



**A SURVEY OF FACTORS THAT CAUSE PUBLIC
SPEAKING ANXIETY FOR EFL LEARNERS**

BY

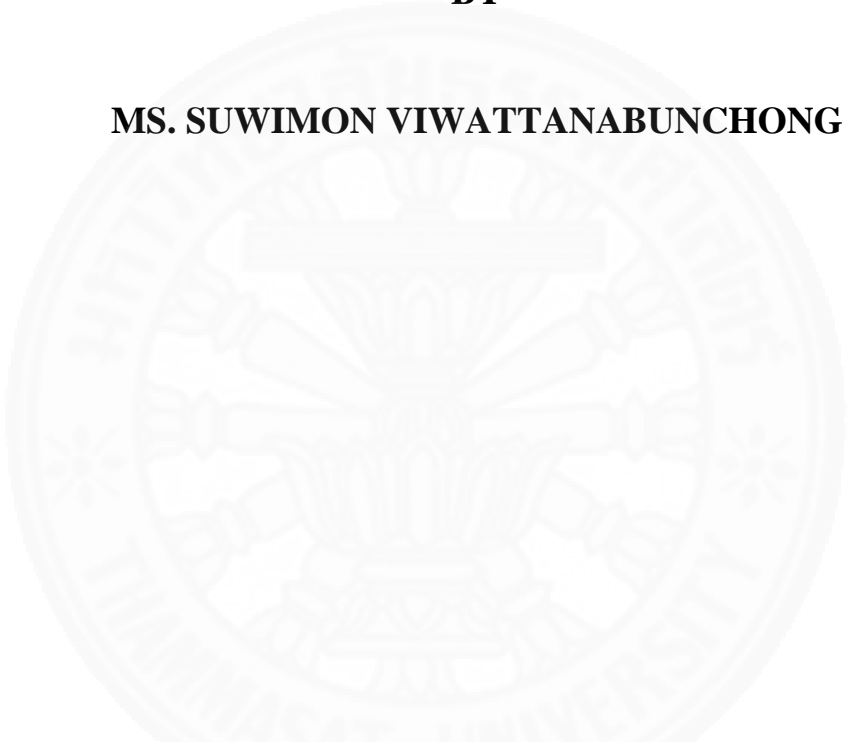
MS. SUWIMON VIWATTANABUNCHONG

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
COPYRIGHT OF THAMMASAT UNIVERSITY**

**A SURVEY OF FACTORS THAT CAUSE PUBLIC
SPEAKING ANXIETY FOR EFL LEARNERS**

BY

MS. SUWIMON VIWATTANABUNCHONG



**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
COPYRIGHT OF THAMMASAT UNIVERSITY**

THAMMASAT UNIVERSITY
LANGUAGE INSTITUTE

INDEPENDENT STUDY PAPER

BY

MS. SUWIMON VIWATTANABUNCHONG

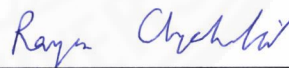
ENTITLED

A SURVEY OF FACTORS THAT CAUSE PUBLIC SPEAKING ANXIETY FOR
EFL LEARNERS

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

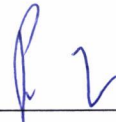
on May 28, 2018

Chairman



(Rangsiya Chaengchenkit, Ph.D.)

Member and Advisor



(Pimsiri Taylor, Ed.D.)

Dean



(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Independent Study Paper Title	A SURVEY OF FACTORS THAT CAUSE PUBLIC SPEAKING ANXIETY FOR EFL LEARNERS
Author	Ms. Suwimon Viwattanabunchong
Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Independent Study Paper Advisor	Pimsiri Taylor, Ed.D.
Academic Years	2017

ABSTRACT

The purposes of this study were to investigate the level of anxiety at four different stages of public speaking, i.e., pre-preparation, preparation, pre-performance, and performance, and determine the factors affecting public speaking anxiety at each stage among EFL students in English speaking class. The respondents of the study consisted of (50) graduate students in the CEIC program (Career English for International Communication) in academic year 2017 at the Language Institute, Thammasat University. A questionnaire adapted from Plangkham's (2012) study that used the PRPSA (Personal Report of Public Speaking Anxiety) based on the framework developed by McCroskey (1970) was used as the research instrument. The data was analyzed using descriptive statistics (means, standard deviation, frequency, and percentage). The findings of the study revealed that most of the students had different anxiety levels in public speaking class. Students showed the highest level of anxiety at the performance stage ($\bar{x} = 3.53$) while they experienced a moderately high level of anxiety at the stages of pre-preparation ($\bar{x} = 3.40$), preparation ($\bar{x} = 2.80$), and pre-performance ($\bar{x} = 3.22$). Moreover, three most influential factors affecting public speaking anxiety in the four different stages were found to be English oral proficiency, personality, and topic familiarity. The findings of this study could be very useful for

instructors in terms of helping EFL students overcome their public speaking anxiety and enabling them to perform better in public speaking.

Keywords: Public speaking, Public speaking anxiety, EFL learners, public speaking factors



ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who helped me complete this research. Sincere gratitude goes to my advisor, Dr. Pimsiri Taylor, for her continuous support, as well as for her encouragement, motivation, and immense knowledge, especially in regard to writing this research.

I would also like to thank all of my friends in the CEIC program, the participants in my survey, who willingly shared their precious time completing the questionnaire. All of you have been there to support and encourage me. I would especially like to thank all the staff members at the Language Institute Thammasat University, for their kind help and support during my study period.

Finally, I must express my profound gratitude to my parents and family for providing me with unfailing support and continuous encouragement throughout my years of study and the process of researching and writing this research. This accomplishment would not have been possible without them. Thank you.

Ms. Suwimon Viwattanabunchong

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
CHAPTER 1 INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	3
1.3 Objectives of the study	3
1.4 Definition of Terms	3
1.5 Scope of the study	4
1.6 Significance of the study	4
1.7 Organization of the study	4
CHAPTER 2 REVIEW OF LITERATURE	6
2.1 Public Speaking	6
2.1.1 Concepts and definitions	6
2.1.2 Types of public speaking	7
2.2 Anxiety	8
2.2.1 Concepts and definitions	8
2.2.2 Foreign Language anxiety	8
2.2.3 Public speaking anxiety	9
2.3 Factors Causing Public Speaking Anxiety	10
2.4 Related Studies	14

CHAPTER 3 RESEARCH METHODOLOGY	17
3.1 Respondents	17
3.2 Research Instrument	17
3.3 Procedures	18
3.4 Data Analysis	19
CHAPTER 4 RESULTS AND DISCUSSION	21
4.1 Personal Information of the Respondents	21
4.2 The Levels of Anxiety at Different Stages in English Public Speaking Classes	23
4.3 Factors Affecting at Different Stages in English Public Speaking Classes	29
CHAPTER 5 CONCLUSION AND RECOMMENDATIONS	38
5.1 Conclusion of the study	38
5.1.1 What are the levels of anxiety at different stages of public speaking among EFL students in English speaking class?	38
5.1.2 What are the factors affecting anxiety at different stages of public speaking among EFL students in English speaking class?	38
5.2 Implications of the study	39
5.3 Recommendations for Further Research	41
REFERENCES	42
APPENDIX	47
BIOGRAPHY	52

LIST OF TABLES

Tables	Page
3.1 Ratings for the five-point Likert scale	19
3.2 Five ranges of scale values for the level of anxiety	20
4.1 Gender of respondents	21
4.2 Age of respondents	22
4.3 English speaking courses taken in CEIC program	22
4.4 Comparative level of anxiety at four different stages in English public speaking classes	23
4.5 Level of agreement towards performance anxiety in English public speaking classes	24
4.6 Level of agreement towards pre-preparation anxiety in English public speaking classes	26
4.7 Level of agreement towards pre-performance anxiety in English public speaking classes	27
4.8 Level of agreement towards preparation anxiety in English public speaking classes	29
4.9 Factors affecting anxiety at performance stage in English public speaking classes	30
4.10 Factors affecting anxiety at pre-preparation stage in English public speaking classes	31
4.11 Factors affecting anxiety at pre-performance stage in English public speaking classes	32
4.12 Factors affecting anxiety at preparation stage in English public speaking classes	33

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Communication refers to the exchange of thoughts and ideas with the intention of conveying information, which includes vocalization and gesticulation (Azhar, Javed, & Bibi, 2015). Nowadays, the English language is the language that is considered as a global language, and some countries identify English as an official language or a second language. In addition, a large number of international organizations, such as the United Nations and World Trade Organization, also use English as the tool of communication, negotiation, and obligation (Phinyadechasin, 2015).

In Thailand, English is not the mother language; however, it has an influence on many activities of Thai people; for example, searching for information through the internet, listening to music, and reading academic books or magazines. As English is related to their lives, it is necessary for Thais, particularly students, to pay more attention to studying English language in the four skills: reading, writing, listening, and speaking (Boonkit, 2010).

Due to the importance of English language, speaking skill is necessary for effective communication (Boonkit, 2010). Boonkit (2010) mentions that English speaking skill should be encouraged along with the other skills so that this skill will achieve the needs of success in communication with both native speakers and non-native speakers.

Foreign language (FL) learners might be great at learning different skills; however, with regards to learning how to speak another language, they claim to have a “mental block” against it (Horwitz et al., 1986). This also indicates that these FL learners often express feelings of anxiety and nervousness when speaking a foreign language. A great number of foreign language learners experience some kind of foreign language anxiety in the language classroom (Worde, 1998). Recent research has shown that one among the many reasons to take into consideration with respect to learning

English as a foreign language (EFL) might be a lack of confidence and anxiety about making errors (Trent, 2009).

In Thai education, different courses of English speaking are offered in many universities to increase students' English-speaking proficiency including English public speaking (Plangkham, 2012). Plangkham (2012) also notes that there has not been much research on English public speaking focusing on Thai EFL learners even though there have been many research studies on English speaking for EFL learners. Because public speaking is more complicated than general speaking, EFL learners always feel anxious when they are required to perform a public speech.

In addition, Wallach, Safir, and Bar-Zvi (2009) state that "Public speaking anxiety (PSA) is a common phobia" (p.314). Although most EFL students are able to recall many words and pass some English tests, they avoid speaking English and English is their least favorite subject (Zhang & Shi, 2008). This shows that EFL students feel anxious toward public speaking and it will probably affect their speaking ability when performing public speeches. As a result, anxiety is an important problem for EFL learners in public speaking.

As mentioned above, public speaking anxiety influences students' ability to communicate. Therefore, this study focused on the factors affecting public speaking anxiety for EFL students – CEIC students. CEIC is a graduate English program that uses English language in all classes. Although CEIC students are required to use English in class, they generally still experience a feeling of uneasiness, including apprehension, stress, and pressure when presenting in front of the class. However, each student has different anxiety levels depending on practice and other factors. It is expected that the outcome of the study will directly assist EFL students overcome the feeling of stress, fear, and nervousness particularly in speaking skill. Furthermore, the greater the awareness of the factors that affect the speaking anxiety of EFL learners, the easier it will be to solve the problem.

1.2 RESEARCH QUESTIONS

There were two research questions as follows:

1.2.1 What are the levels of anxiety at different stages of public speaking among EFL students in English speaking class?

