



**ENGLISH SPEAKING ANXIETY: A STUDY OF OFFICERS  
AT THE OFFICE OF POLICY AND PLANNING  
MINISTRY OF DEFENSE THAILAND**

**BY**

**LT. PIMCHANOK UTTARANAKORN**

**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 2020  
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ENTITLED

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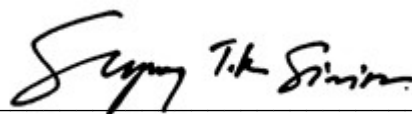
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## ABSTRACT

The purposes of this study were to investigate the level of anxiety of officers in the Office of Policy and Planning (OPP) and identify the most influential component of language anxiety that affects the OPP officers English speaking performance on duty. The level of English speaking anxiety and its component were measured by the questionnaire established by Horwitz (1986) called Foreign Language Classroom Anxiety Scale (FLCAS). The quantitative data was calculated by using Microsoft Excel. The participants consisted of 80 OPP officers whose tasks involved speaking English.

The results of this study showed that OPP officers' speaking anxiety level was at a mildly relaxed level in English speaking tasks, which was considered common in foreign language speakers. Moreover, the most influential component affecting OPP officers in English speaking anxiety

was found to be neither Communication Apprehension nor Fear of Negative Evaluation. Both components affected the OPP officers on a very similar level.

**Keywords:** officers, Office of Policy and Planning (OPP), English speaking anxiety, Foreign Language Classroom Anxiety Scale (FLCAS), Communication Apprehension, Fear of Negative Evaluation



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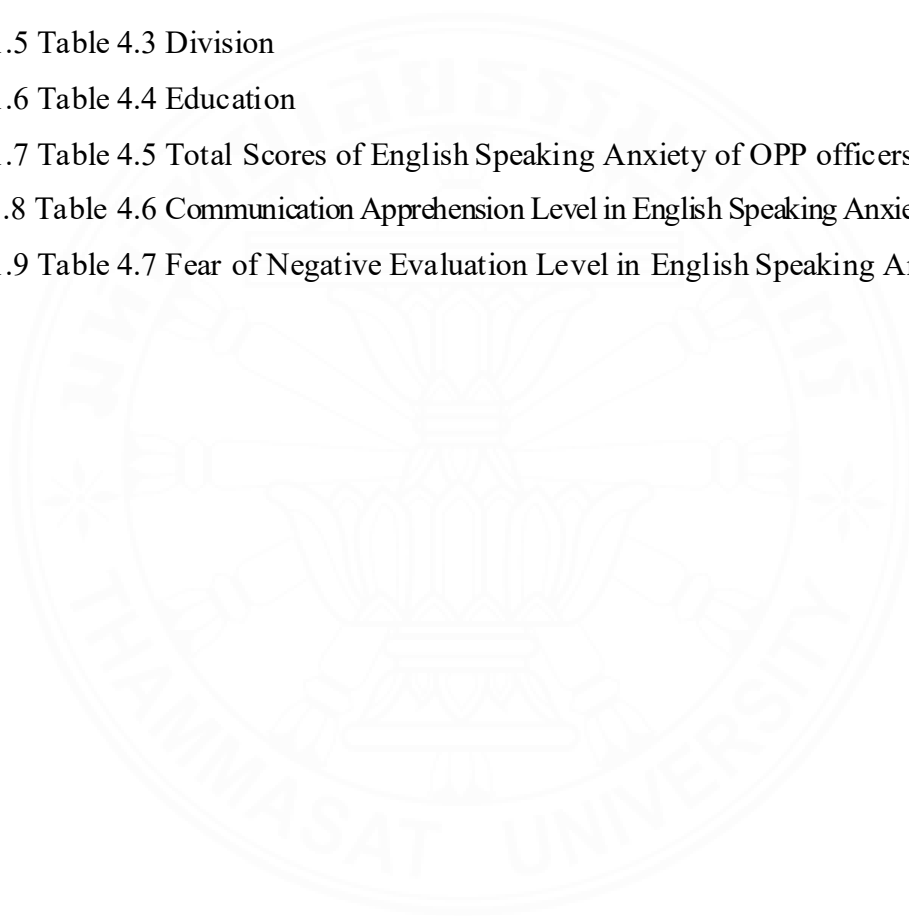


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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the study**

One of the key factors contributing to English communication is globalization. Communication in English is not only for local regions or cultures in today's world, but many people also apply English globally. The standard of communication is extended to both personal and organizational purposes. In international corporations, English is typically chosen as the main medium of communication, so millions of people from many countries that serve in organizations are required to use English. It is a skill needed at an individual level in order to communicate effectively with global organizations.

Although English is used as a foreign language in Thailand, it plays a significant role in daily tasks of the Office of Policy and Planning Office of Permanent Secretary for Defense Thailand (OPP). With the increasing peacekeeping operations globally, English has been used as a foreign language of intergovernmental contact. OPP's growing influence in global peacekeeping operations has prompted it to develop a number of officers' English competence. English as a medium language helps promote the important interconnections between armies. OPP is one of twenty one the departments in Office of Permanent Secretary for Defense (which is under the Ministry of Defense Thailand). There are twelve departments in OPP which are responsible for considering and proposing policies, directing, coordinating and implementing defense policies and strategies for the Information and Communication Technology of the Ministry of Defense. The tasks include logistics mobilization, foreign affairs and national development, assistance to people and supervising the performance of government agencies to comply with the policy and strategy set by the Ministry of Defense. The office is also in charge of international affairs which officers are mostly responsible for the tasks involving the Association of Southeast Asian Nations (ASEAN). With the tasks involving English communication, OPP officers are expected to speak English effectively on duty. The Training and Education Section is one of the most important departments in OPP. Its objective is to support officers in the Office of

Permanent Secretary for Defense in developing English competence by providing English classes. Moreover, they also give scholarships for overseas study. The officers who have the opportunity to study abroad may be considered to earn additional money in their salaries and promote to a higher position. For their own professional development, the military officers should feel the need to improve their English speaking performance on duty in a continuous shifting international business setting. It is the Training and Education Section's responsibility to ensure effective communication especially in English speaking competence.

