



**A STUDY ON PUBLIC SPEAKING ANXIETY AMONG THAI
POSTGRADUATE STUDENTS**

BY

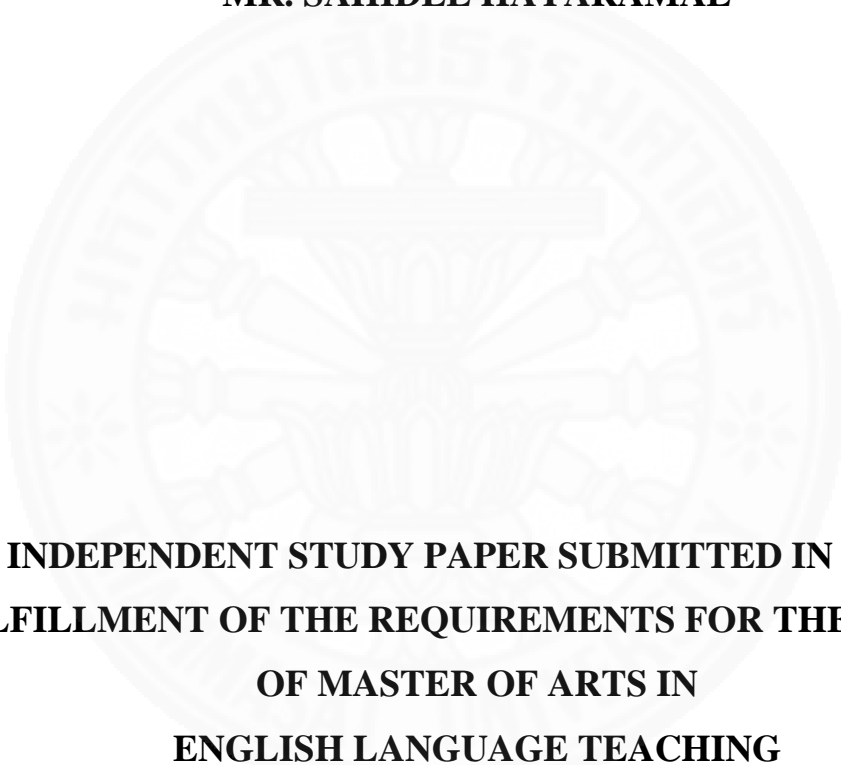
MR SAHIDEE HAYARAMAE

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
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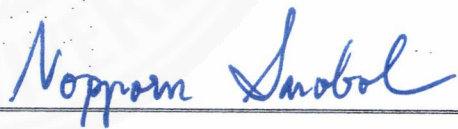
ENTITLED

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was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

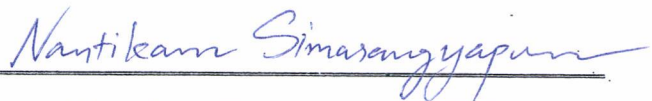
on May 21, 2017

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ABSTRACT

The investigation about factors contributing public speaking anxiety (PSA) and the strategies for reducing the level of public speaking anxiety among postgraduate students is being investigated in the current study. The study was executed to find the degree of students' anxiety as well as the strategies for coping with public speaking anxiety. The 30 participant postgraduate students were randomly selected using the convenience sampling method. A questionnaire was adapted from PRPSA (McCrosky, 1970) as the research instrument in order to collect the data in this study. The result showed that the factors contributing to public speaking anxiety, both psychological factors and physiological factors, were significantly varied. Students get anxious if they were not well prepared for public speeches. Interestingly, it is comparatively indicated that postgraduate students could control and manage their level of anxiety while delivering a public speech. For strategies of coping with anxiety, postgraduate students selected their interested topics when they are supposed to deliver public speeches. Using the rhetorical devices was also important when they deliver the public speech. Additionally, students regulate their gestures and project their voices by speaking clearly, confidently, and appropriately. The findings suggested that these can be applied to the instructional settings of the public speaking course, particularly ELT programs, in order to assist students with various difficulties

in public speeches. Furthermore, the public speaking strategies should be practically used in the core instruction of public speaking in order to reduce the level of anxiety among postgraduate students.

Keywords: Public Speaking, Anxiety, Public Speaking Anxiety, ESL



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Thammasat University
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LIST OF ABBREVIATIONS

Symbols/Abbreviations

Terms

PSA

Public Speaking Anxiety

MA ELT

Master Degree of Arts, English Language
Teaching



CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

One of the main objectives of learning English is to develop English skills in listening, speaking, writing, and reading. Complete skills in English competencies are considered as a necessary ability for one's communication when one needs to communicate. According to Donyei (1998), it is true that listening and reading skills are receptive skills while speaking and writing are productive skills. In Thailand, particularly in the Thai - EFL context, speaking skill seems to be the most challenging task or a difficult problem among Thai learners of English when it comes to communicating in English.

We cannot deny that public speaking is required in modern life to present in a professional way. Public speakers should emphasize arrangement, selection and preparation in order to convey the speech in the right direction (Horwitz et al, 1991). For public speaking context, it is certain that some English teachers would desire to improve their ability to speak in public. Therefore, the significance of investigation in public speaking is explored in the current study.

To improve the speaking skill, English teachers need to emphasize speaking training and focus on practicing and speaking as much as possible and whenever the opportunity arises (McIntyre, 1991). Importantly, for second language acquisition, EFL learners should try their best to practice on every occasion which they get and practicing English in the classroom (Gilkinson, 1942). In the classroom, teachers will provide support as well as comment and correct some grammatical mistakes in speaking that have been spoken by the non-native speaker of English. This is the way to improve English speaking that EFL learners, particularly EFL teachers, will get through various opportunities to practice as much as they could.

However, practicing speaking English in the classroom, particularly in public speech, may not always be that simple for Thai-EFL teachers of English, or they may encounter a lot of difficulties in their speaking performances (Harris, 2002). When

the researcher observed some postgraduate ELT learners, who are willing to be EFL teachers of English, in one of the leading universities in Thailand, not all of them are quite perfect in their public speaking performance. This has led to several difficulties that they might encounter while performing public speech. One of the most difficult problems in delivering public speech is Public Speaking Anxiety or PSA (Robenstein, 2014). Therefore, this issue has interested the researcher on this topic.

It is true that English teachers should present themselves with professionalism as the role model for students. It is also important that speaking performance among English teachers, who are enrolling in the class of public speaking, be evaluated for better improvement in their speaking abilities. Thus, the importance of English speaking in front of the classroom among English teachers should be explored. Importantly, English teachers must be asked to perform their speaking in public; they are supposed to act in the professional way, no matter whether they might be right or wrong (Horwitz et al, 1991)

It is necessary that most English teachers should emphasize public speaking to reflect or monitor their speaking in front of the class. Due to the reason that many institutions require English teachers do a speaking task both with professional English instructors and instructional settings. It is plausible that English instructors should perform the speaking skill as appropriate in a professional way (MacIntyre, 1991). For public speaking context, great public speakers need to know how to perform their speech in the appropriate level (Andrew, 2009). To illustrate, one of the commonly problematic issues that greatly affects the performance in public speaking is public speaking anxiety (Horwitz et al, 1991). Both preparation and delivering strategies in public speaking are investigated in order to overcome the public speaking anxiety.

In this paper, the researcher is going to present and share various perspectives on public speaking and public speaking anxiety. The researcher presents a current extension of work on the solution to deal with public speaking anxiety.

