first context, another six statements regarding CA about speaking English in meetings were introduced in items 7 to 12. This second speaking context also suggested positive and negative statements in relation to the concerned CA.

By computing scores in the SPSS, the findings illustrated in Table 4.6 suggest that the participants disagreed with the statement, "I am very calm and relaxed when I am called upon to express an opinion at a meeting in English." ($\bar{x}$ = 3.59). Such findings also indicate the participants' disagreement on feeling very relaxed when answering questions in English at a meeting ($\bar{x}$ = 3.56), or feeling calm and relaxed while participating in meetings held in English ($\bar{x}$ = 3.50). Furthermore, it could be seen in the illustrated results that the participants agreed about their feelings of nervousness when they have to participate in a meeting held in English ($\bar{x}$ = 3.69), and that they were afraid to express themselves at meetings held in English ($\bar{x}$ = 3.55). Such finding also points out the participants' agreement on the uncomfortable feeling when they are to

communicate at meetings in English ($\bar{x}$ = 3.53). The findings presented in Table 4.6, therefore, indicate CA about speaking English in meetings among the participants.

Table 4.6

Level of CA in Meetings

Meetings	Mean	S.D	Level of Agreement
Positive (1 = strongly agreed, 5 - strongly disagreed)			
8. Usually, I am calm and relaxed while participating in meetings held in English.	3.50	1.06	Disagree
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting in English.	3.59	1.18	Disagree
12. I am very relaxed when answering questions in English at a meeting.	3.56	1.05	Disagree
Negative (1 = strongly disagreed, 5 - strongly agreed)			
7. Generally, I am nervous when I have to participate in a meeting held in English.	3.69	1.07	Agree
10. I am afraid to express myself at meetings held in English.	3.55	1.15	Agree
11. Communicating at meetings in English usually makes me uncomfortable.	3.53	1.09	Agree

Note. The number of participants were 191 (n = 191).

4.3.2.3 Level of CA in interpersonal conversation

Statements 13 to 18 consisting of positive and negative statements were included to investigate CA about speaking English in interpersonal context. The results obtained from the returned questionnaires concerning CA in interpersonal conversation are shown in Table 4.7.

From Table 4.7, the finding suggests that the participants neither agreed or disagreed with the statement stating that they feel relaxed when conversing with a new acquaintance in English ($\bar{x}$ = 3.29). These findings also indicates the participants' neutral feeling for the statements, "I have no fear of speaking up in conversations in English." and "Ordinarily, I am very calm and relaxed in English conversations." ($\bar{x}$ = 3.26 and 3.24 respectively). Regarding the negative statements,

the finding shows that the participants agreed with having a feeling of nervousness while participating in a conversation in English with a new acquaintance ($\bar{x}$ = 3.46). Yet, the findings indicate that the participants had neutral feelings about being afraid to speak up in conversations in English ($\bar{x}$ = 3.32) and feeling very tense and nervous in English conversations ($\bar{x}$ = 3.27).

Table 4.7

Level of CA in Interpersonal Conversation

Interpersonal	Mean	S.D	Level of Agreement
Positive (1 = strongly agreed, 5 - strongly disagreed)			
14. I have no fear of speaking up in conversations in English.	3.26	1.10	Neutral
16. While conversing with a new acquaintance in English, I feel very relaxed.	3.29	1.08	Neutral
17. Ordinarily, I am very calm and relaxed in English conversations.	3.24	1.10	Neutral
Negative (1 = strongly disagreed, 5 - strongly agreed)			
13. While participating in a conversation in English with a new acquaintance, I feel very nervous.	3.46	1.10	Agree
15. Ordinarily I am very tense and nervous in English conversations.	3.27	1.17	Neutral
18. I'm afraid to speak up in conversations in English.	3.32	1.12	Neutral

Note. The number of participants were 191 (n = 191).

4.3.2.4 Level of CA in public speaking

Turning now to the last six statements of PRCA-24 which were included in the first part of the questionnaire, these statements were introduced to elicit CA level about public speaking in English.

Similar to the other three contexts mentioned, the statements were of positive and negative implications. Scores were computed to indicate CA level, and the finding shown in Table 4.8 suggests that the participants disagreed with feeling relaxed while giving a speech in English ($\bar{x}$ = 3.60). It also shows that the participants disagreed on the statement, "I face the prospect of giving a speech in English with

confidence." ($\bar{x}$ = 3.54). Moreover, the result suggest the participants' disagreement with having no fear of giving a speech in English ($\bar{x}$ = 3.46). Likewise, the results obtained suggest that the participants agreed over having confused and jumbled thoughts when giving a speech in English ($\bar{x}$ = 3.55), getting so nervous and forgetting facts they really know ($\bar{x}$ = 3.49), and having a tense and rigid body while giving a speech in English ($\bar{x}$ = 3.48).

Table 4.8

Level of CA in Public Speaking

Public speaking	Mean	S.D	Level of Agreement
Positive (1 = strongly agreed, 5 - strongly disagreed)			
19. I have no fear of giving a speech in English.	3.46	1.14	Disagree
21. I feel relaxed while giving a speech in English.	3.60	1.04	Disagree
23. I face the prospect of giving a speech in English with confidence.	3.54	1.03	Disagree
Negative (1 = strongly disagreed, 5 - strongly agreed)			
20. Certain parts of my body feel very tense and rigid while giving a speech in English.	3.48	1.08	Agree
22. My thoughts become confused and jumbled when I am giving a speech in English.	3.55	1.09	Agree
24. While giving a speech in English, I get so nervous I forget facts I really know.	3.49	1.14	Agree

Note. The number of participants were 191 (n = 191).

With the participants' agreement or disagreement over the six statements above, CA was believed to be present among the participants in public speaking context.

4.3.2.5 Overall level of CA

By computing the scores obtained from all four different speaking contexts (i.e., 24 statements) in the SPSS using the formula presented in Table 3.3 on page 48, an overall level of CA was indicated (See Table 4.9).

The findings in Table 4.9 show mean scores of CA levels in group discussion, meetings, interpersonal conversation, and public speaking of 20.16, 21.42, 19.83, and 21.12 respectively with meetings as the context with the highest mean score. Based on the interpretation of scores shown in Table 3.4 (page 48), these figures are higher than 18 which is a threshold for apprehension in one context (McCroskey, 1982). Therefore, the mean scores presented in Table 4.9 indicate the high level of CA among the participants across all four speaking contexts. The high CA was also confirmed by the total mean score of 82.53 (i.e., above 80), which indicates high CA as suggested by McCroskey (1982) (see Table 3.4 for interpretation of scores).

Table 4.9

Participants' Overall CA

	Mean	Standard Deviation	Level of CA
Group discussion	20.16	4.9	High
Meetings	21.42	5.1	High
Dyad (Interpersonal conversation)	19.83	5.3	High
Public speaking	21.12	5.0	High
For Total Score	**82.53**	**18.2**	**High**

Note. The number of participants were 191 (n = 191).

More details on the participants' overall CA are illustrated in Table 4.10. The findings indicate that more than half of the participants had high CA (51.8%). In other words, the majority of the participants achieved the overall scores above 80 from the PRCA-24 which was included in the first part of the questionnaire. The findings also show that 44% and 4.2% of the participants in this study have moderate and low CA respectively (See Table 4.10).

Referring to Table 4.10, the findings indicate the average score above 80 which was found among the majority of the participants. According to Woods (2006) and McCroskey (1982), this figure, therefore, suggests the high level of CA about speaking English among the participants ($\bar{x}$ = 82.53). That is to say, the scores obtained from the 191 questionnaires completed by the participants show high CA

among those of interest across all four speaking contexts. In addition to the overall level of CA, the results shown in Table 4.10 can identify such CA level in each context.

Table 4.10

Participants' Overall CA in Details

	Frequency	Percentage
Group discussion		
Mean ± S.D (Range) 20.16 ± 4.90(6-30)		
Low CA	75	39.3
High CA	116	60.7
Meetings		
Mean ± S.D (Range) 21.42 ± 5.07(6-30)		
Low CA	61	31.9
High CA	130	68.1
Interpersonal		
Mean ± S.D (Range) 19.83 ± 5.27(6-30)		
Low CA	78	40.8
High CA	113	59.2
Public speaking		
Mean ± S.D (Range) 21.12 ± 5.01(6-30)		
Low CA	59	30.9
High CA	132	69.1
Overall CA (n = 191)		
Mean ± S.D (Range) 82.53 ± 18.22(24-120)		
Low CA	8	4.2
Moderate CA	84	44.0
High CA	99	51.8

From Table 4.10, the results also indicate that 60.7% of the participants had high CA about speaking English in group discussions, 68.1% of them had high CA in meetings held in English, 59.2% of them had high CA in English interpersonal conversation, and 69.1% of them had high CA about speaking English in public speaking context.

Considering the findings above, the computed scores, in addition, suggest CA among the participants in each single context. To explain, each context had scores ranging from 6 to 30. If the computed score was above 18, the participant was believed to have high CA in that particular context. Conversely, if the participant got the score below 18 in that one concerned context, he or she was considered as one of those with low CA in that context (McCroskey, 1982). In addition, the closer the scores were to 6 or 30, the less or the more apprehensive the participants were respectively.

To enumerate this point, the results shown in Table 4.9 – Table 4.10 point out the highest average score ($\bar{x} = 21.42$) in meetings, followed by public speaking ($\bar{x} = 21.12$), group discussion ($\bar{x} = 20.16$), and interpersonal conversation as the lowest context in relation to CA about speaking English ($\bar{x} = 19.83$). To put it simply, the findings show the high CA among the participants in every speaking context, for the average score of each was higher than 18. The findings also indicate the participants' highest degree of CA in meetings, public speaking, group discussion, and interpersonal conversation respectively.

4.3.3 Level of CA across demographic information

Not only did the questionnaire contain PRCA-24 eliciting CA about speaking English among the participants, but it also included questions intending to understand the participants' demographic characteristics or features (i.e., demographic information) mentioned earlier in this chapter. The latter were both closed and open-ended with available options associated with research ethics. Therefore, the participants could decide to or not to answer those questions. Some fields were later found to be unfilled and left empty intentionally by the participants.

Analyzing the collected data to gain some insights on CA across the participants' demographic information, inferential statistics, one-way ANOVA, were employed to illustrate how the demographic information including their English language learning experience and their exposure to English speaking environment experiences related to high level of CA. Here, the level of confidence interval was expected to be 95% or 0.05.

Table 4.11 shows p-values of gender, age, position, and experience of spending time abroad are lower than 0.05. This indicates the significant difference between different categories of the participants' demographic information at 95% level

of confidence. In terms of gender, the mean score shows that females had higher degree of CA than males. Turning now to age, the findings indicate that younger participants had lower CA than those with the ages over 30. Furthermore, these finding shows that customs officers had higher CA than customs technical officers. Table 4.11 also shows another important finding as respondents (i.e., participants) with experience of spending time abroad had lower CA than those without such experience.

Table 4.11

Level of CA across Participants' Demographic Information

		N	Mean	S.D	t / F	p-value
Gender	Female	91	85.4	17.6	2.053	.042*
	Male	76	79.5	19.4		
Age	20-30	46	74.4	19.8	5.210	.002*
	31-40	79	84.6	17.5		
	41-50	27	87.5	16.7		
	51-60	27	88.6	16.5		
Educational Background	Below Bachelor's Degree	10	91.2	16.6	1.373	.256
	Bachelor's Degree or equivalent	97	82.0	18.7		
	Master's Degree or higher	63	85.0	18.7		
Position	Customs officer	18	87.9	10.5	2.130	.040*
	Customs technical officer	122	81.4	19.7		
Level	Operational and Practitioner level	79	80.5	19.8	1.795	.075
	Experienced and Professional level	68	86.2	18.0		
Division	Customs Control Division	37	78.4	20.9	1.863	.065
	Passenger Service Division	70	85.8	19.1		
Work Experience	Less than a year	46	79.7	20.5	1.328	.268
	1 - 3 years	69	84.0	18.9		
	4 years or over	39	86.1	16.2		
English Learning	Less than a year	19	80.5	20.0	.160	.853
	1 - 12 years	59	82.5	20.1		
	Over 12 years	48	83.5	18.8		

* Statistically significant at $p < 0.05$.

Table 4.11 (Continued)

Level of CA across Demographic Information

		N	Mean	S.D	t / F	p-value
Experience of spending time abroad	Yes	38	76.4	19.3	2.605	.010*
	No	127	85.1	17.7		
Division	Customs Control Division	37	78.4	20.9	1.863	.065
	Passenger Service Division	70	85.8	19.1		
Work Experience	Less than a year	46	79.7	20.5	1.328	.268
	1 - 3 years	69	84.0	18.9		
	4 years or over	39	86.1	16.2		
English Learning	Less than a year	19	80.5	20.0	.160	.853
	1 - 12 years	59	82.5	20.1		
	Over 12 years	48	83.5	18.8		
Experience of spending time abroad	Yes	38	76.4	19.3	2.605	.010*
	No	127	85.1	17.7		

* Statistically significant at p < 0.05.

Table 4.11 shows p-values of gender, age, position, and experience of spending time abroad are lower than 0.05. This indicates the significant difference between different categories of the participants' demographic information at 95% level of confidence. In terms of gender, the mean score shows that females had higher degree of CA than males. Turning now to age, the findings indicate that younger participants had lower CA than those with the ages over 30. Furthermore, these finding shows that customs officers had higher CA than customs technical officers. Table 4.11 also shows another important finding which is that respondents (i.e., participants) with the experience of spending time abroad had lower CA than those without such experience.

However, the results shown in Table 4.11 suggest that educational background, level, division, work experience, and the number of years of English learning had no significant difference in CA, as the participants with similar characteristics were found to have similar degrees of CA.

4.3.4 Follow-up interviewees' CA

In the last part of the designed questionnaire, an invitation to participate in a follow-up interview was included. Brief information on the study, anonymity assurance, and other ethical issues were also indicated and informed.

In relation to this, 17 participants agreed to be called for the follow-up interviews. To gain some basic insights about the voluntary participants before conducting an interview, their scores were computed with the results shown in Table 4.12

From Table 4.12 on the next page, the results show 10 voluntary participants had moderate overall CA (58.8%) while 5 of them (29.4%) were those with low CA and only two voluntary participants had high CA among the voluntary participants (11.8%). In light of CA in all four speaking contexts: group discussion, meetings, interpersonal conversation, and public speaking, the results indicate the majority of the voluntary participants were those with moderate level of CA. Having some insights on the voluntary participants, the researcher could prepare proper and probing questions for the follow-up semi-structured interviews which were carried out with the participants who had high and low CA.

Table 4.12

Voluntary Participants' Overall CA

	Frequency	Percentage
Group discussion (n = 17)		
Mean ± S.D (Range) 14.12 ± 4.91(6-20)		
Low CA	12	70.6
High CA	5	29.4
Meetings (n = 17)		
Mean ± S.D (Range) 15.06 ± 4.74(6-24)		
Low CA	15	88.2
High CA	2	11.8
Interpersonal (n = 17)		
Mean ± S.D (Range) 15.29 ± 5.27(6-24)		
Low CA	13	76.5
High CA	4	23.5

Table 4.12 (Continued)

Voluntary Participants' Overall CA

	Frequency	Percentage
Public speaking (n = 17)		
Mean ± S.D (Range) 15.88 ± 6.23(6-27)		
Low CA	13	76.5
High CA	4	23.5
Overall CA (n = 17)		
Mean ± S.D (Range) 60.35 ± 19.91(24-91)		
Low CA	5	29.4
Moderate CA	10	58.8
High CA	2	11.8

4.4 Results from the interviews

At the beginning of this chapter, the methodology of the intended study was mentioned as a supplement to the previous chapter. In the second phase of the study in which qualitative methodology was applied, the participants were chosen according to their levels of CA and consent for participating in the follow-up interview. The latter was indicated in the last section of the questionnaire that was returned to the researcher. Once the interviews were held, qualitative data analysis by means of content analysis, "a method where the content of the message forms the basis for drawing inferences and conclusions about the content" mentioned in the previous chapter was performed (Nachmias & Nachmias, 1976, as cited in Prasad, 2008).

Here, the results of qualitative analysis are presented in accordance with the interview questions that were formulated in order to answer the second research question, preceded by overall information on consenting participants.

RQ 2: What are the causes of high and low CA about speaking English among Thai customs personnel at international airports?

The number of participants in the follow-up semi-structured interviews and their overall profiles are also mentioned prior to the results of the obtained data.

4.4.1 Number of interviewed participants

As suggested by Dörnyei (2007), the ideal number of participants in the interviews are 6-10, the researcher therefore intended to hold the follow-up interviews with ten consenting participants for the best practices and good quality of her research study. However, it was found prior to carrying out the interviews that some voluntary participants were not available to join the researcher for the face-to-face session. Some were occupied for months and unable to take parts in this study. Interview methods and participant selecting criteria were adjusted consequently.

Originally, the researcher intended to conduct the follow-up interviews with 10 participants having high (i.e., scores above 80) and low CA (i.e., scores below 50). However, the voluntary participants with high and low CA who agreed to be called for the semi-structured interviews were very limited. Consequently, the voluntary participants having moderate CA also participated in the follow-up interviews. Putting it in other words, the voluntary participants with the scores ranging from 24 to 59 and those with the scores between 69 and 120 were also called for interview sessions. As a result, the 10 voluntary participants who have high, low, and moderate CA with some degrees of high CA in some contexts or situations were chosen and asked to participate in the follow-up interviews. With regard to the interview session, considerably much time was spent since each interview was conducted for at least 30 to 120 minutes. Some participants were also called for more than one interview.

4.4.2 Interviewees' profiles

The 10 participants with low, moderate, and high CA who agreed and were available to be called for the interviews were 7 males and 3 females with ages between 20 and 40 (see Table 4.13). They were customs technical officers and customs officers at practitioner, professional, operational and experienced levels from all focused airports. All participants had experience working at international airports ranging from months to years. Some of them were exposed to an English speaking environment or foreign countries for different purposes, such as work, leisure, and education. Their daily work routines required English speaking in all four speaking contexts: group discussion, meeting, interpersonal, and public speaking. In addition, two of the participants were assigned to teach and lead their colleagues to speak English

in response to the Easy English for MOF Staff program introduced by Permanent Secretary of Ministry of Finance in 2016 and the Customs Department.

Table 4.13

Interviewees' Profile

Participant	Gender	Age	Experience at international airport	CA level
CTP1	Male	20-30	1 month	Low
CTP2	Female	31-40	2 months	High
CTP3	Male	31-40	36 months	Low
CTP4	Male	20-30	4 months	Moderate
CTP5	Male	20-30	12 months	Low
CTP6	Male	20-30	7 months	Low
CTP7	Male	31-40	7 months	Moderate
CTP8	Male	31-40	123 months	Moderate
CTP9	Female	20-30	9 months	Moderate
CTP10	Female	20-30	8 months	Moderate

4.4.3 Causes of CA

After conducting the follow-up semi-structured interviews with the 10 participants, the researcher repeatedly transcribed the recorded interviews into texts and carefully conducted the qualitative analysis by means of directed content analysis until the data was saturated and the categories were mutually exclusive. With an iterative process of qualitative data analysis applying the directed approach in which existing theories and prior studies were used as guidelines to identify the causes of CA, 16 categories were found as causes of CA among the participants. The categories as the cause of CA that were found were identical to most of the causes included in the conceptual framework presented in Figure 3.1 on page 33. There were also emergent categories found during the data analysis extending the conceptual framework in this present study.

By means of directed content analysis, the participants' responses implying the underlying causes of CA were highlighted and listed on a separate sheet of paper for initial and further coding. Descriptions of each category were also offered,

compared, and validated until the categories were mutually exclusive. The number of participants mentioning the causes were also counted and shown as the 'Frequency' presented in the following tables. Finally, the established categories were checked by another researcher for inter-rater reliability. In other words, the inter-rater reliability was ensured as another researcher was asked to take part in the data analysis. Details of the found causes are presented in the following sections.

4.4.3.1 Self-orientation

Self-orientation or "the particular things that a person prefers, believes, thinks, or usually does" was found to be the first and most important cause of CA among the participants (*Cambridge Advanced Learner's Dictionary & Thesaurus*, 2017). To explain, 10 out of 10 participants suggested negative self-perceived language competence, low self-esteem, negative attitudes towards English and making mistakes, vulnerable or introvert personality, and the lack of goals nor ambition affect their apprehension, according to the interviews.

To enumerate on this first category, the participants mentioned negative self-perceived language competence increased their CA level about speaking English. As CTP2 claimed:

> I know I am not good at English. I know myself that I do not understand what other people are saying or asking, so I am very afraid to use or speak English. I would just go and find someone else for help if I were spoken to in English (CTP2).

With the excerpt from the interview with CTP2, the high CA was experienced because CTP2 perceived her English language competence in a negative way. She knew that she was not good at English; consequently, she was afraid to use or speak English. On the other hand, positive self-perceived language competence reduced CA among the participants as CTP3 mentioned:

> I think I can speak English better than others. Therefore, I do not have any problems nor difficulties speaking English to anyone (CTP3).

From CTP3's statement above, CTP3 did not experience CA about speaking English to anyone because he believed in his English language competence and performance in terms of speaking.

Similar to negative self-perceived language competence, self-esteem or the belief and confidence in one's own ability and value (*Cambridge Advanced Learner's Dictionary & Thesaurus*, 2017) was also asserted as the cause of CA by the participants. To clarify this point, the participants CTP3 and CTP9 mentioned they were not afraid to speak English because they believe in their abilities. Below are their responses:

> I think I am one of the good English speakers. If I were asked to speak up, I would not be embarrassed and no one would be embarrassed because of me. As a result, I speak English with confidence. I have no fear nor nervousness at all (CTP3).