There are many learners who have been learning English for several years but cannot speak it properly and understandably (Bueno et al., 2006). Learners often show their struggles to speak a foreign language, and even accept that they fail to learn. These learners may be excellent at doing other tasks but they tend to get a 'mental block' when it comes to learning to speak a foreign language. They cannot learn to speak English effectively due to internal factors. For instance, they know the correct terms to use but pressure may cause them to tense up and unexpectedly forget vocabulary (Liau, 2013). That is one of the affective factors related to foreign language development called anxiety. Krashen (1982) suggested that learners might need to decrease their affective barriers in response to communicative competence. In other words, a learner has to be in a condition of anxiety-free relaxation for effective communication to take place. So, it is necessary to better understand the challenges of anxiety in English communication since English is used to encourage interconnecting with different parties and corporations, and can effectively support the organization worldwide. In OPP tasks, ineffective speech abilities which come from anxiety could have major effects on communication. The purpose of this study is to evaluate the level of anxiety found in OPP officers and identify the most influential component that has negative impact on the officers from twelve departments in OPP in order to enhance their English speaking performance to communicate more effectively on duty in the future.

## **1.2 Research questions**

1.2.1 What is the level of English speaking anxiety of officers in the Office of Policy and Planning while on duty?

1.2.2 What is the most influential component of language anxiety that affects the Office of Policy and Planning officers' English speaking performance on duty?

## **1.3 Research objectives**

1.3.1 To identify the level of English speaking anxiety of officers in the Office of Policy and Planning on duty

1.3.2 To investigate the most influential component of language anxiety in the Office of Policy and Planning officers' English speaking performance on duty

## **1.4 Significance of the study**

The study hopes to provide benefits to both the OPP and its officers. OPP will become aware of the effect of English speaking anxiety. The Training and Education team are developing a Train the Trainers program to train English instructors and seek more effective ways to teach English speaking for military purposes. English courses provided by the Training and Education section may reduce English speaking anxiety. This study may help the officers feel more self-assured when communicating in English on duty. That may enable the officers to enhance speaking performance and gain more confidence to interact with many people in a workplace setting. The officers can also better understand their requirements for work in English, which will lead to higher work efficiency in the organization.

## **1.5 Scope of the study**

This study focuses on English speaking anxiety in military officers of OPP while they communicate orally in English on duty. The evaluation of anxiety level measured by Horowitz (1986) called FLCAS (Foreign Language Classroom Anxiety Scale) will

be used focusing on 80 Thai officers in OPP whose duties require regular speaking of English. They were asked to attend English classes provided by Training and Education Section in 2020 for better results in communicating in English in the organization.

## **1.6 Definition of terms**

The meanings of key words used in this study are offered here for better understanding.

1.6.1 OPP refers to the Office of Policy and Planning, one of twenty-one units in the Office of Permanent Secretary for Defense Thailand at the Ministry of Defense in Bangkok.

1.6.2 Officers refers to officers in the Office of Policy and Planning who speak English with foreigners on duty and perform the tasks assigned to them.

1.6.3 Anxiety refers to language anxiety which is a dynamic, recognition of having to learn a foreign language, an anticipation of studying a foreign language, a cognitive interest in studying a foreign language, and a fear of lack of comprehension of the target language. (Horwitz, 1988)

1.6.4 FLCAS stands for Foreign Language Classroom Anxiety Scale which was originally developed by Horwitz et al. (1986). In this study, the 33 item, five-point Likert scale is adjusted from classroom usage into workplace context including elements that resemble a work environment to use as a research instrument to measure levels of anxiety.

1.6.5 Components refer to aspects of English speaking anxiety, according to Horwitz et al. (1986), which are 1) communication comprehension 2) fear of negative evaluation and 3) test anxiety

## **1.7 Research paper organization**

This study on identifying the level of anxiety among OPP officers and defining the most influential component on OPP officers speaking performance is divided into five chapters.

Chapter one introduces OPP with its job description, the role of English speaking and the anxiety OPP officers may face.

Chapter two presents a review of the literature on anxiety influencing English speaking performance of EFL learners.

Chapter three contains details of methodology to evaluate English speaking anxiety. The data obtained will be analyzed by SPSS software.

Chapter four presents the data analysis and the findings of this study.

Chapter five contains the conclusion and implications for future research.



## CHAPTER 2

### LITERATURE REVIEW

This chapter is divided in five areas: (1) Definition of anxiety (2) Anxiety in foreign language speaking (3) The components of foreign language anxiety (4) Measurement of English speaking anxiety (5) Review of previous related studies

#### 2.1 Definition of anxiety

Anxiety is the internal condition of tension, fear, nervousness, and concern combined with the autonomic nervous system's stimulation. Anxiety is one of the vital conditions that arises naturally and frequently, and can be found in all human societies and in many types of animals. (Horwitz et al., 1986). According to Scovel (1978), anxiety is a quite complex condition that appears to be experienced as a mixture of emotions, emotional states and personal characteristics. The teacher may have trouble diagnosing anxiety disorders in a foreign language school, and this may trigger difficulty dealing with it (Horwitz et al., 1986). In psychology, anxiety is perceived either as a characteristic and a fairly permanent feature of personal character, or as a temporary state (Price, 1991)

Anxiety may be observed in the workplace through physical appearance. Horwitz et al. (1986) states that visible indications can present as headaches, joint pain and even avoiding eye contact. Behavioral indications are revealed by isolation, missing lessons and ignoring work. Horwitz et al. (1986) claims that anxiety has a huge effect on the learning of foreign languages. Foreign language learners are generally anxious and express feelings and signs of discomfort, annoyance, self-doubt, fear, or concern comparable to many other types of anxiety (Scovel, 1978). Horwitz et al. (1986) also describes foreign language anxiety in particular as a distinctive complexity of self-perceptions, values, emotions, and actions related to language practice resulting from the nature of the method of language learning. If learners face severe anxiety, it may be harmful and the effects are permanent to them; they may be afraid of taking a language test, deeply affected by poor results and failure, and then dislike practicing the language



and prefer not to study at all (Price, 1991). Language anxiety is a complicated condition which presents itself in individuals uniquely. Therefore, understanding language anxiety is an important factor of learning in order to develop language learning performance.

## **2.2 Anxiety in foreign language speaking**

Anxiety in foreign language speaking has drawn the attention of several researchers. Dörnyei et al. (2005) have mentioned that anxiety is one of the biggest issues that learners have to conquer in foreign language speaking classes. This problem typically occurs when speakers feel that their oral output is incorrect, incompetent or misunderstood (Brown, 2001). Anxiety plays an important role in learning to speak a foreign language effectively. According to Horwitz et al. (1986), language anxiety appears to be reasonably normal in foreign language learners. In some situations, where individuals are required to speak a foreign language, they may risk not to communicate at all due to language anxiety. They would neither start a conversation nor present themselves by speaking a foreign language around others. They are fearful of being unable to interpret any of a complicated text. Anxiety has a negative impact on English speaking performance. Many learners believe that they have a mental barrier towards learning a foreign language (Horwitz et al., 1986). Therefore, foreign language speaking anxiety is a unique condition aside from generalized language anxiety which should be further explored as well.