1.2.2 What are the factors affecting anxiety at different stages of public speaking among EFL students in English speaking class?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are presented as follows:

1.3.1 To investigate the level of anxiety at different stages of public speaking among EFL students in English speaking class.

1.3.2 To discover factors affecting anxiety at different stages of public speaking among EFL students in English speaking class.

1.4 DEFINITION OF TERMS

The definitions of terms in this study are as follows:

1.4.1 Public speaking refers to the process of preparing and performing a speech by CEIC students for a group of people in order to inform, persuade, or entertain.

1.4.2 Different stages of public speaking refer to the four stages of public speaking as adapted from O'Hair, Rubenstein and Stewart (2007), which are:

- Pre-preparation stage of public speaking refers to the stage when EFL students learn that they must give a speech.

- Preparation stage of public speaking refers to the stage when EFL students begin to prepare for a research.

- Pre-performance stage of public speaking refers to the stage when EFL students begin to rehearse a speech.

- Performance stage of public speaking refers to the stage when EFL students begin to perform an actual public speech.

1.4.3 Public speaking anxiety (PSA) refers to EFL students' fearfulness or unpleasant emotional reaction when they give a speech in public (as adapted from O'Hair, Rubenstein and Stewart, 2007). In this study, PSA was measured at the four different stages as described in 1.4.2.

1.4.4 English as foreign language (EFL) learners refers to second-year graduate students of the CEIC (Career English for International Communication) program of Thammasat University.

1.4.5 Factors causing anxiety refers to that which leads to students' anxiety at the four different stages as described in 1.4.2.

1.5 SCOPE OF STUDY

Fifty second-year CEIC students who were enrolled in a presentations class or public speaking class or both in academic year 2017 were used as the respondents of this study. Fifty copies of the questionnaires were distributed to investigate the level of public speaking anxiety at four different stages and factors that cause public speaking anxiety.

1.6 SIGNIFICANCE OF THE STUDY

This study will firstly help students improve their speaking skill particularly speaking in public. Secondly, the study may be help EFL students who enroll in the English presentations course or English public speaking class to realize and understand the level of their anxiety when speaking in public. Then, they can probably find way to minimize it. Finally, the findings in this study will provide useful information regarding the factors causing to public speaking anxiety for EFL students.

1.7 ORGANIZATION OF THE STUDY

There are five chapters contained in this research study.

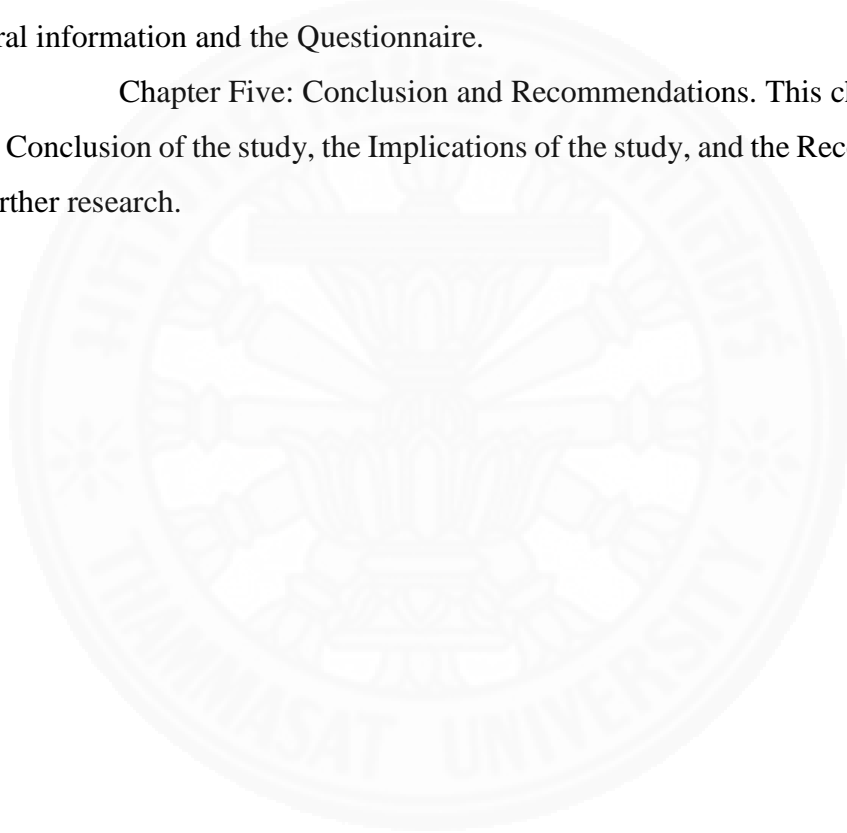
Chapter One: Introduction consists of Background, Research questions, Objectives of the study, Definition of terms, Scope of the study, Significance of the study, and Organization of the study.

Chapter Two: Review of the Literature covers four main topics; Public speaking, Anxiety, Factors cause public speaking anxiety, and Related studies.

Chapter Three: Methodology contains the Respondents, the Research Instrument, the Procedures, and the Data Analysis.

Chapter Four: Results and Discussion of the study contains two parts; General information and the Questionnaire.

Chapter Five: Conclusion and Recommendations. This chapter consists of the Conclusion of the study, the Implications of the study, and the Recommendations for further research.



CHAPTER 2

REVIEW OF LITERATURE

This chapter explores the literature that is significant to the research study on English public speaking and factors affecting public speaking anxiety. The content consists of four main sections. The first section (2.1) gives a brief overview of public speaking including concept and definition and types of public speaking. The second section (2.2) discusses anxiety. This section reviews the concepts and definitions of anxiety, foreign language anxiety, and public speaking anxiety. The third section (2.3) presents factors cause public speaking anxiety and the last section (2.4) discusses studies related to public speaking anxiety for EFL learners.

2.1 PUBLIC SPEAKING

2.1.1 Concepts and Definitions

“Public speaking” is a form of the “public communication” that “occurs within an audience of ten or more” (Sellnow, 2005, p.8). Sellnow (2005) reports that since the audience can determine the speaker’s thoughts while the speaker can change the audiences’ comprehension and awareness, public speaking is also categorized as continuous communication. Furthermore, Jaffe (2007) states that public speaking occurs when a speech is prepared and performed by one person for a group that generally listens without interrupting the speaker’s flow of ideas. The purpose of public speaking is to inform, persuade, or entertain the audience.

According to the model of McKerrow, Gronbeak, Ehninger and Momroe (2003), speech making consists of the critical components in the public speaking process as follows: the speaker, the message, the listener, and the feedback. Moreover, they emphasize the cultural context as another element that creates different meanings of speech communication. The cultural context refers to “the shared set of social understandings within which the communication is taking place” (McKerrow, Gronbeak, Ehninger & Momroe, 2003, p.60). They also mention that different societies

have different ways to communicate with each other or other societies. For example, in many countries, it is unacceptable to call people by their first name in public.

2.1.2 Types of public speaking

Beebee and Beebee (2003) and O’Hair, Rubenstein, and Stewart (2010) present three important types of public speech, which are informative, persuasive, and special occasion.

Informative speech

According to O’Hair et al. (2010), informative speech is a speech that provides new information, new insights, or new ways of thinking about a topic to audiences to share new knowledge. They state that an “informative speech might be an explanation of a concept or practice” such as “description of a person, place, or event; or a physical demonstration of how something works” (O’Hair et al., 2010, p.175). The options are numerous as long as the audience learns something. Similarly, Beebee and Beebee (2003) suggest that informative speech is useful in a career path as people may have to convey information to others.

Persuasive speech

O’Hair et al. (2010) explain that persuasive speech is given to attempts to change individuals’ beliefs about a topic or to move them to act. They also mention that “some persuasive speeches attempt to modify audience attitudes and values so that they move in the direction of the speaker’s stance” while “others aim for an explicit response, as when a speaker urges listeners to donate money for a cause or to vote for a candidate. Sometimes a speech will attempt to modify both attitudes and actions” (O’Hair et al., 2010, p.188). Furthermore, Beebee and Beebee (2003) mention that persuasive speech requires well-organized, attractive supporting materials, appropriate language, smooth transitions, and articulate delivery.

Special occasion speech

Apart from the informative and persuasive speeches, a special occasion speech is one that is delivered on certain special and important occasion, and for a purpose dictated by that occasion (O’Hair et al., 2010). They classify special occasion speech as public speaking which can be either informative or persuasive or, often, a mix of both. O’Hair et al. (2010) state that there are very specific functions of a special occasion speech such as to entertain, celebrate, commemorate, inspire, or set a social

agenda. In addition, they explain that events, for instance, birthdays, graduations, weddings, opening businesses, giving or receiving awards, retirements, farewells, and funerals, are some of these special occasions.

2.2 ANXIETY

2.2.1 Concepts and Definitions

Anxiety is described as “an unpleasant emotional reaction that results from the perception or appraisal of a particular situation as threatening” (Van der Ploeng, 1984, p.115). Similarly, Morris and Kratochwill (1985, p.1) state that anxiety is “apprehension, tension, or uneasiness related to the expectation of danger, whether internal or external. Anxiety may focus on an object, situation or activity that is avoided, as in a phobia, or it may be unfocused”. In other words, anxiety has been shown to be an individual’s feeling of nervousness, worry, stress, and tension naturally setting off his or her anxiety or fear system (Horwitz, Horwitz, & Cope, 1986).

Ellis (1994) states that anxiety can be arranged into three types: state anxiety, trait anxiety, and situation-specific anxiety. He explains that trait anxiety is a stable personality characteristic while state anxiety is a temporary feeling of an unpleasant experience when confronted with a certain circumstance, i.e. the feeling of uneasiness occurring before or when taking an oral presentation test. On the other hand, a specific type of event or situation such as having to perform a speech in public or in class causes situation-specific anxiety (Ellis, 1994).

2.2.2 Foreign Language Anxiety

According to MacIntyre and Garner (1994), foreign language anxiety is identified as “the feeling of tension and apprehension specifically associated with second language (L2) contexts, including speaking, listening, and learning” (p.284). They also mention that foreign language classroom anxiety can obviously be defined as foreign language anxiety when it is viewed as situational anxiety happening in a foreign language classroom. In addition, Selvam, Kamal, Swaminathan, and Baskaran (2016) state that language anxiety is one form of “debilitative anxiety” that has a “negative impact on the students’ performance, attitudes, emotional state, and enjoyment of the language learning experience” (p.3). Moreover, students who are

terribly anxious are highly likely to avoid involvement in classroom activities (Selvam et al., 2016).

Horwitz, Horwitz and Cope (1986) mention that there are three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is “a type of shyness characterized by fear of or anxiety about communicating with people” (p.127). Similarly, Horwitz (2010) explains that communication apprehension comes from having fear or tension when speaking with other individuals in different circumstances. It is clear that the more fear individuals experience from communicating with others, the more communication apprehension they have. The next component is test anxiety, which refers to “a type of performance anxiety stemming from a fear of failure” (Horwitz, Horwitz & Cope, 1986, p.127). In other words, test anxiety is viewed as an unpleasant experience in individuals before a test because of the worry of being evaluated in a test such as fear of failing in test. Lastly, fear of negative evaluation involves apprehension about “others’ evaluation”, “avoidance of evaluative situations”, and the expectation that others would “evaluate oneself negatively” (Horwitz et al., 1986, p. 128).