1.2 STATEMENT OF THE PROBLEM

A good public speaker must be fully confident and lesson the fear or anxiety (Horwitz et all, 1991). Public speaking anxiety or PSA is one of the most significant problems that impacts most public speakers (Katz, 2008). To investigate this issue, the researcher would like to know about the way to overcome public speaking anxiety and various strategies used in delivering the public speech in order to become a successful public speaker.

The main purpose is to further investigate some aspects of public speaking anxiety (PSA) and the strategies for overcoming public speaking anxiety among Thai ELT postgraduate students at a leading university in Thailand. The study will collect data through quantitative method with Thai ELT postgraduate students in order to find out the causes or factors of their level of public speaking anxiety in their classes. The strategies which can be used to overcome PSA will also be investigated.

1.3 RESEARCH QUESTIONS

Despite various researchers' interest in public speaking anxiety (PSA), the focus on this anxiety in Thai ELT postgraduates is still unexplored. Thus, the researcher interests to investigate the public speaking anxiety and the strategies for overcoming public speaking anxiety (PSA) among postgraduate students by answering the following research questions;

1.3.1 What are the factors contributing to public speaking anxiety in Thai postgraduate students?

1.3.2 What are strategies which can be used to overcome public speaking anxiety?

1.4 OBJECTIVE OF THE STUDY

The main objectives in this study are indicated here:

1.4.1 To investigate what factors contributing to public speaking anxiety are often encountered among postgrad students in performing public speech.

1.4.2 To investigate the public speaking strategies of coping with the level of anxiety while delivering the public speech.

1.5 DEFINITIONS OF TERMS

A variety of definitions in this study are all indicated as follows:

1.5.1 Public Speaking (PS) refers to an oral presentation in which a speaker addresses an audience.

1.5.2 Anxiety refers to the reaction of the bodies towards stressful, dangerous, or uncomfortable situations. It's the sense of distress, or apprehension you feel before a significant event.

1.5.3 Public Speaking Anxiety (PSA) refer to the fear experienced by a person when delivering (or preparing to deliver) a speech to an audience. PSA is sometimes referred to as stage fright or communication apprehension.

1.5.4 ELT postgraduate students refer to master degree students enrolled in the program of English language teaching in the second year of the 2016 academic year.

1.5.5 Factors contributing to public speaking anxiety refers to the various factors leading the public speaker to have a level of anxiety while performing the public speeches.

1.5.6 Public Speaking Strategies refer to using the public speaking strategies in oral communication, particularly performing the public speech in front of the audiences of ELT postgraduate students.

1.6 SCOPE OF THE STUDY

The limitation of the scope in this study is focusing only on the internal factors contributing to anxiety among postgraduate students. The researcher focuses on the internal factors contributing to public speaking anxiety because these factors can be controlled and managed by individuals. The study explores the public speaking strategies for overcoming public speaking anxiety in order to find the plausible strategies for better speech. A survey of postgraduate students qualifying in this study in the amount of 30 persons from a master in English language teaching program is being studied. The data was collected through the responses from participants, 30 persons, at Language Institute, Thammasat University during April 2017 until May 2017. Importantly, the study has a variety of potential benefits for further research on new strategies in public speaking or instructional settings.

1.7 SIGNIFICANCE OF THE STUDY

The significance of the study is explained in several aspects as follows:

1.7.1 Collected data from the result of this study could be practically used as the guideline for factors contributing to the level of anxiety and the public speaking strategies in order to reduce public speaking anxiety in various aspects for further research.

1.7.2 The public speaking instructors will be more aware of the significance of public speaking strategies to effectively reduce public speaking anxiety. Additionally, this study may certainly contribute to do effective speeches in oral presentation. It is suggested that various strategies might be applied in a classroom of public speaking in order to manage and revise the instructional setting for a public speaking course.

1.7.3 The various public speaking strategies in this study might be applied in the public speaking classroom and these can be effectively used to both prepare and deliver the public speech.

1.8 ORGANIZATION OF THE STUDY

The study of the aspects of the factors contributing to anxiety of public speaking and the strategies which can be used to eliminate the public speaking anxiety of the second year of master degree of arts, English Language Teaching (ELT) students is categorized into five chapters. Firstly, it presents the background of the current study, the objectives in this study, and the statement of problems which are currently investigated. Additionally, this chapter presents the variety of definitions of terms, the limitation of the study and the arrangement of organization in this current study. Secondly, the chapter of literature reviews focuses on the review of literatures on various aspects from previous literatures such as public speaking, anxiety, public speaking anxiety and relevant studies. Thirdly, it explains the methodology of the current study which includes research design, participants, the instrument, the data collection and data analysis in the current study. Fourthly, the result of the study is mentioned after obtaining the data and analyzing it, from the procedure of the study. Last but not least, the ultimate chapter includes the summary both of findings and the study, conclusions of this current study, discussions in both argumentation and similarities from the previous studies, and recommendations in particular pedagogical knowledge for further research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter discusses the reviews of previous literatures in various aspects as well as a summary of previous studies. Firstly, it illustrates the main studies of public speaking. Secondly, it thoroughly mentions various aspects of significant studies about anxiety. Thirdly, it illustrates about public speaking through previous studies. Fourthly, the public speaking strategies eliminating the level of anxiety are reviewed. Lastly, the related studies explain the strategies and factors affecting the public speaking anxiety

2.1 OVERVIEW OF PUBLIC SPEAKING

The notion of public speaking can be defined in various ways. One of the definitions is that it is a process of designing and delivering a message to audiences. Effective public speaking needs to take into consideration that the public speakers should understand the goal of speaking in public, choose the particular topic which serve to audiences and skillfully deliver the speech to be comprehensible. Importantly, great public speakers need to organize, plan and revise the content of speech in order to improve their speeches to be better (Horwitz, 1986). Public speaking is also related to the creation of content to deliver to the audiences. This is crucial to benefit career, educational setting, and personal life. For instructional setting, as English teachers, they should speak confidently and effectively (David, 2004).

It is undeniable that public speakers have found themselves feeling anxious in situations where they have had to speak publically (Horwitz, 1988). However, the competence of English speakers, particularly EFL learners, is considered as important as it should be made for the improvement of English teachers. Thus, the investigation of natural public speaking is crucial for English teachers. It is certain that English teachers should demonstrate speaking skills for presentations in front of the class (Horwitz & Schallert, 1999). Therefore, great performance in public speaking is significant to those who are really interested in speaking, particularly speaking in

public and speaking in front of the class.

It is difficult to perform or deliver the public speaking without hesitation, far away from anxious or apprehension (Ay, 2010). Public speakers should reconsider how to prevent fear. There are several strategies for coping with public speaking anxiety in order to effectively deliver a public speaking task to be fluent, accurate and confident (Horwitz et al, 2003). The important element of how to deliver a public speaking task is that public speakers should set their mind up to be positive, far away from negative attitudes. Consequently, they might perform well in their public speaking task (McIntyre, 1991; Cheng, 1999; Schallert, 1991, Campbell, 1991; Ortiz, 1991).