## **2.3 The components of foreign language anxiety**

The components of foreign language anxiety is a concept presented as a theoretical claim. Individuals with anxiety issues may be at risk of developing foreign language anxiety and certain individuals with anxiety symptoms may even have trouble learning a new language (Horwitz, et. al., 1986). There may be some specific factors about linguistic experiences that cause certain language anxiety in learners. There are many circumstances where these factors may occur while speaking English. Some situations are more dominant than others. According to Horwitz, et. al. (1986), the three

components of foreign language anxiety are (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety.

### **2.3.1 Communication Apprehension**

Communication apprehension is a form of distress that causes concern about communicating directly with individuals. Horwitz et al. (1986) have investigated the issue of anxious learners who had trouble recognizing foreign language sounds and characteristics, including the explanation of a worried learner who reported experiencing only the voice of their instructor. If students are incapable of hearing such voices, they will feel nervous or concerned about speaking in class. Abu-Rabia et al. (2014) claims that students with linguistic failure tend to have communication apprehension, this indicates that students who may have troubles communicating with others have a hard time speaking a foreign language. Abu-Rabia et al. (2014) also believes that a psychological protective environment, human characteristics, social, and emotional dimensions and individuals' mental isolation are linked to communication apprehension. The challenges of speaking, paying attention to the conversations or learning in public are the example of communication apprehension which developed from direct personal experiences.

### **2.3.2 The Fear of Negative Evaluation**

According to Horwitz & Young (1991), the nature of this component involves the reflection of people with negative judgments of others. Rather than an immediate psychological reaction to interactive circumstances such as an emotion of nervousness, this component is thought to include an individual's thoughts or imagination, as a result of a prediction or an unhealthy mental issue such as mood swings or neuroticism they may feel that others would judge them terribly. Individuals are afraid to make errors and be corrected by others. Horwitz & Young (1991) also believe fear of negative evaluation highlights the anxiety regarding the perceptions of many others and the avoidance of evaluative situations where they think that others will criticize them negatively. The fear of unfavorable judgment is not restricted to evaluation conditions in classrooms (Horwitz et al. 1986). The person who is highly worried about

overall negative judgments can be very receptive to the opinions of others, such as instructors, native speakers, fluent L2 speakers, and peers (Horwitz et al. 1986).

### **2.3.3 Test Anxiety**

Test anxiety is a type of anxiety whereby one fears failure on an exam. It is considered the performance anxiety that is the most common among English speakers. It arises from a learner's concern of becoming a disappointment to themselves and others. A high degree of test anxiety pressures individuals to be worried and feel burdened by foreign language examinations (Horwitz et al. 1986). Phillips (1992) also found that language anxiety had a negative effect on verbal development such as oral competence exams for college students in the French third semester class conducted by the FLCAS.

According to Aydin (2007), test anxiety appears to build a huge amount of pressure, the individuals tend to feel the need to miss the exam instead of failing. The signs that are usually seen in the individuals who have test anxiety are seen in the ones who are considered to be perfectionists. It can also be seen in those individuals whose competency in a foreign language are quite low and the ones who do not have suitable learning strategies. These signs indicate that the learners are more prone to feel stressed during exams. (Aydin, 2007)

## **2.4 Measurement of English speaking anxiety**

Anxiety can be measured in a variety of ways, one of which is by self-reporting, which involves representations of level of anxiety while speaking English. It has the possibility to concentrate in on a particular affective component.

FLCAS has been accepted and translated into a few languages such as Turkish, Thai, Japanese, Croatian, Hungarian, Arabic and Spanish. In Turkey, FLCAS was translated into Turkish by five independent Turkish translators including Aydin (2016). The result showed that the Turkish version seemed to have the same high degree of reliability as English. Based on previous research, FLCAS demonstrated its consistency, directionality and validity. In successive administrations FLCAS obtained

similar results. The same methods have been used again and again. It is obvious how accurate the tool is because the accuracy is confirmed every time it is reviewed (Awang and Mohamad, 2015). Therefore, researchers preferred the FLCAS method of data collection regarding anxiety measurement (Twycross and Shields, 2004).

The questionnaire used in this research was adapted from the generally used FLCAS (Foreign Language Classroom Anxiety Scale) which was developed by Horwitz et al. (1986). There are 33 items that are observed to have high reliability and validity. In FLCAS, there are three basic aspects as reasons for causes of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation. (Horwitz, et al., 1986). It has become the most often applied method to evaluate foreign language learners' degree of anxiety in foreign language classrooms and has been adapted for workplace settings. An adapted version in this study was also updated for the purpose of this analysis by replacing the word associated with classroom with the common term workplace related. As Test Anxiety component may be related more to the classroom environment rather than the workplace, items 8, 10, and 21 will be removed from data analysis and result discussion for more accurate results. These three items in Test Anxiety will remain in 33 item questionnaire to maintain the original format of FLCAS. Items 1, 3, 4, 6, 7, 9, 12, 13, 15, 16, 17, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, and 33 were negative statements. Items 2, 5, 11, 14, 18, 22, 28, and 32 were positive statements. The scale provides 5 separate answer types, varying from Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. To measure English speaking anxiety level and compare the mean scores of each component, the scores in positive statement items were reversed before being measured. This type of self-report questionnaire is also used to measure three aspects that enable respondents to indicate their responses on language anxiety.

The data was determined from a set of scores from 30 to 150 to evaluate English speaking anxiety level. The mean score began at 1.00 to 5.00. To discover anxiety level in each component, the classified levels will be presented according to each anxiety level which start from the highest “Very Anxious”, “Anxious”, “Mildly Relaxed”, “Relaxed”, and “Very Relaxed”.

## **2.5 The roles of the Office of Policy and Planning**

The Office of Policy and Planning is an administrative office under the Office of Permanent Secretary for Defense Thailand. There are twelve departments in OPP which are responsible for considering and proposing policies, directing, coordinating and implementing defense policies and strategies on Information and Communication Technology of the Ministry of Defense. The tasks include logistics mobilization, foreign affairs and national development and assistance to people and supervise the performance of government agencies to comply with the policy and strategy set by the Ministry of Defense. The office is also in charge of international affairs which officers are mostly responsible for the tasks involving the Association of Southeast Asian Nations (ASEAN). The responsibilities of OPP includes supporting in other missions required by the Chief Commanders. For example, keep records of soldiers, equipments, funds, and military-related duties in the office. Finance, budgeting, legal matters, servicing, supplying, and transportation are also supported in different divisions. The overall goal is to sustain a force sufficient of discouraging, combating, and eliminating several threats or conflicts across several areas across the country.