Horwitz, Horwitz and Cope (1986) assert that when students convey confused messages in a foreign language, show a lack of self-confidence, and have forget vocabulary or syntax that they have previously learned, it is clear that students have foreign language anxiety.

2.2.3 Public speaking anxiety

Public speaking anxiety is “fearfulness when speakers give a speech in public” (O’Hair, Rubenstein & Stewart, 2007, p.155). Additionally, Jaffe (2007) states that public speaking anxiety is divided into two types: process anxiety and performance anxiety. Process anxiety is defined as speakers’ worry while preparing a speech; for instance, writing a speech outline, organizing a speech, or doing research; meanwhile, performance anxiety refers to speakers’ worry while giving an actual speech, such as a speaker might be worried about forgetting content when he/she is presenting. However, O’Hair et al. (2007) argue that they should be categorized into more specific periods rather than process anxiety and performance anxiety. They state that when giving a speech, the speaker can be nervous at any time and the nervousness can happen at four periods of time: 1) per-preparation anxiety, which refers to the time when a speaker

know that he/she will have to present public speech, 2) preparation anxiety, which refers to the time when the speaker starts to prepare the speech, 3) pre-performance anxiety, which refers to the time when the speaker practices his/her speech, and 4) performance anxiety, which refers to the time when the speaker actually presents the public speech. Therefore, an individual may avoid speaking in public situations if he/she has public speaking anxiety.

There have been several research studies on public speaking anxiety with some of them revealing significant results. For example, McCroskey, Daly, and Sorensen (1976) state that there is a similarity between public speaking and a personality-like trait, while Behnke and Sawyer (2001) affirm that public speaking is similar to a temporary state in which some public speaking contexts affect speakers' anxiety. In addition, their study found that public speaking anxiety occurred in three periods of speechmaking - speech milestones, include speech preparation, delivery, and completion. Moreover, Behnke and Sawyer (1999) studied the level of anticipatory public speaking state and trait anxiety at the three stages. The first stage refers to the time when the public speech was assigned in class. The second stage occurs during the laboratory session in which the speech was being prepared, and the third stage refers to the actual time of presenting the public speech to class. The findings revealed that the highest level of anticipatory anxiety occurs just before speaking followed by the moment when the public speech was assigned in class. Finally, students showed the lowest level of anxiety during the time of preparation. Furthermore, the quality of speech performance had a positive relationship with the amount of speech preparation (Menzel & Carell, 1994)

2.3 FACTORS CAUSING PUBLIC SPEAKING ANXIETY

In "Methodology in Language Teaching an Anthology of Current Practice" Shumin (2002) mentions that speaking a foreign language requires knowing grammatical and semantic rules as well as learning of how native speakers use the language with regards to interpersonal exchanges, in which numerous variables or factors interact. "It is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately" (Shumin, 2002, p.204). Therefore, the factors

affecting adult EFL learner's oral communication include age or maturational constraints, aural medium, sociocultural factors, and affective factors. In addition, there are a number of factors contributing to anxiety in public speaking; for example, personality factors, second or foreign language proficiency, audience familiarity, teacher's scoring criteria, preparedness, and topic familiarity, showing in characters such as fear, stress, nervousness, anxiety, and negative feeling. Thus, the factors are presented as follows:

2.3.1 Age or maturational constraints

Krashen, Long, and Scarcella's (1982) study claimed that learners who begin learning a second language in adulthood achieve lower proficiency than those beginning in early childhood through natural exposure. Furthermore, Oyama's (1976) study found that adult learners learning a second language failed to reach nativelike proficiency. This shows that one factor which may affect or limit the ability of adult learners in terms of pronouncing the target language fluently is age (Scarcella & Oxford, 1992).

2.3.2 Aural medium

Shumin (2002) states that during interaction, each speaker assumes the two roles: listener and speaker. One is definitely unable to respond if one cannot understand what is said. "The fleetingness of speech, together with the features of spoken English – loosely organized syntax, incomplete forms, false starts, and the use of fillers – undoubtedly hinders EFL learners' comprehension and affects the development of their speaking abilities" (Shumin, 2002, p.205).

2.3.3 Sociocultural factors

L2 or foreign language learning are affected by various cultural characteristics of a language (Shumin, 2002). Dimitracopoulou (1990) states that language is a type of social activity because linguistic communication occurs in a structured interpersonal exchange context, and significance is in this way socially regulated. Therefore, it is hard for L2 speakers to select a suitable form in specific circumstances in view of the impact or obstruction of their own social standards. (Shumin, 2002). In addition, Shumin (2002) mentions that the lack of familiarity with the nonverbal communication system of the target language affects EFL learners because they usually do not know how to pick up nonverbal cues.

2.3.4 Affective factors

Oxford (1990, p.140) explains that “the affective side of the learner is probably one of the most important influences on language learning success or failure”. Furthermore, emotions, self-esteem, empathy, anxiety, attitude, and motivation are affective factors that are related to L2 or foreign language learning (Shumin, 2002). Moreover, adult learners are more concerned about being judged by others, making mistakes, and losing face.

2.3.5 Personality factors

According to Brown’s (1987) study, second language learning is influenced by the personal factors of extroversion and introversion. Brown (1987) mentions that “extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself” while “introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people” (p.109). He also states that extroversion may play a role in language improvement particularly in speaking skill in which learners need to use in face-to-face communication. Furthermore, extroversion is significantly related to public speaking anxiety (Macintyre & Thivierge, 1995). That is, if a speaker is extroverted, he/she tends to have a greater willingness to speak.

2.3.6 Second or foreign language proficiency

Kondo’s (2006) findings showed language anxiety and second or foreign language proficiency are related to each other in terms of a main factor that inhibits a learners’ success in a second language. Second or foreign language proficiency is divided into three aspects: grammar, vocabulary, and English oral proficiency.

Grammar, Tanveer (2007) found that L2 learners had difficulty using accurate grammar when they were required to speak a second or foreign language. For example, choosing verb tenses or parts of speech affected speaker’s confidence. Moreover, he also found that differences in terms of the use of grammar between learners’ first language and second language led to language difficulties and increased learners’ speaking anxiety.

Vocabulary is another factor contributing to second or foreign language anxiety. Liu's (2007) study claimed that one of the major sources of anxiety in speaking English language was students' lack of vocabulary. In other words, research shows that language learners' competency is affected by vocabulary.

English pronunciation, one aspect of English oral proficiency, is a factor that causes students' foreign language anxiety. Tanveer (2007) states that pronunciation is an obstacle that makes second or foreign language learners feel stressed. He found that when participants received immediate negative feedback caused by their pronunciation from the audiences, they felt stressed.

2.3.7 Audience familiarity

Beatty (1988) mentions that audience familiarity is one of the significant factors contributing to students' anxiety. Similarly, Ayres (1986) states that an individual assessment towards speakers' speaking competence might cause anxiety. In other words, a speaker might feel anxious that he or she's speaking skill does not meet the expectation of the audiences. In addition, the research has shown some exceptions to the general rule of the expectation that speakers usually feel less anxiety when the audiences become more familiar or pleasant. It is revealed that individuals would be more willing to speak (MacIntyre & Thivierg, 1995).

2.3.8 Teacher's scoring criteria

Regarding the factor of the teacher's scoring criteria, "Students show feelings of being subordinate to the teacher in class and this was a source of anxiety" (Beatty, 1988 as cited in Plangkham, 2012, p.20). Additionally, worries about scoring less than expected and failing a test decrease the confidence in using English and create considerable anxiety (Chinpakdee, 2015). Moreover, Wörde (2003) and Chinpakdee (2015) claims that teacher-related factors including personalities and the teacher's emotional state were found to be factors that influenced the classroom atmosphere and led to students' anxiety.

2.3.9 Preparedness

Preparedness is one of the factors affecting public speaking anxiety. Chen's (2009) study indicated that one the major sources of anxiety in English oral

presentations was preparedness. Similarly, Whai and Mei (2016) found that the main cause of students facing difficulty in oral presentations was lack of practice and preparation. In addition, second/foreign language students identified speaking in front of the class without preparation as one of the significant factors that caused anxiety in speaking class (Mak, 2011).

2.3.10 Topic familiarity

Kazemi and Zarei's (2015) findings revealed that learners' oral presentations were influenced by topic familiarity. They found that unfamiliar topics were a significant factor affecting anxiety of EFL oral presentation when they were asked to give impromptu speech – speaking without preparation. In addition, the less speakers knew about a topic, the more anxious they felt (Lederman, 1983 & Kazemi & Zarei, 2015). Likewise, Daly, Vangelisti, Neel, and Cavanaugh (1989) affirmed that “highly anxious speakers generally have a negative self-image of their speech performance and that remarks about the unfamiliarity of their speech topics are really only a reflection of that general negative self-image. If, however, this topic selection bias actually does occur, then speech anxious individuals must either spend significantly more time learning about their topics prior to their speeches or their performances are less likely to be successful” (p.50).

2.4 RELATED STUDIES

There are several studies related to public speaking anxiety in EFL learners as follows:

Plangkham (2012) studied anxiety in Thai EFL university students who studied English public speaking. The research was conducted to investigate the level of public speaking anxiety at four different stages, which were pre-preparation anxiety, preparation anxiety, pre-performance anxiety, and performance anxiety, and examine the factors contributing to anxiety at each stage. The sample was 208 university students who were studying an English public speaking course either as a required or elective course in six universities: Chulalongkorn University, Thammasat University, Silpakorn University, Kasetsart University, Dhurakij Pundit University, and Bangkok

University. The finding revealed that students experienced a high anxiety level at the stages of pre-preparation anxiety and performance anxiety while they showed a moderately high level of public speech anxiety at the preparation and pre-performance stages of anxiety. However, the stage that made students feel the most anxious was found to be the performance stage. The results also showed that personality was the most influential factor at the pre-preparation stage and performance stage, while English grammar was the number one factor at the preparation stage. Pronunciation was considered the most influential factor at the pre-performance stage.