2.1.1 The public speaking among EFL context

Scholars have been investigating the effectiveness of public speaking (Ay, 2010 as cited in McIntyre, 1991; Cheng, 1999; Schallert, 1991, Campbell, 1991; Ortiz, 1991). There are several aspects to get a great speaking performance in the right direction. Firstly, the speakers have to know their audience and build a strong relationship with their audiences. Secondly, the speakers have to exactly know why they are giving the speech or presentation. Thirdly, the public speakers should know the subject matter and narrow the content or speech to only a few key topics or themes. Fourthly, the public speakers should create the appropriate content for the speech early, with all logistics handled. Essentially, it is necessary for the speaker to prepare for the event as much as good preparation for the speech. Lastly, it is suggested that spontaneity in the speaking process is to your advantage in order to achieve good speaking performance (Campbell & Ortiz, 1991).

According to Ozturk (2014), it is important to prepare the appropriate content in the preparation for the speech. It is crucial that the speakers should express their speeches as the leadership of public speakers while delivering the speech. Clear content is also important to make it easy to understand by audiences. It is suggested that the public speakers should get to know their audiences. In order to become a good public speaker, the core instructions of public speaking are mentioned as follows.

Firstly, public speakers must be able to convey their thoughts, their interests, their observation, their intentions, and their inspirations to the audiences. Secondly, the knowledge in a particular topic presented in public should be fully acquired. Next, the public speaker should recognize and apply a practical message in order to make sure the audience understands. It is suggested that the content should be fully clear, logical, and understandable. Lastly, it is very important for a public speaker to get the audience's attention for connecting between the speaker and the listener (David, 2004). To explore about public speaking anxiety (PSA) among postgraduates students, the aspects of the main types of public speeches need to be considered in order to see and differentiate the level of anxiety.

2.2 ANXIETY

2.2.1 The definition of Anxiety

To understand the notion of stage fright or public speaking anxiety (PSA), it is necessary to define the meaning of fear or anxiety. Firstly, a common fear or anxiety is the state of a depressed mind that encounters the negative consequences from the particular situation. Secondly, the emotional or physical response is significant to trigger the level of public speaking anxiety when the public speakers need to perform or deliver their speeches publically. It is expected that public speakers could find the way to manage their anxiety to overcome the public anxiety in order to deliver an effective speech. Lastly, it should be taken into consideration that the natural response of anxiety to the particular situation is likely to be dangerous if the speakers cannot control the anxiety properly (McCrosky, 1990).

Price (1991) conducted the investigation of various factors affecting the level of anxiety in order to see the fears which can be driven from a variety of personality traits, including being a perfectionist, personal management, and fear of failure. These kinds of personality traits affect the speaking performance if the speaker does not emphasize stress management properly (McIntyre, 1991). Importantly, these factors are coming from the internal factors from individuals. Another aspect which

might have been considered is that people with performance anxiety start to think pessimistic thoughts and assume that others are naturally critical and that is a negative evaluation. This has likely affected the performance of public speakers. For instance, the notion of focusing on great attention from the audiences is significant to see the valuable presentations and public speeches of the speakers of public speech. It is obvious that the speakers will notice the negative consequence from the audiences if they could not present or deliver their speeches in a proper way (McIntyre, 1995).

2.2.2 Stage fright

It is important to mention about stage fright which is related to the performance of public speakers while delivering their speeches. The condition of stage fright is significantly mentioned to see what's going on with the public speech. It specifies about the various physiological manifestations. It sometimes appears in the symptoms of physical conditions such as the sympathetic nervous system, particularly in the physical expression (McCrosky, 2003; Campbell & Ortiz, 1991). In terms of physiological aspects, it is specifically mentioned about the body's reaction with hormones in individuals. For example, the adrenaline hormone or noradrenaline hormone which can trigger the physical conditions in a human's body. It also indicates that the physical condition towards a body's reaction is obvious in public speaking anxiety such as rapid heart and breathing, peak heart rates, and the dysfunctional symptoms in the digestive system. Therefore, the study of natural physical conditions in a human's body reaction is important for investigating public speaking anxiety (Horwitz et al, 1991; Cheng, 1999).

2.3 OVERVIEW OF PUBLIC SPEAKING ANXIETY (PSA)

It is significant to say that speaking is crucial for English teachers. College students are expected to speak in front of the class in order to make presentations and speak in the public. Additionally, there are people who are experiencing more or less of a level of anxiety before speaking in public. This means that studying public speaking anxiety in a particular group of university students is significant (Horwitz et

all, 1991; Subas, 2010; Tsiplakidas, 2009,).

For college students, they are supposed to speak in public if it is required. Such a presentation in front of the class requires the student to be fluent in oral presentation. This might have affected those who are not confident in their speaking performance. The investigation of the nature of public speaking should be mentioned in this current study. It specifically explores the level of anxiety among postgraduate students to see the speaking performance on the stage as well (Price, 1991; Tsiplakidas, 2009; Keramida, 2009; Yaikhong, 2012).

2.3.1 Public speaking anxiety in higher education

There have been enormous researches conducted on investigating about public speaking anxiety. The similarities of findings have shown that higher students were facing difficulties in speaking, particularly in public. They were tending to get nervous and avoid making mistakes; they might look so stupid if they could not do it perfectly (Oxford, 1999; Gregerson, 2003; Hileson, 1996; Nunan, 1996; Kitano, 2001; Koch, 1991; Terrell, 1991; Subas, 2010; Tsiplakidas, 2009, Keramida, 2009, Yaikhong, 2012; Usaha, 2012). The important aspect of evaluation for college students that encounter the anxiety in public speaking is that they frequently felt upset or humiliated once they performed in front of the class. High expectation on the presentation is needed among postgraduate students. This has been significant in that the level of anxiety is merely high on a postgraduate's speaking performance. Another aspect that might have been considered in this study is that the physiological symptoms can be harmful for the speaking performance. These are such as trembling or shaking, cold clammy hands, shaky voice, rapid heartbeat, sweating, blushing, dizziness, shortness of breath, digestive discomfort, or forgetting something you know or were about to say. It is crucial to say that investigation about the level of anxiety is comparatively related to the outer expression (Louise & Katz, 2009).

Public speaking anxiety refers to the greatest and most common fear. Good public speaking skills are essential for everyday situations and career opportunities (Gardner, 1993; subas, 2010; Koch, 1991). It is certainly true that public speaking

anxiety affects our public speaking performance. Researchers found that people anxious about public speaking tend to have a higher heart rate, are more self-focused while presenting, and cannot visualize themselves being successful in public speaking (Onwwuegbubzie, 1999). Three different methods are commonly used to treat public speaking anxiety, namely systematic desensitization, cognitive modification, and skill training. The first one assumes that a tendency of becoming hyper-aroused is the cause for public speaking anxiety. It can be controlled by relaxing and imagining once they have to give a speech over and over again with increased difficulty; systematic desensitization tries to dissociate public speaking from anxiety. Additionally, cognitive modification sees the reason for public speaking anxiety in problematic cognition. Therefore, it tries to replace problematic cognition about public speaking with positive cognition. This is usually achieved by three steps; firstly, fears of public speaking are discussed; secondly, one makes negative self-statements, so that, lastly, a trained therapist can disagree with these beliefs and encourage the person. The last method to treat public speaking anxiety is skill training (Gardner, 1993).

It is necessary that public speakers should emphasize effective training. Thereby, a lack of skills is assumed. In a normal public speaking class skills including organization, voice, and non-verbal behavior are taught and, through improved performance, confidence in one's abilities can foster (MacIntyre, 1991).