It can be seen that OPP tasks are involved in several international missions. English is used in reading and writing to communicate between armies by official documents using letters and e-mails. Listening and speaking competence is found in military activities such as in the meetings and joint-training with foreign area officers. Therefore, the officers must establish a sufficient knowledge of English language in order to carry out their military obligations.

## **2.6 Review of Previous Related Studies**

Many previous studies have analyzed anxiety in foreign language communication which influences the development of speaking skills. They have been done thoroughly to identify anxiety and have established numerous variables that lead to it, such as the participants' degree of anxiety and the components that trigger language anxiety.

Martinez (2019) used the FLCAS and demographic questions to explore types of anxiety and teachers' techniques in reducing anxiety in Spanish adult learners of

English. The questionnaire was completed by 66 people. The study showed that linguistics was essential in the learning phase and influences the anxious learners based on demographic questions about the participants' mother tongue. The FLCAS findings, which were analyzed by using the Statistical Package for Social Sciences (SPSS), revealed that more than half of the respondents agreed that communication apprehension was the major type of anxiety.

Ariola (2008) investigated language anxiety in oral communication of San Beda College Alabang staff in order to identify anxiety triggers and situations that caused it and to determine what steps could be done to reduce language anxiety. The study used qualitative, descriptive, and quantitative research techniques, including an essay interview and a modified 35 item English Language Workplace Anxiety Scale (ELWAS) derived from Horwitz et al (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The findings revealed that one of the more significant factors identified in this research is the respondents' low self-confidence in speaking English to their superiors, friends, and in public speaking situations. The respondents felt more at ease with Taglish (Tagalog and English) when communicating with their colleagues and managers as well as when giving public speeches. To lessen the discomfort, it was proposed that a Second Language Support Office and Oral Skills Training be established as well as seminar workshops where activities would allow them to acquire English speaking confidence in their own abilities.

Aoibumrung (2016) investigated the level of anxiety of 50 Thai participants who were chosen based on their job descriptions at POSCO (Thailand) Company Limited to find coping solutions for the employees. FLCAS was used to collect data. Result showed that employees have a moderate level of anxiety. From open-ended questions, the majority of the participants agreed that the best ways to deal with English speaking anxiety are preparation before speaking and seeking out opportunities to speak with foreigners for practice. Taking a deep breath, not overthinking, concentrating and listening are potential ways to help them.

Kasemkosin (2012) investigated the communication apprehension of 71 student officers at the Royal Thai Air Force language center. The questionnaire included the personal information and the Personal Report of Communication Apprehension (PRCA-24) of Richmond, V. P. & McCroskey, J. C. (1998). The data was then

analyzed using SPSS to see if there was a relationship between the communication apprehension levels of student officers and their personal information.

The study discovered that student officers had average communication apprehension when interacting in Thai contexts, and that their communication apprehension level when speaking in English contexts was also average. The rank and educational background of student officers had an impact on their communication apprehension at various levels. The result showed that student officers with high rank had lower communication apprehension. Officers with a lower level of education had a higher level of communication apprehension. The Royal Thai Air Force language center's English learning practices could be used to create guidelines for instructors in other armed forces language schools on how to organize English classroom exercises to help students improve their English proficiency.

The results from previous related studies used FLCAS questionnaire from Horwitz et al. (1986) to analyze anxiety level and its components. In the first related study, Martinez (2019) investigated the components of anxiety in Spanish adult learners and found out that communication apprehension was the major cause while Ariola (2008), Aoibumrung (2016) and Kasemkosin (2012) studied anxiety level to seek the suitable solution for workers to feel more at ease during English communication. Their results showed that more practicing, training and workshop can help reduce nervousness in English speaking. However, Horwitz et al. (1986) stated that learners should consider strategies to support the environment in speaking English to cope with fear of negative judgment.

In conclusion, anxiety, especially while speaking, plays a major part in the process of studying foreign languages and influences the development of those languages. This study aims to investigate the level of anxiety in OPP officers. There are many studies which used FLCAS focusing only on the classroom. To my knowledge, only a few researchers have studied anxiety with adapted FLCAS in workplace settings. This study investigated both Communication Apprehension and Fear of Negative Evaluation in military workplace environments. The research reviewed in this chapter sets the foundation to the methodology presented in the next chapter.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is divided into four sections. In the first section, participants and sample are introduced. The second section presents the research instrument used to investigate English speaking anxiety and its components to address the study's research questions on the level of anxiety in English speaking performance of the military officers and the factors that affect them. The third section is data collection procedure. The last section provides the technique of data analysis

#### **3.2 Participation and sample**

The target participations consisted of 80 OPP officers from nine divisions. These participants were the officers whose tasks involved speaking English on duty. They had studied in English programs in 2020, for example, in E-learning Speexx Live Program, My Class British Council Program and English for Work by Inlingua. The analysis was conducted in the Office of Policy and Planning where English was used on duty. The selected officers were from Office of Policy and Strategy, Office of ASEAN Affairs, Office of External Relations, Office of Civil Affairs, Military Affairs Coordination Center, Intelligence Coordination Center, General Affairs Division, Plans and Organization Division, and Finance Office.

#### **3.3 Research Instrument**

The questionnaire (see Appendix A) was provided as the research instrument for this study. It was written in English and categorized into two sections as follows:

##### **Part I Personal Information**



This section includes five items on age, gender, rank, division, and educational qualification.

## Part II Anxiety Measurement

This section consists of a 33 items, five point Likert scale developed by Horwitz, et al. (1986). The questionnaire was presented according to the anxiety levels. Negative statements were ranged from strongly disagree to strongly agree and were calculated using a 5 to 1 point rating scale. Scores in positive statement items were reversed before being measured in order to evaluate the total score of English speaking anxiety and mean score of each component. This self-report questionnaire was used to measure two aspects of English speaking anxiety in OPP officers which were Communication apprehension in items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, 31, 32, 33 and Fear of Negative Evaluation in items 2, 5, 6, 7, 11, 12, 15, 16, 17, 19, 22, 23, 25, 26, 28, 30. However, items 8, 10, 21 in Test Anxiety were eliminated for the purpose of this study to only focus on English speaking anxiety in work tasks.

### 3.4 The data collection procedure

The pilot study and data collection procedures are described in this section.

#### 3.4.1 Pilot Study

To test the questionnaire's efficacy, four English speaking officers from OPP were asked to complete the questionnaires, make remarks on any terms that were ambiguous, and make recommendations about the study. Following the pilot test, the questionnaire was found to be suitable for use as the study's instrument.