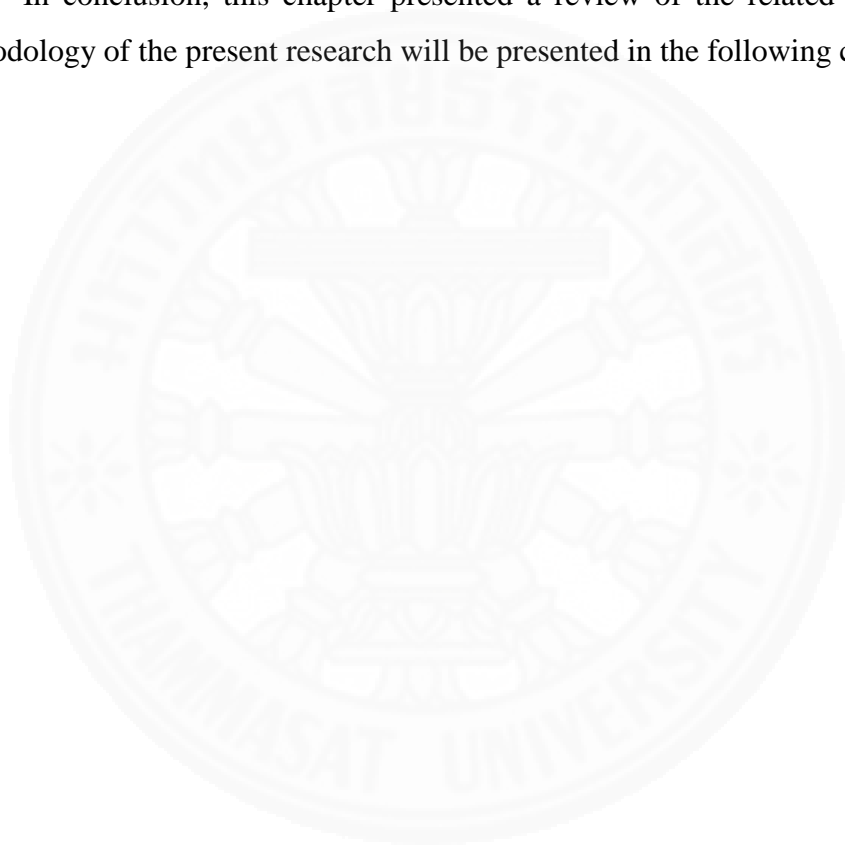
Phinyadechasin (2015) investigated the factors causing anxiety in public speaking of undergraduate tourism students. The target population of this study was 80 junior undergraduate students studying at a government university in the major of tourism industry. The findings showed that the communication apprehension factor had an effect on most of the students while the test anxiety and fear of negative feedback factors caused students' anxiety at a moderate degree. Moreover, the study also found that to in order to be braver and more confident in public speaking, a number of students wanted to have English training.

In Yahya's (2013) "Measuring Speaking Anxiety among Speech Communication Course Students at the Arab American University of Jenin", the research explored the factors contributing to students' speaking anxiety in English classroom of speech communication course. The study = collected the data from 104 students at the Arab American University in Palestine. The findings showed that the factor that affected students' performance the most was the fear of negative evaluation, followed by the communication apprehension factor while the test anxiety factor was the least influential.

Tasee (2009) investigated the factors affecting speaking anxiety in English major students. The participants were 963 students at Rajabhat University majoring in English in three programs: English education, Humanities, and Business English, and 27 Rajabhat University lecturers in English. The methods using to collect the data were quantitative and qualitative. The findings showed that male students had less anxiety than female students. Students who evaluated themselves at low speaking English proficiency had consistently high speaking anxiety and students who faced speaking anxiety used the same tactic, mental and physical effects, to reduce their anxiety.

Mak (2011) studied the speaking anxiety of Chinese ESL students in speaking class. The study investigated the factors contributing to anxiety when speaking in class in a group of 313 Chinese ESL freshmen undergraduate students in Hong Kong. The findings demonstrated that speaking with a lack of preparation in front of classmates, being corrected while presenting a speech, insufficient preparation time, and not being permitted to use L1 in L2 class were recognized as significant factors for the students contributing to speaking-in-class anxiety.

In conclusion, this chapter presented a review of the related literature. The methodology of the present research will be presented in the following chapter.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) the respondents, (2) the research instrument, (3) the procedures use in the data collection and (4) the data analysis.

3.1 RESPONDENTS

The population in this study was selected from graduate students at the Language Institute, Thammasat University - Thaprachan campus who were in their second-year in a Master of Arts in Careers English for International Communication (CEIC) program. The reason that the researcher used CEIC students was because the purpose of this study focused on the factors that cause anxiety in public speaking of EFL learners particularly students studying in an English program that had experience giving speeches in public inside and outside the classroom. Therefore, the respondents were taking Effective English Presentations – a compulsory course in which students have to perform different types of public speech in class such as an informative or persuasive speech, or taking Effective English Public Speaking, or both. In this study, the total population was 56 CEIC students. Furthermore, Yamane's (1973) formula was used to calculate the number of respondents; following his method, the respondents in this study were 49 second-year CEIC students.

Simple random sampling was the technique that the researcher used to select the target population. Moreover, with this technique, each member of population, second-year CEIC students at the Language Institute, Thammasat University, had an equal chance of being selected as respondents. However, the total number of respondents in this study was 50 students.

3.2 RESEARCH INSTRUMENT

The purpose of this section is to describe the instrument used for data collection in this study. In order to discover the factors affecting anxiety in public speech and

evaluate the degree of public speaking anxiety, a questionnaire was adapted from Plangkham's (2012) study, which used PRPSA, Personal Report of Public Speaking Anxiety, framework developed by McCroskey (1970) and comprised of two parts as follows:

Part 1: Personal information of respondents

The first part of the questionnaire involved the background information of the respondents, including gender, age, and students' English-speaking course in the CEIC program.

Part 2: Degree of anxiety at different stages in English public speaking classes

The second part explored factors affecting public speaking anxiety and the degree of public speaking anxiety that each student experienced. In this part, the questionnaire classified anxiety into four different stages (O'Hair, Rubenstein and Steward, 2007) as follows:

- a. Pre-preparation anxiety stage
- b. Preparation anxiety stage
- c. Pre-performance anxiety stage
- d. Performance anxiety stage

The questions in each stage were adapted from Plangkham's (2012) study, which used PRPSA, Personal Report of Public Speaking Anxiety, framework developed by McCroskey (1970). There were two subsections in each stage as follows:

In the first section, the respondents were required to rate their anxiety with a five-point Likert Scale ranging from "strongly disagree" to "strongly agree". There were four questions in each stage. For the second section, a factor checklist consisting of 10 factors contributing to anxiety at each stage was provided. Then respondents were asked to choose the three most influential factors that caused anxiety at each stage.

3.3 RESEARCH PROCEDURES

This section describes the procedure for this research to collect data as follows:

1. The respondents were informed that the survey was for the purpose of gathering individual information about how their internal and external public speaking anxiety exists.
2. The respondents were individually asked to do the paper-based questionnaire in a classroom at Language Institute, Thammasat University- Thaprachan campus.
3. The questionnaire was written in English and directions were given to prevent misunderstanding of questions.

The questionnaires were distributed to the respondents in April 2018.

3.4 DATA ANALYSIS

The data collected from all the questionnaires was analyzed and interpreted using the Statistic Package for the Social Sciences (SPSS) to show mean, standard deviation, frequency and percentage. In addition, the rating scale used in this study was based on a five-point Likert scale using the criteria below.

Table 3.1 Ratings for the five-point Likert scale

Degree of Opinion	Scores
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

The mean value of data shown in each statement was interpreted as the level of anxiety as follows:

Table 3.2 Five ranges of scale values for the level of anxiety

Level of anxiety	Scale Value
Very low	1.00 – 1.80
Low	1.81 – 2.60
Moderately high	2.61 – 3.40
High	3.41 – 4.20
Very high	4.21 – 5.00

The range of each level was calculated below:

$$\begin{aligned}
 \text{Interval of anxiety level} &= \frac{\text{Range}}{\text{The range of level}} \\
 &= \frac{\text{The highest rate} - \text{The lowest rate}}{\text{The range of level}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

As for the checklist of factors contributing to student's public speaking anxiety, frequencies were counted for each of the factors causing public speaking anxiety at the four different stages.

In conclusion, this chapter described the respondents, research instrument, procedures, and data analysis used in the present research. In the following chapter, the findings of this study will be presented.

CHAPTER 4

RESULTS AND DISCUSSION

The previous chapters contained the introduction, the literature review, and the research methodology. This chapter presents the results of this research study relating to the English public speaking anxiety towards the experience of public speeches to explore the factors affecting speaking skills. This is based on the analysis of the data in relation to the literature review of chapter 2 about factors that cause public speaking anxiety. The data gathered from the respondents were collected from the questionnaires. To explain the results on the factors contributing in different stages of public speaking, this chapter is divided into three main sections based on the theme emerging in this research study. Section 4.1 begins with the personal information of the respondents. In Section 4.2, the data interpretation revolves around the degree of anxiety at four different stages in English public speaking classes. The final section of the chapter (4.3) focuses on factors affecting public speaking anxiety at each stage and discusses the factors at four different stages of public speaking classes.

4.1 PERSONAL INFORMATION OF THE RESPONDENTS

This part presents the frequency and percentage of the background information of the respondents of this research study, including gender, age, and English-speaking courses taken in CEIC program (CR604 or CR726 or both) as follows:

Table 4.1 shows that the majority of the respondents were female graduate students, consisting of 38 respondents or 76%, with only 12 male respondents or 24%.

Table 4.1 Gender of respondents

Gender	Frequency	Percentage
Male	12	24.0
Female	38	76.0
Total	50	100.0

Table 4.2 illustrates the ages of respondents showing that most students were 20 – 29 years old (62%) followed by 30 – 39 years old (34%), and 40 years old and above (4%)

Table 4.2 Age of respondents

Age	Frequency	Percentage
20 – 29 years old	31	62.0
30 – 39 years old	17	34.0
40 years old and above	2	4.0
Total	50	100.0

The table below (4.3) shows the English-speaking courses that the respondents took in CEIC program. Twenty-four respondents or 48% had taken two English-speaking courses (CR604 - Effective English Presentations and CR726 - Effective English Public Speaking). However, 22 respondents or 44% had taken only Effective English Presentations (CR604), while four students or 8% had taken Effective Public Speaking (CR726).

Table 4.3 English speaking courses taken in CEIC program

Name of courses	Frequency	Percentage
CR604 (Effective English Presentation)	22	44.0
CR726 (Effective English Public Speaking)	4	8.0
CR604 and CR726	24	48.0
Total	50	100.0

4.2 THE LEVEL OF ANXIETY AT DIFFERENT STAGES IN ENGLISH PUBLIC SPEAKING CLASSES

The second part in this study sought to investigate the degree of public speaking anxiety at four stages. This section of the questionnaire required respondents to give opinions by rating their level of agreement towards anxiety at each stage, which are presented as follows:

4.2.1 Anxiety at four different stages of public speaking

In order to sequence the stages of public speaking, the most influential stage of public speaking will be firstly provided followed by the less influential levels of anxiety of the others three stages respectively. The results are shown in the form of mean and standard deviation.

Table 4.4 compares the level of anxiety at the four different stages in English public speaking. From the data in this table, it is apparent that most of the respondents had the highest anxiety at the performance stage ($\bar{x} = 3.53$) followed by at the pre-preparation stage ($\bar{x} = 3.40$), pre-performance stage ($\bar{x} = 3.22$), and the lowest anxiety at preparation stage ($\bar{x} = 2.80$). As can be seen, the majority of those who responded to this item felt a high level of anxiety at performance stage while they expressed a moderately high level of anxiety at the others three stages, pre-preparation, pre-performance, and preparation. Based on four figures, there is a strong possibility that students experienced different levels of anxiety that was displayed differently in each stage of the English public speaking classes. This is in agreement with Plangkham's (2012) findings, which showed that performance stage was the stage that made students feel the most anxious.

Table 4.4 Comparative level of anxiety at four different stages in English public speaking classes

	N	Minimum	Maximum	Mean	SD
Performance anxiety	50	1.00	5.00	3.53	0.98
Pre-preparation anxiety	50	1.00	5.00	3.40	0.96
Pre-performance anxiety	50	1.00	5.00	3.22	1.01
Preparation anxiety	50	1.00	5.00	2.80	0.85

4.2.2 Anxiety at the performance stage

At this stage, performance anxiety refers to the time of nervousness when the speaker actually gives the public speech (O’Hair, Rubenstein & Steward, 2007).