2.3.2 The strategies for overcoming public speaking anxiety

Researchers have attempted to reduce public speaking anxiety through various ways, including virtual audience. Virtual audience is the tool which is specifically used for the reduction of anxiety in public speaking. Other virtual human training applications focus on the training of specific interpersonal skills rather than the reduction of anxiety. Notable examples include job interview training, social skills, and public speaking. Here, researchers tried to extend this work and aim to understand what behaviors are characteristic for a speaker suffering from anxiety and improve automatic measures of anxiety severity (Campbell & Olitz, 1991).

In related work, self-assessment questionnaires and intrusive systems, e.g. heart rate monitors, are used to assess and evaluate changes in public speaking anxiety severity. They investigated less intrusive methods to approximate public speaking anxiety using machine learning. This approach could find applications in the assessment of public speaking anxiety as well as the capability to adapt the behavior of the virtual audience dependent on the public speaking anxiety, to give a more appropriate and non-threatening experience for an anxious user (Gregerson, 2003).

In contrast to previous work, we focus on non-intrusive automatic computable features to automatically assess public speaking anxiety severity. In order to provide a training tool for anxious public speakers, we evaluate their perception of a virtual audience to adjust it for anxious speakers (Koch & Terrell, 1991).

2.4 RELEVANT STUDIES

2.4.1 The speaking anxiety in EFL context

In terms of anxiety regarding English speaking, Udomkit (2003) stated that the communicative anxiety is the basic signal in the English classroom which can be monitored in the English speaking class. It is strongly caused by the insufficient opportunities for students to participate in classroom communication, and lack of confidence when communicating English in classroom communication. Specifically, among EFL graduate students, it is indicated that the affecting factors are interpersonal evaluation, classroom activities and methods, as well as a self-extreme.

According to Bunreung (2008), he investigated the level of anxiety and affecting factors in English speaking class at a local university in Thailand. The main findings showed that concerning concern about student's efficacies towards English performance in several aspects: English for communication subjects, speaking anxiety, listening anxiety and reading anxiety. These all indicated that the speaking anxiety was extensively rated at the high level; however, the others were rated as at medium. It is also found that most students are anxious and nervous when they are supposed to be speaking English in the English classroom without good preparation;

they avoid to confront or volunteer in speaking in front of the classroom. They felt a lot of trouble when English teachers came in and asked them to speak, much worrying about the grammar knowledge when they need to expose their speaking in front of the classroom, felt embarrassed when they have mediam in communicative learning, pretty much lost confidence once they need to speak, and also shyness when speaking with foreign teachers in the classroom.

Tasee (2009) investigated the overall speaking anxiety among EFL learners with approximately 960 EFL learners at a local university in Thailand, particularly students majoring in English and business English majors. The result showed most students having the speaking anxiety at the moderate level, in contrary, they were still scared and had anxiety when speaking English in front of the class. Very clearly, regarding English speaking efficacy among EFL learners, particularly in Thai context, it is confirmed that existing anxiety in speaking is still being experienced with a student's exposure to communicative English.

In terms of public speaking performance, Tananuraksakul (2011) conducted an action research in English speaking performance. He specified that 70 Thai-undergraduate had student levels of confidence and anxiety in different English speaking classes and he also revealed that students' anxiety and fear of speaking was moderate due to the reason that they faced the shyness in speaking English or a limited exposure of English to both Thai and foreigners' English teachers. Furthermore, students revealed that they thought that they were not be able to speak English perfectly and confidently. This was the main factor about students' attitudes towards English speaking ability. In addition, students also indicated that they had low confidence in speaking in front of the class with a lot of concerns, mistakes in using English grammar or wrong pronunciation. Importantly, some students stated that learning English speaking created a high level of anxiety.

2.4.2 Communication Apprehension (CA)

Numerous studies have discussed various factors towards public speaking anxiety in the front of classrooms, especially those who are from Asian countries like Thailand, Chinese, Japanese, Korean, etc., where English is not their first language

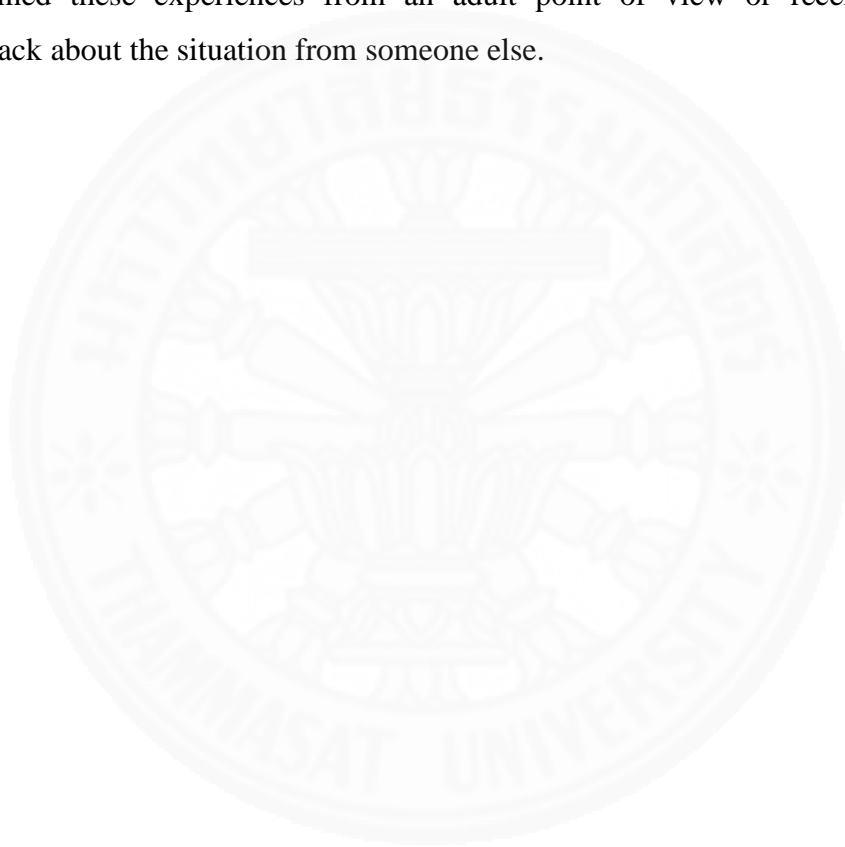
(Horwitz et al, 1991; Pamila, 2014). Thus, the culture is different, and has become one of the main factors towards such cultural differences.

Pamila (2014) conducted a research on public speaking anxiety which is commonly widespread in society. It revealed the largely unspoken equity issue of public speaking anxiety, its prevalence, symptomology and potential implications for students in higher education and the future. She conducted a small pilot research project which was undertaken as a preliminary step to understand local conditions and open up a space for ongoing and extensive research in the Australian context. The findings revealed that the social anxiety and public speaking anxiety may impact negatively on student engagement with oral communication assessments. It is suggested that to assist students to transition, achieve, succeed and persist we need to adhere to the notion of constructive alignment which takes account of personal competencies and mitigates psychological distress.

According to Asmar (2009), the primary aim of this study is to identify the problems that UUM Arab students face before and while giving a speech in public and then concentrate on the causes of anxiety. The second aim is to identify the strategies that UUM Arab students use to overcome public speaking anxiety. The findings of this study indicate that UUM Arab students have moderate anxiety while giving a speech in public and that the majority of Arab students feel anxious and tense when they try to speak in public. These results proved that Arab students have a lack experience in speaking English language in public which is due to the ignorance of speaking activities in the classroom language in the primary and secondary levels. This study has revealed a number of issues related to Arab students in terms of lack of experience, lack of self-confidence, tension, shyness, fear of negative evaluation, and losing face in public. These factors have negatively affected UCTM Arab students' oral skills which were clearly seen in the findings of the questionnaire.