#### 3.4.2 Data Collection

To collect the data, the Chief Director of the Training and Education section was contacted to request approval to conduct the survey with 80 OPP officers. The questionnaire was administered to all those informed about the research's intent. The questionnaires were distributed using Google Forms by the end of April 2021.

### 3.5 Data Analysis

#### Research Design

Descriptive statistics was used in order to evaluate anxiety level of the participants. The data were gathered based on a questionnaire survey in a quantitative study.

The anxiety levels were measured on a scale of one to five from 30 - 150. The high scores equal high anxiety while low scores indicate low anxiety in the participants. They were classified as follows:

*Table 3.1 Total Score for Level of Anxiety*

Score	Level of Anxiety
126 - 150	Very Anxious
102 - 125	Anxious
78 - 101	Mildly Relaxed
54 - 77	Relaxed
30 - 53	Very Relaxed

The two aspects in FLCAS which are communication apprehension and fear of negative evaluation (Horwitz, et al., 1986) were calculated as quantitative data gathered from the questionnaire to show the majority of situations that causes English speaking anxiety in OPP officers.

*Table 3.2 Mean Score for Level of Anxiety*

Mean Score	Level of Anxiety
4.50 - 5.00	Very Anxious
3.50 - 4.49	Anxious
2.50 - 3.49	Mildly Relaxed

Mean Score	Level of Anxiety
1.50 - 2.49	Relaxed
1.00 - 1.49	Very Relaxed

The data obtained from the questionnaires were analyzed by Microsoft Excel. All of the findings were summarized in table format with detailed explanations. The data was studied using descriptive statistics, which included the frequency and percentage of the participants' background information, such as age, gender, and education qualification. The participants' anxiety levels and its components while speaking English on duty were calculated.



## CHAPTER 4

### RESULTS AND DISCUSSIONS

This chapter reports the results of the study on English speaking anxiety found in the Office of Policy and Planning. The results and discussions are divided into 2 parts: (1) personal information of the participants (2) English speaking anxiety measurement in OPP officers

#### 4.1 Personal information of the participants

This part contains the personal details of the 80 participants, including their age, rank, division of recruitment, and educational background.

*Table 4.1 Age*

Age	Frequency	Percentage
Less than 20	0	0%
20 - 25	9	11.3%
26 - 30	24	30%
31 - 35	23	28.7%
36 - 40	18	22.5%
41 - 45	6	7.5%
46 - 50	0	0%
51 - 55	0	0%
56 - 60	0	0%
Total	80	100%

Table 4.1 shows the age of the participants in number and percentage. Almost 60% of the participants were at the ages of 26 - 35, 22.5% of the participants were 36 - 40 years old, 11.3% were 20 - 25 years, and the smallest group of 7.5% were the participants age 41 - 45. There was no participants at the age under 20 or above 46 years old.

*Table 4.2 Rank*

Rank	Frequency	Percentage
Commissioned officers	75	93.8%
Non-commissioned officers	5	6.3%
Total	80	100%

Table 4.2 presents the OPP officers military rank. The majority of participants were commissioned officers with 93.8% and non-commissioned officers were only 6.3%.

*Table 4.3 Division*

Division	Frequency	Percentage
Office of Policy and Strategy	9	11.3%
Office of ASEAN Affairs	11	13.8%
Office of External Relations	13	16.2%
Office of Civil Affairs	4	5%
Military Affairs Coordination Center	4	5%
Intelligence Coordination Center	4	5%
General Affairs Division	3	3.7%
Plans and Organization Division	30	37.5%
Finance Office	2	2.5%

Division	Frequency	Percentage
Total	80	100%

Table 4.3 reveals the division of recruitments of the participants. 37.5% of the participants were from Plans and Organization Division, 16.2% were the officers from Office of External Relations, 13.8% of the participants worked in Office of ASEAN Affairs, the participants were from Office of Policy and Strategy at 11.3%. Office of Civil Affairs, Military Affairs Coordination Center and Intelligence Coordination Center participants were 5% each. 3.7% of the participants worked in General Affairs Division. The smallest group of participants was 2.5%, which was the Finance Office.

*Table 4.4 Education*

Education	Frequency	Percentage
Diploma	0	0%
Bachelor's Degree	53	66.3%
Master's Degree	27	33.8%
Doctor's Degree	0	0%
Total	80	100%

Table 4.4 shows the participants education background. The results indicated that the majority were the participants with Bachelor's Degrees (66.3%). The rest of the participants were the officers who have graduated with Master's Degrees (33.8%). It can be seen that none of the participants in this study held a higher degree than a master's degree or lower than a bachelor's degree.

#### 4.2 English speaking anxiety measurement in OPP officers

This part provides the results of the level of English speaking anxiety measurement using FLCAS established by Horwitz et al. (1986). The results include the total scores of English speaking anxiety of OPP officers, communication apprehension level of English speaking anxiety and fear of negative evaluation level of English speaking anxiety in OPP officers.

*Table 4.5 Total Scores of English Speaking Anxiety of OPP officers*

Score	Frequency	Percentage	Level of Anxiety
126 - 150	0	0%	Very Anxious
102 - 125	29	36.25%	Anxious
78 - 101	40	50%	Mildly Relaxed
54 - 77	9	11.25%	Relaxed
30 - 53	2	2.5%	Very Relaxed
Total Average Score 93.94	80	100%	Mildly Relaxed

Table 4.5 presents the total scores of OPP officers' English speaking anxiety while on duty (see Appendix B). The OPP officers' level of English speaking anxiety was mildly relaxed. The average score from the 80 officers participating in this study was 93.94, which was in the mildly relaxed level. Half of the individuals had a mildly relaxed level of English speaking anxiety as seen in the table. The feeling of being anxious was more intense in 36.25% of the individuals than in the other groups. When speaking English on duty, 11.25% were relaxed and 2.5% were in a very relaxed level.

#### The Result Discussion

The OPP officers' speaking anxiety level was at a mildly relaxed level, and half of the participants were in the mildly relaxed level. The higher score in the results shows

that some of the OPP officers seems to worry about making mistakes in speaking English and they may not feel confident when speaking English. Many officers claimed that it was embarrassing to volunteer to speak English and that they somehow felt that the others officers spoke English better than they did. Many also admitted always thinking the other officers were better at English than they were. It can be interpreted that the officers may have been fearful of making errors when speaking English and comparing themselves to others. This may be due to fear of judgment and being ridiculed by foreigners or other officers. According to Horwitz et al. (1986) learners feel nervous prior to being called out by the instructors, and if they believe that other learners are better. So, their internal emotions often imply that others are better. Furthermore, since organizational communications is necessary, OPP officers must communicate effectively with foreigners. The higher scores in results reveal that the officers felt uncomfortable around native speakers and they got nervous when the foreigner asked questions they had not prepared for in advance. In the analysis of Woodrow (2006), it indicated that one of the important interactions influencing the participants' anxiety was communicating with foreigners, implying that foreign language speaking anxiety contributed to a majority of speaking performance problems. However, the majority of OPP officers did not experience a high level of anxiety while speaking English on duty.