> I have no fear of speaking English because I think I can do it (CTP10).

With the above statements, CTP3 and CTP10 manifested their high self-esteem through their confidence in themselves, especially in their English speaking abilities. Hence, it could be inferred that those having low self-esteem tend to have CA.

Under the same category, negative attitudes were another causal element of CA as posited by the participants. That is to say, the participants claimed they were apprehensive because they had negative feelings or opinions towards English. The negative attitudes were mentioned by CTP5:

> I had negative attitudes towards English since I was young; as a result, I did not want to speak English (CTP5).

With regard to what CTP5 claimed, the negative attitudes towards English attributed to CA as CTP5 avoided speaking English. Contrastively, positive attitudes towards English alleviated CA as CTP3 and CTP8 mentioned:

> I think speaking is fun. Therefore, I have no fear speaking English (CTP3).

> In my opinion, speaking English is fun. I can communicate with other people from other countries. I then have no fear about speaking English although I sometimes spend a little more time to think of what I want to say than others (CTP8).

Attitudes towards making mistakes was another element affecting CA level. The participants claimed having positive attitudes toward making mistakes alleviated the fear about speaking English as CTP1 suggested:

> I used to feel nervous about speaking English because I often made mistakes. But I am used to that. I corrected my mistakes. Making mistakes is, therefore, something normal. Once I corrected my mistakes, other people understand what I tried to say. I am just used to that because I realized there is no harm or danger in making mistakes when speaking English (CTP1).

That is to say, CTP1 suggested he overcame his apprehension once he was not afraid of making mistakes when speaking English. It could then be inferred that those having negative attitudes towards making mistakes are likely to experience CA to some degree. Putting it simply, CA level was expected to be increased when one is afraid of making mistakes.

Turning now to another causal element of CA, the participants asserted that having an introverted personality trait affected their levels of CA. By extension, those with introverted personalities tend to be more apprehensive than the extroverts. This was in accordance what CTP3 and CTP8 said:

> I think it has to do with their personality or traits. If they are extroverted and fun, they will talk. But if they are of the opposite, they will be quiet. I am an extrovert; hence, I speak English a lot (CTP3).

> I normally like to talk to other people; therefore, I have no problems speaking English. I just talk and talk. It is fun and communicative (CTP8).

What CTP3 and CTP8 suggested above, therefore, implies that extroverts are less likely to experience CA about speaking English. That is, an extroverted personality trait reduced the level of CA while the introverted one heightened ones' apprehension.

Falling in the self-orientation category, the participants claimed that having their prime purposes, ultimate goals, or overriding ambition reduced their CA levels. This was according to CTP5 as he claimed:

> I have my ambition to work in economic fields, and I must be good at English. Therefore, I am not afraid of speaking English. I want to excel in English (CTP5).

It can, consequently, be inferred from CTP5's responses that the level of CA tends to increase when individuals had no goals nor ambitions.

With these causal elements mentioned, CA about speaking English was caused by one's self-orientation, meaning the particular things that they think, believe, and prefer. This also included characteristics that individuals had or acquired. Putting it another way, negative self-perceived language competence, low self-esteem, negative attitudes towards English and making mistakes, vulnerable or introvert personality, and lack of goals or ambition were claimed as the cause of CA (see Table 4.14).

Table 4.14

Cause of CA: Self-orientation

Cause of CA	Frequency	Description
Self-orientation	10	▪ Negative self-perceived language competence
		▪ Low self-esteem
		▪ Negative attitudes towards English and making mistakes
		▪ Vulnerable or introvert personality
		▪ No goals nor ambition driven

4.4.3.2 Environment

With the directed content analysis, the environment was also found as the most significant cause of high and low CA among the participants. In other words, 10 out of 10 participants mentioned environments in their responses during the interviews. The environments included situations where English was used, spoken, and required either daily or strictly. Therefore, the participants gained English speaking experiences resulting in low or no CA. Oppositely, having no or very few experiences in speaking English offered by English friendly environments caused dramatically high CA.

Thereby hangs a tale, the absence of English speaking experiences in relation to speaking opportunities given were mentioned as the cause of CA in CTP2 and CTP 7. Below are some excerpts from the interviews:

I am very afraid of speaking English because I don't have English speaking experience, and I don't usually mingle with foreigners (CTP2).

> I used to be one of the best English students in Northeastern area of Thailand when I was young. I received so many awards for that. Yet, I forget so many things about English because I do not use it often like I did in the past. I, therefore, tend to be relatively nervous about speaking English (CTP7).

From what CTP2 and CTP7 mentioned, they were apprehensive because they did not have the opportunities to speak or use English resulting in the lack of English speaking experiences. On the contrary, having English speaking opportunities offered by the English speaking environments alleviated CA among the participants as CTP1 claimed:

> I think a good environment that offers one with an opportunity to use or speak English helps lessen my apprehension (CTP1).

The English speaking environment also included how the participants were required to speak English either on a daily basis when they spent their time abroad or in classes that required English speaking as the medium of communication. This was according to what CTP3 and CTP5 asserted:

> Living abroad provided me the environment that requires English speaking. I get used to it. Though I was not good at first, I am good at it because I speak English often. It gives me more experience in using it; consequently, I have no fear about speaking English (CTP3).

> I started feeling good about speaking English after I took courses for my master's degree. This is because all subjects were taught in English. Students in classes were multinational; as a result, we spoke English to each other (CTP5).

Looking closely at all of the mentioned excerpts associated with the environment, the participants in this study had different levels of CA according to how they immersed or engaged in an English speaking environment either voluntarily by opportunities given or obligatorily due to the requirements in those particular environments. To put it in a nutshell, the findings show those being in the environments that did not allow or require them to use or speak English had high CA while the others were found to have low CA.

In other words, CA was claimed to be caused by the lack of an opportunity or opportunities to use or speak English as well as the English speaking requirements in that certain environment (see Table 4.15).

Table 4.15

Cause of CA: Environment

Cause of CA	Frequency	Description
Environment	10	▪ Lack of an opportunity or opportunities to use or speak English
		▪ No English speaking requirements

4.4.3.3 Unreadiness

From the follow-up interviews, 9 participants mentioned unreadiness as their cause of CA. To put it simply, the findings suggest that preparation was needed among the participants when speaking English; otherwise, they will be nervous (i.e., having high CA).

Concerning the unreadiness, the participants claimed lack of information or knowledge on the topic spoken increased their CA level as CTP 7 said:

> I feel slightly nervous about speaking English because I do not have knowledge on some topics. I do not have any information. If I were to speak, I must be told in advance to find that particular information (CTP7).

> I can speak English well, but I think I have very limited knowledge on some topics covered. I must struggle for obtaining the wanted information, and that made me nervous about speaking English (CTP9).

The element of unreadiness also included the absence of prepared documents. Without the relevant documents prepared, CA then occurred. This was suggested by CTP4:

> When speaking English in a group discussion and other situations, I must prepare everything, such as notes and paperwork in advance, or else I will be nervous and my speaking would be disrupted (CTP4).

In contrast, when having documents ready for particular speaking contexts, the participants claimed to feel relieved and more relaxed when speaking English. This was according to CTP8's responses:

> I feel normal when speaking English in a meeting and other speaking situations, for I usually prepare everything beforehand. I must look at the meeting agenda and be given handouts in advance. I need to know what will be included in that

speaking situation. If I have the documents, I am pretty confident in speaking English (CTP8).

With regard to unreadiness as the cause of CA, the participants posited having no information or knowledge on the spoken topics and the absence of the documents used for those speaking contexts increased their apprehension (see Table 4.16).

Table 4.16

Cause of CA: Unreadiness

Cause of CA	Frequency	Description
Unreadiness	9	▪ Lack of information or knowledge on the spoken topics ▪ No documents prepared or given

4.4.3.4 Language barriers

Another cause of CA, language barriers were found among 8 participants according to the findings. These language barriers could be problems or difficulties with English listening skills as well as English vocabulary. Having the mentioned barriers, the participants, consequently, faced some degree of apprehension about speaking English.

To clarify this category, the participants claimed having problems with English listening skills made them more apprehensive. The listening skills included an ability to comprehend a variety of accents spoken by others of different countries and the capability of listening to fast speakers. Not being able to understand others' accents, apprehension was experienced by the participants as CTP2 and CTP6 claimed:

I feel nervous about speaking English because of accents. I did not understand what they were speaking about (CTP2).

I had problems communicating with people from other countries with some accents like Australian. As a result, I was rather nervous when speaking English because I did not understand them (CTP6).

In addition to the above causal element of the language barriers as the cause of CA, an inability to listen to and comprehend the fast speakers were asserted by the participants as CTP1 claimed:

> I faced some difficulties listening to and understanding speakers talking with speed at the same time all at once. I then had to ask them to speak slowly, and that made me slightly nervous about speaking English to them (CTP1).

Apart from the listening skills, speaking skills were mentioned by the participants as another cause of CA within this category. Concerning this point, the participants claimed they were rather nervous about speaking English because they had to translate what they wanted to say. To put it simply, translation from Thai into English required by speakers when speaking English was claimed to heighten the level of CA. This notion was introduced by CTP8:

> I feel slightly nervous about speaking English because I must translate from Thai into English. Consequently, I cannot catch up with others nor express my opinion as to the discussion (CTP8).

Insufficient vocabulary was also listed as another element in language barriers as the cause of CA. Without the acquired vocabulary, the participants claimed they experienced CA at high degrees. This element was posited by CTP2:

> I often think of English vocabulary; as a result, I am nervous and tense. I cannot think of anything… Nervousness makes me speechless and incapable of speaking.
> I cannot think of any vocabulary. I forgot everything because of this. My mind went blank. I forgot what I was about to say and what vocabulary I should have used (CTP2).

CTP3 and CTP6 also asserted their apprehension caused due to specific and technical terms or jargon. Their excerpts are presented below:

> There is some fear that I might not know the vocabulary that they use… I am afraid that I do not know some words used in that speaking situation. There was once when I attended a meeting with the permanent secretary of the ministry. I did not know the specific terms they were using in the meeting. I was, therefore, rather nervous at that time (CTP3).

> I attended meetings held at the department. Legal terms in English were discussed, but I could not say anything about that because I did not know those terms. I must confess I was quite nervous at that time (CTP6).

From the above elements of the language barriers as the cause of CA about speaking English, poor listening skills in terms of the abilities to understand accents of other speakers and those who spoke fast were found to increase the CA levels among the participants. In addition, the translation from Thai into English required by the speakers when speaking English directly affected the participants' apprehension. On top of that, insufficient English vocabulary with jargon or specific or technical terms were found to heighten the participants' CA (see Table 4.17).

Table 4.17

Cause of CA: Language Barriers

Cause of CA	Frequency	Description
Language barriers	8	▪ Inability to comprehend a variety of accents and fast speakers
		▪ Translation from Thai into English required by speakers when speaking
		▪ Problems with jargons (i.e., specific terms related to work or particular contexts)

4.4.3.5 Subordinate status

Besides the four causes mentioned earlier, subordinate status was also found as another cause of CA among 8 participants. Regarding this, the findings suggest the participants' inferior feelings and having lower rank or authority than those spoken caused high CA about speaking English among the participants.

With regard to having lower rank and less authority than those being spoken to, CTP5, CTP6, and CTP9 claimed they experienced apprehension about speaking English. Their responses are shown below:

> Speaking to those having higher authority like my supervisor makes my speaking pattern change. I have to adjust the way to speak and how I act. I tend to be nervous of that (CTP5).

> I was somewhat anxious about speaking English to my superior having higher rank and top authority (CTP9).

The CA level was claimed to be drastically reduced when the participants had similar rank and authority to their colleagues as asserted by CTP6:

I would be under great pressure speaking in front of those higher in rank and authority. I could not do it. There was so much pressure. I was very nervous. On the other hand, I would be completely fine and comfortable speaking to my colleagues. I can handle it (CTP6).

CTP4 also mentioned his personal comfort in speaking English to those with similar level, rank, or authority. The following is his opinion:

I feel fine speaking to others at the same level or having the same position because I can speak freely. I do not have to be considerate (CTP4).

Participants claimed that having subordinate status of lower rank and authority substantially increases their CA levels (see Table 4.18).

Table 4.18

Cause of CA: Subordinate Status

Cause of CA	Frequency	Description
Subordinate status	7	▪ Having lower rank or authority than those spoken to

4.4.3.6 Formality

Formality was also mentioned to be the participants' cause of CA in regard to the findings. By extension, formal situations and places, formal topics, and formal audiences were claimed to increase CA among the participants.

In terms of the formal situations and public places, CTP7 clearly raised his point concerning apprehension:

I think speaking English in formal situations and places like meetings is rather difficult because of its formality. Therefore, I tend to be more nervous and anxious when I must speak in the meetings (CTP7).

Likewise, the formal situations and places as the cause of CA were asserted by CTP9:

When there was the sense of formality and formal atmosphere. I experienced nervousness about speaking English most of the time (CTP9).

At variance with the formal situations and places, along with formal audiences as introduced above, informality was claimed to lessen the participants' apprehension level. Informal situations, places, and audiences were explicitly mentioned by CTP8 when he was speaking English with his friends at a coffee shop. His responses are presented below:

> I feel fine and normal when having English conversation. It is like drinking coffee in the morning while talking and having informal conversation on general topics with friends. This is because my interlocutor were unserious. It was informal (CTP8).

What CTP8 mentioned also points out how the topics played their roles in apprehension. That is, CTP8 claimed he felt fine and normal speaking English about general topics. He, as a result, did not experience CA regarding that. In contrast, formal topics were claimed to increase the participants' apprehension level as CTP7 and CTP10 pointed out:

> I was quite anxious and nervous when speaking about some academic or serious matters with other people. Those kinds of topics just made me nervous (CTP7).

> When I must speak English to others about some serious or academic matters, I tend to be more nervous than usual. It was not like we were chit-chatting about this and that like we usually did on a daily basis (CTP10).

Another element of formality causing CA, as suggested by the participants, was associated with formal audiences. CTP9 suggested her apprehension in relation to the presence of distinguished guests while she was speaking:

> I became rather nervous about speaking English when there were distinguished guests listening to me (CTP9).

With regard to the above elements affecting CA, it could be concluded that the participants' apprehension levels were heightened due to the formality in terms of formal situations and places, formal topics, and formal audiences (see Table 4.19).

Table 4.19

Cause of CA: Formality

Cause of CA	Frequency	Description
Formality	7	▪ Formal situations and places
		▪ Formal topics
		▪ Formal audience

4.4.3.7 Prior history

Similar to the previous category but much more detailed, the findings show 7 participants from the interviews mentioned prior history including bad prior experiences, negative expectations, and expectancy learning were claimed as the causal elements of CA about speaking English.

Beginning with the first element, bad experiences in the past as the causal elements of CA were mentioned by the participants, such as CTP1, CTP2, CTP4, CTP5, and CTP9. To put it another way, the participants claimed they were somewhat apprehensive due to their bad experiences or memories from the past about speaking English. The followings are their responses:

> I think my apprehension was probably from my bad memories about speaking English; for instance, I was teased by my friends when I spoke English incorrectly. It was like having a bad memory about English. As a result, I was nervous and afraid about speaking English (CTP1).

> When I was young, I spoke English with confidence and a posh accent. Yet, I was teased by my friends about showing off. Therefore, I was rather apprehensive because of that (CTP9).

> I had poor memories about English when I was young; therefore, I was rather nervous when speaking English (CTP5).

By looking at the excerpts from the interviews with CTP1 and CTP9 above, the participants were teased when they spoke English with confidence and good accents. Having these bad experiences as objects of ridicule, the participants somewhat avoid speaking English.

In relation to the unfavorable past experiences, the participants further claimed their CA was caused by judgments made by others when speaking English. This element was mentioned by CTP4:

> When I spoke English with a foreign accent, I was nervous and anxious because I was afraid of being judged by others like I was in the past (CTP4).

To supplement, having the bad experiences associated with communication failure and making mistakes also caused apprehension among the participants as CTP2 and CTP4 mention:

> I had tried speaking English, but no one understands what I said. I then became very nervous about speaking English (CTP2).

> I did not really have problems with speaking English, but I was somewhat apprehensive because of some mistakes that I made. I was once trying to talk to one male passengers calling him 'bro.' However, the passenger told me not to call him 'bro.' As a result, I was somewhat apprehensive because I did not want to make the same mistakes again (CTP4).

By considering each of the above excerpts separately, CTP2 experienced CA due to her communication failure while CTP4's apprehension was heightened by the bad experience in relation to mistakes he made and the interlocutor told CTP4 not to talk to him that way (i.e., calling him 'bro').

Contrary to the mentioned bad experiences in the past when the participants spoke English, good memories about speaking English were claimed to help the participants overcome their fear or nervousness about speaking English. This point was clearly stated by CTP1:

> I used to be afraid of speaking English because I often made several mistakes. However, I learned that everything went well and nothing bad happened because of those mistakes. As a result, I am not nervous nor afraid about that any more.

These elements related to bad experiences were strikingly similar to reinforcement patterns. By extension, the reinforcement patterns could be received either positively through rewards, admiration, support, and encouragement or received negatively by means of command and punishment. On account of the negative reinforcement received by the participants, CA was increased and endured. Responses of CTP1 and CTP5 are illustrated below:

> When I was in school, my English teachers sometimes forced me to speak English. It was like they were trying to make me and other students become good at English no matter what it cost. I then disliked English. I did not want to

do anything related to English. I avoided speaking English owing to my teachers' orders and demands (CTP1).

I had disliked English since I was in elementary school because I was forced by my English teachers to memorize English vocabulary. When a student did not do their homework or failed to remember the vocabulary, the teachers would punish the students. The teacher also hit me on the tip of my fingers, and I hated English ever since… I must confess I did not want to speak English because of that experience (CTP5).

Suggested by CTP1 and CTP5 in the excerpts above, CTP1 experienced high CA due to orders and commands executed by his English teachers. Likewise, CTP5 avoided and disliked speaking English because of the punishment imposed by his teachers. Receiving positive reinforcement, on the other hand, the participants claimed they overcame their CA about speaking English. Hence, their CA level was lessened with favorable attitudes and preferences in speaking English. This is allied with what CTP5 asserted:

As opposed to the bad memories from the past, I prefer speaking English because of the teachers. The teachers could be anyone who helped and guided me through speaking and writing English. My elder sister and my friend are my teachers. They are always willing to assist me in learning English. They dedicated their time to correcting my writing and my speech. I then want to be good at English just like them (CTP5).

The positive reinforcement patterns suggested by CTP5 above were established through his teachers' assistance, support, dedication, and encouragement without administered punishment. Hence, CTP5 overcome his apprehension and was willing to excel in English.

The next element of the prior history affecting CA were negative expectations built up by the bad experiences about speaking English in the past. These negative expectations could be created by others' lack of understanding with feelings of rejection and dissatisfaction. Putting it simply, the participants posited they were more apprehensive when they expected to receive negative feedback from those being spoken English to in terms of their misunderstanding, outright rejection, and dissatisfaction as CTP2, CTP4, and CTP9 mentioned during the interviews.

The participants posited they were desperately afraid of speaking English because they were afraid that other people would not understand what they were speaking. This is according to what CTP2 noted:

> I am afraid that other people will not understand what I am saying... I am so afraid of speaking English that my body will be shaking every time I start speaking. I do not know what to tell others. I was wondering how they would react if I stopped speaking or I could not speak English well enough. I tried, but no one understands what I said (CTP2).

CTP2's response also suggested the negative past experience of her attempts at speaking English; her audience did not understand her. She, therefore, became even more nervous. Her apprehension was added up supplementing the fear of speaking English caused by negative expectations.

Other's lack of understanding were additionally pointed out to affect the participants CA as asserted by CTP9:

> I am so used to speaking English that I began to wonder about what level of language other people would like to be spoken to. It is not about me anymore. It is all about others… I was afraid that I would not be able to make others understand what I said (CTP9).

The negative expectations formed by others' rejection as the cause of CA were also asserted by CTP4. In other words, CTP4 claimed he was rather apprehensive of speaking English by virtue of the interlocutors' rejections and dissatisfaction. CTP4's responses are presented as the following.

> I have had difficulties speaking English at work when I inform the passengers what items they must declare to customs officers. I wonder if the passengers were ok or happy with me if I spoke to them that way (CTP4).

Another element regarding prior history is expectancy learning, related to the participants past experiences with accurate or inaccurate expectations (i.e., learned responsiveness or helplessness); hence, the participants' CA levels were affected. To put it simply, the participants pointed out helplessness learned from the past caused them to be more apprehensive, for they could not predict outcomes of their actions (i.e., speaking English). The learned helplessness was mentioned by the participants such as CTP6:

> I once joined an English speaking camp. There were some native speakers, too, and they would speak Thai to the participants who had problems with English... There were not many people joining the camp. I was wondering if it was because my colleagues were afraid of meeting native speakers who were purely foreigners. They must be thinking that they would not be able to understand the English spoken by the speakers… I was doubtful when someone spoke English to me. I did not know what they wanted and what they were trying to evaluate (CTP6).

With CTP6's responses above, helplessness was associated with an inability to predict the outcomes of listening or speaking English to the native speakers at that English camp. In addition, CTP6 claimed his colleagues tend to be doubtful when someone, particularly the native speakers, was speaking English to them. On account of their doubt, they could not address others' actions (i.e., having inaccurate expectations); therefore, he experienced CA to some degree. This was also due to the fact that CTP6's colleagues had faced some unpredictable outcomes about speaking English to native speakers before. As a result, not many of his colleagues joined the English camps that had the native speakers.