Table 4.5 explains the level of agreement towards performance anxiety in the English public speaking classes. The results, as shown in table below, indicate that most of the respondents agreed with all four statements at the stage of performance anxiety. It was found that respondents mostly agreed that they forgot facts they really knew because of the nervousness while giving the speech ($\bar{x} = 3.66$) together with their hearts beat very fast ($\bar{x} = 3.62$), and their hands shook and some parts of their body felt very tense ($\bar{x} = 3.56$). Meanwhile, just over half of respondents agreed that it was hard to concentrate on the following part when making a mistake, as represented in the mean score, $\bar{x} = 3.30$. The overall response to the statements relating to performance anxiety showed a mean score of 3.53, which was interpreted to be a high level of anxiety.

Table 4.5 Level of agreement towards performance anxiety in English public speaking classes

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
1. My hands shake and some of my body feels very tense when I am giving a speech.	2	8	8	24	8	3.56	1.07
2. My heart beats very fast when I am giving a speech.	2	7	10	20	11	3.62	1.11
3. While giving a speech, I get so nervous that I forget facts I really know.	2	6	11	19	12	3.66	1.1
4. When I make mistake while giving a speech, I find it hard to concentrate on the part that follows.	3	17	3	16	11	3.3	1.31
Total	N					Mean	SD
Performance anxiety	50					3.53	0.98

Based on four figures of the mean score from table 4.5, it is highly likely that in English public speaking classes, the performance stage was the most anxious stage for most of the students. The result is similar to Behnke and Sawyer (1999) and Plangkham (2012), which revealed that students experienced the highest level of anxiety in the performance stage. However, there were some different aspects from this study compared to Behnke and Sawyer's (1999) study while there were no significant differences between this present study and Plangkham's (2012) study. Behnke and Sawyer (1999) discovered that the highest level of anxiety occurred in the moment just before the students started to perform a speech. In contrast, the findings of this study indicated that the highest level of anxiety happened during the time when students performed a public speech. This may be because respondents agreed that some physical reaction occurred when they felt anxious; for example, hearts beat very fast, hands shook, and some part of the body felt very tense. As a result, they might forget their script or even forget the whole speech content.

4.2.3 Anxiety at the pre-preparation stage

According to O'Hair, Rubenstein, and Steward (2007), the stage of pre-preparation anxiety occurs when the speaker knows that he or she will have to present a speech in public.

Table 4.6 describes the level of agreement towards pre-preparation anxiety in English public speaking classes. The findings show that most of the respondents agreed with all statements at pre-preparation anxiety. It was found that most of students got anxious when they thought about a coming speech and also got tense when the instructor announced a speaking assignment in class, as indicated in the mean scores of 3.68 and 3.44, respectively. Moreover, half of them felt anxious knowing the date of speaking assignment and felt tense seeing the words "speech" and "public speech" on a course outline, as represented in the mean scores of 3.28 and 3.20 respectively. As a result, the overall response to the level of pre-preparation anxiety in the study had a mean score of $\bar{x} = 3.40$, which can be interpreted that the respondents showed a moderately high level of anxiety at this stage.

Table 4.6 Level of agreement towards pre-preparation anxiety in English public speaking classes

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
1. I feel tense when I see the words “speech” and “public speech” on a course outline when studying.	5	9	11	21	4	3.2	1.14
2. I get anxious when I think about a speech coming up.	2	6	7	26	9	3.68	1.04
3. When the instructor announces a speaking assignment in class, I can feel myself getting tense.	2	13	5	21	9	3.44	1.18
4. I feel anxious when the teacher announces the date of a speaking assignment.	3	11	10	21	5	3.28	1.11
Total	N					Mean	SD
Pre-preparation anxiety	50					3.4	0.96

The findings seem to be in the line with the study of Plangkham (2012) that most of students agreed that they got anxious when hearing about speech assignments. This kind of anxiety could be either trait or state anxiety as suggested by Behnke and Sawyer (1999). A possible explanation for these results may be the negative attitude toward public speaking like worry and nervousness. So, it can interfere with speaking ability and even lead to feelings of high anxiety. It can be seen that the results in the current study match those observed in earlier studies. However, it is somewhat surprising that students who were not anxious and did not have anxiety combined to make a high number in this stage. This may be because they might have had some experience in public speaking when they were undergraduate student as compared with Plangkham (2012). Plangkham (2012) found that university students in English majors showed quiet a high level of anxiety in this stage because they did not have a good impression toward this compulsory course.

4.2.4 Anxiety at pre-performance stage

At this stage, pre-performance anxiety refers to the time of nervousness when the speaker rehearses his or her speech (O’Hair, Rubenstein & Steward, 2007).

Table 4.7 presents the level of agreement towards pre-performance anxiety in the English public speaking classes. From this data, it can be seen that most of respondents agreed with being in constant fear of forgetting what they prepared to say when rehearsing a speech ($\bar{x} = 3.54$). Furthermore, they also felt anxious while practicing a speech ($\bar{x} = 3.24$). However, almost half of those surveyed agreed about there being less anxiety while they rehearsed a speech whether their heart beat very fast ($\bar{x} = 3.08$) or they felt uncomfortable and stressed ($\bar{x} = 3.02$). The overall response to the level of pre-performance anxiety in this study had a mean score of $\bar{x} = 3.22$, so it can be interpreted that the respondents had a moderately high level of anxiety at this stage.

Table 4.7 Level of agreement towards pre-performance anxiety in English public speaking classes

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
1. I feel anxious while rehearsing a speech.	2	13	11	19	5	3.24	1.08
2. I feel uncomfortable and stressed while rehearsing a speech.	3	19	7	16	5	3.02	1.17
3. I am in constant fear of forgetting what I prepare to say while rehearsing a speech.	2	9	9	20	10	3.54	1.13
4. My heart beats very fast while I rehearse a speech.	4	15	13	9	9	3.08	1.24
Total	N					Mean	SD
Pre-performance anxiety	50					3.22	1.01

As can be seen in table 4.7, it was found that students showed a moderately high level of anxiety. The most interesting finding was that a high number of students reported less anxiety (statement 2) or were undecided (statement 4) at the pre-performance stage. It is very possible that when students had enough time to rehearse their speech, they did not feel very anxious, uncomfortable, or stressed in this stage. The finding of this study corroborates the study of Laskowski (1996), who found a significant positive correlation between speech rehearsal and the anxiety of speakers,

which helped speakers reduce anxiety by 75%. Plangkham (2012) also mentioned that students could make a good speech when they rehearsed well. However, many of those students still had a feeling of anxiety at pre-performance stage. Comparing the two results, this may be explained by the fact that they might have different styles of their speech. For example, some students feel more confident with memorizing a speech script so they preferred to rehearse many times while others preferred just a few times so that their speech would be more natural. As a result, this finding supports previous research, which reported a moderately high level of anxiety.

4.2.5 Anxiety at the preparation stage

According to O'Hair, Rubenstein, and Steward (2007), the stage of preparation anxiety occurs when the speaker starts to prepare a speech.

Table 4.8 illustrates the level of agreement towards preparation anxiety in English public speaking classes. The study results revealed that almost half of the respondents agreed that they felt tense and nervous when preparing to give a speech ($\bar{x} = 3.10$) while some of them (38%) expressed the opposite opinion with this statement. Interestingly, a high number of respondents indicated less anxiety when preparing a speech whether in regard to feeling anxious and having trouble concentrating on what they were doing ($\bar{x} = 2.80$) or having trouble falling asleep the night before a speech ($\bar{x} = 2.70$) or being unhappy while preparing a speech ($\bar{x} = 2.60$). As a result, the overall mean score of anxiety at the preparation stage was $\bar{x} = 2.80$, which was interpreted as being a moderately high anxiety level.

Table 4.8 Level of agreement towards preparation anxiety in English public speaking classes

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
1. While preparing to give a speech, I feel tense and nervous.	2	17	8	20	3	3.1	1.07
2. I am unhappy when preparing a speech.	6	21	13	7	3	2.6	1.07
3. I have trouble falling asleep the night before a speech.	7	19	10	10	4	2.7	1.18
4. When preparing a speech, I feel anxious and have trouble concentrating on what I am doing.	5	20	7	16	2	2.8	1.13
Total	N					Mean	SD
Preparation anxiety	50					2.8	0.85

Based on four figures of mean score from table 4.8, it is possible that students found themselves less anxious when preparing a public speech. As can be seen, students did not show much of a physical reaction of anxiety; for example, unhappiness, not sleeping at night before a speech or anxiousness and not being able to focus on task that they were doing, when they prepared a speech. The present findings seem to be consistent with research by Plangkham (2012), which found that anxiety at this stage was at the lowest level when compared to the other stages. There are several possible explanations for this result. It is possible that the preparation stage helped student to decrease their anxiety as they had a chance to prepare a speech; for instance, reviewing grammatical points or preparing this step systemically until becoming familiar with the speech script, as suggested by Plangkham (2012). The other explanation might be because students felt speech preparation helped them give a better speech, so they did not experience a high level of anxiety in this stage.

4.3 FACTORS AFFECTING ANXIETY AT THE DIFFERENT STAGES IN ENGLISH PUBLIC SPEAKING CLASSES

In this part, the study aims to investigate factors affecting anxiety at the four different stages in English public speaking classes. A checklist consisting of 10 factors

that affected public speaking anxiety was given and the respondents were asked to choose the three most influential factors causing their anxiety in each stage. To analyze the data gathered from respondents, frequency and percentage were used. Therefore, the findings are based on the most influential stage of public speaking anxiety, which are performance, pre-preparation, pre-performance, and preparation stages.

4.3.1 Factors affecting anxiety at the performance stage

Table 4.9 presents the ranks of factors affecting anxiety at the performance stage in English public speaking classes. It is apparent from this table that 50% of respondents selected English oral proficiency as the most significant factor that caused public speaking anxiety at the performance stage followed by personality, with 44% of them indicating that this factor made them feel anxious, and teacher's scoring criteria (36%). However, vocabulary was found to be the least significant factor at this stage, as represented in the percentage of 12%.

Table 4.9 Factors affecting anxiety at performance stage in English public speaking classes

Rank	Factor	Frequency	Percentage
1	English oral proficiency	25	50.0
2	Personality	22	44.0
3	Teacher's scoring criteria	18	36.0
4	Classmate's response during public speaking	17	34.0
5	Pronunciation	17	34.0
6	Audience familiarity	13	26.0
7	Unfamiliar speech topic	12	24.0
8	Preparedness	11	22.0
9	English grammar	7	14.0
10	Vocabulary	6	12.0

4.3.2 Factors affecting anxiety at the pre-preparation stage

Table 4.10 illustrates the ranks of the factors affecting anxiety at the pre-preparation stage in English public speaking classes. As shown in table 4.10, the top three factors contributing to anxiety based on 50 respondents were selecting an unfamiliar speech topic (54%) as the most influential factor followed by the personality factor (44%), and pronunciation (42%) as the third most significant factor. In contrast, only 6% of respondents chose classmate's response during public speaking as the least influential factor causing anxiety at this stage. However, other factors were mentioned by some respondents; for instance, they felt anxious because of a speech disorder which caused them to get stuck on certain words or sounds or they were worried about the time available and physical factors such as tiredness when learning about a speech assignment.