The questionnaire used in this study included 30 items indicating two components of foreign language speaking anxiety. The mean and standard deviation of each item indicated the intensity of each component.

*Table 4.6 Communication Apprehension Level in English Speaking Anxiety*

No.	Components	Mean	SD
<b>Communication Apprehension</b>			
1	I never feel quite sure of myself when I am speaking English.	3.43	1.12



No.	Components	Mean	SD
3	I tremble when I know that I'm going to be called on to speak English.	3.03	1.12
4	It frightens me when I don't understand what the foreigner is saying in English.	2.51	1.13
9	I start to panic when I have to speak without preparation	3.13	1.23
13	It embarrasses me to volunteer to speak English.	3.64	1.42
14	I would not be nervous speaking English with native speakers.	3.19	1.20
18	I feel confident when I speak English.	3.75	1.17
20	I can feel my heart pounding when I'm going to be called on to speak English.	2.59	1.14
24	I feel very self-conscious about speaking English in front of other officers.	2.50	1.11
27	I get nervous and confused when I am speaking English.	3.03	1.18
29	I get nervous when I don't understand every word the foreigner says.	3.00	1.12
31	I am afraid that the other officers will laugh at me when I speak English.	3.10	1.35
32	I would probably feel comfortable around native speakers.	3.66	1.19
33	I get nervous when the foreigner asks questions which I haven't prepared for in advance.	3.66	1.61

No.	Components	Mean	SD
	Total Average Score	3.16	1.22

The data in table 4.6 reflects the issues that the officers were anxious about in Communication Apprehension. The total mean score is 3.16 ( $SD = 1.22$ ), which means the level of anxiety is mildly relaxed. There were four items ranked in an anxious level. Item 18 had the mean score 3.75 ( $SD = 1.17$ ). Item 32 and 33 had the mean score 3.66 ( $SD = 1.19, 1.61$ ). Item 13 had the mean score of 3.64 ( $SD = 1.42$ ). Item 24 has the lowest mean score of 2.50 ( $SD = 1.11$ ), which were still considered to be in a mildly relaxed level of anxiety. The rest of the items were mildly relaxed with the mean scores between 2.51 - 3.43.

### The Results Discussion

Regarding the results in Communication Apprehension, the overall OPP officers anxiety level in this component is mildly relaxed. However, the three highest mean scores in the anxious level range reflect the fact that the officers may not feel confident or comfortable when they speak English, they may blame themselves and believe it was their fault. According to Naveh-Benjamin (1991), the feeling of discomfort only occurs in the thoughts of speakers and is triggered by a sense of bad fortune. Previous researchers have suggested that cognitive interferences, such as self-perceptions, self-esteem and language learning values, trigger anxiety in speaking activities (Krashen et al, 1985). They may feel embarrassed to volunteer to speak English due to the fear of being judged. According to Horwitz et al. (1986), it involves learners' internal emotions to feel pressured to speak English flawlessly. He also believes that suggestions like "you should not speak if it is not spoken correctly" can add anxiety to foreign language speakers. The result also shows that the officers somehow got nervous when the foreigner asked questions for which they had not prepared the answers in advance. The harshness of a foreigner correcting a learner's mistakes can cause anxiety (Price, 1991). Based on the result, the statement "It frightens me when I don't understand what the foreigner is saying in English" had the lowest mean score. It was considered as mildly

relaxed. The score was quite low indicating that the officers may be self-conscious and nervous around foreigners, but the situation may not frighten them so much that it affects their performance in English speaking tasks on duty.

*Table 4.7 Fear of Negative Evaluation Level in English Speaking Anxiety*

No.	Components	Mean	SD
<b>Fear of Negative Evaluation</b>			
2	I don't worry about making mistakes in speaking English.	3.84	1.41
5	It wouldn't bother me at all to learn more about English speaking.	2.99	1.30
6	On duty, I find myself thinking about things that have nothing to do with speaking English.	2.49	1.29
7	I keep thinking that the other officers are better at English than I am.	3.59	1.28
11	I don't understand why some people get so upset over English speaking.	3.63	1.31
12	I can get so nervous I forget things I know.	2.78	1.30
15	I get upset when I don't understand what the foreigner is correcting.	2.86	1.21
16	Even if I am well prepared for an English exam, I feel anxious about it.	2.70	1.23
17	I often feel like not going to do my tasks that involve speaking English.	2.89	1.17
19	I am afraid that the foreigner is ready to correct every mistake I make.	3.44	1.44

No.	Components	Mean	SD
22	I don't feel pressure to prepare very well for an English exam.	3.28	1.26
23	I always feel that the other officers speak English better than I do.	3.64	1.40
25	English speaking tasks moves so quickly I worry about getting left behind.	2.71	1.14
26	I feel more tense and nervous in my English speaking task than in my other tasks.	2.73	1.17
28	When I'm on my way to do my English speaking tasks, I feel very sure and relaxed.	3.21	1.27
30	I feel overwhelmed by the number of rules I have to learn to speak English.	2.96	1.27
Total Average Score		3.11	1.28

Table 4.7 demonstrates that Fear of Negative Evaluation component has the mean score of 3.11 ( $SD = 1.28$ ), which is at a mildly relaxed level. There were four items in Fear of Negative Evaluation in an anxious level. The highest mean score is item 2, I don't worry about making mistakes in speaking English. The mean score of 3.84 ( $SD = 1.41$ ), is the highest mean in all components. Item 23 had the mean score of 3.64 ( $SD = 1.40$ ). Item 11 had only a slightly lower mean 3.63 ( $SD = 1.31$ ). The last item in anxious level is item 7 with the mean score of 3.59 ( $SD = 1.28$ ). The lowest mean score in Fear of Negative Evaluation component was 2.49 ( $SD = 1.29$ ) in item 6. It was the only item ranked in a relaxed level.