Learned helplessness and responsiveness were also mentioned by CTP2 who had high CA. Her responses are presented below:

> My teachers taught me to pronounce all the words with no ending sounds. For this reason, I am extremely afraid of speaking English. It is because I did not know that English itself has ending sounds, and they are very important. I later knew this when I took English courses arranged by the department (CTP2).

Considering the above excerpt from the interview with CTP2, the helplessness was learned through inaccurate expectations in relation to CTP2's unknown ending sounds. However, CTP2 later learned that the ending sounds are important and required when speaking English. Her apprehension was then speculated to be lessened to some degree although CTP2 was found to have high CA.

In addition to what CTP2 mentioned above, the helplessness was obviously stated by the participants, especially by CTP2. She claimed:

> I felt sorry that I could not help any international passenger asking me for help because I could not do anything to help them. I was too nervous to speak English to them. I was so helpless. I did not know what to tell them (CTP2).

According to the excerpt above, such helplessness was learned from her past experiences, and that increased her apprehension. Contrary to the learned helplessness, responsiveness or accurate expectations were pointed out to lower CA level among the participants as CTP9 claimed:

> I have no fear of speaking English, especially in interpersonal conversation because I can adjust or modify the language that I use. If others did not understand what I said, I could use gestures in addition to my speech (CTP9).

From what CTP9 mentioned above, accurate expectations or responsiveness were learned. CTP9 knew that she could apply some modified outputs, including gestures in her conversation, if interlocutors could not understand what she was trying to convey. Her interlocutors, therefore, had no difficulties understanding her messages; as a result, her apprehension level was lowered.

Table 4.20

Cause of CA: Prior History

Cause of CA	Frequency	Description
Prior history	7	▪ Bad experiences in the past
		- Being judged
		- Being teased
		- Communication failure
		▪ Receiving negative reinforcement
		▪ Negative expectations
		- Lack of understanding
		- Rejection and dissatisfaction
		▪ Expectancy learning
		- Inaccurate expectations
		- Learned helplessness

To sum up, prior history as the cause of CA was found among the participants. This cause included the participants' bad experiences about speaking English in the past including how they were negatively reinforced when speaking English, the participants' negative expectations focusing on others' lack of understanding, rejection, and dissatisfaction, and the participants' expectancy learning consisting of inaccurate expectations and learned helplessness (see Table 4.20).

4.4.3.8 Degree of commitment

It was also found among 5 participants that degrees of commitment affected an individual's level of CA. To clarify, the participants claimed that having purposes or necessity of speaking English and responsibilities increased their level of apprehension.

With regard to the essential element of purposes or necessity and responsibilities when speaking or participating in some speaking activities in English, the participants claimed they were apprehensive about speaking English. This was posited by CTP3 and CTP7:

> If I have to attend the meeting where I must utilize the knowledge gained, I would be tense and rather nervous about speaking English in that situation. I mean I was rather nervous when there were some specific purposes for that meeting which required me to speak English (CTP3).

> I would not be afraid of speaking English in front of other people... However, I would withdraw myself from that if I have to speak on behalf of the department. This was about a good image of the department, and I am solely responsible for it (CTP7).

According to the excerpts above, CTP3 and CTP7 mentioned their purposes or necessity and responsibilities to the particular speaking contexts and further application increased their CA levels. Conversely, when having no commitment nor responsibilities to such speaking matters, the participants claimed they were not tense nor apprehensive according to what CTP3 mentioned:

> I felt nothing when I attended the meeting with the permanent secretary. I did not really care because it was a one-time thing. There was no chance I would be going back to attend the same meeting again. I knew that I did not know that topic. I do not have to use or apply the knowledge from that meeting to my work. I did not have the purposes or responsibilities for that kind of speaking situation. Therefore, I was feeling well and confident about speaking English (CTP3).

From the excerpts regarding the degree of commitment above, the participants' levels of CA about speaking English were increased owing to the purposes or necessity of speaking and the responsibilities that the participants had in speaking English (see Table 4.21).

Table 4.21

Cause of CA: Degree of Commitment

Cause of CA	Frequency	Description
Degree of commitment	5	▪ Purposes or necessity of speaking
		▪ Responsibilities in speaking English

4.4.3.9 Conspicuousness

From the research findings, conspicuousness or being very noticeable or attracting attention was found as another category or cause of CA among the participants. To explain, the results suggest five participants such as CTP1, CTP4, and CTP10 claimed being in the center of interest made them nervous about speaking English.

In the light of conspicuousness, the participants claimed they became apprehensive when they were easily noticed by other people as CTP4 and CTP10 mentioned:

> I felt super nervous about speaking English, particularly giving a speech because people were looking at me. I was under so much pressure that I forgot what I was about to say. My mind went blank. My speech ran in a continuous loop repeating the same messages over and over (CTP4).

> I was rather nervous about speaking English because there were people listening to and looking at me (CTP10).

The participants stated they were more apprehensive when other people were looking at them when they were speaking English. The number of audience members, interlocutors, or participants were also asserted as CTP1 noted:

> I feel more nervous about speaking English because people were looking at me. I would be even more nervous when there were more people (CTP1).

According to the excerpt above, CTP1 suggested that he was nervous about speaking English when he was the center of interest and other people were looking at him. CTP1 said he became even more nervous when there were more people involved. CTP1 and other participants' responses above, therefore, suggest conspicuousness was claimed as the cause of CA about speaking English. When the participants were being easily noticed as they were the center of interest, either single or multiple audience members could increase their apprehension (see Table 4.22).

Table 4.22

Cause of CA: Conspicuousness

Cause of CA	Frequency	Description
Conspicuousness	5	Being in the center of interest

4.4.3.10 Dissimilarity

From data analysis, it was found that dissimilarity was claimed to be one of the causes of CA among the participants. The findings show five participants pointed out as being dissimilar to those they were talking to in terms of work units or sections, thoughts, and levels of English. This increased the participants' level of apprehension. Putting it in another words, dissimilarity was claimed to increase CA while similarity was found to lessen it. This is according to what the participants mentioned in the follow-up interviews presented in the excerpts from the interviews with CTP1, CTP3, CTP5, CTP6, and CTP9.

The element of dissimilarity in terms of different workplaces was claimed to cause CA as suggested by CTP5, "I was nervous about speaking English to other people from different divisions."

Conversely, speaking to those from the same or similar workplaces were posited to reduce apprehension among the participants. This is according to what CTP6 mentioned, "I would be fine speaking English to those within the same division."

Having different thoughts or attitudes between the speaker and the listener was another causal element of CA. That is to say, the participants claimed they were rather apprehensive when they have to speak English to others having

dissimilar thoughts or attitudes. The apprehension was expressed through difficulties experienced by the participants. This was clarified by CTP9:

> My feelings toward speaking English depend on the audience's thoughts and attitudes. If they were ready to follow and understand what I was trying to convey, I would be totally fine (CTP9).

However, if the participants were to speak to those having similar thoughts, their CA was lessoned as CTP1 asserted:

> I think if people with similar thoughts were talking to each other, fear or nervousness about speaking English would be lessened (CTP1).

Another element of dissimilarity introduced by the participants were different levels of English language competence. In other words, the participants claimed they were more apprehensive when speaking to those with different levels of English. This notion was supported by CTP3 and CTP9 as shown below:

> Those to whom I was speaking must be in a group with others having the same level of English; otherwise, I became rather apprehensive (CTP3).
> I think it would be much more difficult to speak English to others having different levels of English. I tend to experience some degree of CA due to this fact (CTP9).

To conclude the dissimilarity as the cause of CA, dissimilar workplaces, thoughts or attitudes, and level of English language competence were found among the participants as increasing their apprehension (see Table 4.23).

Table 4.23

Cause of CA: Dissimilarity

Cause of CA	Frequency	Description
Dissimilarity	5	▪ Being or working in different sections at work
		▪ Having dissimilar thoughts or attitudes
		▪ Possessing different levels of English

4.4.3.11 Unfamiliarity

The results from the interviews also point out unfamiliarity as another category or cause of CA among the participants. From content analysis, it was

found that three participants mentioned unfamiliarity as the cause of the different degrees of apprehension. To put it simply, the participants claimed talking to unfamiliar people directly affected and increased their fear or nervousness about speaking English. This was mentioned by CTP5 as presented below:

> Personally, I think it depends on how familiar I am with the person I am speaking English to. If I speak to tourists or other people whom I do not know, I cannot speak in a confident manner. I tend to have some nervousness in regard to that (CTP5).

In contrast, the participants like CTP4 suggested his positive feeling and reaction indicating low or no CA when speaking English to those whom they knew or were familiar with. CTP4's responses are included here:

> I feel fine speaking English to friends whom I know. Owing to the familiarity, I do not suffer any fear or nervousness related to CA (CTP4).

4.4.3.12 Allocated time

Time was also found to be another cause of CA among the participants regarding the findings. From the interviews, this cause was introduced by three participants who suggested that limited time offered when speaking English increased their apprehension level; dissimilarly, more time given and spent comforted their English speaking (i.e., alleviated their CA) in all four different contexts: group discussions, meetings, interpersonal, and public speaking.

Concerning the limited time offered as the cause of high CA, CTP5 suggested,

> I took the TOEFL iBT test… The last part of the test was speaking. I had to describe how I felt towards the articles I had just read, if I agree with them or not. I understood the articles, but I had problems with the speaking part. It was because of the limited time offered. I was given less than two minutes to talk about everything. I got the worst score from that part. It was the worst. I had some nervousness about speaking in that kind of situation (CTP5).

From what CTP5 pointed out, his nervousness about speaking English was caused by the limited time given when he had to speak up. Hence, when having more time to speak, the participants could overcome their apprehension as CTP3 and CTP6 asserted:

I may be nervous about speaking in some situations; still, if I continue speaking and using it, I will feel better and fine (CTP3).

I sometimes had problems with English speaking, nervousness in particular, but I could adjust myself to that for I was given more time (CTP6).

4.4.3.13 Perfectionism

Another category derived from the results of the study is perfectionism. It was suggested to be an additional cause of CA among three participants according to the findings. CTP1, CTP3, and CTP6 suggested in the interviews that they wanted to speak English perfectly. They also asserted that they did not want to make mistakes about English structure and vocabulary. Therefore, perfectionism was claimed to increase CA level as CTP1 quoted:

My speaking was mostly script-based. I must read every single word on the script because I did not want to make mistakes about English vocabulary and grammar. I did not want others to notice my grammatical errors when speaking in all contexts. I wanted it to be perfect and as accurate as possible; therefore, I tend to be quite nervous of that (CTP1).

With what CTP1 claimed above, perfectionism in terms of grammatical accuracy clearly increased CTP1's level of CA. The perfectionism was also mentioned by CTP3, that he wanted to effectively communicate with his participants and audience through powerful and touching messages. Below is CTP3's response:

The problem is whether I can convey a good and beautiful message to other people when I speak. I just do not know whether what I said was good, beautiful, and touching enough; as a result, I tend to be somewhat nervous (CTP3).

CTP6 additionally asserted he became much more apprehensive when speaking English owing to his grammatical concerns as he gained more knowledge of English. CTP6 said:

I have the feeling that my English speaking skill decreases due to my improved grammar. I joined a work and travel program many years ago. I knew some vocabulary regardless of grammar. I had no problem speaking English and talking to my friends in English. I could say anything I wanted. It was so fun. But when I did my bachelor's degree, I had to read and write in English. I even taught English homework to my younger students. So I must know English grammar. I was then thinking about grammar all the time. It was like I lost my

freedom of speaking… I must use English correctly and perfectly; therefore, I had to think a lot when speaking English. It becomes my big problem now, making me nervous about speaking English most of the time (CTP6).

With regard to the findings above, perfectionism as the cause of CA included the participants' concerns over their English grammatical or lexical accuracy (i.e., they did not want to make mistakes when speaking English) and their aims at effective communication (see Table 4.24).

Table 4.24

Cause of CA: Perfectionism

Cause of CA	Frequency	Description
Perfectionism	3	▪ Concerning over English grammatical and lexical accuracy ▪ Aiming at effective communication

4.4.3.14 Degree of attention from others

Through the qualitative analysis of the transcribed interviews, the findings suggest degree of attention from others as mentioned by three participants. By extension, the participants mentioned interaction, feedback, and attention were necessary for English communication. In other words, the participants suggested communicating in or speaking English with no interaction, feedback, or attention given and paid made their communication disrupted, resulting in high CA. Surprisingly, receiving too much attention was claimed to be another causal element of CA.

By virtue of the lack of attention or interaction from his audience or participants, CTP1 claimed he became rather nervous about speaking English. On the other side of the fence, receiving some attention and interaction, he became less nervous and less apprehensive. CTP1 said,

Giving a speech is the most difficult speaking situation increasing my apprehension level because it is a one-way communication. There is no interaction. I speak all alone. It does not allow others to comment on or ask about what I said. I do not know if someone is listening to me. Unlike meetings, I can exchange views and answer questions. There are some interactions involved, and people are listening to me (CTP1).

Receiving too much attention from participants, audience, or interlocutors, however, CA level was claimed to be increased as CTP3 and CTP10 mentioned:

> I feel more nervous about speaking English because people were paying too much attention to what I was saying (CTP3).

> I think giving a speech in English is the most difficult speaking context. I tend to be relatively nervous about speaking English in this kind of situations when too much attention was paid by others (CTP10).

With regard to the findings with the participants' responses above, it can be concluded that the participants' levels of CA about speaking English were heightened due to the lack of attention or interaction and too much attention paid by others. Conversely, the apprehension was reduced owing to the moderate attention (see Table 4.25).

Table 4.25

Cause of CA: Degree of attention from others

Cause of CA	Frequency	Description
Degree of attention from others	3	▪ Lack of attention or interaction from others ▪ Receiving too much attention from others

4.4.3.15 Characteristics of those being spoken to

The findings also suggest characteristics of audience, interlocutors, and participants as another cause of CA among the participants. By means of content analysis, two of them claimed speaking English to others sharing the same language and culture made them dramatically nervous. Hence, the participants claimed speaking English to Thai people speaking the same language increased their CA level. To clarify this point, excerpts from the interviews with CTP6 and CTP9 are quoted:

> I feel comfortable about speaking English to anybody. Actually, I cannot really speak English to Thai people. I do not know why I felt that way… I feel like I can talk to those from other countries. I felt absolutely fine. But when it comes to speaking English with Thai people, I struggle with it. Most of the time I avoided speaking English to them (CTP6).

> I felt awkward about speaking English to Thai people. It was like English is not our mother tongue. There was no point in speaking English to Thais. I

understand they do not use it on a daily basis. I then became a little nervous (CTP9).

Supplementing what CTP6 mentioned, his apprehension level was lowered on account of different cultures and languages possessed by those being spoken to as CTP6 noted, "I feel comfortable about speaking English to anybody… I feel like I can talk to those from other countries. I felt absolutely fine."

4.4.3.16 Age

Age was suggested as another cause of CA among the two participants taking part in the follow-up interviews. To explain, the participants claimed older speakers tend to be more apprehensive than the younger ones. This was according to what CTP4 and CTP6 claimed:

> My colleagues who are older and about to retire from their job did not seem to care about speaking English. They did not seem to be speaking English anymore; as a result, they avoided and withdrew from speaking English (CTP4).

> There were no elder colleagues joining the English camp arranged by the department. It was like they tried to avoid speaking English by all means. Like those from another division that I used to work for, they were rather old and were very afraid of speaking English (CTP6).

From the quoted excerpts from the interviews with CTP4 and CTP6 above, it can be suggested that the older people are, the more apprehensive they become. This was introduced by their avoidance of speaking English mentioned by the participants.

Being younger than interlocutors, participants, or audiences was additionally found to increase apprehension among the participants. This was further mentioned by CTP4:

> If there were those in management or executive levels with seniority, I would be tense and rigid. I would rather ask someone like my chief to speak up for me (CTP4).

What CTP4 asserted above, therefore, manifested the age of the participants and those spoken to as the cause of CA. His response also enforced subordinate status as another cause of his apprehension about speaking English, which was reported earlier.

With regard to all of the findings by means of the directed content analysis above, it can be suggested that the found causes of CA are self-orientation, environment, unreadiness, language barriers, subordinate status, formality, prior history, degree of commitment, conspicuousness, dissimilarity, unfamiliarity, allocated time, perfectionism, degree of attention from others, characteristics of those being spoken to, and age. These causes were presented in order according to the participants' responses. Most of the causes related to the theories while some (i.e., self-orientation, unreadinesss, language barriers, degree of commitment, allocated time, and characteristics of those being spoken to) emerged as the researcher fully immersed herself in the collected data. Please also note that the emergent categories as the causes of CA were somewhat similar to some previous studies requiring confirmation from other researchers. The summary of the found causes of CA is presented in Table 4.26.

Table 4.26

Causes of CA

Cause of CA	Frequency	Description
Self-orientation	10	Having negative self-perceived language competence, low self-esteem, negative attitudes towards English and making mistakes, vulnerable or introvert personality, and no goals nor ambition driven
Environment	10	Lack of an opportunity or opportunities to use or speak English and having no English speaking requirements
Unreadiness	9	Lack of information or knowledge on the spoken topics and having no documents prepared or given
Language barriers	8	Inability to comprehend a variety of accents and fast speakers, requiring translation from Thai into English, having problems with jargon (i.e., specific terms related to work or particular contexts)
Subordinate status	7	Having lower rank or authority than those spoken to
Formality	7	Formal situations, places, topics, and audience

Table 4.26 (Continued)

Causes of CA

Cause of CA	Frequency	Description
Prior history	7	Having bad experiences in the past, receiving negative reinforcement, having negative expectations, learning inaccurately and helplessly
Degree of commitment	5	Having purposes or necessity of speaking and being responsible for speaking English
Conspicuousness	5	Being in the center of interest
Dissimilarity	5	Being or working in different sections at work, having dissimilar thoughts or attitudes, and possessing different levels of English
Unfamiliarity	3	Feeling unfamiliar with others spoken to
Allocated time	3	Being offered limited time for speaking
Perfectionism	3	Concerning over English grammatical and lexical accuracy as well as aiming at effective communication
Degree of attention from others	3	Lack of attention or interaction from others and Receiving too much attention from others
Characteristics of those being spoken to	2	Speaking to others sharing the same language and culture
Age	2	Being older

Ending this chapter, the level of CA about speaking English was identified. Such findings were summed up from the returned questionnaires of 191 participants. From the conducted quantitative data analysis, we have gained general information on the participants regarding their demographic information including profiles and professions, along with language leaning and exposure experiences. The overall CA level was also indicated by means of the quantitative analysis of the data obtained from the questionnaires. Not only was the focused overall level of CA found, but also found were CA levels in four different speaking contexts: group discussion, meetings, interpersonal, and public speaking. These findings all pointed out that the participants had high CA level.

Furthermore, the findings presented in this chapter introduced the underlying causes of CA among the participants. The found causes were carefully examined

through an iteratively directed qualitative analysis of content with theories and previous prominent studies as its preliminary and fundamental elements. Additional categories or causes were later introduced after the researcher had carefully and properly conducted her analysis on the transcribed semi-structured interviews with the 10 participants (see Appendix F for a sample of the interview transcript).

With these results from the two-phase research study applying the sequential explanatory mixed methods, the two questions addressed can initially be answered. However, discussions on such findings with conclusion, and recommendations arisen from recognized limitations should be summed up in order to comprehend and gain further insights on the construct in relation to the concerned population. These elements are presented and discussed in the following chapter.
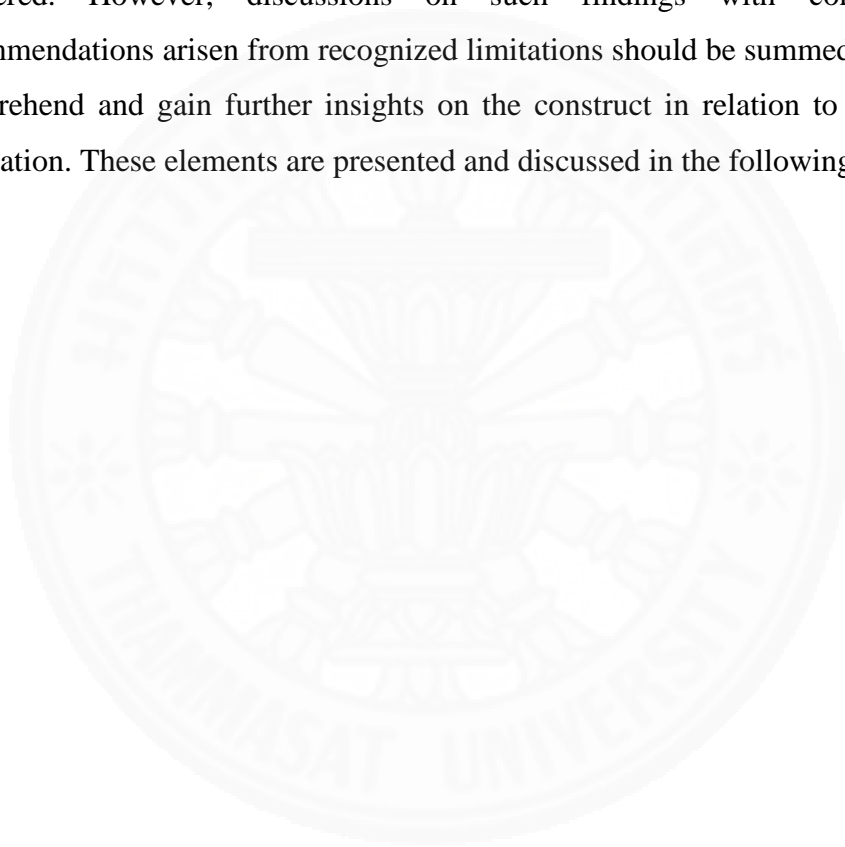
CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Previously, in Chapter 4, the results of the study were revealed. The level of CA among the participants were indicated together with the underlying causes in order to answer the two research questions:

RQ1: What is the level of CA about speaking English among Thai customs personnel at international airports?