Table 4.10 Factors affecting anxiety at pre-preparation stage in English public speaking classes

Rank	Factor	Frequency	Percentage
1	Unfamiliar speech topic	27	54.0
2	Personality	22	44.0
3	Pronunciation	21	42.0
4	English oral proficiency	19	38.0
5	English grammar	15	30.0
6	Preparedness	14	28.0
7	Audience familiarity	12	24.0
8	Teacher's scoring criteria	11	22.0
9	Vocabulary	6	12.0
10	Classmate's response during public speaking	3	6.0

4.3.3 Factors affecting anxiety at the pre-performance stage

Table 4.11 demonstrates factors causing anxiety at the pre-performance stage in English public speaking classes. As can be seen from the table below, English oral proficiency was reported as the number one factor contributing to pre-performance anxiety as shown by the percentage of 62%. Other factors were personality with the

percentage of 50% and 44% of the respondents chose pronunciation. The least significant factor of those surveyed was audience familiarity, as represented in the percentage of 12%. However, there was another factor suggested by respondents of the size of the classroom for the presentation.

Table 4.11 Factors affecting anxiety at pre-performance stage in English public speaking classes

Rank	Factor	Frequency	Percentage
1	English oral proficiency	31	62.0
2	Personality	25	50.0
3	Pronunciation	22	44.0
4	Preparedness	15	30.0
5	Unfamiliar speech topic	13	26.0
6	Teacher's scoring criteria	11	22.0
7	English grammar	10	20.0
8	Vocabulary	9	18.0
9	Classmate's response during public speaking	8	16.0
10	Audience familiarity	6	12.0

4.3.4 Factors affecting anxiety at the preparation stage

Table 4.12 shows the ranks of factors affecting anxiety at the preparation stage in English public speaking classes. It can be seen from the data in table 4.12 that respondents' selection of an unfamiliar speech topic was the most influential factor that caused public speaking anxiety at the preparation stage with the percentage of 44% followed by English oral proficiency (40%) and English grammar (38%). In contrast, only 14% of respondents chose audience familiarity as the least influential factor at this stage. Furthermore, the respondent also suggested another factor that caused anxiety at this stage, which was the degree of difficulty of the topic of the speech assignment.

Table 4.12 Factors affecting anxiety at preparation stage in English public speaking classes

Rank	Factor	Frequency	Percentage
1	Unfamiliar speech topic	22	44.0
2	English oral proficiency	20	40.0
3	English grammar	19	38.0
4	Preparedness	17	34.0
5	Pronunciation	16	32.0
6	Personality	15	30.0
7	Teacher's scoring criteria	14	28.0
8	Vocabulary	12	24.0
9	Classmate's response during public speaking	8	16.0
10	Audience familiarity	7	14.0

4.3.5 Factors at four different stages in English public speaking classes

Based on the findings of this current study, it was revealed that there were a variety of factors affecting anxiety at the four different stages of public speaking. Therefore, the factors in each stage were ordered by frequency of occurrence.

At the performance stage of public speaking, which is the most influential stage that students showed the highest level of anxiety, English oral proficiency was found to be the most significant factor causing students' public speaking anxiety (PSA), followed by personality and the teacher's scoring criteria. At the pre-preparation stage of public speaking, it was discovered that the most influential factor causing students' PSA was an unfamiliar speech topic, followed by personality, and pronunciation. At the pre-performance stage of public speaking, English oral proficiency was the most significant factor causing students' PSA, followed by personality, and pronunciation. Finally, at the preparation stage of public speaking, it was found that students felt the most anxious about an unfamiliar speech topic, followed by English oral proficiency, and English grammar.

A. English oral proficiency

English oral proficiency was found to be an influential factor affecting anxiety at three stages of public speaking, which are the preparation, pre-performance, and performance. As can be seen from the results, English oral proficiency was selected as the most influential factor at the pre-performance and performance stage of public speaking while it was the second-most influential factor at the preparation stage. Therefore, it is obvious that English oral skill plays an important role in public speaking as it is a significant problem causing anxiety in most of the students. There are several possible explanations for this result. It is highly likely that when students performed a speech, they might experience some degree of anxiety when trying to focus on all of the English oral skills such as pronunciation, stress or intonation in order to give a better speech. Another possible explanation for this is that when students rehearsed for a speech, they might be worried about their oral skill when compared with their friends in public speaking class as suggested by Plangkham (2012). Then they might find themselves anxious and nervous while rehearsing for a speech. This supports Tanveer (2007) who found that pronunciation, as a part of oral proficiency, was a big problem that caused stress for both EFL/ESL learners. As a result, this study confirms that students were concerned more about English oral proficiency when giving public speech.

B. Personality

It was found that personality was an influential factor that caused public speaking anxiety at three stages, which are the pre-preparation, pre-performance, and performance. Interestingly, the findings revealed that personality was found to be the second-most influential factor at all three stages. That is personality meaningfully affected anxiety level of students. A possible explanation for this might be that students who have different types of personalities i.e. extroversion or introversion, might have different experiences when giving a public speech, as suggested by Brown (1987). These results also agree with the findings of Macintyre and Thivierge (1995), in which the relationship between personality and public speaking was found to be significant. They claimed that extroverts or sociable are more willing to speak while shy students

or introverts tend to experience some PSA and are less willing to speak. However, most students in this study indicated that personality did not have much of an effect on their anxiety in the preparation stage. This might be because this stage does not require students to have face-to-face communication or confront the audiences or their friends, who might give them negative comments.

C. Topic familiarity

An unfamiliar speech topic was found to be an influential factor affecting anxiety at two stages of public speaking, the pre-preparation and preparation stages. The most striking result to emerge from the data is that an unfamiliar speech topic was the most significant factor for students in both stages. Therefore, it is clear that topic familiarity plays an important role in anxiety in public speaking. A possible explanation for this might be that when the students became aware of the speech assignments, especially a topic that they had no idea about it, they felt uncomfortable and stresses about how to deal with the task, which could lead to speaking anxiety. Furthermore, it seems possible that when students prepared for a speech, they might opt for a familiar topic to increase their confidence and self-esteem in public speaking instead of an unfamiliar topic. This finding is in agreement with Kazemi and Zarei (2015), who determined that EFL oral presentation anxiety was influenced by topic unfamiliarity when learners were asked to give a speech without preparation. This result also further supports the findings of Lederman (1983) and Kazemi and Zarei (2015), which determined that the less speakers knew about subject matter, the more anxious they felt.

D. Pronunciation

Pronunciation was found to be a factor influencing students' public speaking anxiety in the pre-preparation and pre-performance stages as it was the third most significant factor in both stages. As pronunciation plays an important role in students' speaking ability, it might be possible that in order to pronounce the words or sentences correctly, students focused on their pronunciation when they rehearsed for a speech. Then they might experience some degree of anxiety when they put too much emphasis on their pronunciation. Another possible explanation for this is that the

audiences might not understand the speech if speakers could not say a word correctly or even feel worried about their speaking ability especially pronunciation when knowing about the speech assignment. This supports Plangkham's (2012) study, which found that one of the most significant factors affecting PSA was pronunciation. However, there are slight differences compared to the study of Plangkham (2012). She discovered that pronunciation was the most problematic issue leading to students' anxiety at all stages of public speaking. In addition, the results in this study also match those observed in earlier studies, which revealed that pronunciation was a big problem causing stress for both EFL and ESL learners (Tanveer, 2007).

E. Teacher's scoring criteria

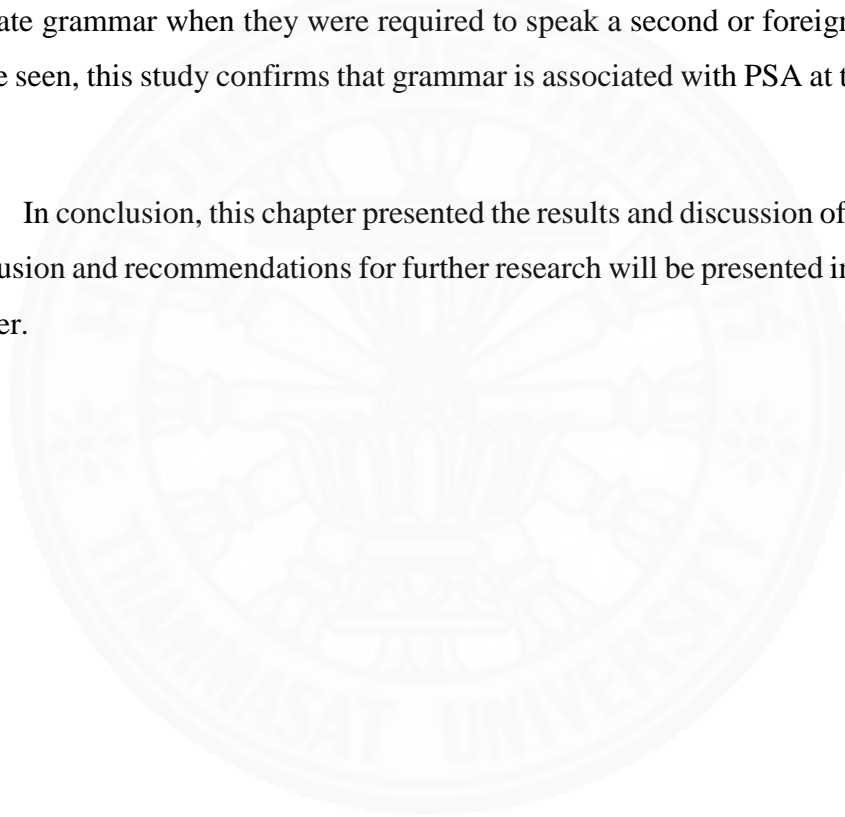
It was found that the teacher's scoring criteria was one of the significant factors causing students' public speaking anxiety at only the performance stage. This result may be explained by the fact that when students perform a speech in class, the score given by the teacher made them feel anxious and worry. The findings of the current study are consistent with those of Plangkham (2012) who mentioned that some students did not appreciate the teacher's scoring criteria because they would like to present their ideas rather than emphasize English proficiency. Some teachers expected too much or some students felt very anxious due to different scoring standards. Furthermore, this result also supports Beatty's (1988) finding that students expressed a feeling of being subordinate to the teacher and this was a source of anxiety. As a result, it is obvious that students' PSA were affected by the teacher's role. Interestingly, the teacher's scoring criteria did not appear to be an influential factor at the other three stages in public speaking, pre-preparation, preparation, and pre-performance. It is very possible that when students realized, prepared or even rehearsed for a speech, they might not think very much about the reaction of the teacher. Since the score was given at the performing time, students only felt anxious when they actually gave a public speech.

F. Grammar

It was found that grammar was an influential factor affected public speaking anxiety at preparation stage while it was not selected as a significant factor at

the other three stages which were pre-preparation, pre-performance, and performance. In this study, students experienced anxiety when they prepared for a public speech. It might be possible that for speech preparation, students must use grammar in order to write a speech script. Then they might find it hard to use grammar correctly in writing that could make them feel uneasy and nervous. This supports Plangkham's (2012) finding that some students thought of words or sentences in Thai, so they got confused and anxious because it was difficult to change grammatical forms from Thai into English. Similarly, Tanveer (2007) found that ESL/EFL learners had difficulty using accurate grammar when they were required to speak a second or foreign language. As can be seen, this study confirms that grammar is associated with PSA at the preparation stage.