## **The Results Discussion**

Based on the results in Fear of Negative Evaluation component, the level of anxiety in OPP officers for this component is mildly relaxed. There were four items which were ranked in anxious level. Mostly, they were anxious about making mistakes in speaking English. Young (1990) claims that individuals are often unable to admit their mistakes in front of their peers and supervisors. It can also be noticed in the results that the participants may think the other officers were better at English than they were, which is in line with Price (1991), who stated that most anxious learners feel their language proficiency is inferior to those of their peers. The only item ranked in a relaxed level was “I find myself thinking about the things that have nothing to do with speaking English”. It can be interpreted to mean that the officers may not have problems concentrating on their English speaking tasks. Some of language anxiety experienced by foreign language speakers may occur due to the fear of engaging in actual conversation with other people. In English language speaking, it is a fear of being evaluated academically. It may concern being criticized for their linguistic knowledge such as accents and vocabularies used to communicate in military tasks. It may be an embarrassing task experienced by individuals in a variety of scenarios (Horwitz & Young, 1991).

The results and discussion of the study on the level of English speaking anxiety experienced by OPP officers are presented and discussed in this chapter. The summary of the results and recommendation for further research are in the following chapter.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter is divided into four parts: (1) a summary of the study (2) a summary of the results (3) conclusions and (4) recommendations for further research

#### **5.1 Summary of the study**

This part contains a summary of three topics: the study's objectives, participants, research instrument and procedures.

##### **5.1.1 Objectives of the study**

This study identifies the anxiety level that OPP officers have while speaking English on duty, as well as to investigate the most influential component of language anxiety in the OPP officers' English speaking performance.

##### **5.1.2 Participants, research instrument, and procedures**

The participants of this study were selected randomly, and were 80 OPP officers from nine divisions whose tasks directly involved speaking English. These officers had studied in English programs provided by the Training and Education section in 2020. The programs included E-learning Speexx Live Program, My Class British Council Program and English for Work by Inlingua. The analysis was conducted in the Office of Policy and Planning where English is used while on duty. The selected officers were from Office of Policy and Strategy, Office of ASEAN Affairs, Office of External Relations, Office of Civil Affairs, Military Affairs Coordination Center, Intelligence Coordination Center, General Affairs Division, Plans and Organization Division, and Finance Office. The researcher then used the Foreign Language Classroom Anxiety Scale (FLCAS), which was established by Horwitz et al. (1986) to be the speaking anxiety measurement instrument. FLCAS used in this study was adapted by the researcher to focus on Communication Apprehension and Fear of Negative Evaluation in English Speaking Anxiety of OPP officers while they communicate on duty. The questionnaire was divided into two parts. Personal questions such as age, rank, division,

and educational background were asked in the first section. The second section included 33 items on a 5-point Likert scale. Microsoft Excel and Google Survey were used to analyze the results. The results were shown in total scores, percentage, mean and standard deviation. For the purpose of this study, item 8, 10, and 21 in Test Anxiety component were removed from data analysis and result discussion in order to only focus on English speaking anxiety in a workplace environment. These 30 self-report questions were fully interpreted and discussed.

## **5.2 Summary of the results**

The study's results are summarized as follows:

### **5.2.1 Personal information of the participants**

The result showed that more than half of the participants were 26 - 35 years old, 28% of the participants were 31 - 35 years old, 22.5% of the participants were 36 - 40 years old, 11.3% were 20 - 25 years, and 7.5% of the participants were 41 - 45 years old. There were no participants less than 20 or more than 46 years old. The participants ranks were 93.8% commissioned officers and only 6.3% were non-commissioned officers. The division of recruitment presents 37.5% of the participants worked in Plans and Organization Division, 16.2% were the officers from Office of External Relations, 13.8% of the participants worked in Office of ASEAN Affairs, the participants from Office of Policy and Strategy were at 11.3%. Office of Civil Affairs, Military Affairs Coordination Center and Intelligence Coordination Center participations were 5% each. 3.7% of the participants worked in General Affairs Division. The smallest group of participants were 2.5% which was the Finance Office. For their educational background, the result showed 66.3% were the participants with bachelor's degrees and 33.8% of the participants were the officers who have graduated with master's degrees. None of the participants had a degree higher or lower than these.

### **5.2.2 English speaking anxiety measurement**

#### **5.2.2.1 The level of anxiety of OPP officers**

The result from the 30 item questionnaires showed the total average score of English speaking anxiety of OPP officers in mildly relaxed level. This can be interpreted to mean that the selected officers from nine divisions in OPP felt mildly relaxed while speaking English on duty. It is considered acceptable for the officers to feel a bit anxious in some situations when speaking a foreign language. OPP officers may have taken English lessons and been qualified in military tasks in their fields of study, but some can feel pressured when communicating in English orally. The anxiety OPP officers experienced can normally occur, but the level may not be so severe that it causes difficulties on duty.

#### **5.2.2.2 The most influential component of language anxiety that affects the OPP officers English speaking performance**

The results showed the total mean score of anxiety level in Communication Apprehension and Fear of Negative Evaluation were both in a mildly relaxed level. The total mean scores of anxiety level in both components of English speaking anxiety in OPP officers are only slightly different. Based on the result, the mean score of Communication Apprehension was only a bit higher than Fear of Negative Evaluation. Both components had the same amount of four items in an anxious level. It can be said that none of these components were the most influential component. Both Communication Apprehension and Fear of Negative Evaluation affected the OPP officers English speaking performance on duty on a very similar level.

### **5.3 Conclusion**

The results of this study presented that OPP officers' speaking anxiety was at a mildly relaxed level, which was considered average. The mean score in English speaking anxiety was not scaled in anxious, indicating that the English speaking anxiety level in OPP officers from different divisions may not be so high that it leads to having problems on duty.

Communication Apprehension and Fear of Negative Evaluation were only two components in foreign language speaking anxiety studied on the OPP officers English speaking performance in military daily tasks. Referring to the two components of



language anxiety, Communication Apprehension seemed to have a slightly higher mean score than Fear of Negative Evaluation. The officers may struggle in some situations involving self-confidence and the evaluation of other colleagues, instructors and foreigners. Speaking anxiety may not be the main factor that distracts the officers from effectively engaging in English speaking practices. There may be other reasons such as the stress from taking on projects and the pressure to report to the Chief Commander. Both components seemed to go together because the fear of being judged may develop from lacking confidence.

Based on the results and discussions, OPP officers did not have high language anxiety while they used English in military tasks on a daily basis. The English speaking lessons are still necessary for OPP officers to develop their English skills, broaden their fluency and engage them in more speaking communication practice. The Training and Education office can introduce a weekly English proficiency training class for the officers as they have already provided them with exercises that enable the officers to practice their English speaking.