RQ2: What are the causes of high and low CA about speaking English among Thai customs personnel at international airports?

To gain more insight on the present study and fully answer the addressed research questions, discussion, conclusion, and recommendations are mentioned in this chapter. A summary of the study is also given prior to the three topics to recall methodologies used and results obtained.

5.1 Summary of the study

This present study aimed at investigating the level and causes of trait-like CA about speaking English among Thai customs personnel at international airports in Thailand. This was because English was fundamental to the Thai customs personnel, particularly those working at international airports, according to their responsibilities in regard to job descriptions and English language policies formulated by the Ministry of Finance. As a result, apprehension about speaking English among them could lead to negative consequences in relation to national prosperity and security, as well as their job evaluation and satisfaction.

While undertaking the literature review, the researcher found that the majority of previous studies were conducted to explore CA in classrooms among ESL and EFL students. Only a few were carried out in quest of CA among government officers in workplaces outside English classes. Still, there was no single study undertaken to investigate CA about speaking English among customs personnel at international airports. Regarding research methodology, the research studies on CA

construct were mostly quantitative. Causes of such CA were mainly explored through questionnaires and surveys. Interviews were sometimes used in combination with the mentioned tools; however, they were mainly used to explore CA in classrooms not in workplaces. Hence, this study was conducted to fill gaps in the literature enabling us to understand CA among the concerned population. ESL and EFL teachers and the Customs Academy as English course facilitators and providers could possibly adopt what was found in the study in developing their plans.

With this regard, two research questions were consequently addressed and presented at the beginning of this chapter. Qualitative and quantitative methodologies, sequential explanatory mixed methods, were employed. Data elicitation was neatly organized using questionnaire surveys and semi-structured interviews as instruments. To primarily investigate CA level about speaking English among the participants, the questionnaire consisting of three parts: PRCA-24, open-ended factual questions, and an invitation to a follow-up interview was distributed to 308 Thai customs personnel working at three international airports (viz., BKK, DMK, and HKT) in April-May 2017. Approval from the directors and head of the three customs administrations were also received (see Appendix G). The sample was selected by means of purposive sampling. 191 questionnaires were returned allowing scores to be computed in SPSS to measure the level of CA. The results suggested high level of CA among the participants across all four speaking contexts: group discussion, meetings, interpersonal, and public speaking.

Obtaining the results from the first phase of this study, the follow-up semi-structured interviews were sequentially conducted to explain causes of CA found among the 10 participants having low, moderate, and high CA with computed scores from the first part of the questionnaire, PRCA-24, ranging from 24 to 59 and 69 and 120.

Proceeding to carry out the follow-up interviews, audio recordings were transcribed into texts for directed qualitative analysis of content by the researcher. Permissions and consent from the participants were also granted prior to holding the semi-structured interviews as ethical issues were considered. 16 categories were found and labeled as causes of CA among the participants. The mentioned causes were self-orientation, environment, unreadiness, language barriers, subordinate status, formality, prior history, degree of commitment, conspicuousness, dissimilarity, unfamiliarity,

allocated time, perfectionism, degree of attention from others, characteristics of those being spoken to, and age. These causes were presented in order according to the participants' responses (i.e., frequency). Eight categories were defined in accordance with theories and relevant studies while the other half (i.e., self-orientation, unreadiness, language barriers, degree of commitment, allocated time, perfectionism, characteristics of those being spoken to, and age) emerged out of the researcher's in-depth analysis.

Discussions on the research findings are presented under the next heading to further understand the construct of CA among the target population.

5.2 Discussion

To begin this section of discussion, the two research questions are presented. The questions are:

RQ1: What is the level of CA about speaking English among Thai customs personnel at international airports in Thailand?

RQ2: What are the causes of high and low CA about speaking English among Thai customs personnel at international airports in Thailand?

With regard to the above questions, the discussion in this chapter was summed up in response to the two questions beginning with CA level and its causes.

5.2.1 Level of CA (RQ1)

From the study undertaken with male and female participants with ages of 20-60 working at three international airports as customs technical officers and customs officers at all levels, relatively high level of CA about speaking English was found from the overall results and across all four speaking contexts. In other words, the high CA about speaking English was identified among the majority of the participants in group discussion, meetings, interpersonal, and public speaking. To specify each context, in addition, the highest degree of CA was found in meetings.

The high CA found was similar to several prior studies, such as the study by Mustapha et al. (2010), who carried out the study in search of CA level of students at University Teknologi MARA in Malaysia and their preferences for English language learning activities using PRCA-24 developed by McCroskey (1982) and McCroskey et al. (1985a, 1985b) claiming the existence of CA among ESL and EFL

students, McCroskey et al. (1985b) and Richmond et al. (2008, as cited in Rimkeeratikul, 2016) who posited students had significantly lower levels of CA in L1 than L2, as well as Kaur, Sueiman, and Sidhu (2012, as cited in Rimkeeratikul, 2016) who asserted the high CA in L2.

However, the high CA about speaking English was not significantly found in most studies conducted among either Thai learners, workers or officers, such as Kasemkosin and Rimkeeratikul's (2012) study revealing moderate CA with mean score nearly reaching the high level among student officers at the Royal Thai Air Force Language Center, Rimkeeratikul's (2014b) study pointing out higher CA in English (L2) than Thai (L1) among Thai teachers outside Bangkok, Rimkeeratikul's (2016) study claiming moderate CA among MA students majoring in English at a public university in Bangkok, Boonsongsup and Rimkeeratikul's (2012) study claiming moderate CA among different employees including government employees, and Kasemkosin and Rimkeeratikul's (2012) study suggesting average CA among student officers at the language center.

Such differences in the CA levels found might be affected by cultural dimensions including uncertainty avoidance and collectivism as suggested by Hofstede (2001, as cited in Kopkitthanarot, 2011). As a result, the participants in the studies conducted in Thailand, which was considered to be collectivistic, emphasizing group distribution, gave their responses indicating the moderate CA to imply their abilities were required by society (Hofstede (2001, as cited in Kopkitthanarot, 2011). Although this study was conducted in Thailand, the study was carried out within one particular context regardless of risks affecting the participants' careers and personal lives. Hence, the participants could ignore the collectivism when participating in the study.

Different instrument patterns or how the elements in the questionnaires were arranged might also play an important part regarding the different levels of CA found in this study compared to others. To clarify, most researchers in Thailand usually put open-ended factual questions at the beginning of the questionnaire before the PRCA-24 would be introduced. Being asked demographic or personal information, participants were likely to feel distrust inhibiting true responses yielding comprehensive insights on the CA construct (Dörnyei, 2007). Cultural dimensions including collectivism suggested by Hofstede (2001, as cited in Kopkitthanarot, 2011) might also

play their parts in the different levels of CA, for uncertainty and responsibilities were concerned. As a result, the participants in the studies conducted in Thailand, which was considered to be collectivistic (Hofstede (2001, as cited in Kopkitthanarot, 2011), gave their responses indicating the moderate CA to show their abilities required by society.

Another valid point of discussion based on these findings comparing to the norms was the highest mean score in meeting context. That is, the findings from most of relevant research studies including the norms indicate the highest level of CA in public speaking, meetings, group discussion, and interpersonal conversation respectively. However, the results from this present study indicate the participants' had the highest CA in meetings followed by public speaking, group discussion, and interpersonal conversation (see Table 5.1).

Table 5.1

PRCA-24: Norms vs. Actual Findings

	Mean (Norms)	**Mean (Actual)**
Group discussion	15.4	20.16
Meetings	**16.4**	**21.42**
Dyad (Interpersonal conversation)	14.5	19.83
Public speaking	19.3	21.12
For Total Score	65.6	82.53

The difference shown in Table 5.1 could possibly be explained through the researcher's own speculation. The participants in this study were customs personnel working for the Customs Department, which is in the government sector. Most of their tasks include attending work-related meetings either daily, weekly, monthly, bimonthly, quarterly, or annually. As a result, the participants tend to be more focused on the meetings than public speaking. This is a slight difference between the two contexts comparing to the other two contexts, group and interpersonal.

These revealing insights may also be due to the fact that the participants had opportunities to attend the meetings more often than deliver their speech in workplaces. As a result, the participants were found to have the highest level of apprehension in meetings. Furthermore, almost all of the found causes of CA such as environments, unreadiness, language barriers, subordinate status, formalities, degree of

commitment, conspicuousness, dissimilarity, allocated time, and age are present in meetings. Inevitably, the participants tend to experience CA at the higher degree than in other speaking contexts.

5.2.2 Causes of CA (RQ2)

Turning now to causes of CA identified by qualitative analysis of content, this second phase was sequentially worked on after the semi-structured interviews with 10 voluntary male and female participants of low, moderate, and high CA. The participants also had a variety of backgrounds, job positions, responsibilities, and experiences. They were well aware of the study in general with the researcher's absolute assurance to keep the participants' personal data confidential. Their consent was also granted as well as permissions to have the interviews recorded and notes taken. The recorded interviews were later transcribed into text. Coding was taken place with priori and emergent themes in consideration. 16 Categories: self-orientation, environment, unreadiness, language barriers, subordinate status, formality, prior history, degree of commitment, conspicuousness, dissimilarity, unfamiliarity, allocated time, perfectionism, degree of attention from others, characteristics of those being spoken to, and age were also suggested and labeled as causes of CA among the participants (see Figure 5.1).

Comparing the examined causes to those mentioned in the literature review, the causes were analyzed differently. That is, the suggested causes in this present study are not introduced in relation to the claimed causes of trait-like CA consisting of only heredity and environment. Instead, this study introduces all possible causes of CA concerning both trait-like and situational CA as pointed out by McCroskey (1982, 1997). It is also too difficult to understand the etiology of CA, for there were ethical concerns inhibiting the controlled environment in quest of the valid and reliable causes.

However, the applied directed content analysis yielded satisfactory outcomes of the study. In other words, the causes that were found and speculated on by other researchers in relevant studies were confirmed. There were also some new causes which emerged from the present findings.
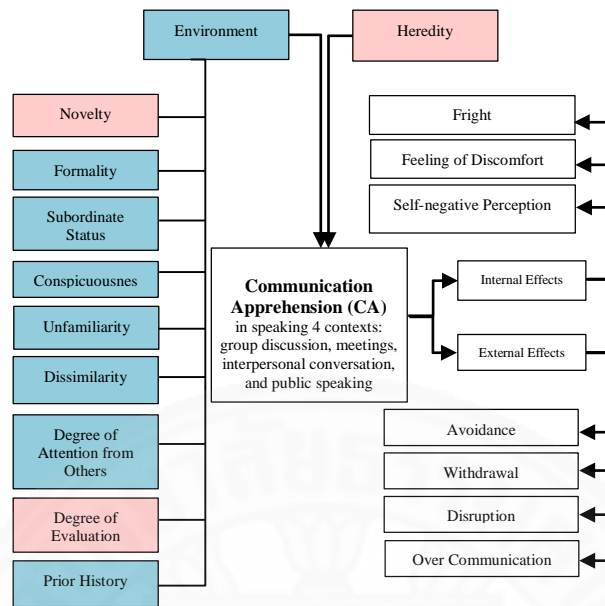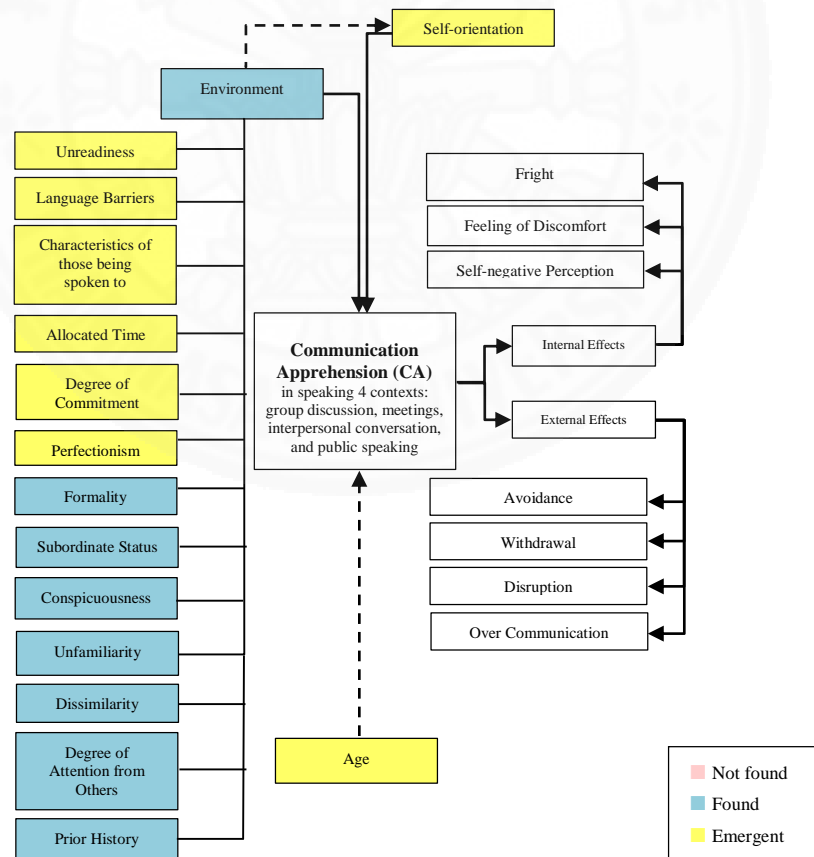
Figure 5.1. Conceptual frameworks in comparison

Figure 5.1 shows two conceptual frameworks with the original above the established one. Heredity, novelty, and degree of evaluation were not found as causes of CA while other 8 categories: environment, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, degree of attention from others, and prior history are found in this present study. There are also another 8 categories found as causes of CA from the study's data analysis. They are self-orientation, unreadiness, language barriers, characteristics of those being spoken to, allocated time, degree of commitment, perfectionism, and age.

5.2.2.1 Causes according to conceptual framework

With regard to the conceptual framework as the study's guidelines used in data analysis, the researcher found eight categories as the causes of CA. The causes were environment, subordinate status, formality, prior history, conspicuousness, dissimilarity, unfamiliarity, and degree of attention from others.

Due to the fact that the directed content analysis were applied, these found causes are somewhat similar to the prior studies. That is, environment which required or offered the participants opportunity to speak English was found to affect CA. This is similar to the studies of McCroskey (1984) and McCroskey and Richmond (1978, as cited in McCroskey & Beatty, 1986).

Turning now to subordinate status or having lower rank or authority than those spoken to, this cause was found in accordance with Buss (1980, as cited in McCroskey, 1982, 1984, 1997) and Richmond et al. (2012). This might be explained by the cultural dimensions, including power distance under individualism and collectivism constructs focused on, as suggested by Hofstede and Hofstede (2005, as cited in Rimkeeratikul, 2017) and Neulip (2000, as cited in Rimkeeratikul, 2017). To put it simply, Thai culture is considered to be collectivistic, exhibiting a high degree of collectivism, high context, and high degree of power distance (Hofstede and Hofstede, 2005, as cited in Rimkeeratikul, 2017; Neulip, 2000, as cited in Rimkeeratikul, 2017). Thai culture was also posited to have a feminine culture valuing harmonious relationships and respect for seniority (Hofstede, 2001, as cited in Rimkeeratikul, 2008, as cited in Kopkitthanarot, 2011; Rimkeeratikul, 2008, as cited in Kopkitthanarot, 2011).

As a result, the Thai participants in this present study tend to be apprehensive when speaking English to others with higher authority and superiority.

Formality in terms of situations, places, topics, and audience was also found to increase CA level identical to the prior findings of Buss (1980, as cited in McCroskey, 1982, 1984, 1997). However, it was not often found in other research studies conducted in Thailand, for most researchers tend to apply quantitative methodology in their studies. As a result, their findings mainly concerned hypothesis testing through examination of correlations between variables. The qualitative methodology was even suggested in Rimkeeratikul's recommendation (2017).

Apart from the above causes, prior history or bad experiences about speaking English in the past including negative expectations, negative reinforcement, and expectancy learning were found to affect CA. The cause is also allied with what Buss (1980, as cited in McCroskey, 1982, 1984, 1997) and Gilitwala et al. (2015) found. This is probably due to the fact that prior history includes various aspects and elements reinforcing and inhibiting communication within the participants. Moreover, the participants in this study were 20-60 years of age with considerable experiences from their past. The participants could, therefore, easily recall their memories about speaking English and used them as the guideline or precaution.

Similar to what Buss (1980, as cited in McCroskey, 1982, 1984, 1997) and McCroskey (1982, 1997) found, conspicuousness or being easily noticed by others was also found to affect CA. Although this cause was not suggested by relevant studies carried out in Thailand, conspicuousness was likely to be found as the concerned cause in further studies because of the participants' various characteristics with social, cultural, and socio-economic backgrounds (Butler, Pryor, & Marti, 2004, as cited in Rimkeeratikul, 2017).

Allying with the studies of McCroskey (1982) and Buss (1980, as cited in McCroskey, 1982), dissimilarity or being dissimilar to those one is communicating with either in terms of workplaces, attitudes, thoughts, or English competency level was found to increase CA. Likewise, unfamiliarity was also found as the causes of CA allying with Buss (1980, as cited in McCroskey, 1982, 1984, 1997) and McCroskey's studies (1982). However, this cause was not clearly presented in other

research studies conducted in Thailand. That is to say, unfamiliarity was posited to be a cause of CA through Rimkeeratikul's findings (2017) based on a quantitative methodology.

Last but not least, different degrees of attention including excessive or no attention were also found to cause CA among the participants in this study. This is similar to the results previously reported by Richmond et al. (2012) and Buss (1980, as cited in McCroskey, 1982, 1984, 1997). Yet, this cause does not appear in other reviewed studies associated with Thai participants. This could be due to the fact that most studies were conducted quantitatively; thus, some details were overlooked.

5.2.2.2 Emergent causes

In addition to the eight causes above, self-orientation, unreadiness, language barriers, degree of commitment, allocated time, perfectionism, characteristics of those being spoken to, and age were also found as the emergent causes of CA.

With regard to the first cause, self-orientation includes negative self-perceived language competence, low self-esteem, negative attitudes towards English and making mistakes, vulnerable or introvert personality, and the lack of goals and ambition. Though this cause was not explicitly stated in the conceptual framework, this cause was somewhat similar to heredity as suggested by McCroskey (1982, 1984, 1997). This is because self-orientation is "the particular things that a person prefers, believes, thinks, or usually does" (*Cambridge Advanced Learner's Dictionary & Thesaurus*, 2017). The orientation cannot be easily changed over a short period of time. Yet, it could possibly be altered if one is exposed to proper environments at a sufficient period of time. This category is, therefore, placed either under heredity or environment categories. Within self-orientation as the found cause, self-perceived language competence was also mentioned by Boonsongsup and Rimkeeratikul (2012) as a cause of CA in English communication among Thai employees in government, state enterprises, and the private sector through correlations discovered from the questionnaires. Likewise, low self-esteem was also introduced by Richmond and McCroskey (1985, as cited in Rimkeeratikul, 2017) to likely increase CA level while high self-esteem lessened it. This found cause is, therefore, similar to what was investigated by relevant studies though little research was conducted concerning the etiology of CA.

Turning now to unreadiness, lack of information or knowledge of the spoken topics and documents was another cause of CA. This is similar to what

Mustapha et al. (2010) and Kopkitthanarot (2011) speculated. This is probably because the participants in this study were customs personnel with tasks, responsibilities, and goals to be completed and achieved. It could, therefore, be inferred that the participants focused on how ready they were for the task requiring speaking English. If they were not ready or not well-prepared, negative thoughts or apprehension were likely to occur. Furthermore, language barriers were found to be one of the causes of CA. These findings are similar to what Apaibanditkul (2006) found in her study positing language barriers as a significant factor affecting high CA through a quantitative approach.

Another cause of CA is the degree of commitment. That is, the purposes or necessity of speaking English and responsibilities in speaking English affect the participants' apprehension. This is relatively similar to and, probably, due to what Triandis (1994, as cited in Rimkeeratikel, 2017) claimed, that collectivistic cultures such as Thai culture emphasized harmony and obligation towards the goals of the group rather than individual's. The obligations toward groups or oneself, therefore, affect one's higher level of CA.

In comparison to the relevant studies, limited time allocated as the cause of CA was not often mentioned. Only a few studies, such as Kopkitthanarot's study (2011), revealed the importance of time given for English speaking. Time, in addition, was suggested to affect CA level when using Thai and English among Thai monks in Rimkeeratikul's (2017) quantitative study. Her findings revealed CA when using English among Thai monk Ph.D. students differed in accordance with the number of years spent in monkhood. Owing to this, this finding can confirm the cause determined by other researchers in previous studies.

In addition, perfectionism was also found to increase CA. Perfectionism was also asserted by the participants claiming they wanted to establish effective and successful English communication. Although the conceptual framework shaped by theories and early studies did not include perfectionism as the cause of CA, perfectionism was found to affect an individual's high apprehension level as claimed by Gilitwala et al. (2015). Their study was carried out to investigate CA in Thailand. Further studies may be conducted to investigate if perfectionism occurs only in Thailand as a collectivistic country where obligation to groups has a dominant role

causing CA about speaking English among Thai people (Triandis, 1994, as cited in Rimkeeratikul, 2017).

Another cause of CA are the characteristics of those being spoken to. With regard to previous studies, such as McCroskey (1982) and Buss (1980, as cited in McCroskey, 1982), dissimilarity was claimed as the cause of high CA. Yet, the dissimilarity was posited from the participants' points of view regardless of others' characteristics. More studies should, therefore, be carried out to investigate if the characteristics of those being spoken to, particularly those sharing the same language and culture like Thais, play a crucial role in CA about speaking English or other L2 in Thailand as well as other countries.