In conclusion, this chapter presented the results and discussion of the study. The conclusion and recommendations for further research will be presented in the following chapter.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter contains the conclusion of the study, implication of the study, and the recommendations for further research.

5.1 CONCLUSION OF THE STUDY

This part intends to answer the two research questions as follows:

5.1.1 What are the levels of anxiety at different stages of public speaking among EFL students in English speaking class?

Referring to Table 4.4, the findings showed that students who took English speaking courses (CR604, CR726, or both) demonstrated different levels of anxiety. Students expressed a high level (level score range = 3.40-4.20) of public speaking anxiety at the performance stage ($\bar{x} = 3.53$) while they expressed a moderately high level (level score range = 2.61-3.40) of anxiety at the pre-preparation, pre-performance, and preparation stages ($\bar{x} = 3.40, 3.22, \text{ and } 2.80$ respectively). Moreover, the performance stage was rated as the stage that made students feel the most anxious. For example, the feeling of anxiety while presenting a speech caused them to be unable to remember the facts that they already knew and experience some reactions of stress such as a fast heart rate, shaking hands or body tension. Therefore, the performance stage showed the highest level of students' anxiety and was the most influential stage in public speaking anxiety (Plangkham, 2012).

5.1.2 What are the factors affecting anxiety at the different stages of public speaking among EFL students in English speaking class?

The findings revealed that the factors causing anxiety at the four stages of public speaking varied. In the pre-preparation stage, an unfamiliar speech topic was found to be the most significant factor, followed by personality, and pronunciation. In

the preparation stage, it was discovered that students felt most anxious about an unfamiliar speech topic, followed by English oral proficiency, and English grammar. In the pre-performance stage, the top three most influential factors were English oral proficiency, personality, and pronunciation, respectively. Finally, in the performance stage, English oral proficiency was found to be the most significant factor causing students' public speaking anxiety, followed by personality, and teacher's scoring criteria respectively. According to the results of Plangkham (2012), it was found that pronunciation was the most significant factor leading to undergraduate students' anxiety at all four stages of public speaking. However, the findings from this study revealed that English oral proficiency was the most influential factor causing graduate students' anxiety at three stages of public speaking, with two of these – performance, and pre-performance stages – causing students to feel the most anxious. These findings confirm the results of Tanveer (2007) who discovered that EFL learners felt anxious when received negative feedback while performing a speech because of the lack of oral proficiency particularly pronunciation.

5.2 IMPLICATIONS OF THE STUDY

As EFL learners expressed some degrees of anxiety in four different stages of public speaking, pre-preparation stage, preparation stage, pre-performance stage, and performance stage, the results of this study indicate that the acknowledging the level of anxiety and the factors causing anxiety are beneficial in regard to improving public speaking skill and reducing public speaking anxiety. The instructor or practitioner plays an important role in helping to reduce students' public speaking anxiety.

The findings of this study revealed that students showed the highest level of public speech anxiety at the performance stage. It is very important that the instructor should attempt to find ways to reduce students' speaking anxiety and encourage them to perform well in a public speech (Worde, 2003 & Plangkham, 2012 & Chinpakdee, 2015). For example, the instructor could find ways to reduce students' anxiety when presenting a speech by giving more speaking assignments in order to let students have more opportunities to practice and become more familiar with speaking in front of the audience. Moreover, students should practice speaking in front of a group of people

such as classmates, friends, or colleagues as much as possible so they can feel relaxed when actually giving a speech in class. Furthermore, the institute should provide more courses in English speaking, which would help students practice more and improve their oral skill (Phinyadechasin, 2015).

However, students did not express a high level of public speaking anxiety at the pre-preparation, preparation, and pre-performance stages. However, these three stages should still be considered. In the pre-preparation stage, the instructor or course assistant is important because they guide and create a positive attitude toward public speaking to reduce the fear of speaking in public. For example, the instructor should give more information about the course including suggestions and hints to reduce worry by discussing the benefits and the advantages of the speaking course. In the preparation stage, as some students might not be able to manage time to practice a speech, the instructor should provide more time to prepare and advise students to manage time properly. In particular, as Chen (2009) and Whai and Mei (2016) pointed out, L2 students require a longer time for preparation before giving a speech. In addition, suggestions on selecting the topic, writing a script, and preparing the visual aids from the instructor can help the students find a suitable way to prepare for an effective speech and minimize their speaking anxiety. Lastly, in the pre-performance stage of public speaking, the instructor should advise students on rehearsing effectively, which might help students decrease their speech anxiety (Laskowski, 1996 & Raja, 2017). For example, some students might focus on memorizing the whole script because they believed that this is the only way to give a better performance, even though this might not be the best way to achieve a good performance. The instructor's advice regarding rehearsal might assist them to give a speech more naturally. Therefore, this might not only help to reduce speech anxiety but also lead to effective public speaking.

With regard to the factors causing anxiety at the four different stages of public speaking, this study found many factors affect students' anxiety, such as English oral proficiency, personality, and topic familiarity. Firstly, as students worry about their oral skills when they speak in front of an audience, the institute or course developer should provide more English-speaking classes, so that students might have more chances to develop and improve their oral ability. Secondly, in terms of personality, Plangkham (2012) and Yahya (2013) recommended that because an individual's personality is hard

to change, instructors should attempt to find a way to change some negative attitudes toward public speaking i.e. explain that public speaking is not too difficult to learn or create a cheerful atmosphere in the classroom. Moreover, instructors should provide more effective feedback, both negative and positive, in order to motivate students to perform better (Young, 1998). Finally, the instructor should provide a greater variety of topics to reduce anxiety toward unfamiliar topics, as Kazemi and Zarei's (2015) found that EFL learners give better oral presentations in classes when they are familiar with the topics. Furthermore, clear explanations about topics could decrease students' speaking anxiety.

In conclusion, it is imperative that instructors, educators, course developers, and even the institute to put an emphasis on limiting students' nervousness at the four stages of public speaking, including addressing the factors affecting anxiety in each stage. Moreover, when students can perform well in public speaking, they might have the capacity to take part in other public speech situations. Hence, it will be helpful for students in the long run if the instructor can help them to overcome anxiety.

5.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the finding and conclusion of this study, the following recommendations are made for further research.

5.3.1 Since the data was only gathered from graduate students at the Language Institute of Thammasat University, further research should be conducted at a number of universities with a variety of participants such as undergraduate students or other public speaking groups.

5.3.2 As this study investigated only the level of anxiety and factors causing anxiety, further study should be explored solutions for overcoming public speaking anxiety, and activities aimed at helping students reduce their anxiety.

5.3.3 Further research should have a larger number of participants to increase the generalizability of the finding.

5.3.4 The instrument in this survey was only a questionnaire. Further research should include different research methods such as in-depth interviews or tests in order to increase the reliability of the findings.

REFERENCES

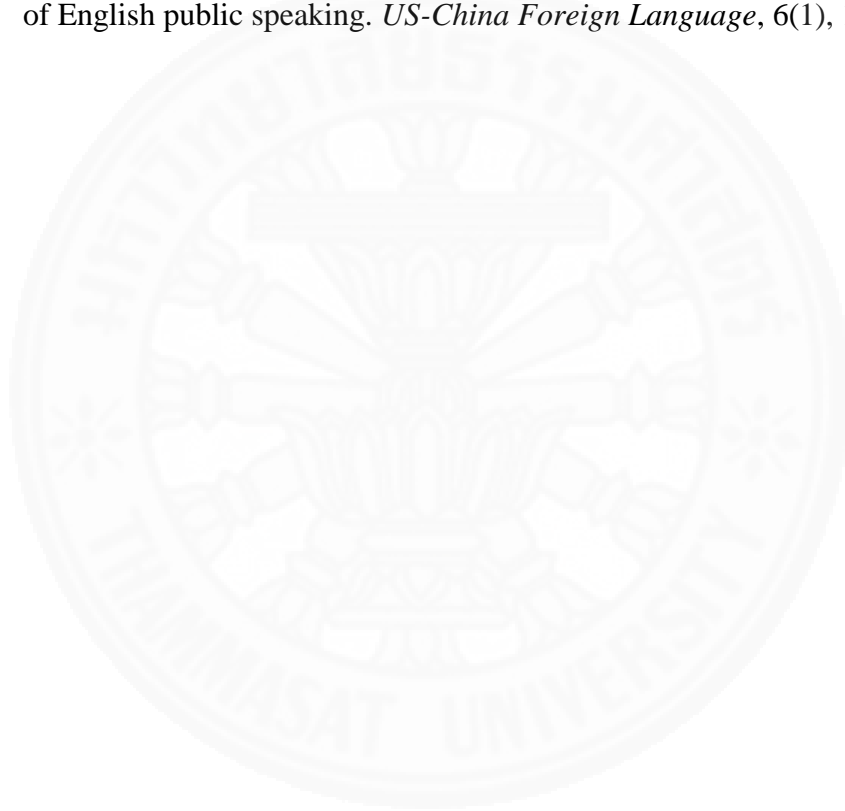
- Ayres, J. (1986). Perceptions of speaking ability: An explanation for stage fright. *Communication Education*, 35(3), 275-287.
- Azhar, M., Javed, A., & Bibi, M. (2015). Analysis of the Communication Skills at Graduation Level in Pakistan. *Bulletin of Business and Economics (BBE)*, 4(1), 19-23.
- Beatty, M. J. (1988). Situational and predispositional correlates of public speaking anxiety. *Communication education*, 37(1), 28-39.
- Beebee, S. A., & Beebee, S. J. (2003). *Public speaking handbook*. (5th ed.) Boston, MA: Pearson Education.
- Behnke, R. R., & Sawyer, C. R. (1999). Milestones of anticipatory public speaking anxiety. *Communication Education*, 48, 165-172.
- Behnke, R. R., & Sawyer, C. R. (2001). Patterns of psychological state anxiety in public speaking as a function of anxiety sensitivity. *Communication Quarterly*, 49, 85-94
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioral sciences*, 2(2), 1305-1309.
- Brown, H. D. (1987). *Principle of language learning and teaching*. Englewood Cliffs, NJ: Prentice-Hall.
- Chen, L. Y. (2009). *A study of EFL graduate students' oral presentation anxiety*. *Foreign Languages and Literature*. National Chung Cheng University. Master's Thesis: 123.
- Chinpakdee, M. (2015). Thai EFL University Students' Perspectives on Foreign Language Anxiety. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 15(3), 61-90.
- Daly, J. A., Vangelisti, A. L., Neel, H. L., & Cavanaugh, P. D. (1989). Pre-performance concerns associated with public speaking anxiety. *Communication Quarterly*, 37(1), 39-53.