#### **5.4 Recommendations for further research**

The following recommendations for future research are based on the results and conclusions of this study.

5.4.1 This study used only self-report questions as an instrument. To improve the accuracy of the results, a further study should use interview sessions or exams to collect details about the individuals' English speaking anxiety.

5.4.2 As this study only focused on the level of English speaking anxiety and the components that cause it, a further research into strategies for overcoming public speaking anxiety and training programs to help the officers minimize their English speaking anxiety is needed.

5.4.3 For a clearer picture of English speaking anxiety in OPP officers in various circumstances and durations of speaking English, a further research should explore the officers' speaking anxiety when studying in military English programs as well.

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The background of the page features a large, faint, circular watermark of the Thammasat University seal. The seal is centered and contains the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom. In the center of the seal is a stylized emblem featuring a lotus flower and a crown-like structure.

## **APPENDICES**

## **APPENDIX A**

### **QUESTIONNAIRE**

**The Study Title:** A Study of English Speaking Anxiety of Officers in Office of Policy and Planning

The purpose of this questionnaire is to investigate English language speaking anxiety and its components among officers in the Office of Policy and Planning. It is a part of an Independent Study paper as partial fulfillment of the requirements for a Master's Degree in Arts in Career English for Communication, Language Institute, Thammasat University.

The questionnaire are required into two parts:

Part I: Personal Information

Part II: English Speaking Anxiety Measurement

Your participation in this study is entirely voluntary. Please answer all questions honestly by expressing your true feelings and sharing your own experiences. The researcher assures anonymity and confidentiality and your response will only be used for this study.

Thank you for taking the time to complete this questionnaire.

**Direction:** Please select the option below to specify your answer

**Part 1: Personal Information**

**1. Age**

- ☐ 20 - 25 years old
- ☐ 26 - 30 years old
- ☐ 31 - 35 years old
- ☐ 36 - 40 years old
- ☐ 41 - 45 years old

**2. Rank**

- ☐ Commissioned officers
- ☐ Non-commissioned officers

**3. Division**

- ☐ Office of Policy and Strategy
- ☐ Office of ASEAN Affairs
- ☐ Office of External Relations
- ☐ Office of Civil Affairs
- ☐ Military Affairs Coordination Center
- ☐ Intelligence Coordination Center
- ☐ General Affairs Division
- ☐ Plans and Organization Division
- ☐ Security Division
- ☐ Conference Division
- ☐ Finance Office
- ☐ Budget Office

**4. Education Background**

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctor's Degree

**Part 2: Level of English speaking anxiety measured by FLCAS**



FLCAS Statements	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. I never feel quite sure of myself when I am speaking English.					
2. I don't worry about making mistakes in speaking English.					
3. I tremble when I know that I'm going to be called on to speak English.					
4. It frightens me when I don't understand what the foreigner is saying in English.					
5. It wouldn't bother me at all to learn more about English Speaking.					
6. On duty, I find myself thinking about things that have nothing to do with speaking English.					
7. I keep thinking that the other officers are better at English than I am.					
8. I am usually at ease during English speaking test.					
9. I start to panic when I have to speak without preparation.					

10. I worry about the consequences of failing my English speaking exam.					
11. I don't understand why some people get so upset over English speaking.					
12. I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer to speak English.					
14. I would not be nervous speaking the English with native speakers.					
15. I get upset when I don't understand what the foreigner is correcting.					
16. Even if I am well prepared for an English exam, I feel anxious about it.					
17. I often feel like not going to do my tasks that involve speaking English.					
18. I feel confident when I speak English.					
19. I am afraid that the foreigner is ready to correct every mistake I make.					

20. I can feel my heart pounding when I'm going to be called to speaking English.					
21. The more I study for an English test, the more confused I get.					
22. I don't feel pressure to prepare very well for an English exam.					
23. I always feel that the other officers speak English better than I do.					
24. I feel very self-conscious about speaking the English in front of other officers.					
25. English speaking tasks moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English speaking task than in my other tasks.					
27. I get nervous and confused when I am speaking English.					
28. When I'm on my way to do my English speaking tasks, I feel very sure and relaxed.					

29. I get nervous when I don't understand every word the foreigner says.					
30. I feel overwhelmed by the number of rules I have to learn to speak English.					
31. I am afraid that the other officers will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers.					
33. I get nervous when the foreigner asks questions which I haven't prepared for in advance.					

## APPENDIX B

### ENGLISH SPEAKING ANXIETY SCORES

Score	Frequency	Percentage	Level of Anxiety
122	1	1.25%	Anxious
120	1	1.25%	Anxious
118	1	1.25%	Anxious
117	2	2.5%	Anxious
114	1	1.25%	Anxious
112	1	1.25%	Anxious
111	1	1.25%	Anxious
110	3	3.75%	Anxious
109	1	1.25%	Anxious
108	2	2.5%	Anxious
107	4	5%	Anxious
106	1	1.25%	Anxious
105	2	1.25%	Anxious
104	4	5%	Anxious
103	1	1.25%	Anxious
102	3	3.75%	Anxious
101	1	1.25%	Mildly Relaxed
100	1	1.25%	Mildly Relaxed
99	2	2.5%	Mildly Relaxed
97	3	3.75%	Mildly Relaxed
96	4	5%	Mildly Relaxed
95	2	1.25%	Mildly Relaxed
94	1	1.25%	Mildly Relaxed
93	3	3.75%	Mildly Relaxed
93	1	1.25%	Mildly Relaxed

92	1	1.25%	Mildly Relaxed
91	5	6.25%	Mildly Relaxed
90	2	2.5%	Mildly Relaxed
89	1	1.25%	Mildly Relaxed
88	3	3.75%	Mildly Relaxed
87	2	2.5%	Mildly Relaxed
86	1	1.25%	Mildly Relaxed
85	3	3.75%	Mildly Relaxed
84	1	1.25%	Mildly Relaxed
82	1	1.25%	Mildly Relaxed
80	1	1.25%	Mildly Relaxed
79	2	2.5%	Mildly Relaxed
76	1	1.25%	Relaxed
75	1	1.25%	Relaxed
74	1	1.25%	Relaxed
73	1	1.25%	Relaxed
72	1	1.25%	Relaxed
71	1	1.25%	Relaxed
68	1	1.25%	Relaxed
62	1	1.25%	Relaxed
58	1	1.25%	Relaxed
52	1	1.25%	Very Relaxed
43	1	1.25%	Very Relaxed
Average Score 93.94	80	100%	Mildly Relaxed

## BIOGRAPHY

Name	Lt.Pimchanok Uttarakorn
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