Age (i.e., being older than those spoken English to) was claimed to increase CA. Age was also found to be the cause of high CA as suggested by Apaibanditkul (2006). This is different from what Boonsongsup and Rimkeeratikul (2012) found as they claimed age was not found to influence the levels of CA among their participants (i.e., Thai employees). Yet, age was found to be statistically correlated with willingness to communicate (Boonsongsup & Rimkeeratikul (2012). However, further studies are needed, for the interviews in quest of causes of CA were held only with the participants with ages ranging from 20-40. Unfortunately, the participants over 40 years old did not agree to be called for the follow-up interviews. If there were the participants of such group, the found cause can possibly be validated.

All in all, the causes of CA that were examined from the follow-up semi-structured interviews with the 10 participants can confirm the causes mentioned in previous studies. Some causes emerged as the researcher immersed herself in the analysis of collected data. Some of the emergent causes are allied with the results obtained by other researchers while some are contrastive to some degree.

5.2.2.3 Causes of CA in comparison

By looking at the findings achieved from quantitative data analysis by means of inferential statistics, one-way ANOVA, there was a significant difference among CA and some variables: gender, age, position, and experience of spending time abroad as suggested by p-value lower than 0.05 (see Table 4.11 on page 73-74). The mean score suggest higher level of CA among females than males. The mean scores

also point out higher CA among the participants above 30 years of age than the younger ones, customs officers than customs technical officers, and those having less or no experience of spending time abroad. Conversely, the obtained results suggest no significant difference among CA and educational background, level, division, work experience, and the number of years of English learning. Hence, these variables are not likely to cause CA among the participants according to the findings.

Comparing the results achieved from the questionnaires to those obtained from the interviews, age, position (i.e., subordinate status), and experience of spending time abroad (i.e., environment) were found as identical causes of CA. This is because the findings from the interviews suggest those who are older tend to be more apprehensive than the younger ones. The participants from the interviews also claimed they had high CA when they speak to superiors having higher rank and authority. This was possibly due to the fact that the customs technical officers have higher ranks and authority than the customs officers. In addition, the findings from the interviews present the environment in which English is required as one of the causes of CA.

It is true that gender was not found as the cause of CA according to Apaibanditkul (2006), McCroskey et al. (1982), Boonsongsup and Rimkeeratikul (2012). However, the phenomena that more males are willing to attend the follow-up interviews than females and that females obtained the higher mean score in relation to higher CA than males remain to be investigated.

5.3 Conclusion

The following conclusions can be drawn from the discussion above.

5.3.1 High level of CA about speaking English is found among Thai customs personnel at international airports in Thailand with meetings as the speaking context receiving the highest mean score from the PRCA-24 included in the questionnaires.

5.3.2 There are many underlying causes of CA found from the sequential explanatory mixed methodologies applied in this study. The causes are self-orientation, environment, unreadiness, language barriers, subordinate status, formality, prior history, degree of commitment, conspicuousness, dissimilarity, unfamiliarity, allocated

time, perfectionism, degree of attention from others, characteristics of those being spoken to, and age (see Figure 5.2).
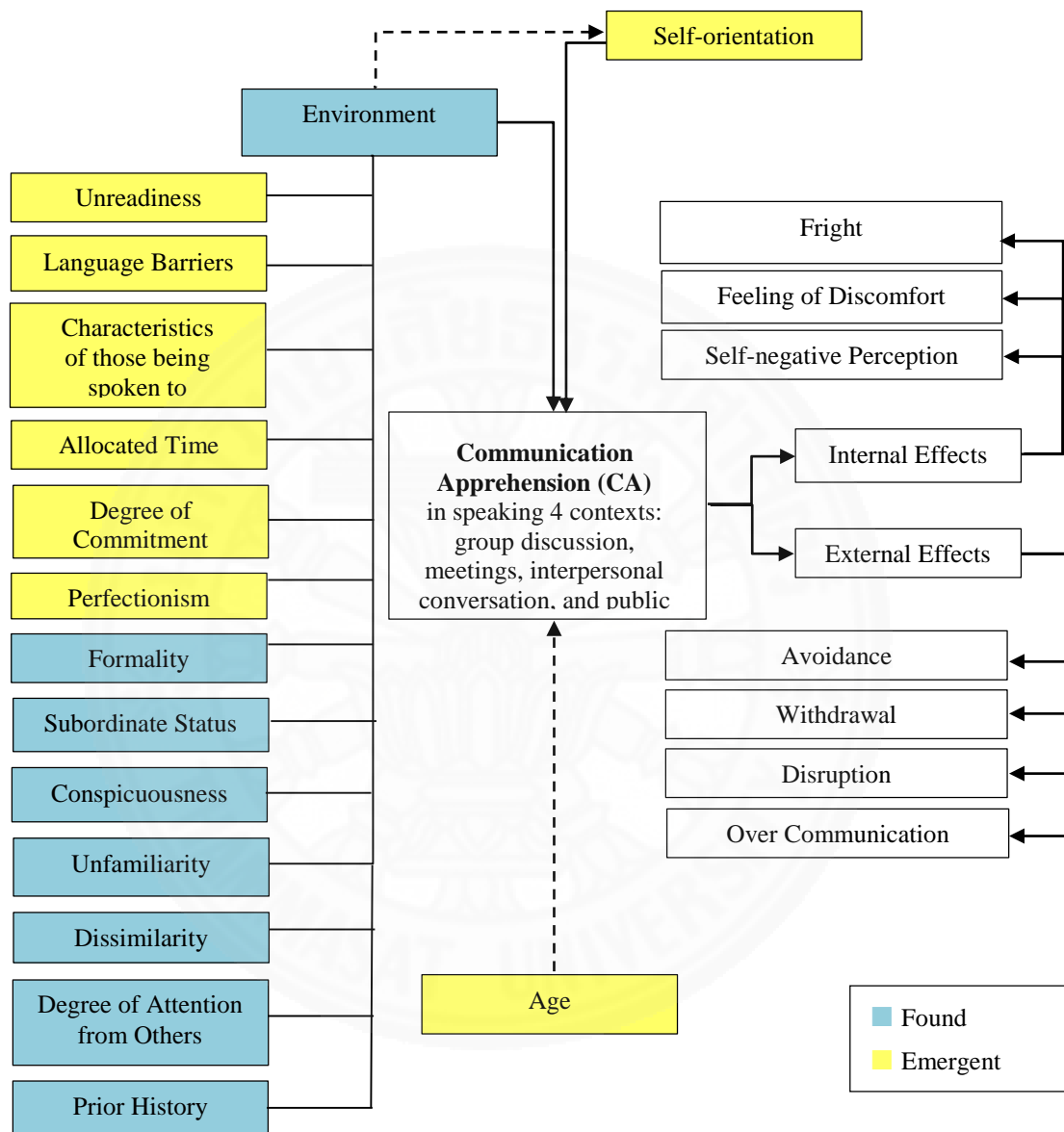
CA about speaking English among Thai Customs Personnel
at International Airports in Thailand

Figure 5.2. CA among Thai Customs Personnel at International Airports in Thailand

From Figure 5.2 above, the causes of CA about speaking English among Thai Customs Personnel at International Airports in Thailand were highlighted in two different colors, blue and yellow, representing the found and emergent causes respectively.

Age was speculated to increase CA among the participants, for the participants in this study were 20-40 years of age. Unfortunately, those with the ages of 41-60 did not participate in the follow-up interviews. Hence, more studies should be conducted to confirm the found cause.

It is also important to note that this study has some limitations which are mentioned in the next section. Hence, generalization cannot be made to the whole population if probability sampling is concerned, for purposive sampling was used in sample selection. Yet, the participants can well represent the population.

However, the mentioned causes that were found from the follow-up interviews with the consenting participants can offer some valuable insights about CA to the researcher, ESL and EFL teachers, as well as the Customs Academy as English providers and facilitators. To put it another way, Thai customs personnel at international airports have crucial roles in national prosperity, safety, and security because they work on the front line (i.e., air border). They perform customs formalities, such as clearing imported, exported, transshipped, and transit goods including items accompanied by international passengers. These goods and items can be harmful and hazardous to the country and the people. To accomplish their tasks, English is strictly required as a medium of communication. Failing to communicate because of apprehension can, inevitably, lead to serious and negative consequences.

With regard to its significance, this study yields valuable and illuminating insights on the high CA found among the concerned population. Although these concerned personnel learned English in classes or used it in workplaces in response to the Ministry of Finance's policy implemented in 2016, the high CA was found. Treatments of CA must then be provided to alleviate such apprehension. Nothing can be done, however, if the causes of CA are not found. Therefore, the findings from this study are believed to somewhat suggest some practical guidelines to those in charge as English providers and facilitators due to the identified level and suggested causes.

Proper pedagogy can possibly be used in teaching English, for prior history was explicitly stated as the dominant cause of CA. This is due to the fact that the mentioned prior history includes the past experiences with reinforcement that one receives, either positively or negatively, by means of rewards and punishment resulting in positive or negative expectations, as well as expectancy learning which one learns

(Buss, 1980, as cited in McCroskey, 1982, 1984, 1997). An English friendly environment is another example of something that ESL and EFL teachers or the Customs Academy, as well as customs administration can create to promote English speaking among the concerned population.

Referring to the findings, some causes that were found may not be allied with or similar to previous studies. However, this study employed both quantitative and qualitative methodologies in search of the CA level and its causes. The researcher believes the lengthy semi-structured interviews that were sequentially carried out with the participants can offer detailed and in-depth information on the construct. The interviews as one of the data collection instruments also fill gaps in literature such as Rimkeeratikul's (2017) and Kasemkosin and Rimkeeratikul's (2012) studies in which qualitative methodology was particularly recommended.

Apart from the found level and causes of CA, the interviews additionally yielded some further information and confirmation on the construct in terms of its effects. Please note that these effects are not mentioned in the findings presented in the previous chapter. According to Richmond et al. (2012), those with high CA may feel "discomfort, fright, not being able to cope with, being inadequate, and possibly being dumb." They may also have rapid heart beating, queasy stomach, increased perspiration, body shaking, and dry mouth (Richmond et al., 2012). Three patterns of behaviors as external effects: communication avoidance, withdrawal, disruption, and over-communication could also be seen according to Richmond et al. (2012). The effects mentioned in previous studies were also reciprocated by the participants.

Yet, we must keep in mind that the findings from this study may not be completely generalized to the whole population due to some limitations. The following section then explains recognized limitations and key recommendations for further studies.

5.4 Limitations and recommendations

To conduct this study, best efforts were devoted to remove as many limitations as possible. However, some limitations were found in this study as presented on the following pages.

5.4.1 Participants in quantitative phase

Carrying out the first phase of the study employing the quantitative methodology, purposive sampling was used in sample selection. In other words, three prominent international airports were chosen based on the number of international passengers accommodated by each international airports. Probability sampling was not, as a result, applied in the sample selection.

Further studies may consider eliminating this limitation by applying probability sampling in sample selection to best represent the population. Yet, the study will surely be costly and time consuming because the future researcher must select the sample from the airports nationwide.

5.4.2 Follow-up interviews

Initially, the researcher intended to conduct face-to-face interviews to gain both verbal and non-verbal elements given by the participants in the follow-up interviews. However, two participants chose to give their interviews on the phone due to their preference and empathy for the researcher's expenses of airline tickets and related factors. Fortunately, a good rapport had already been developed among the researcher and the participants. This rapport helped yield truthful answers from the participants.

However, it is ideal and recommended to hold face-to-face interviews with the participants. This will enable the researcher to observe the participants' non-verbal language and other elements expressed through body languages.

5.4.3 Participants in qualitative phase

The participants in the interviews or the second phase of this study were selected based on their CA levels obtained in the preliminary findings (i.e., questionnaires). The participants in this study actually consist of males and females with ages ranging from 20 to 60. They have various backgrounds, job position, level, and experiences. Nevertheless, those agreed to be called for interviews are not everyone. That is, only those with the ages of 20 to 40 attended the interviews. Still, they possessed the desired characteristics and various backgrounds.

It is, therefore, recommended that researchers in further studies should find ways to invite the participants of all ages to attend the entire study. Having an equal

number of males and females participating in the study is also useful, for the findings may yield some fascinating and unpredictable results to the study. This is due to the fact that relevant studies, including this study, finds gender to affect CA differently.

5.4.4 Self-report demonstration

Finally, the findings from this present research study were obtained from the participants' personal reports on their CA. Such findings, consequently, tend to have a single perspective from the participants attending the interviews. Observations are then recommended to be made in further studies; hence, the examined findings can be triangulated yielding more accurate results. By extension, future studies should employ observation in supplement to the questionnaire survey or other types of instruments across all speaking contexts: group discussion, meetings, interpersonal conversation, and public speaking.
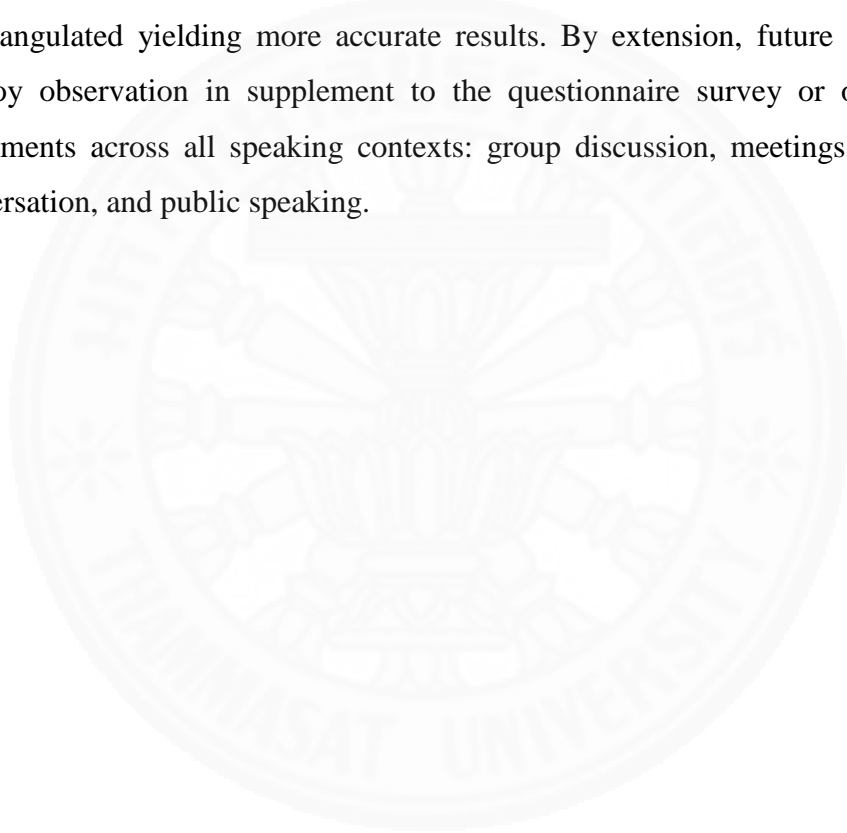
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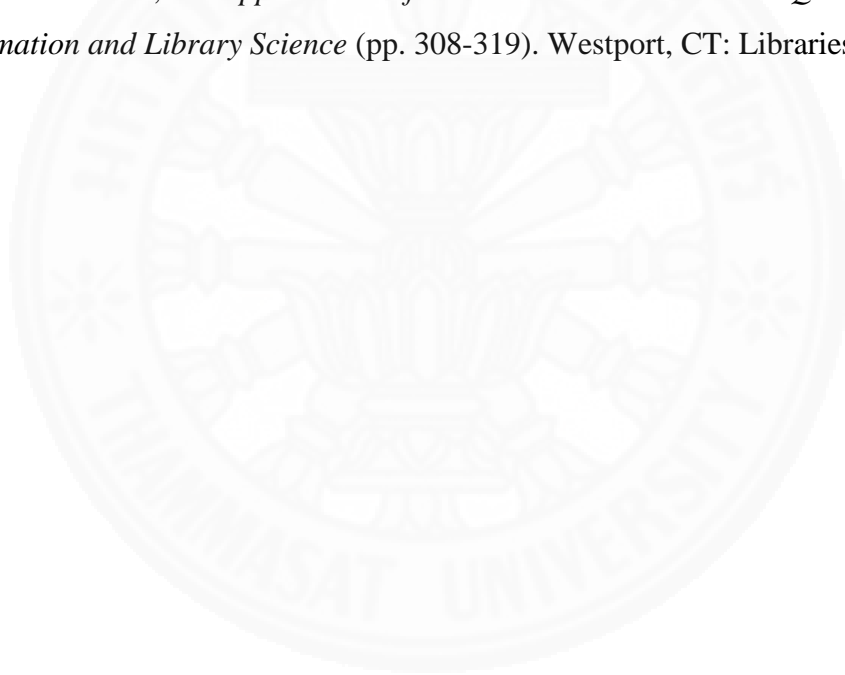
APPENDICES

APPENDIX A
QUESTIONNAIRE

This questionnaire is used in data collection of this study. The questionnaire consists of three parts: PRCA-24, open-ended factual questions yielding demographic and general information of the participants, and an invitation to the follow-up interview(s). In quest of CA level, the PRCA-24 was translated from English into Thai by the researcher and later checked by four experts for translation assurance. The questionnaire is attached on the following pages.
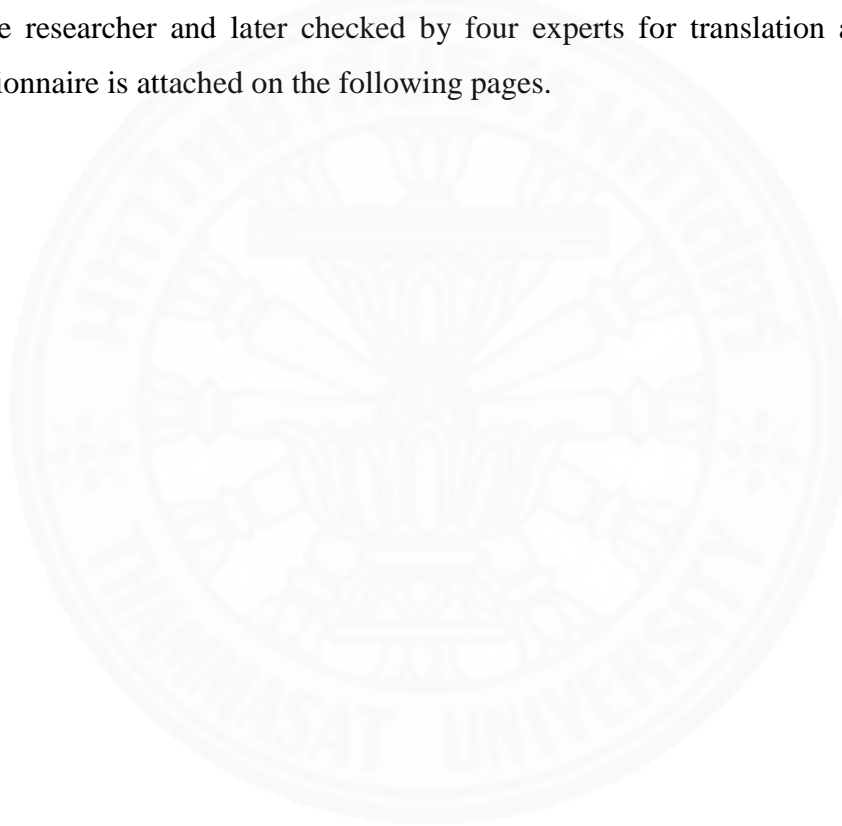
แบบสอบถามเพื่อการวิจัย

เรื่อง   ความกลัวและความประหม่าในการสื่อสารของบุคลากรศุลกากร

ณ ท่าอากาศยานระหว่างประเทศ

(Communication Apprehension among Thai Customs Personnel at International Airports)

<u>**คำชี้แจง**</u>

1. แบบสอบถามชุดนี้จัดทำขึ้นเพื่อเก็บข้อมูลประกอบการทำวิทยานิพนธ์ เพื่อสำเร็จการศึกษา
ในหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษา
มหาวิทยาลัยธรรมศาสตร์ โดยมีวัตถุประสงค์เพื่อระบุระดับความกลัวและความประหม่าในการใช้ (การพูด)
ภาษาอังกฤษในการสื่อสาร และค้นหาสาเหตุของระดับความกลัวและความประหม่าในการสื่อสาร
ที่แตกต่างกันของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ โดยมีรายละเอียด ดังนี้

ตอนที่ 1 แบบรายงานส่วนบุคคลเรื่องความกลัวและความประหม่าในการสื่อสาร-24

ตอนที่ 2 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 3 แบบตอบรับการเข้าร่วมการสัมภาษณ์ประกอบการวิจัย

2. แบบสอบถามชุดนี้ไม่มีคำตอบที่ถูกหรือผิด ดังนั้น เพื่อประโยชน์สูงสุดของการวิจัยในครั้งนี้
กรุณาระบุคำตอบของท่านตามความเป็นจริง ทั้งนี้ ข้อมูลของท่านจะถูกเก็บรักษาไว้เป็นความลับ และ
การนำเสนอผลการวิจัยดังกล่าวจะอยู่ในลักษณะภาพรวม ซึ่งไม่ระบุข้อมูลส่วนตัวของท่าน จึงไม่ส่งผล
กระทบต่อการปฏิบัติงานของท่านแต่อย่างใด

ตอนที่ 1   แบบรายงานส่วนบุคคลเรื่องความกลัวและความประหม่าในการสื่อสาร-24

<u>**คำชี้แจง**</u>

1. เครื่องมือนี้ประกอบด้วยประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่น 24 ประโยค
กรุณาระบุระดับคะแนนให้กับแต่ละประโยค โดยทำเครื่องหมาย ✔ ในช่องที่ตรงกับความรู้สึกของ
ท่าน ดังนี้