Katz (2012) stated that public speaking anxiety is very common among both college students. It is approximately 85% of people who experience more or less anxiety when they need to speak in public. In the case of university students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class, or deciding against certain careers because they would

require occasional speaking before a group. University students who are very anxious about public speaking in class may sometimes also avoid social events they would like to attend or may not talk to classmates they would like to get to know. It is stated that some college students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speak. Many college students reveal that their public speaking anxiety started after an upsetting or humiliating public speaking experience when they have to have prompt public speeches. They may not have examined these experiences from an adult point of view or received objective feedback about the situation from someone else.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) research design, (2) context of the study (3) the subjects, (4) the materials, (5) the procedures or instrument used and the collection of the data, and (6) the data analysis.

3.1 RESEARCH DESIGN

A survey method with a self-reported questionnaire was used to examine both the factors contributing to the public speaking anxiety and the public speaking strategies used in public speeches. The questionnaire was comprised of the personal report of Public Speaking Anxiety, or PRPSA (McCrosky, 2003). Each of them was divided into the aspects of factors contributing to public speaking anxiety and the frequency of using the public speaking strategies.

3.2 SUBJECTS

The participants in this study were recruited from second year students of an English language teaching program, enrolling in the public speaking class, in 2016 at a leading university in Thailand. Convenience sampling has been done for making the sampling to be equal as well as an appropriate sampling.

3.3 MATERIALS

The tool of this study was a self-reported questionnaire adapted from PRPSA by McCrosky (1970), which was based on information to investigate the anxiety in public speaking. The questionnaire comprised factors contributing public speaking anxiety, psychologically and physiologically, as well as strategies which can be used to reduce the level of anxiety, both in preparation phrase and delivering phrase, which are combined to obtain the information from the respondents.

The questionnaire is composed of both types of information as follow. Firstly, it contains the background information of respondents including gender, age, and background education. Secondly, the questionnaire part involves both the factors contributing to the public speaking anxiety and the public speaking strategies which can be used in order to reduce public speaking anxiety.

3.4 PROCEDURES

The procedure of the current study has been divided into 2 categories as follows. First of all, the 5 items of the perceptions towards the factors contributing to anxiety in public speaking which are ‘**Strongly Agree**’, ‘**Agree**’, ‘**Neutral**’, ‘**Disagree**’, and ‘**Strongly disagree**’ which were suggested by McCrosky (1970) as the method used for the self-determined evaluation of public speaking anxiety. Moreover, each level was in a numerical value from one to six used for data analysis as follows:

- 1: Strongly disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly agree

Secondly, each item was given 5 levels of the perceptions towards the public speaking strategies which can be used in order to reduce the level of anxiety. The degrees in this questionnaire included different levels which are ‘**Strongly agree**’, ‘**Agree**’, ‘**Neutral**’, ‘**undecided**’, and ‘**Strongly disagree**’. This questionnaire was suggested by McCrosky (1970) as the method used for the self-determined evaluation of the strategies in order to reduce public speaking anxiety. Moreover, each level was in a numerical value from one to six for data analysis as follows:

- 1: Strongly disagree
- 2: Disagree
- 3: Undecided
- 4: Agree
- 5: Strongly disagree

3.5 DATA COLLECTION

The questionnaires were randomly distributed to 30 students from the second year of Master of Arts program in English Language Teaching starting from the beginning of April through the middle of April 2017. They were given the questionnaires and also clarification of unclear questions by the researcher. Some questionnaires might return to the researcher on the same day but most of them were given back in the following week.

3.6 DATA ANALYSIS

The data gathered from the questionnaires are statically analyzed using Statistic Package for Social Science (SPSS) mainly focusing on the descriptive statistical analysis such as frequency, percentage, mean, and standard deviation. The coefficient of reliability or Cronbach's alpha was 0.97, which was considered as the object of items objective congruence. Both content validity and internal validity were examined by the level of Cronbach's alpha (0.97) in this study.

Importantly, the level of interpretation in this study was significantly mentioned to various degree of interpretation. The mean scores in perceptions toward the factors contributing to the level of anxiety was analyzed according to the principle of McCrosky (1970) and demonstrated as follows.

Mean Range	Degree of use/ level of interpretation
01.00 – 01.80	Strongly disagree
01.81 – 02.60	Disagree
02.61 – 03.40	Neutral
03.41 – 04.20	Agree
04.21 – 05.00	Strongly agree

Also, the level of interpretation in this study was significantly mentioned to various degrees of interpretation. The mean scores in perceptions toward the public speaking anxiety was analyzed and demonstrated as follows.

Mean Range	Degree of use/ level of interpretation
01.00 – 01.80	Strongly disagree
01.81 – 02.60	Disagree
02.61 – 03.40	Undecided
03.41 – 04.20	Agree
04.21 – 05.00	Strongly agree

All information is being analyzed by the form of the distribution of central tendency. These include the mean, standard deviation, and percentage. All of data is presented by the form of descriptive statistic obtained from the results of the current study. Additionally, the results of the study will be shown in the tables in order to present the final results to be complete and comprehensible.

In conclusion, this chapter explains about the methodology in this current study in order to describe the participants, how to select participants in this study, the procedure which can be used, the data collection and also the data analysis from this study. In the following chapter, the result of the current study will be indicated after obtaining the data.

CHAPTER 4

RESULTS

The research methodology of the study has been mentioned in the preceding chapter. This chapter reported about the findings of factors contributing to public speaking anxiety both psychologically and physiologically. Additionally, the strategies which can be used in both preparation phase and delivering phase is indicated in this chapter as well. There are several findings in this study as follows. Firstly, the general information of the respondents including genders, ages, and occupations. Secondly, the information about the factors triggering the level of public speaking anxiety, both of psychological factors and physiological factors, and the strategies which can be used to overcome public speaking anxiety, including preparation stages and delivering stage, were reported among the postgraduate students.

4.1 GENERAL INFORMATION

The participants in this current study are 30 students attending the class of public speaking in the English language teaching program. They mandatorily responded to specify their general information mentioned in a variety of factors such as genders, ages and background educations.

Table 1 Genders

Gender	No. of Students	Percent
Female	23	76.7
Male	7	23.3
Total	30	100.00

Table 1 indicates the whole number of the respondents participating in this current study was 30 students from ELT program. The main proportion of the respondents was female, holding the percentage of 76.7%. The least proportion was male, holding the percentage of 23.3%

Table 2 Ages

Age	No. of students	Percent (%)
Under 21	-	-
21-30	21	70
31-40	9	30
41-50	-	-
Over 50	-	-
Total	30	100.00

Table 2 indicated that the ages of 70% of the respondents were ages 21-30, and only 30% of the respondents were from 31-40 years old.

4.2 THE FACTORS CONTRIBUTING PUBLIC SPEAKING ANXIETY

In this part, the respondents were required to identify the influential factors contributing to public speaking anxiety among postgrad students who attended the public speaking course. It is divided into 2 categories; the psychological factors contributing to public speaking anxiety and the physiological factors affecting the level of the anxiety.