- Dimitracopoulou, I. (1990). *Conversational competence and social development*. Cambridge University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154-167.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Jaffe, C. (2007). *Public speaking concepts and skills for a diverse society* (5th ed.). Belmont, CA: Thomson Wadsworth.
- Kazemi, S. A., & Zarei, L. (2015). The Efficacy of Topic Familiarity on Oral Presentation: Extensive Speaking Assessment Task of Iranian EFL Learners in TBLT. *International Journal of Applied Linguistics and English Literature*, 4(3), 93-97.
- Kondo, Y. (2006). *A study on relationship between language anxiety and proficiency: In a case of Japanese learners of English*. Proceeding of 10th Conference of Pan-Pacific. Retrieved November, 1, 2011, from <http://www.Paaljapan.org/resources/proceedings/PAAL10/pdfs/kondo.pdf>
- Krashen, S. D, Long, M., & Scarcella, R. (1982). Age, rate, and eventual attainment in second language acquisition. In S.D. Krashen, R. Scarcella, & M. Long (Eds.), *Child-adult differences in second language acquisition* (p.175-201). Rowley, MA: Newbury House.
- Laskowski, L. (1996). *Overcoming speaking anxiety in meetings & presentations*. LJJ seminars. Retrieved November 15, 2011 from <http://www.ljlseminars.com/anxiety.htm>
- Lederman, L. C. (1983). High communication apprehensives talk about communication apprehension and its effects on their behavior. *Communication Quarterly*, 31(3), 233-237.
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. Indonesian. *Journal of Language Teaching* (3)1, 119-137.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), 283-305.

- MacIntyre, P. D., & Thivierge, K. A. (1995). The effects of speaker personality on anticipated reactions to public speaking. *Communication Research Reports*, 12(2), 125-133.
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monography*, 37, 269-288.
- McCroskey, J. C., Daly, J. A., & Sorensen, G. A. (1976). Personality correlates of communication apprehension: A research note. *Human Communication Research*, 2, 376-380.
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39(2), 202-214.
- McKerrow, R. E., Gronbeck, B. E., Ehninger, D., & Monroe, A. H. (2003). *Principles & Types of public speaking* (15th ed.). Massachusetts: Pearson Education.
- Menzel, K. E., & Carrell, L. J. (1994). The relationship between preparation and performance in public speaking. *Communication Education*, 43(1), 17-2.
- Morris, R. J., & Kratochwill, T. R. (1985). Behavioral treatment of children's fears and phobias: A review. *School Psychology Review*.
- O'Hair, D., Rubenstein, H., & Stewart, R. (2007). *A Pocket guide to public* (2nd ed.).
- O'Hair, D., Rubenstein, H., & Stewart, R. (2010). *A pocket guide to public speaking* (3rd ed.). Boston, MA: Bedford/St. Martin's.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Oyama, S. (1976). A sensitive period for the acquisition of a nonnative phonological system. *Journal of Psycholinguistic Research*, 5(3), 261-283.
- Phinyadechasin, T. (2015). *Factors Affecting Public Speaking Anxiety Among Undergraduate Students in Tourism Industry Major*. Language Institute, Thammasat University.
- Plangkham, B., & Porkaew, K. (2012). *Anxiety in English public speaking classes among Thai EFL undergraduate students* (Doctoral dissertation, Language Institute, Thammasat University).
- Raja, F. U. (2017). Anxiety Level in Students of Public Speaking&58; Causes and Remedies. *Journal of Education and Educational Development*, 4(1), 94-110.

- Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom* (p. 63). Boston: Heinle & Heinle.
- Sellnow, D. D. (2005). *Confident public speaking* (2nd). California: Thomson Wadsworth.
- Selvam, P., Kamal, E. S. B. M., Swaminathan, V. N. G., & Baskaran, S. (2016). *Effects of Debilitative and Facilitative Anxiety on Speaking in Second Language Among Malaysian ESL Learners*.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in language teaching: An anthology of current practice*, 12, 204-211.
- Tasee, P. (2009). *Factors affecting English major students' anxiety about speaking English*. Published Doctor of Philosophy in English Language Studies at Suranaree University of Technology.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. University of Glasgow, Scotland.
- Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. *Asian EFL Journal*, 11(1), 256-270.
- Van der Ploeg, H. M. (1984). Worry, Intelligence and Academic Behavior in Dutch School Children. *Advances in Psychology*, 21, 115-124.
- Von Wörde, R. A. (1998). An investigation of students' perceptions of foreign language anxiety (Doctoral dissertation, George Mason University, 1998). *Dissertation Abstracts International*, 59-03A, 717.
- Von Worde, R. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, 8(1), n1.
- Wallach, H. S., Safir, M. P., & Bar-Zvi, M. (2009). Virtual reality cognitive behavior therapy for public speaking anxiety: a randomized clinical trial. *Behavior modification*, 33(3), 314-338.
- Whai, M. K. G., & Mei, L. L. (2016). Causes of Academic Oral Presentation Difficulties Faced by Students at a Polytechnic in Sarawak. *THE ENGLISH TEACHER*, (3), 11.

- Yahya, M. (2013). Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), 229-248.
- Yamane, T. (1973). *Statistics: an introduction analysis*. Harper & Row.
- Young, D. J. (1998). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. McGraw-Hill Humanities/Social Sciences/Languages.
- Zhang, J. P., & Shi G. Q. (2008). Fostering college students' overall ability by means of English public speaking. *US-China Foreign Language*, 6(1), 13-18.



APPENDIX

QUESTIONNAIRE

A SURVEY OF FACTORS THAT CAUSE PUBLIC SPEAKING ANXIETY FOR EFL LEARNERS

This questionnaire is used as a research instrument to investigate the factors of affecting public speaking anxiety for EFL learners. Your response will be strictly confidential and will be for the research purpose only.

The questionnaire is divided into two categories as follows:

Part 1: Personal information of the respondents.

Part 2: Level of anxiety at different stages in English public speaking class and factor contributing to anxiety at each stages of public speaking.

Part 1: Personal information

Direction: Please mark in the ✓ in the below

1. Gender

Male Female

2. Age

20 - 29 years old 30 - 39 years old

40 years old and above

3. What English speaking course have you taken on CEIC program?

CR604 (Effective English Presentation)

CR726 (Effective English Public Speaking)

CR604 (Effective English Presentation)

and CR726 (Effective English Public Speaking)

Part 2: Level of anxiety at different stages in English public speaking class

2.1 Pre-preparation anxiety

Directions: Please mark in the ✓ in the □ below to indicate your level of agreement with each statement regarding the stage of pre-preparation anxiety of public speaking.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1)	2)	3)	4)	5)
1. I feel tense when I see the words “speech” and public speech” on the course outline when studying.					
2. I get anxious when I think about a speech coming up.					
3. When the instructor announces a speaking assignment in class, I can feel myself getting tense.					
4. I feel anxious when the teacher announces the data of speaking assignment.					

Directions: Please choose only 3 items by marking ✓ in the □ to indicate the factors causing your anxiety at this stage of public speaking.

1. English grammar
2. Pronunciation in English
3. Vocabulary
4. English oral proficiency
5. Unfamiliar speech topic public speaking
6. Personality (i.e. shyness and nervousness)
7. Audience familiarity
8. Teacher’s scoring criteria
9. Preparedness
10. Classmate’s response during
11. Other factors (if any)

2.2 Preparation anxiety

Directions: Please mark in the ✓ in the □ below to indicate your level of agreement with each statement regarding the stage of pre-preparation anxiety of public speaking.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1)	2)	3)	4)	5)
1. While preparing to give a speech, I feel tense and nervous.					
2. I am unhappy when preparing a speech.					
3. I have trouble falling asleep the night before a speech.					
4. When preparing a speech, I feel anxious and have trouble concentrating on what I am doing.					

Directions: Please choose only 3 items by marking ✓ in the □ to indicate the factors causing your anxiety at this stage of public speaking.

- | | |
|---|--|
| 6. <input type="checkbox"/> English grammar | 6. <input type="checkbox"/> Personality (i.e. shyness and nervousness) |
| 7. <input type="checkbox"/> Pronunciation in English | 7. <input type="checkbox"/> Audience familiarity |
| 8. <input type="checkbox"/> Vocabulary | 8. <input type="checkbox"/> Teacher's scoring criteria |
| 9. <input type="checkbox"/> English oral proficiency | 9. <input type="checkbox"/> Preparedness |
| 10. <input type="checkbox"/> Unfamiliar speech topic | 10. <input type="checkbox"/> Classmate's response during public speaking |
| 11. <input type="checkbox"/> Other factors (if any) | |

2.3 Pre-performance anxiety

Directions: Please mark in the ✓ in the □ below to indicate your level of agreement with each statement regarding the stage of pre-preparation anxiety of public speaking.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1)	2)	3)	4)	5)
1. I feel anxious while rehearsing a speech.					
2. I feel uncomfortable and stressed while rehearsing a speech.					
3. I am in constant fear of forgetting what I prepared to say while rehearsing a speech.					
4. My heart beats very fast while I rehearse a speech.					

Directions: Please choose only 3 items by marking ✓ in the □ to indicate the factors causing your anxiety at this stage of public speaking.

- | | |
|---|--|
| 11. <input type="checkbox"/> English grammar | 6. <input type="checkbox"/> Personality (i.e. shyness and nervousness) |
| 12. <input type="checkbox"/> Pronunciation in English | 7. <input type="checkbox"/> Audience familiarity |
| 13. <input type="checkbox"/> Vocabulary | 8. <input type="checkbox"/> Teacher's scoring criteria |
| 14. <input type="checkbox"/> English oral proficiency | 9. <input type="checkbox"/> Preparedness |
| 15. <input type="checkbox"/> Unfamiliar speech topic | 10. <input type="checkbox"/> Classmate's response during public speaking |

11. Other factors (if any)

2.4 Performance anxiety

Directions: Please mark in the ✓ in the □ below to indicate your level of agreement with each statement regarding the stage of pre-preparation anxiety of public speaking.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1)	2)	3)	4)	5)
1. My hands shake, and some part of my body feels very tense when I am giving a speech.					
2. My heart beats very fast when I am giving a speech.					
3. While giving a speech, I get so nervous that I forgot facts I really know.					
4. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.					

Directions: Please choose only 3 items by marking ✓ in the □ to indicate the factors causing your anxiety at this stage of public speaking.

- | | |
|--|--|
| 16. <input type="checkbox"/> English grammar | 6. <input type="checkbox"/> Personality (i.e. shyness and nervousness) |
| 17. <input type="checkbox"/> Pronunciation in English | 7. <input type="checkbox"/> Audience familiarity |
| 18. <input type="checkbox"/> Vocabulary | 8. <input type="checkbox"/> Teacher's scoring criteria |
| 19. <input type="checkbox"/> English oral proficiency | 9. <input type="checkbox"/> Preparedness |
| 20. <input type="checkbox"/> Unfamiliar speech topic public speaking | 10. <input type="checkbox"/> Classmate's response during |
| 11. <input type="checkbox"/> Other factors (if any) | |

BIOGRAPHY

Name	MS. Suwimon Viwattanabunchong
Date of Birth	July14, 1977
Educational Attainment	1999: Bachelor of Science (Agriculture) at Kasetsart University
Work Position	Private tutor
Work Experiences	October 2017- present: Private tutor 2016- present: Freelance tour guide March 2017 – October 2017: Public Relation Manager at Kokeit Production Co., Ltd 2007-2013: General Manager at Jasmine Thai Cuisine, California, United States