**(1) หากท่านเห็นด้วยอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านยังตัดสินใจไม่ได้ (4) หากท่าน
ไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง**

ตัวอย่าง

ข้อ	ประโยค	คำตอบ				
		1	2	3	4	5
1	ฉันไม่ชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ		✔			

หากท่านเห็นด้วยกับประโยค "ฉันไม่ชอบการเข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ" ให้ท่านทำ
เครื่องหมาย ✔ ในช่องที่มีหมายเลข 2

2. กรุณาตอบแบบสอบถามนี้อย่างรวดเร็ว โดยให้ระดับคะแนนตามความรู้สึกแรกที่เกิดขึ้นของท่าน

ตอนที่ 1 แบบรายงานส่วนบุคคลเรื่องความกลัวและความประหม่าในการสื่อสาร-24 (ต่อ)

<u>หมายเหตุ</u>   1 = เห็นด้วยอย่างยิ่ง   2 = เห็นด้วย   3 = ตัดสินใจไม่ได้   4 = ไม่เห็นด้วย   5 = ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ประโยค	คำตอบ				
		1	2	3	4	5
1	ฉันไม่ชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ					
2	โดยปกติแล้ว ฉันรู้สึกสบายใจในขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ					
3	ฉันรู้สึกเครียดและประหม่าในขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ					
4	ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ					
5	การมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จักทำให้ฉันเครียดและประหม่า					
6	ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ					
7	โดยปกติแล้ว ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ					
8	โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ					
9	ฉันรู้สึกสงบและผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม					
10	ฉันรู้สึกกลัวที่จะแสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม					
11	โดยปกติแล้ว การสื่อสารในที่ประชุมเป็นภาษาอังกฤษให้ทำให้ฉันรู้สึกอึดอัด					
12	ฉันรู้สึกผ่อนคลายมากเมื่อต้องตอบคำถามเป็นภาษาอังกฤษในที่ประชุม					
13	ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ฉันรู้สึกประหม่ามาก					
14	ฉันไม่กลัวการพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ					
15	โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามากในการสนทนาเป็นภาษาอังกฤษ					
16	ในขณะที่สนทนากับคนที่ฉันเพิ่งได้รู้จักเป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายมาก					
17	โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายมากในการสนทนาเป็นภาษาอังกฤษ					
18	ฉันรู้สึกกลัวที่จะพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ					
19	ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ					
20	ส่วนต่างๆ ในร่างกายของฉันรู้สึกตึงและเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ					

ตอนที่ 1   แบบรายงานส่วนบุคคลเรื่องความกลัวและความประหม่าในการสื่อสาร-24 (ต่อ)

<u>หมายเหตุ</u>   1 = เห็นด้วยอย่างยิ่ง   2 = เห็นด้วย   3 = ตัดสินใจไม่ได้   4 = ไม่เห็นด้วย   5 = ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ประโยค	คำตอบ				
		1	2	3	4	5
21	ฉันรู้สึกผ่อนคลายในขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ					
22	ความคิดของฉันสับสนและปนเปเมื่อฉันกำลังกล่าวคำปราศรัยเป็นภาษาอังกฤษ					
23	ฉันเผชิญหน้ากับโอกาสที่จะกล่าวคำปราศรัยเป็นภาษาอังกฤษด้วยความมั่นใจ					
24	ในขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึกประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้เป็นอย่างดี					

ตอนที่ 2 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

<u>**คำชี้แจง**</u> โปรดทำเครื่องหมาย ✔ ลงในช่อง ☐ หน้าข้อความที่ตรงกับตัวท่าน หรือเติมข้อความให้สมบูรณ์

1. เพศ ☐ หญิง   ☐ ชาย

2. อายุ ☐ 20 – 30 ปี ☐ 31 – 40 ปี ☐ 41 -50 ปี ☐ มากกว่า 50 ปีขึ้นไป

3. ระดับการศึกษา   ☐ ต่ำกว่าปริญญาตรี   ☐ ปริญญาตรีหรือเทียบเท่า
                  ☐ ปริญญาโท   ☐ ปริญญาเอก

4. ตำแหน่ง... ระดับ..
   ฝ่าย.. ....

5. ประสบการณ์ในการทำงานที่ท่าอากาศยานระหว่างประเทศ เป็นเวลา.................ปี..............เดือน

6. ประสบการณ์ในการเรียนภาษาอังกฤษ................................ปี

7. ท่านเคยใช้ชีวิตในประเทศที่ใช้ภาษาอังกฤษในการสื่อสารหรือไม่   ☐ เคย   ☐ ไม่เคย
   หากเคย ท่านใช้ชีวิตในประเทศดังกล่าว เป็นเวลา........................ปี...................เดือน...............วัน
   หากเคย ท่านใช้ชีวิตในประเทศดังกล่าวเพื่อวัตถุประสงค์ใด เช่น
            ☐ เพื่อศึกษา   ☐ เพื่อท่องเที่ยว   ☐ เพื่อประกอบอาชีพ
            ☐ อื่นๆ โปรดระบุ.....................................

ตอนที่ 3 แบบตอบรับการเข้าร่วมการสัมภาษณ์ประกอบการวิจัย

ท่านยินดีเข้าร่วมการสัมภาษณ์ประกอบการวิจัย เพื่อค้นหาสาเหตุของระดับความกลัวและ ความประหม่าในการสื่อสารที่แตกต่างกันของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ หรือไม่

☐ ยินดี/ยินยอม   ☐ ไม่ยินดี/ไม่ยินยอม

หากท่านยินดีเข้าร่วมการสัมภาษณ์ โปรดกรอก ชื่อ.. หมายเลขโทรศัพท์มือถือ... Line ID (หากมี)............................... และอีเมล์... ที่ผู้วิจัยสามารถติดต่อท่านได้

ทั้งนี้ ผู้วิจัยขอรับรองว่าจะเก็บรักษาข้อมูลที่ได้จากการตอบแบบสอบถามและการสัมภาษณ์ ของท่านไว้เป็นความลับ และผลการวิจัยจะนำเสนอในลักษณะภาพรวม ซึ่งไม่ระบุชื่อหรือข้อมูล ส่วนตัวของท่าน จึงไม่เกิดผลกระทบต่อการปฏิบัติงานและภารกิจของท่านแต่ประการใด

ผู้วิจัยขอขอบพระคุณในความอนุเคราะห์ข้อมูลและเวลาอันมีค่าของท่าน มา ณ โอกาสนี้

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APPENDIX B
TRANSLATION QUALITY ASSURANCE FORM

Thesis Title:

Communication Apprehension among Thai Customs Personnel at International Airports in Thailand

Translated Instrument:

Personal Report of Communication Apprehension-24 (PRCA-24)

Translator's Name:

Panyaporn Aneakpoonsinsuk

Checked by:

1. Dr. Nipaporn Chalermnirundorn

2. Assistant Professor Virasuda Sribayak

3. Mr. Vorakorn Tuvachit

4. Assistant Professor Kittitouch Soontornwipast, Ed.D.

Directions:

1. This piece of translated document is called Personal Report of Communication Apprehension-24 (PRCA-24) which will be adapted for and used in data collection by means of a questionnaire for a research paper entitled *Communication Apprehension among Thai Customs Personnel at International Airports.* The mentioned research paper will be submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Foreign Language at Thammasat University. Translation check is required prior to the distribution of this questionnaire.

2. The original translated version has initially been checked by four experts with their suggestions printed in different color. Clarification of which is explained below.

    a. Statements printed in **PINK** were suggested by Dr. Nipaporn Chalermnirundorn, Director of M.Ed. in Curriculum and Instruction, Faculty of Education, Rangsit University

    b. Statements printed in **BLUE** were suggested by Assistant Professor Virasuda Sribayak from Language Institute, Thammasat University

    c. Statements printed in **GREEN** were suggested by Mr. Vorakorn Tuvachit from Institute for English Language Education, Assumption University

    d. Statements printed in **RED** were suggested by Assistant Professor Kittitouch Soontornwipast, Ed.D, Vice Director on Planning, International Relations, and Educational Quality Development, Language Institute at Thammasat University

3. Please kindly offer your suggestions on the translated title and statements which were revised according to the experts' suggestions on the following table.

No.	Title/ Statement	Suggestion
-	Personal Report of Communication Apprehension-24 (PRCA-24) Original Version: แบบรายงานส่วนบุคคลเรื่องความกลัวในการสื่อสาร-24 Revised Version: **แบบรายงานส่วนบุคคลเรื่อง*ความกลัวและความประหม่า*ในการสื่อสาร-24** *(Revised according to the proposal defense in January, 2017)*	แบบรายงานส่วนบุคคลเรื่องความเครียด หรือความไม่ต้องการที่จะสื่อสาร-24 แบบรายงานส่วนบุคคลเรื่องความกลัวในการสื่อสาร-24 (Original Version) แบบรายงานส่วนบุคคลเรื่องความกลัวในการสื่อสาร-24 (Original Version) แบบรายงานส่วนบุคคลเรื่อง*ความกลัวและความประหม่า*ในการสื่อสาร-24
-	Directions คำชี้แจง	-
-	This instrument is composed of twenty-four statements concerning feelings about communicating with other people (in English). Please indicate the degree to which each statement applies to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree. Original Version: เครื่องมือนี้ประกอบด้วย 24 ประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่น กรุณาระบุระดับให้กับแต่ละประโยคให้ตรงตามความรู้สึกของท่าน โดยใส่หมายเลข	เครื่องมือนี้ประกอบด้วยประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่น 24 ประโยค กรุณาระบุระดับคะแนนให้กับแต่ละประโยค โดยใส่หมายเลขให้ตรงตามความรู้สึกของท่าน ดังนี้ (1) หากท่านเห็นด้วยเป็นอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านยังตัดสินใจไม่ได้ (4) หากท่านไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง

No.	Title/ Statement	Suggestion
	(1) หากท่านเห็นด้วยเป็นอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านตัดสินใจไม่ได้ (4) หากท่านไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง Revised Version: เครื่องมือนี้ประกอบด้วยประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่นเป็นภาษาอังกฤษ 24 ประโยค กรุณาระบุระดับคะแนนให้กับแต่ละประโยค โดยทำเครื่องหมาย ✔ ในช่องที่ตรงกับความรู้สึกของท่าน ดังนี้ (1) หากท่านเห็นด้วยอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านยังตัดสินใจไม่ได้ (4) หากท่านไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง	เครื่องมือนี้ประกอบด้วยประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่น 24 ประโยค โปรดระบุระดับให้กับแต่ละประโยคให้ตรงตามความรู้สึกของท่าน โดยทำเครื่องหมาย ✔ ในช่องที่ตรงตามความรู้สึกของท่าน ดังนี้ (1) เห็นด้วยอย่างยิ่ง (2) เห็นด้วย (3) ตัดสินใจไม่ได้ (4) ไม่เห็นด้วย หรือ (5) ไม่เห็นด้วยอย่างยิ่ง เครื่องมือนี้ประกอบด้วย 24 ประโยค ที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่นเป็นภาษาอังกฤษ กรุณาระบุระดับให้กับแต่ละประโยคให้ตรงตามความรู้สึกของท่าน โดยใส่หมายเลข (1) หากท่านเห็นด้วยเป็นอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านตัดสินใจไม่ได้ (4) หากท่านไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง เครื่องมือนี้ประกอบด้วยประโยคที่เกี่ยวกับความรู้สึกด้านการสื่อสารกับบุคคลอื่นเป็นภาษาอังกฤษ 24 ประโยค กรุณาระบุระดับคะแนนให้กับแต่ละประโยค โดยทำเครื่องหมาย ✔ ในช่องที่ตรงกับความรู้สึกของท่าน ดังนี้ (1) หากท่านเห็นด้วยอย่างยิ่ง (2) หากท่านเห็นด้วย (3) หากท่านยังตัดสินใจไม่ได้ (4) หากท่านไม่เห็นด้วย หรือ (5) หากท่านไม่เห็นด้วยอย่างยิ่ง

No.	Title/ Statement	Suggestion
-	Work quickly; record your first impression. Original Version: กรุณาทำแบบสอบถามนี้อย่างรวดเร็ว โดยบันทึกความรู้สึกแรกที่เกิดขึ้นของท่าน Revised Version: **กรุณาตอบแบบสอบถามนี้อย่างรวดเร็ว โดยให้ระดับคะแนนตามความรู้สึกแรกที่เกิดขึ้นของท่าน**	กรุณาตอบแบบสอบถามนี้อย่างรวดเร็ว โดยให้ระดับคะแนนตามความรู้สึกแรกที่เกิดขึ้นของท่าน กรุณาทำแบบสอบถามนี้อย่างรวดเร็ว โดยบันทึกความรู้สึกแรกที่เกิดขึ้นของท่าน (Original Version) กรุณาทำแบบสอบถามนี้อย่างรวดเร็ว โดยบันทึกความรู้สึกแรกที่เกิดขึ้นของท่าน (Original Version) กรุณาตอบแบบสอบถามนี้อย่างรวดเร็ว โดยให้ระดับคะแนนตามความรู้สึกแรกที่เกิดขึ้นของท่าน
1	I dislike participating in group discussions held in English. Original Version: ฉันไม่ชอบการเข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ Revised Version: **ฉันไม่ชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ**	ฉันไม่ชอบการมีส่วนร่วมในการอภิปรายกลุ่มที่เป็นภาษาอังกฤษ ฉันไม่ชอบการเข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ (Original Version) ฉันไม่ชอบการเข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ (Original Version) ฉันไม่ชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ
2	Generally, I am comfortable while participating in group discussions held in English. Original Version: โดยทั่วไปแล้ว ฉันรู้สึกสบายใจขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ Revised Version: **โดยปกติแล้ว ฉันรู้สึกสบายใจในขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ**	โดยปกติ ฉันรู้สึกสบายใจขณะที่เข้าร่วมการอภิปรายกลุ่มที่เป็นภาษาอังกฤษ ฉันรู้สึกสบายๆ ในการอภิปรายกลุ่มเป็นภาษาอังกฤษ โดยทั่วไปแล้ว ฉันรู้สึกสบายใจขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ (Original Version) โดยปกติแล้ว ฉันรู้สึกสบายใจในขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ
3	I am tense and nervous while participating in group discussions held in English. Original Version: ฉันรู้สึกเครียดและประหม่าขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ	ฉันรู้สึกเครียดและประหม่าในขณะที่เข้าร่วมการอภิปรายกลุ่มที่เป็นภาษาอังกฤษ ฉันรู้สึกเครียดและกังวลขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ ฉันรู้สึกเครียดและประหม่าขณะที่เข้าร่วมการอภิปรายกลุ่มเป็นภาษาอังกฤษ (Original Version)

No.	Title/ Statement	Suggestion
	Revised Version: ฉันรู้สึกเครียดและประหม่าในขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ	ฉันรู้สึกเครียดและประหม่าในขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ
4	I like to get involved in group discussions held in English. Original Version: ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ Revised Version: ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่ม เป็นภาษาอังกฤษ	ฉันชอบการมีส่วนร่วมในการอภิปรายกลุ่ม ที่เป็นภาษาอังกฤษ ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่ม เป็นภาษาอังกฤษ (Original Version) ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่ม เป็นภาษาอังกฤษ (Original Version) ฉันชอบมีส่วนร่วมในการอภิปรายกลุ่ม เป็นภาษาอังกฤษ (Original Version)
5	Engaging in a group discussion with new people makes me tense and nervous. Original Version: การมีส่วนร่วมในการอภิปรายกลุ่มเป็นภาษาอังกฤษ กับผู้คนใหม่ๆ ทำให้ฉันเครียดและประหม่า Revised Version: การมีส่วนร่วมในการอภิปรายกลุ่ม เป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ทำให้ฉัน เครียดและประหม่า	การมีส่วนร่วมในการอภิปรายกลุ่มกับผู้คน ใหม่ๆ โดยใช้ภาษาอังกฤษ ทำให้ฉันเครียด และประหม่า ฉันรู้สึกเครียดและกังวลเมื่อต้องเข้าร่วม อภิปรายกลุ่มกับผู้คนใหม่ๆ การมีส่วนร่วมในการอภิปรายกลุ่มเป็น ภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ทำให้ฉัน เครียดและประหม่า การมีส่วนร่วมในการอภิปรายกลุ่มเป็น ภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ทำให้ฉัน เครียดและประหม่า
6	I am calm and relaxed while participating in group discussions held in English. Original Version: ฉันรู้สึกสงบและผ่อนคลายขณะที่เข้าร่วมการ อภิปรายกลุ่มเป็นภาษาอังกฤษ Revised Version: ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ	ฉันรู้สึกสงบและสบายในขณะที่เข้าร่วม การอภิปรายกลุ่มที่เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ ฉันรู้สึกใจเย็นและผ่อนคลายขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วม การอภิปรายกลุ่มเป็นภาษาอังกฤษ

No.	Title/ Statement	Suggestion
7	Generally, I am nervous when I have to participate in a meeting held in English. Original Version: โดยทั่วไปแล้ว ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ Revised Version: **โดยปกติแล้ว ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ**	โดยปกติ ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมที่เป็นภาษาอังกฤษ โดยทั่วไปแล้ว ฉันรู้สึกกังวลเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกประหม่าเมื่อต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ
8	Usually, I am calm and relaxed while participating in meetings held in English. Original Version: โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ Revised Version: **โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ**	โดยปกติแล้ว ฉันรู้สึกสงบและสบายในขณะที่เข้าร่วมการประชุมที่เป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกผ่อนคลายขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกใจเย็นและผ่อนคลายขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายในขณะที่เข้าร่วมการประชุมเป็นภาษาอังกฤษ
9	I am very calm and relaxed when I am called upon to express an opinion at a meeting in English. Original Version: ฉันรู้สึกสงบและผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม Revised Version: **ฉันรู้สึกสงบและผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม**	ฉันรู้สึกสงบและสบายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม ฉันรู้สึกผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม ฉันรู้สึกใจเย็นและผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม ฉันรู้สึกสงบและผ่อนคลายมากเมื่อฉันถูกเรียกให้แสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม
10	I am afraid to express myself at meetings held in English. ฉันรู้สึกกลัวที่จะแสดงความคิดเห็นเป็นภาษาอังกฤษในที่ประชุม	-

No.	Title/ Statement	Suggestion
11	Communicating at meetings in English usually makes me uncomfortable. Original Version: การสื่อสารในที่ประชุมเป็นภาษาอังกฤษทำให้ฉันรู้สึกไม่สบายใจเป็นประจำ Revised Version: **โดยปกติแล้ว การสื่อสารในที่ประชุมเป็นภาษาอังกฤษทำให้ฉันรู้สึกอึดอัด**	โดยปกติ การสื่อสารในที่ประชุมที่เป็นภาษาอังกฤษทำให้ฉันรู้สึกอึดอัด โดยปกติ ฉันรู้สึกอึดอัดที่ต้องสื่อสารเป็นภาษาอังกฤษในที่ประชุม (Original Version) การสื่อสารในที่ประชุมเป็นภาษาอังกฤษทำให้ฉันรู้สึกไม่สบายใจเป็นประจำ (Original Version) โดยปกติแล้ว การสื่อสารในที่ประชุมเป็นภาษาอังกฤษทำให้ฉันรู้สึกอึดอัด
12	I am very relaxed when answering questions in English at a meeting. Original Version: ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามเป็นภาษาอังกฤษในที่ประชุม Revised Version: **ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามเป็นภาษาอังกฤษในที่ประชุม**	ฉันรู้สึกสบายมากเมื่อต้องตอบคำถามเป็นภาษาอังกฤษในที่ประชุม ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามเป็นภาษาอังกฤษในที่ประชุม (Original Version) ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามเป็นภาษาอังกฤษในที่ประชุม (Original Version) ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามเป็นภาษาอังกฤษในที่ประชุม
13	While participating in a conversation in English with a new acquaintance, I feel very nervous. Original Version: ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนรู้จักคนใหม่ ฉันรู้สึกประหม่ามาก Revised Version: **ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ฉันรู้สึกประหม่ามาก**	ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนรู้จักคนใหม่ ฉันรู้สึกประหม่ามาก (Original Version) ฉันรู้สึกกังวลมากเมื่อต้องสนทนาเป็นภาษาอังกฤษกับคนใหม่ๆ ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ฉันรู้สึกประหม่ามาก ในขณะเข้าร่วมในการสนทนาเป็นภาษาอังกฤษกับคนที่ฉันเพิ่งได้รู้จัก ฉันรู้สึกประหม่ามาก
14	I have no fear of speaking up in conversations in English. Original Version: ฉันไม่กลัวการพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ	