4.2.1 The psychological factors

Table 3 shows, the factors contributing to public speaking anxiety, that the highest proportion from the respondents about anxiety in public speaking was “item 8” (mean = 3.63, $SD = 0.964$), followed by “item 4” (mean = 3.57, $SD = 0.898$) and, “item 5” (mean = 3.53, $SD = 0.937$). In contrary, the least proportion of the respondents were “item 2” (mean = 2.87, $SD = 1.196$), followed by ‘item 9’ (mean = 3.17, $SD = 1.147$) and “item 11” (mean = 3.17, $SD = 1.487$) respectively.

As can be seen, the findings in psychological factors are various. However, the anxiety which was happening among postgraduate students could be overcome later. Thus, this is the implication that many postgraduate students could effectively manage their stress in appropriate ways.

Table 3 The psychological factors contributing the public speaking anxiety

Psychological factors	Mean	SD	Ranking	Level of interpretation
Item 1: While preparing to give a speech, I feel tense and nervous.	3.5	1.009	4	Agree
Item 2: I feel tense when I see the words “speech” and “public speech” on the course outline while studying.	2.87	1.196	10	Neutral
Item 3: My thoughts become confused and jumped when I am giving a speech.	3.43	0.935	5	Agree
Item 4: While giving a speech, I get so nervous I forgot the facts I know about a speech coming up.	3.57	0.898	2	Agree
Item 5: Although I got nervous just before starting the speech, I soon settle down after starting and feel calm and comfortable.	3.53	0.937	3	Agree
Item 6: When the instructor announces speaking assignment in class, I feel myself getting tense.	3.37	1.033	6	Agree

Item 7: I am in constant fear of forgetting what I prepared to say.	3.33	1.124	7	Agree
Item 8: I get anxious if someone asks me about something about my topic that I did not know.	3.63	0.964	1	Agree
Item 9: My mind is confused about the topic when giving the speech.	3.17	1.147	9	Agree
Item 10: When I made a mistake while giving a speech, I find it hard to concentrate on the parts that follow.	3.30	1.055	8	Agree
Item 11: During an important speech, I experience a feeling of helplessness, such that I anticipate only failure, building up inside me.	3.17	1.487	9	Agree

4.2.2 The Physiological factors

Table 4 shows, the physiological factors contributing the public speaking anxiety, that the highest proportion from the respondents about anxiety in public speaking was “item 19” (mean = 3.77, $SD = 0.898$), followed by “item 15” (mean 3.60, $SD = 1.102$) and, “item 12” (mean = 3.57, $SD = 1.040$). In contrary, the least proportion of the respondents were “item 17” (mean = 3.03, $SD = 1.066$), followed by “item 18” (mean = 3.20, $SD = 1.157$) respectively.

Table 4 physiological factors contributing public speaking anxiety

Physiological factors	Mean	SD	Ranking	Level of interpretation
Item 12: My hands tremble when I am giving a speech.	3.57	1.040	3	Agree
Item 13: I perspire just before starting the speech.	3.43	1.104	4	Agree
Item 14: My heart beats very fast just as I start a speech.	3.37	1.245	5	Agree
Item 15: I experience considerable discomfort while sitting in the room just before my speech starts.	3.60	1.102	2	Agree

Item 16: Realizing that only a little time remains in a speech makes very tense and a nervous.	3.43	0.971	4	Agree
Item 17: While giving a speech, I don't know how to control my feelings of tension or stress.	3.03	1.066	7	Agree
Item 18: I breathe faster just before starting a speech.	3.20	1.157	6	Agree
Item 19: I feel discomfort and relaxed in the hour so just before giving the speech.	3.77	0.898	1	Agree
Item 20: I have trouble falling asleep the night before a speech.	3.20	1.157	6	Agree

4.3 The strategies for coping with public speaking anxiety

4.3.1 The preparation strategies

Table 5 indicated that the preparation strategies in public speaking among postgrad students were outstandingly mentioned in “item 1” (mean = 4.67, $SD = 0.479$) Also, the result has shown a large proportion in “item 2” (mean = 4.43, $SD = 0.679$). The result has revealed that both “item 5” (mean = 4.10, $SD = 0.803$) and “item 7” (mean = 4.10, $SD = 0.759$), are considered as the main preparation before giving a speech among postgrad students in this study. In contrary, from the results, it can be shown that “item 11” (mean = 3.60, $SD = 0.932$), and “item 9” (mean = 3.80, $SD = 0.925$). Also both of “item 8” (mean = 3.80, $SD = 0.925$), and “item 9” (mean = 3.80, $SD = 0.961$).

Table 5 The preparation strategies dealing with public speaking anxiety

Preparation strategies	Mean	SD	Ranking	Level of interpretation
Item 1: I select the topic which I am interested in for my speech.	4.67	0.479	1	Strongly agree
Item 2: I always prepare the content carefully for the given topic.	4.43	0.679	2	Strongly agree

Item 3: I heavily practice or rehearse many times for my speech as soon as possible.	3.83	0.747	6	Agree
Item 4: I analyze and get to know my audiences before giving a speech.	3.87	0.819	5	Agree
Item 5: I motivate myself by expecting positive reaction while giving a speech.	4.10	0.803	3	Strongly agree
Item 6: I plan or systematically organize my speech outline appropriately.	4.03	0.615	4	Strongly agree
Item 7: I carefully consider the language feature in my speech, such as grammar, vocabulary and language expressions.	4.10	0.759	3	Strongly agree
Item 8: I usually watch videos of professional speakers to imitate the speech styles before giving a public speech.	3.80	0.925	7	Agree
Item 9: I always read or extensively research the topic giving the speech.	3.80	0.961	7	Agree
Item 10: I rewrite my speech draft until I get the best speech.	3.80	0.925	7	Agree
Item 11: I always review the rhetorical devices (repetition, personification, metaphor ect.) in order to effectively deliver the speech.	3.60	0.932	8	Agree
Total				

4.3.2 The delivering strategies

Table 6 shows that the highest proportion of delivering strategies in giving a public speech among postgrad students is “item 20” (mean = 4.17, $SD = 0.834$), “item 19” (mean = 4.10, $SD = 0.712$), and “item 12” (mean = 4.00, $SD = 0.743$). In contrary, the proportion of “item 16” (mean = 3.50, $SD = 1.042$), “item 13” (mean = 3.80, $SD = 0.805$) Also, “item 14” (mean = 3.87, $SD = 0.937$).

Table 6 The delivering strategies coping with the public speaking anxiety

Delivering strategies	Mean	SD	Ranking	Level of interpretation
Item 12: I manage my time effectively while giving a speech.	4.00	0.743	4	Strongly agree
Item 13: I convey the public speech comfortably and appropriately for a particular situation.	3.80	0.805	8	Agree
Item 14: While giving a speech, I set my mind challenge negative thinking by continuing positive thinking.	3.87	0.805	7	Agree
Item 15: I always make myself feel confident by having inspirational thoughts.	3.93	0.785	6	Agree
Item 16: I present a speech without fear of mistakes.	3.50	1.042	9	Agree
Item 17: I always engage the audience by using the mutual eye contact, expressing friendly faces with your audiences.	3.97	0.850	5	Agree
Item 18: I use humor as needed to deliver your public speech.	4.03	0.615	3	Strongly agree
Item 19: My gestures such as walking, standing or moving, reflect your confidence in public speaking.	4.10	0.712	2	Strongly agree
Item 20: I appropriately regulate or project my voice by speaking clearly and confidently.	4.17	0.834	1	Strongly agree

4.4 The result from the open-ended questionnaire

Additionally, the result from open-ended questionnaire from this study has been obviously revealed in 3 main types; first, the perceptions of the respondents towards public speaking anxiety. Second, the main difficulties or hinders in giving public speaking anxiety. Last, how to well prepare to make a successful public speech.

In terms of the perceptions towards public speaking anxiety, most respondents were agreed that they felt nervous and tense if they did not feel confident in their speeches. They also stated that they feel tense before giving a speech; however, they eventually manage the feeling of nervousness appropriately.

The respondents also revealed that the major difficulties in giving a speech is lacking of knowledge in a particular topic while giving the speech. Some of them stated that there were some difficulties in memorizing the numbers, or graphs which can be supporting their speeches to be more realistic. Interestingly, as second language learners, they exposed that the language features, especially fluency in speaking and accurate grammatical use, are considered as the difficulties while delivering a speech without mistakes.

Lastly, the preparation for a speech is significantly considered as important to deliver a speech successfully. Most of respondents revealed that they need to extensively research the topic which will be delivered and they had to try to rehearse as much as possible.

In summary, the description in this chapter aimed to give the details in the findings from the study. The findings are obtained from the questionnaire adapted by McCrosky, (1970), as the tool or instrument in this current study investigating about the anxiety which can occur while delivering a public speech. The results in this study will be certainly concluded, summarized, discussed, and given further recommendations in the next chapter.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

There is presented information in this chapter. Firstly, the summary of the study was mentioned. Secondly, the summary of findings was also mentioned. Thirdly, the discussion of the findings related to the previous literatures reviews, both of differences and similarities. Next, the brief conclusion from the result in this study is described. Lastly, the suggestions and recommendations can be drawn to see the possibility for future research.

5.1 SUMMARY OF THE STUDY

This section briefly summarizes the factors contributing to public speaking anxiety and the strategies which can be used to reduce the level of public speaking anxiety among postgrad students. There are two aspects of factors contributing to public speaking anxiety; psychological factors and physiological factors, and exploring the strategies which can be used to reduce the public speaking anxiety among postgrad learners.

5.2 SUMMARY OF THE FINDINGS

All of the findings could be briefly concluded as follow:

The female subjects in this study can be obviously concluded as the highest percentage as 76.7%. On other hand, the male subjects in this study were determined at just only a few persons at 23.3%. Also, the demographic information revealed that most of participants are current English teachers including primary school, secondary school and university level, and others.

The factors contributing to public speaking anxiety included getting anxious when someone asked about the particular topic. However, students could deal with feeling anxious in moderate level. In addition, the physiological factors contributing to public speaking anxiety, was that they feel uncomfortable before giving the speech. They, however, could manage and control the stress in an appropriate level.

For strategies, the preparation strategy in public speaking among postgrad students was selecting the topic from their interests. In contrary, reviewing the rhetorical devices was not considerably mentioned much in this study, students had been using these strategies in order to effectively deliver the speech. Importantly, the delivering strategy in giving a public speech was mentioned as speaking confidently, clearly and fluently. Presenting without mistakes was not much considerably affecting delivering a speech.

The result from the open-ended questionnaire was revealed in 3 main types; firstly, the perceptions of the respondents towards public speaking anxiety. Secondly, the main difficulties or hinders in giving public speaking anxiety. Thirdly, how to well-prepare to make a successful public speech. The large majority of respondents were agreed that they felt nervous and tense if they did not feel confident in their speeches. Also, they revealed that the major difficulties in giving a speech is lacking of knowledge in a particular topic. Lastly, most of respondents revealed that they need to extensively research the topic and rehearse as much as possible.

5.3 DISCUSSION

There are several aspects which can be discussed in the current study. This discussion part identifies and gives further information which is relevant to a variety of previous studies both of similarities and differences.

The emotional aspects of public speaking anxiety were indicated in this study. There are often physical symptoms that are associated with anxiety including trembling or shaking, shake voice, repaid heart beats, sweating, blushing (Louise & Katz, 2009).

Regarding English speaking anxiety, Udomkit (2003) stated that the communicative anxiety is the basic signal in the English classroom. This was the significant assumption that postgraduate students should raise some awareness of insufficient opportunities in speaking rehearsal or practices. Lacking of confidence in speaking is important to see the speaking performance on the stages.

According to Horwitz et al (1991), the common state of public speaking anxiety might appear more or less while performing the public speech, depending on the preparation and experiences.

The possibilities of getting anxious among postgraduate students, particularly in speaking context, are mentioned in the previous literature. According to Stephen (2004), he mentioned that there are several factors that can dramatically drive the level of anxiety in the public speaking. In this study, the postgraduate students can effectively manage their level of anxiety in an appropriate level.

In terms of the anxious and nervous, Bunrueng (2008) found that, in EFL context, students are mostly nervous and anxious when they are supposed to speak in front of the classroom. For higher education, the students are supposed to speak or make an effective presentation in front of the class. Thus, the significance of English speaking, particularly public speaking, should be mentioned.

According to Tasee (2009), she investigated that the speaking anxiety among EFL learners could affect the speaking performance in the moderate level. The effective strategies in public speaking class could be justified and further researched in order to manipulate the class productively and effectively.

5.4 CONCLUSIONS

The conclusions for the current study can be briefly summarized as follow:

The main psychological factors contributing to public speaking anxiety is considered as anxiety about a given topic which frequently appeared while postgrad students need to deliver the public speech. The current study be determined that the problem about topic was one of the factors that they were getting anxious about.

The physiological factors contributing to public speaking anxiety were considered as discomforts when they need to present the speech in public. However, the high level of anxiety triggering from physiological factors have been obviously indicated as the negative consequences in the current study.

Overall, the preparation strategies in public speaking for overcoming public speaking anxiety outstandingly mentioned selecting the interested topics before giving a speech. This was a very important issue to consider it effectively delivered in public speech. In addition, planning and organizing the speech and posturing were considered as the main strategies in preparation of their speeches.

The delivering strategies in public speaking overcoming public speaking anxiety concluded that postgrad students need to convey the speeches appropriately. It is necessary that they could adapt their speeches with a variety of humors, conveying appropriate speeches in particular context.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

For suggestive recommendations in this study, there are several aspects which can be further investigated in order to see the relevant information and give more details in different approaches as follows:

In this study, both main psychological factors contributing to public speaking anxiety and the physiological factors contributing to public speaking anxiety are various. The study should be conducted with other samples and a large number of subjects, especially in an international program of English language teaching or people who are currently working in international organizations.

A study investigating both the preparation strategies in public speaking for overcoming public speaking anxiety and the delivering strategies in public speaking for overcoming public speaking anxiety should be conducted as to whether there are similarities and differences which can be used in order to reduce the level of public speaking anxiety among postgrad students.

Other research instruments should be used for data collection in a qualitative approach. For instances, semi-structured interviews, in-depth interviews, case study and a longitudinal study should be used for further studies. These kinds of

methodologies should be applied to provide more comprehensible understanding and detailed descriptions of the subjects in further investigating or ongoing research.



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APPENDICES

1. Research Tool

QUESTIONNAIRE

Title: A study on Public Speaking Anxiety among postgraduate students

This questionnaire is for an independent study in partial fulfillment of the requirement for the degree of Master of Arts in English Language Teaching, Language Institute, Thammasat University.