No.	Title/ Statement	Suggestion
	<u>Revised Version:</u> **ฉันไม่กลัวการพูดแสดงความคิดเห็นในการสนทนา** **เป็นภาษาอังกฤษ**	ฉันไม่กลัวการพูดแสดงความคิดเห็น ในการสนทนาที่เป็นภาษาอังกฤษ ฉันไม่กลัวที่จะพูดแสดงความคิดเห็น ในการสนทนาเป็นภาษาอังกฤษ ฉันไม่กลัวการพูดแสดงความคิดเห็น ในการสนทนาเป็นภาษาอังกฤษ (Original Version) ฉันไม่กลัวการพูดแสดงความคิดเห็น ในการสนทนาเป็นภาษาอังกฤษ
15	Ordinarily I am very tense and nervous in English conversations. <u>Original Version:</u> โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามาก ในการสนทนาเป็นภาษาอังกฤษ <u>Revised Version:</u> **โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามาก** **ในการสนทนาเป็นภาษาอังกฤษ**	โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามาก ในการสนทนาที่เป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกเครียดและกังวลมาก ในการสนทนาเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามาก ในการสนทนาเป็นภาษาอังกฤษ (Original Version) โดยปกติแล้ว ฉันรู้สึกเครียดและประหม่ามาก ในการสนทนาเป็นภาษาอังกฤษ
16	While conversing with a new acquaintance in English, I feel very relaxed. <u>Original Version:</u> ในขณะที่สนทนากับคนรู้จักคนใหม่เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายมาก <u>Revised Version:</u> **ในขณะที่สนทนากับคนที่ฉันเพิ่งได้รู้จัก** **เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายมาก**	ฉันรู้สึกสบายมากในขณะที่สนทนา เป็นภาษาอังกฤษกับคนรู้จักคนใหม่ๆ ฉันรู้สึกผ่อนคลายมากในขณะที่สนทนา เป็นภาษาอังกฤษกับคนใหม่ๆ ในขณะที่สนทนากับคนที่ฉันเพิ่งได้รู้จัก เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายมาก ในขณะที่สนทนากับคนที่ฉันเพิ่งได้รู้จัก เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายมาก
17	Ordinarily, I am very calm and relaxed in English conversations. <u>Original Version:</u> โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายมาก ในการสนทนาเป็นภาษาอังกฤษ <u>Revised Version:</u> **โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายมาก** **ในการสนทนาเป็นภาษาอังกฤษ**	โดยปกติ ฉันรู้สึกสงบและสบายที่จะสนทนา เป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกผ่อนคลายมาก ในการสนทนาเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกใจเย็นและผ่อนคลายมาก ในการสนทนาเป็นภาษาอังกฤษ โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายมาก ในการสนทนาเป็นภาษาอังกฤษ

No.	Title/ Statement	Suggestion
18	I'm afraid to speak up in conversations in English. Original Version: ฉันรู้สึกกลัวในการพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ Revised Version: **ฉันรู้สึกกลัวที่จะพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ**	ฉันรู้สึกกลัวการพูดแสดงความคิดเห็นในการสนทนาที่เป็นภาษาอังกฤษ ฉันรู้สึกกลัวในการพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ (Original Version) ฉันรู้สึกกลัวในการพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ (Original Version) ฉันรู้สึกกลัวที่จะพูดแสดงความคิดเห็นในการสนทนาเป็นภาษาอังกฤษ
19	I have no fear of giving a speech in English. Original Version: ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ Revised Version: **ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ**	ฉันไม่กลัวการขึ้นกล่าวคำปราศรัยที่เป็นภาษาอังกฤษ ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ฉันไม่กลัวการกล่าวคำปราศรัยเป็นภาษาอังกฤษ
20	Certain parts of my body feel very tense and rigid while giving a speech in English. Original Version: ส่วนต่างๆ ในร่างกายของฉันรู้สึกตึงและเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ Revised Version: **ส่วนต่างๆ ในร่างกายของฉันรู้สึกตึงและเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ**	ฉันรู้สึกได้ถึงความตึงเครียด และเกร็งที่อวัยวะบางส่วนในขณะที่ขึ้นกล่าวคำปราศรัยที่เป็นภาษาอังกฤษ ส่วนต่างๆ ในร่างกายของฉันรู้สึกตึงและเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ส่วนต่างๆ ในร่างกายของฉันรู้สึกเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ส่วนต่างๆ ในร่างกายของฉันรู้สึกตึงและเกร็งมากขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ
21	I feel relaxed while giving a speech in English. Original Version: ฉันรู้สึกผ่อนคลายขณะกล่าวคำปราศรัยเป็นภาษาอังกฤษ	ฉันรู้สึกสบายมากในขณะขึ้นกล่าวคำปราศรัยที่เป็นภาษาอังกฤษ ฉันรู้สึกผ่อนคลายขณะกล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ฉันรู้สึกผ่อนคลายขณะกล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version)

No.	Title/ Statement	Suggestion
	<u>Revised Version:</u> **ฉันรู้สึกผ่อนคลายในขณะที่กล่าวคำปราศรัย เป็นภาษาอังกฤษ**	ฉันรู้สึกผ่อนคลายขณะกล่าวคำปราศรัย เป็นภาษาอังกฤษ (Original Version)
22	My thoughts become confused and jumbled when I am giving a speech in English. <u>Original Version:</u> ความคิดของฉันสับสนและปนเปเมื่อฉันกำลังกล่าว คำปราศรัยเป็นภาษาอังกฤษ <u>Revised Version:</u> **ความคิดของฉันสับสนและปนเปเมื่อฉันกำลัง กล่าวคำปราศรัยเป็นภาษาอังกฤษ**	ฉันมีความสับสนปนเปในความคิด ในขณะขึ้นกล่าวคำปราศรัยที่เป็นภาษาอังกฤษ ความคิดของฉันสับสนและปนเปเมื่อฉันกำลัง กล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ความคิดของฉันสับสนและปนเปเมื่อฉันกำลัง กล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version) ความคิดของฉันสับสนและปนเปเมื่อฉันกำลัง กล่าวคำปราศรัยเป็นภาษาอังกฤษ (Original Version)
23	I face the prospect of giving a speech in English with confidence. <u>Original Version:</u> ฉันเผชิญหน้ากับโอกาสที่จะกล่าวคำปราศรัย เป็นภาษาอังกฤษด้วยความมั่นใจ <u>Revised Version:</u> **ฉันเผชิญหน้ากับโอกาสที่จะกล่าวคำปราศรัย เป็นภาษาอังกฤษด้วยความมั่นใจ**	ฉันสามารถรับมือกับโอกาสที่จะต้อง ขึ้นกล่าวคำปราศรัยที่เป็นภาษาอังกฤษ ได้ด้วยความมั่นใจ ฉันเผชิญหน้ากับโอกาสที่จะกล่าว คำปราศรัยเป็นภาษาอังกฤษด้วยความมั่นใจ (Original Version) ฉันเผชิญหน้ากับโอกาสที่จะกล่าว คำปราศรัยเป็นภาษาอังกฤษด้วยความมั่นใจ (Original Version) ฉันเผชิญหน้ากับโอกาสที่จะกล่าว คำปราศรัยเป็นภาษาอังกฤษด้วยความมั่นใจ (Original Version)
24	While giving a speech in English, I get so nervous I forget facts I really know. <u>Original Version:</u> ขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึก ประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้ <u>Revised Version:</u> **ในขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึก ประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้เป็นอย่างดี**	ในขณะที่ขึ้นกล่าวคำปราศรัย เป็นภาษาอังกฤษ ฉันรู้สึกประหม่ามาก จนกระทั่งลืมข้อมูลต่างๆ ที่ฉันรู้ ขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึกประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้เป็นอย่างดี ขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึกประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้ (Original Version)

No.	Title/ Statement	Suggestion
		ในขณะที่กล่าวคำปราศรัยเป็นภาษาอังกฤษ ฉันรู้สึกประหม่าจนลืมข้อเท็จจริงต่างๆ ที่ฉันรู้เป็นอย่างดี

**Thank you very much for your kind assistance in offering
your valuable suggestions.**

*** END OF THE FORM ***

APPENDIX C
INTERVIEW QUESTIONS

The followings are questions and guidelines used in the follow-up semi-structure interviews with the participants. Based on these questions, probing questions are also addressed during the interviews.

1. Breaking the ice

    a. Expressing gratitude for the participant's time and given consent for the interview

    b. Introducing herself

    c. Giving general information on the conducted study with clear purpose

    d. Asking general questions to build some rapport between the researcher and a participant

2. Starting the questions regarding the filled questionnaire to confirm and obtain more information (if unfilled)

Part 2: Participants' general information

(1) Work experience at international airport

    Question: How long have you been working at an international airport?

    คำถาม   ท่านทำงานที่ท่าอากาศยานระหว่างประเทศมาเป็นระยะเวลานานเท่าไหร่

(2) Duty/responsibilities

    Question: What are your tasks on a regular basis?

    คำถาม   ปกติแล้ว ท่านทำหน้าที่อะไรบ้าง

(3) (English) Language learning experience

    Question: How long have you studied English for?

    คำถาม   ท่านเรียนภาษาอังกฤษมาเป็นระยะเวลานานเท่าไหร่

(4) Experience in English speaking countries

    Question: Have you lived or spent your time in a country where English is used as means of communication? If so, where and why?

    คำถาม   ท่านเคยใช้ชีวิตในประเทศที่ต้องใช้ภาษาอังกฤษในการสื่อสารบ้างหรือไม่ หากเคยท่านเคยไปประเทศใดและเพื่อวัตถุประสงค์ใด

3. Asking questions concerning CA

(5) Question: In your opinion, what is your level of English speaking proficiency? Why?

คำถาม   ท่านคิดว่าท่านมีความสามารถในการพูดภาษาอังกฤษอยู่ในระดับใด เพราะเหตุใด

(6) Question: How often do you speak English? Please explain

คำถาม   ท่านพูดภาษาอังกฤษบ่อยแค่ไหน โปรดอธิบาย

(7) Question: How do you feel when communicating in English or speaking English? Why?

คำถาม   ท่านรู้สึกอย่างไรเวลาที่ต้องพูดหรือสื่อสารโดยใช้ภาษาอังกฤษ เพราะเหตุใด

(8) Question: How do you feel when participating in group discussions held in English? Why?

คำถาม   ท่านรู้สึกอย่างไรเวลาที่เข้าร่วมหรือต้องเข้าร่วมการอภิปรายกลุ่มเป็น ภาษาอังกฤษ เพราะเหตุใด

(9) Question: How do feel when participating in a meeting held in English? Why? How did you handle it?

คำถาม   ท่านรู้สึกอย่างไรเวลาที่ท่านเข้าร่วมหรือต้องเข้าร่วมการประชุมเป็นภาษาอังกฤษ เพราะเหตุใด และท่านรับมือกับเหตุการณ์นั้นอย่างไร

(10) Question: How do you feel when speaking up in conversations in English? Why? How did you handle it?

คำถาม   ท่านรู้สึกอย่างไรเวลาที่ท่านสนทนาหรือต้องสนทนาเป็นภาษาอังกฤษ เพราะเหตุใด และท่านรับมือกับเหตุการณ์นั้นอย่างไร

(11) Question: How do you feel when giving a speech in English? Why? How did you handle it?

คำถาม   ท่านรู้สึกอย่างไรเวลาที่ท่านกล่าวหรือต้องกล่าวคำปราศรัยเป็นภาษาอังกฤษ เพราะเหตุใด และท่านรับมือกับเหตุการณ์นั้นอย่างไร

(12) Question: Which situation you find it most difficult to deal with: participating in a group meeting, attending a meeting, having an interpersonal conversation, or giving a speech in English? Why?

คำถาม		ท่านคิดว่าสถานการณ์ใดที่ท่านรับมือได้ยากที่สุด ระหว่างการร่วมอภิปรายกลุ่มเป็นภาษาอังกฤษ การร่วมประชุมเป็นภาษาอังกฤษ การสนทนาเป็นภาษาอังกฤษ หรือการกล่าวคำปราศรัยเป็นภาษาอังกฤษ เพราะเหตุใด
(13)	Question:	Have you encountered any difficulties in communicating in English? If so, how did you handle that?
คำถาม		ท่านเคยประสบกับความยากลำบากในการสื่อสารโดยใช้ภาษาอังกฤษหรือไม่ หากเคย ท่านรับมือกับเหตุการณ์ดังกล่าวอย่างไร
(14)	Question:	In your opinion, how does communication apprehension about speaking English affect your life?
คำถาม		ท่านคิดว่าความกลัวและความประหม่าในการพูดภาษาอังกฤษส่งผลต่อชีวิตของท่านอย่างไร
(15)	Question:	In your opinion, what can one do to lower their communication apprehension about speaking English? Can English teachers or customs academy help those with high CA? How?
คำถาม		ท่านคิดว่าผู้ที่กลัวและประหม่าในการพูดภาษาอังกฤษจะสามารถลดความกลัวและความประหม่านั้นได้อย่างไร ครู/อาจารย์ภาษาอังกฤษหรือสถาบันวิทยาการศุลกากรสามารถช่วยได้หรือไม่ อย่างไร

4. Summarizing the interview and asking for additional comments or suggestions

Question:	Is there anything you would like to add regarding the study?
คำถาม	ท่านคิดว่ามีประเด็นไหนที่ผู้วิจัยไม่ได้ถามและท่านอยากเพิ่มเติมหรือไม่

5. Expressing the researcher's gratitude for the participant's presence

APPENDIX D
FOLLOW-UP INTERVIEW INFORMATION SHEET

The following pages include the follow-up interview information sheet used in the interviews with the participants. This information sheet is printed in both Thai and English to facilitate the participants to understand the study.

FOLLOW-UP INTERVIEW INFORMATION SHEET

เอกสารชี้แจงผู้เข้าร่วมการสัมภาษณ์ประกอบการวิจัย

Research title:

Communication Apprehension among Thai Customs Personnel at International Airports

หัวข้อวิจัย:

ความกลัวและความประหม่าในการสื่อสารของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ

This research study investigates communication apprehension (CA) about speaking English in order to identify the level of such CA among Thai customs personnel at international airports and to discover underlying causes of high and low CA levels among the studied group. Answering the research questions, the CA level can be indicated while causes of such can be understood giving EFL teachers and those in charge of the department's training courses some valuable insights for best practices and practical application. For your information, this study is conducted as partial fulfillment of the requirements for the master's degree of Teaching English as a Foreign Language (TEFL) at Language Institute, Thammasat University.

งานวิจัยนี้เป็นส่วนหนึ่งของการสำเร็จการศึกษาระดับปริญญาโท สาขาการสอนภาษาอังกฤษเป็น
ภาษาต่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยมีวัตถุประสงค์เพื่อศึกษาระดับความกลัว
และความประหม่าเกี่ยวกับการพูดภาษาอังกฤษเพื่อการสื่อสาร ตลอดจนค้นหาสาเหตุของระดับความ
กลัวและความประหม่าในการสื่อสารโดยใช้(การพูด) ภาษาอังกฤษ ที่แตกต่างกันของบุคลากรศุลกากร
ณ ท่าอากาศยานระหว่างประเทศ ทั้งนี้ ผลที่ได้จากการวิจัยดังกล่าว จะสามารถช่วยระบุระดับความกลัว
และความประหม่าในการพูดภาษาอังกฤษของบุคลากรฯ ได้ อีกทั้งยังช่วยให้ครูวิชาภาษาอังกฤษหรือ
หน่วยงานที่มีหน้าที่ความรับผิดชอบด้านการฝึกอบรมต่างๆ เข้าใจสาเหตุของระดับความกลัวและ
ความประหม่าในการพูดภาษาอังกฤษที่แตกต่างกันของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ
สามารถนำผลการศึกษาที่ได้มาใช้เป็นประโยชน์ต่อไป

Part of the research study involves interviewing consent participants regarding the distributed questionnaire. You have been approached because you have agreed to participate in a follow-up interview; also, findings from the filled questionnaire indicates your CA level falls in the targeted groups. This interview should take

approximately 30-60 minutes of your time. During the interview, you will be asked questions on CA about speaking English with your personal notions and reactions.

ในการวิจัยนี้ ผู้วิจัยจะสัมภาษณ์ผู้เข้าร่วมการวิจัยที่ได้แสดงความยินดี/ยินยอมในการเข้าร่วมสัมภาษณ์ ซึ่งจากแบบสอบถามที่ท่านได้กรอกคืนมาให้แก่ผู้วิจัยนั้น ท่านได้แสดงความยินดีเข้าร่วมการสัมภาษณ์ ประกอบการวิจัย ประกอบกับผลการวิจัยในเบื้องต้นที่ได้จากแบบสอบถามนั้นได้ระบุว่าท่านมีระดับ ความกลัวและความประหม่าๆ อยู่ในระดับที่ผู้วิจัยต้องการศึกษา ในการนี้ การสัมภาษณ์จะใช้เวลา ประมาณ 30 – 60 นาที โดยคำถามที่ผู้วิจัยจะถามท่านจะเกี่ยวกับความกลัวและความประหม่าในการพูด ภาษาอังกฤษ และความคิดเห็นของท่าน

With your permission, I would like to audio record the interview and take notes for later analysis. Your identity will remain confidential. Your name and other identifying information will not be included in the final report. You can choose not to answer any particular questions, and you are free to withdraw from the study at any time. The data will be kept securely, and the researcher is the only person having an access to the collected data. If you have any further questions about the study, please feel free to contact me at the email address below.

ด้วยความยินยอมของท่าน ผู้วิจัยจะขออนุญาตบันทึกเสียงระหว่างการสัมภาษณ์และจดบันทึก ประกอบเพื่อใช้ในการวิเคราะห์ต่อไป และผู้วิจัยขอรับรองว่าข้อมูลส่วนตัวของท่านที่สามารถระบุ ตัวตนของท่านหรือข้อมูลสำคัญที่เกี่ยวข้องอื่นๆ กับท่านได้จะไม่ถูกนำมาเปิดเผยในผลการวิจัยนี้ และ ผู้วิจัยจะเก็บรักษาข้อมูลของท่านเป็นอย่างดี ซึ่งผู้อื่นไม่สามารถเข้าถึงขอมูลดังกล่าวได้ ท่านสามารถ เลือกที่จะตอบหรือไม่ตอบคำถามในการสัมภาษณ์นี้ และท่านสามารถถอนตัวจากการเข้าร่วมการวิจัย นี้ได้ตลอดเวลา ทั้งนี้ หากท่านมีคำถามใดๆ เกี่ยวกับการวิจัยนี้ ท่านสามารถติดต่อผู้วิจัยได้ตามที่อยู่ อีเมล์ด้านล่าง

Name of researcher: Panyaporn Aneakpoonsinsuk

ชื่อผู้วิจัย: นางสาวปัญญาพร เอนกพูนสินสุข

Email address: panyabeer.rtc@gmail.com

Signed (ลายมือชื่อ): …………………………………………………

Name of participant: …………………………………………………

Date: …………………………………………………

APPENDIX E
FOLLOW-UP INTERVIEW CONSENT FORM

The following page is the follow-up interview consent form used in the interviews with the participants. This form is printed in both Thai and English for the participants' final reviews prior to participating in the interviews. Please note that this form is more detailed than the invitation to the follow-up interview introduced in the last part of the questionnaire (see Appendix A).
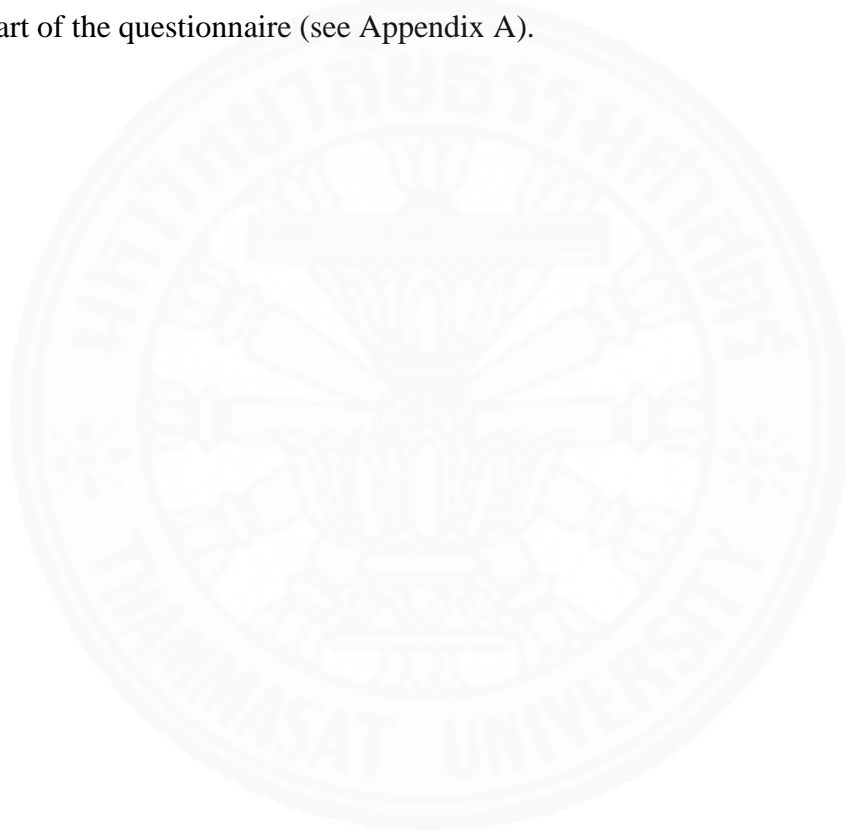
FOLLOW-UP INTERVIEW CONSENT FORM

แบบยินยอมการเข้าร่วมสัมภาษณ์ประกอบการวิจัย

Research title:

Communication Apprehension among Thai Customs Personnel at International Airports

หัวข้อวิจัย:

ความกลัวและความประหม่าในการสื่อสารของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ

I have read and had explained to me by the researcher, the information sheet relating to the research study. Regarding this, any raised questions have been answered to my satisfaction.

ข้าพเจ้าได้อ่านเอกสารชี้แจงผู้เข้าร่วมการสัมภาษณ์ประกอบการวิจัยและผู้วิจัยได้อธิบายให้ข้าพเจ้ารับทราบข้อมูล ตลอดจนตอบคำถามและข้อสงสัยใดๆ ที่ข้าพเจ้ามีเกี่ยวกับการวิจัยนี้แล้ว

I agree to the arrangements mentioned in the information sheet insofar as they relate to my participation.

ข้าพเจ้ายอมรับข้อตกลงในเอกสารชี้แจงผู้เข้าร่วมการสัมภาษณ์ประกอบการวิจัยดังกล่าวที่เกี่ยวข้อง

I understand that my participation is voluntary and that I may withdraw from the project at any time.

ข้าพเจ้ารับทราบว่าการเข้าร่วมการวิจัยนี้เป็นไปโดยสมัครใจและข้าพเจ้าสามารถถอนตัวออกจากการวิจัยนี้ได้ทุกเมื่อ

I agree to the interview being audio recorded and notes being taken.

ข้าพเจ้าอนุญาตให้ผู้วิจัยบันทึกเสียงการสัมภาษณ์และจดบันทึกประกอบการสัมภาษณ์ได้

Signed: …………………………………………………………….
(ลายมือชื่อ)
Name of participant: …………………………………………………
(ชื่อผู้ให้สัมภาษณ์)
Date: …………………………………………………………
(วันที่)

APPENDIX F
TRANSLATED INTERVIEW TRANSCRIPT

Participant: CTP3

Date: May 22, 2017

Time: 15.00 hrs. – 15.45 hrs.

Interview Methods: Face-to-face

Interviewer: Thank you very much for your time participating in this follow-up interview. Please allow me to hand you the information sheet and the interview consent form for your review. I will also be briefing you on the given documents so that you could have some ideas on what is going on during this session.

First, the interview is conducted as one of the data elicitation methods in my research study entitled "Communication Apprehension among Thai Customs Personnel at International Airports." The study intends to understand CA about speaking English among the concerned population in order to identify the CA level and causes of high and low CA among the target population. In addition, the reason why you are interviewed are that you agreed to be called for a follow-up interview and that the findings obtained from the questionnaire indicate that you have low CA meaning that you are less apprehensive when speaking English.

To conduct this study, the questionnaire and the interview are used to collect data. Regarding your data, I promise to keep your personal data in a secured place where no one else have an access to it. Please also be informed that you can withdraw from the study at any time, and you can decide to or not to answer any question.

CTP3:   Okay. Let's do it!

Interviewer: How long have you been working at this international airport?

CTP3:   3 years

Interviewer: What are your tasks on a regular basis?

CTP3:	Inspecting passengers and investigation
Interviewer:	Investigation?
CTP3:	Yeah. Like finding some intelligence and so on.
Interviewer:	Is there anything else you are assigned to do at work?
CTP3:	Anything else? Umm… Teaching English to my colleagues.
Interviewer:	Wow! How often do you teach?
CTP3:	Once a month.
Interviewer:	How long have you studied English for then?
CTP3:	About 30 years.
Interviewer:	Where was that?
CTP3:	Both in Thailand and abroad… 8 years abroad in a primary school.
Interviewer:	How long was that?
CTP3:	I finished my high school there. I flew home often though.
Interviewer:	I see. You must be speaking English all the time there. So, what is your level of English proficiency in your opinion?
CTP3:	I think my English is good.
Interviewer:	Can you please define "poor," "average," and "good?"
CTP3:	Poor means not being able to speak English. Average means being able to communicate. Good is probably being able to explain how someone feels and wants.
Interviewer:	Does an accent play a role in this?
CTP3:	No. Accent does not matter.
Interviewer:	How often do you speak English?
CTP3:	Every single day that I come to work.
Interviewer:	Can you please explain?
CTP3:	I talk to the passengers.
Interviewer:	For instance…
CTP3:	Questions used for work purposes. (Questions omitted for the security and confidentiality purposes) And oh! I answered the passenger where the toilet is, where the airport rail link is, and where the gates are. Simply, I give directions.
Interviewer:	I see. Have you faced any difficulties in speaking English?

CTP3:	Depends… I mean sometimes I must communicate with someone who does not have English as their first language. That is difficult.
Interviewer:	How do you feel when communicating in English or speaking English?
CTP3:	It is fun because I do not really have an opportunity to speak English in my daily basis.
Interviewer:	Really?
CTP3:	Yep
Interviewer:	Well, now I am going to ask you several questions in relation to communication apprehension.
CTP3:	Okay
Interviewer:	First, how do you feel when participating in group discussions held in English?
CTP3:	Well… It's okay. If I was asked to do so, I could do that.
Interviewer:	How come?
CTP3:	I think I can speak English better than others.
Interviewer:	Is there any factor or cause underlying that?
CTP3:	I think I am one of the good English speakers. If I were asked to speak up, I would not be embarrassed and no one would be embarrassed because of me.
Interviewer:	Wow! And how do you feel when participating in a meeting held in English?
CTP3:	Well, it is okay. But there is some fear that I might not know the vocabulary that they use. That is not the problem though because I can guess, at least. Yet, I am afraid that I do not know some words used in that meeting. Those words could be formal, so I am afraid that I do not know what it means
Interviewer:	I see. So what if you face that problem which you don't know the words, how did you handle it?
CTP3:	I could guess the meaning from the contexts. Just guessing… But if there is no clues, I must use a dictionary either online or on my cellphone.
Interviewer:	Is there any other causes that make you fear of speaking English in meetings?

CTP3:	I do not think so.
Interviewer:	Okay. Now, let's move on to the next question. How do you feel when speaking up in conversations in English?
CTP3:	I feel pretty comfortable with it.
Interviewer:	Pretty comfortable?
CTP3:	Um… Sometimes I feel nervous, but that depends on how often I use my English. If I use English often, I am feeling fine. But if I do not really use it, I will feel slightly nervous. Still, if I continue speaking up and using it, I will feel better and fine.
Interviewer:	I see you point. Does the one you are talking to affect how you feel?
CTP3:	Yes.
Interviewer:	Why?
CTP3:	Talking to normal people is fine; talking to someone higher in rank like a director makes me nervous. I think it is my personality. This happens when speaking both Thai and English.
Interviewer:	How do you handle this situation?
CTP3:	I speak as little as possible, but not to withdraw myself from it.
Interviewer:	So how do you feel when you have to speak as little as possible even if you can speak English well?
CTP3:	Nothing. I mean I do not care. It depends on whether I want to know that person or not. That is just my personality.
Interviewer:	I got it. Now this is the last speaking context. I would like to know how you feel when giving a speech in English.
CTP3:	No problem, for there is something I can prepare for the speech. The problem is whether I can write a good and beautiful one or not.
Interviewer:	Anything to do with words or structure?
CTP3:	Kind of… I just do not know whether I can write the speech that is good, beautiful, and touching.
Interviewer:	So what would you do?
CTP3:	I just ask someone to prepare it for me.
Interviewer:	But if you have to write it by yourself?

CTP3:	I just do it. What matters is the audience. If formality is required, I then ask someone to check and proofread it.
Interviewer:	What about the impromptu speech?
CTP3:	I would be nervous, but I would try to speak. If I was assigned, that person must believe in me. I would just do it. There is nothing to worry about.
Interviewer:	I see you point. Can I ask if you agree with the results from the questionnaire suggesting you have low CA? Generally…
CTP3:	I agree with it. This is just depends on who I am speaking to, but I'm not apprehensive in general.
Interviewer:	Why is that?
CTP3:	Just like I said. I like to speak English. I think it is fun. For general English, I am pretty confident.
Interviewer:	I see. So which situation you find it most difficult to deal with: participating in group discussion, attending a meeting, having an interpersonal conversation, or giving a speech?
CTP3:	Giving a speech
Interviewer:	Why is that?
CTP3:	Because a speech is a one-way communication. There is no interaction. I speak all alone. It does not allow others to comment on or ask about what I said. Unlike meetings, I can exchange views and answer questions.
Interviewer:	So what comes next?
CTP3:	Meeting. Because it is formal. Unlike group discussions where you sit in a circle and discuss. The group discussion is like interpersonal except that it has issues to be covered. Interpersonal is the easiest one because there is no pressure.
Interviewer:	I got it. And have you encountered any difficulties in communicating in English?
CTP3:	Yes. I cannot remember, but that was when I was young and was living abroad.
Interviewer:	Any recent difficulties?
CTP3:	There was once I attended a meeting with the permanent secretary of the ministry. I did not know the words they were using in the meeting. I do not know anything about that topic.

Interviewer:	How did you feel?
CTP3:	Nothing. I did not really care because it was a one-time thing. There was no chance I would be going back to attend the same meeting again. I know that I did not know that topic. I do not have to use or apply the knowledge from that meeting to my work.
Interviewer:	What if you must attend the meeting that you must utilize that knowledge gained?
CTP3:	That is something more serious. I would be tense.
Interviewer:	Can I ask how did you handle the mentioned situation?
CTP3:	Yeah. I read the handouts to get some ideas.
Interviewer:	I see. So, how does communication apprehension about speaking affect one's like in your view?
CTP3:	Apprehension? For me, I think it affects when you are working in a place where English speaking is required. At the airport here, we use general and communicative English. Pressure and tension could occur when accuracy is required in some areas of work. For others, CA does affect their lives. I find CA among my colleagues. They have their fear of not being able to speak English well or incorrect, so they are afraid to speak. They are apprehensive. I think it's normal for the country which the first language is not English.
Interviewer:	I got it.
CTP3:	I think there are a lot of people here with CA according to what I found in my English classes. This can predict how they will react to the situation when they work. I think this has to do with their personality or traits. If they are extrovert and fun, they will talk. But if they are of opposite, they will be quiet.
Interviewer:	In your opinion, what can one do to lower their CA about speaking English?
CTP3:	First, the environment plays an important part. If they are in the environment surrounded by friends with no one to judge, they will speak English.
Interviewer:	Can you please define environment?

CTP3: It is the environment that requires them to speak English. They must feel comfortable. They must also be in a group with others having the same level of English. I mean they should be in the environment that they feel comfortable.

Secondly, they must be equipped with skills like speaking skills and experiences. I think it doesn't have to be better skills, but they should speak more often. They may speak the same thing and they will understand that what they say isn't wrong as long as the passengers get it. So, they will have less fear.

Interviewer: Do you think living abroad affect one's CA?

CTP3: Absolutely. Because living abroad provided me the environment that requires English speaking. I get used to it. Though I was not good at first, I am good at it because I speak English often. It gives me more experience in using it. I mean if you speak and others understand what you say, you will have less fear because you know you can communicate and make others understand what you try to convey.

Interviewer: Any other causes that makes you as one with low CA?

CTP3: I think… It is the situation that forces me to speak English when no one else can, and I must do it.

Interviewer: How about parental support?

CTP3: I think all parents support their children for this matter.

Interviewer: I see. Can I also ask if there is anything an English teacher or Customs Academy could do to help those with high CA?

CTP3: For teachers, if they come to teach the students to speak and practice often, that would help. But if they do not teach often or students do not have their opportunity to practice speaking, that would not help. For Customs Academy, they cannot help if courses were arranged once a year. It does not even help if they try to offer the English courses for everyone. Instead, they should often offer courses to a particular group of officers.

I do not know how often it should be, but the more they use, the better they are. It depends on an individual and how much one speak.

Interviewer: Do you think practicing English when you are older help?

CTP3:	I does not matter how old you are, but more effort is required. It is just like you learn how to drive.
Interviewer:	Do you think educational level affect CA?
CTP3:	That is not the case.
Interviewer:	Lastly, I would like to ask if there is anything you would like to add regarding the study on CA?
CTP3:	I think there should be ways to help those with CA if the levels are indicated. In order to lessen their level of CA, appropriate courses should be offered. It is about their experience. I think those with high CA should be placed in an environment that requires them to speak English. Plus, the department should let and assign different officers to attend the meetings or pay study visits abroad, not just the same person for different occasions. This will offer them more opportunities to speak English if the department really want to develop their personnel' English speaking skills. Even though they aren't good at it; at least, they get a chance to speak.

In contrast, if they are in Thailand and they have to speak English, they will just let other people do it while standing behind the speakers.

| Interviewer:	I see your points here. Is there anything you would like to add?
CTP3:	That is all.
Interviewer:	Thank you very much for your time. Your answers are very beneficial for the research study.
CTP3:	You are welcome.

…END OF TRANSCRIPT…

APPENDIX G
COPIED LETTERS OF PERMISION

The following pages are letters of permission given to the researcher to conduct the present study. The letters are from Phuket Airport Customs House, Don Mueang International Airport Customs Service Center, and Suvarnabhumi Airport Passenger Control Customs Bureau in charge of HKT, DMK, and BKK respectively.
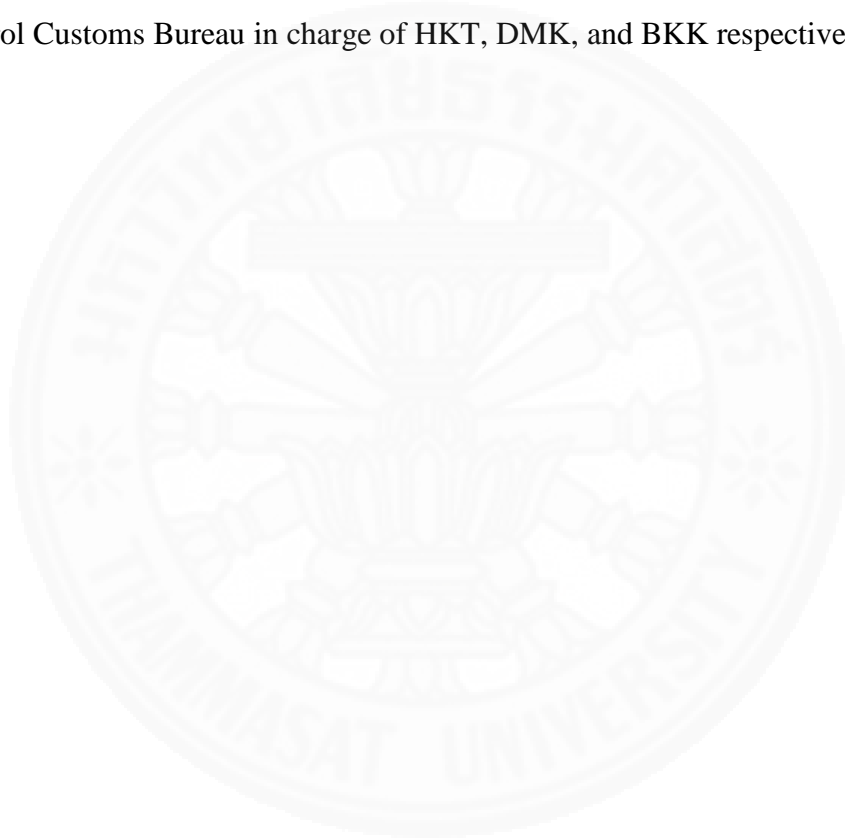
ที่ กค ๐๕๐๒(๔๑)/ ๗/ส.ฅ

ด่านศุลกากรท่าอากาศยานภูเก็ต
อ.ถลาง จ.ภูเก็ต ๘๓๑๑๐

๑๕ เมษายน ๒๕๖๐

เรื่อง การอนุญาตให้เก็บข้อมูลประกอบการทำวิทยานิพนธ์

เรียน ผู้อำนวยการสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

อ้างถึง หนังสือ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ที่ ศธ ๐๕๑๖.๔๐/๔๙ ลงวันที่ ๑๑ เมษายน ๒๕๖๐

    ตามหนังสือที่อ้างถึง สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ขออนุญาตเก็บข้อมูลกลุ่มบุคลากร
ศุลกากร โดยการตอบแบบสอบถามและการสัมภาษณ์ เพื่อประกอบการทำวิทยานิพนธ์ ของ นางสาวปัญญาพร
เอนกพูนสินสุข เลขทะเบียน ๕๔๒๑๐๓๒๑๙๓ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอน
ภาษาอังกฤษเป็นภาษาต่างประเทศ (ภาคภาษาอังกฤษ) เรื่อง ความกลัวและความประหม่าในการสื่อสาร
ของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ "Communication Apprehension among Thai
Customs Personnel at International Airports" นั้น

    ด่านศุลกากรท่าอากาศยานภูเก็ต ขอแจ้งว่า ด่านฯ อนุญาตให้ นางสาวปัญญาพร เอนกพูนสินสุข
เข้าดำเนินการเก็บข้อมูลเพื่อประกอบการทำวิทยานิพนธ์ฯ ดังกล่าวได้

    จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(นายคณิท อิศดุลย์)
นายด่านศุลกากรท่าอากาศยานภูเก็ต

ฝ่ายบริหารงานทั่วไป
โทรศัพท์ ๐-๗๖๓๒-๗๔๓๕
โทรสาร ๐-๗๖๓๒-๗๔๓๖

ที่ ศธ 0516.40/48

สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์
เลขที่ 2 แขวงพระบรมมหาราชวัง
เขตพระนคร กรุงเทพฯ 10200

11 เมษายน 2560

เรื่อง   ขออนุญาตเก็บข้อมูลประกอบการทำวิทยานิพนธ์

เรียน   ผู้อำนวยการศูนย์บริการศุลกากรท่าอากาศยานดอนเมือง

　　　　　　ด้วยนางสาวปัญญาพร เอนกพูนสินสุข เลขทะเบียน 5421032193 นักศึกษา
หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ (ภาค
ภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ มีความประสงค์ขอเก็บข้อมูลกลุ่มบุคลากร
ศุลกากร โดยการตอบแบบสอบถามและการสัมภาษณ์ เพื่อทำวิทยานิพนธ์ เรื่องความกลัวและความ
ประหม่าในการสื่อสารของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ "Communication
Apprehension among Thai Customs Personnel at International Airports" โดยมี ผู้ช่วย
ศาสตราจารย์ ดร. กิตติชัย สุนทรวิภาต เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ซึ่งการทำวิทยานิพนธ์ เป็น
ส่วนหนึ่งของการศึกษาตามหลักสูตร

　　　　　　จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ นางสาว
ปัญญาพร เอนกพูนสินสุข ได้ดำเนินการเก็บข้อมูล เพื่อประโยชน์ทางวิชาการ และขอขอบพระคุณเป็น
อย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. พรศิริ สิงหปรีชา)
ผู้อำนวยการสถาบันภาษา

เรียน ผมก. 1-3
โปรดพิจารณา เจ้าแนะสอบถาม
ในพื้นที่ ในสังกัด ทุกท่าน ร่วมให้ข้อมูล

(นายวิกฤต วัชรวานิช)
ผู้อำนวยการศูนย์บริการศุลกากรท่าอากาศยานดอนเมือง
2 4 เม.ย. 2560

สำนักงานโครงการบัณฑิตศึกษา สถาบันภาษา
มหาวิทยาลัยธรรมศาสตร์ ท่าพระจันทร์
โทร. 0-2613-3106, โทรสาร 0-2623-5136

ที่ ศธ 0516.40/47

สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์
เลขที่ 2 แขวงพระบรมมหาราชวัง
เขตพระนคร กรุงเทพฯ 10200

11 เมษายน 2560

เรื่อง   ขออนุญาตเก็บข้อมูลประกอบการทำวิทยานิพนธ์

เรียน   ผู้อำนวยการสำนักงานศุลกากรท่าอากาศยานสุวรรณภูมิ

ด้วยนางสาวปัญญาพร เอนกพูนสินสุข เลขทะเบียน 5421032193 นักศึกษา
หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ (ภาค
ภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ มีความประสงค์ขอเก็บข้อมูลกลุ่มบุคลากร
ศุลกากร โดยการตอบแบบสอบถามและการสัมภาษณ์ เพื่อทำวิทยานิพนธ์ เรื่องความกลัวและความ
ประหม่าในการสื่อสารของบุคลากรศุลกากร ณ ท่าอากาศยานระหว่างประเทศ "Communication
Apprehension among Thai Customs Personnel at International Airports" โดยมี ผู้ช่วย
ศาสตราจารย์ ดร. กิตติธัช สุนทรวิภาต เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ซึ่งการทำวิทยานิพนธ์ เป็น
ส่วนหนึ่งของการศึกษาตามหลักสูตร

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ นางสาว
ปัญญาพร เอนกพูนสินสุข ได้ดำเนินการเก็บข้อมูล เพื่อประโยชน์ทางวิชาการ และขอขอบพระคุณเป็น
อย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. พรศิริ สิงหปรีชา)
ผู้อำนวยการสถาบันภาษา

(นายอรปิด วัฒน์วงษ์ปันท์)
นักวิชาการศุลกากร ชำนาญการพิเศษ
รักษาราชการแทน ผอ.สผภ.

สำนักงานโครงการบัณฑิตศึกษา สถาบันภาษา
มหาวิทยาลัยธรรมศาสตร์ ท่าพระจันทร์
โทร. 0-2613-3106, โทรสาร 0-2623-5136

(นายวิบูลย์ เลิศกุลวัฒน์)
หัวหน้าฝ่ายบริหารงานทั่วไป

BIOGRAPHY

Name	Miss Panyaporn Aneakpoonsinsuk
Date of Birth	September 26, 1985
Educational Attainment	2003 - 2007: Bachelor of Arts in English (Second Class Honors)
	2004 - 2009: Bachelor of Arts in Mass Communication
	2011 - 2017: Master of Arts in Teaching English as a Foreign Language
Work Position	Customs Technical Officer, Professional Level The Customs Department
Work Experiences	November 2016 - Present: Customs Technical Officer, Professional Level Phuket Airport Customs House, Regional Customs Bureau 4, the Customs Department March 2015 - November 2017: Customs Technical Officer, Professional Level Suvarnabhumi Airport Passenger Control Customs Bureau, the Customs Department October 2012 - March 2015: Customs Technical Officer, Practitioner Level Suvarnabhumi Airport Passenger Control Customs Bureau, the Customs Department September 2008 - October 2012: Customs Technical Officer, Practitioner Level Suvarnabhumi Airport Cargo Clearance Customs Bureau, the Customs Department July 2007 - September 2008: Personal Tutor Wall Street Institute (Pinklao Branch), Bangkok