Directions:

This questionnaire is designed to explore factors contributing to public speaking anxiety and public speaking strategies which were used by graduate students in a public university in Bangkok. Please answer all questions truthfully related to your real feelings of your own experiences. Your answers will be kept strictly confidential and will be used for academic purpose only. This questionnaire consists of 4 parts as follows:

1. Information about the respondent
2. Personal report of Public speaking anxiety
3. The strategies coping with public speaking anxiety
4. Open-ended questions

Part I: Information of the respondent

Directions: please put a cross (X) in the box in front of the information that applies to you and/ or fill in your information in the provided blank.

- | | | | |
|-----------------------------------|----------|------------|-------------|
| 1. Gender | Male | Female | unspecified |
| 2. Aged | Under 21 | 21-30 | 31-40 |
| | 41-50 | Over 50 | |
| 3. Year of study in MA ELT | | First Year | Second Year |
| 4. Occupation | _____ | | |

Part II: Factors contributing the public speaking anxiety

Personal Report of Public Speaking anxiety (PRPSA)

Directions: Imagine how you feel when you are supposed to give a public speech

The following statements are thoughts and feelings might have experienced while giving a public speech. Please indicate the degree to which statement applies to you by marking (X) in the boxes the degree to which each statement applies to you

Psychological factors
Item 1: While preparing to give a speech, I feel tense and nervous.
Item 2: I feel tense when I see the words “speech” and “public speech” on the course outline while studying.
Item 3: My thoughts become confused and jumped when I am giving a speech.
Item 4: While giving a speech, I get so nervous I forgot the facts I know about a speech coming up.
Item 5: Although I got nervous just before starting the speech, I soon settle down after starting and feel calm and comfortable.
Item 6: When the instructor announces speaking assignment in class, I feel myself getting tense.
Item 7: I am in constant fear of forgetting what I prepared to say.
Item 8: I get anxious if someone asks me about something about my topic that I did not know.
Item 9: My mind is confused about the topic when giving the speech.
Item 10: When I made d a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
Item 11: During an important speech, I experience a feeling of helplessness, such that I anticipate only failure, building up inside me.

Physiological factors contributing public speaking anxiety

Physiological factors
Item 12: My hands tremble when I am giving a speech.
Item 13: I perspire just before starting the speech.
Item 14: My heart beats very fast just as I start a speech.
Item 15: I experience considerable discomfort while sitting in the room just before my speech starts.
Item 16: Realizing that only a little time remains in a speech makes very tense and a nervous.
Item 17: While giving a speech, I don't know how to control my feelings of tension or stress.
Item 18: I breathe faster just before starting a speech.
Item 19: I feel discomfort and relaxed in the hour so just before giving the speech.
Item 20: I have trouble falling asleep the night before a speech.

Adapted questionnaire By McCrosky (1970)

Part III: The strategies coping with public speaking anxiety

Directions: Imagine how you use the strategies when you give a public speech

The following statements are about the strategies while giving a public speech. Please mark the (X) the boxes the degree to which each statement applies to you.

The preparation strategies dealing with public speaking anxiety

Preparation strategies
Item 1: I select the topic which I am interested in for my speech.
Item 2: I always prepare the content carefully for the given topic.
Item 3: I heavily practice or rehearse many times for my speech as soon as possible.
Item 4: I analyze and get to know my audiences before giving a speech.

Item 5: I motivate myself by expecting positive reaction while giving a speech.
Item 6: I plan or systematically organize my speech outline appropriately.
Item 7: I carefully consider the language feature in my speech, such as grammar, vocabulary and language expressions.
Item 8: I usually watch videos of professional speakers to imitate the speech styles before giving a public speech.
Item 9: I always read or extensively research the topic giving the speech.
Item 10: I rewrite my speech draft until I get the best speech.
Item 11: I always review the rhetorical devices (repetition, personification, metaphor ect.) in order to effectively deliver the speech.

Adapted the questionnaire from Staley (2008)

The delivering strategies coping with the public speaking anxiety

Delivering strategies
Item 12: I manage my time effectively while giving a speech.
Item 13: I convey the public speech comfortably and appropriately for a particular situation.
Item 14: While giving a speech, I set my mind challenge negative thinking by continuing positive thinking.
Item 15: I always make myself feel confident by having inspirational thoughts.
Item 16: I present speech without fear of mistakes.
Item 17: I always engage the audience by using the mutual eye contact, expressing friendly faces with your audiences.
Item 18: I use humor as needed to deliver your public speech.
Item 19: My gestures such as walking, standing or moving, reflect your confidence in public speaking.
Item 20: I appropriately regulate or project my voice by speaking clearly and confidently.

Part IV: Open ended questions

1. How does it feel to give a public speaking in class? What went through your mind?

Answer

2. What are hindlers or difficulties in giving a public speaking freely?

Answer

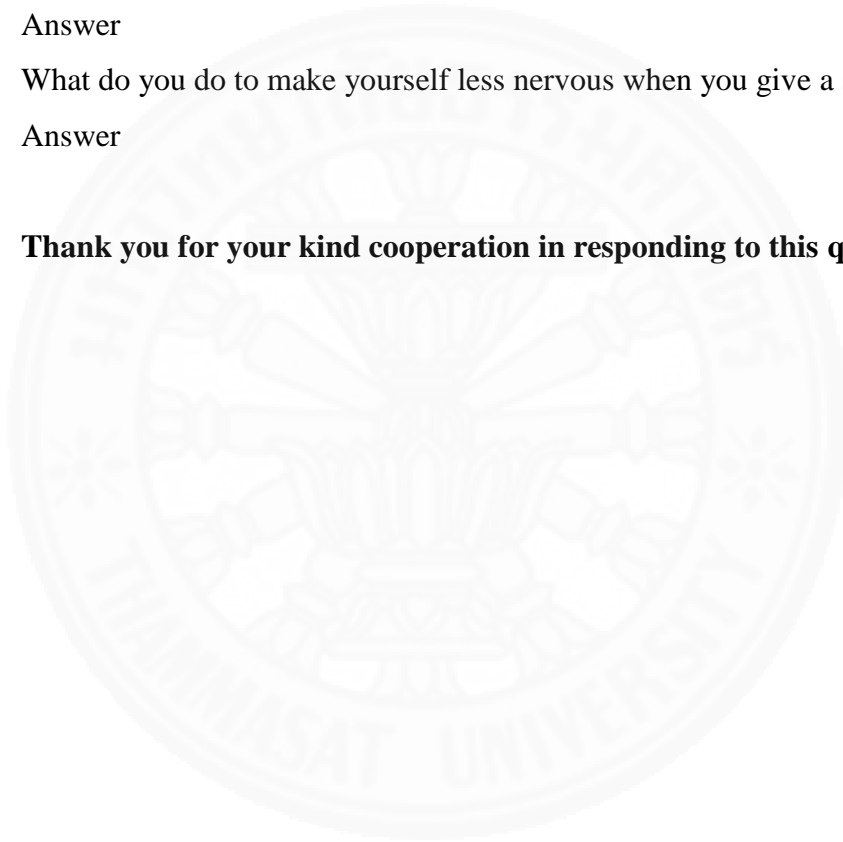
3. How should one prepare before presenting a public speech?

Answer

4. What do you do to make yourself less nervous when you give a speech?

Answer

Thank you for your kind cooperation in responding to this questionnaire



BIOGRAPHY

Name	Mr. Sahidee Hayaramae
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Publications	
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