

Speaking Anxiety and Language Proficiency among EFL at A University in Vietnam

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Abstract: A quantitative study investigated the levels, causes and effects of anxiety in speaking over academic achievement among EFL non-English majors at Thai Nguyen University of Education, Vietnam. The study examined 128 non-English majors who had finished one year of intensive English at university. The findings show that EFL students at Thai Nguyen University are at moderate level of speaking anxiety ($M=67.45$; $n=128$). The findings also indicated that the causes of speaking anxiety came from MSOSA4 (Fear of making mistakes), MSOSA8 (Fear of being laughed at), MSOSA9 (Lack of confidence), MSOSA20 (Fear of negative evaluation), and MSOSA14 (Fear of being the focus of attention). The study also found that students who had higher levels of anxiety gained lower academic proficiency in speaking. The mean of levels of proficiency for Low anxiety ($M = 2.22$, $SD = 0.70$) was significantly larger than that for High anxiety ($M = 1.68$, $SD = 0.66$), $p = .002$. The mean of levels of proficiency for Medium anxiety ($M = 2.02$, $SD = 0.60$) was significantly larger than that for High anxiety ($M = 1.68$, $SD = 0.66$), $p = .026$.

Key words: Speaking anxiety, academic language proficiency, sources of speaking anxiety.

I. INTRODUCTION

1.1. A statement of the research problem

English has been teaching in Vietnam as a foreign language for decades. It is now introduced to young learners at grade 3 of primary education with an ambition that the young working class can communicate well in English speaking environment (*National Foreign Language Project No. 1400, 2008-2020*). However, the investment and efforts seem to bring little improvement as expected by the government. Some chief education administrators confessed that NFL Project was a failure. Studies have also shown that failure of effective communication mostly come from learners themselves (Demir, Y.,2017, Genç, 2016, Teksan, L. *et al*, 2019). The problem comes from a psychological phenomenon namely *anxiety*, to be more specific it is foreign language anxiety. Anxiety is believed to bring both positive and negative effects to foreign language learners. Alpert and Haber (1960) divided anxiety into facilitating anxiety and debilitating anxiety. The former refers to the anxiety leading to improved performance, while the latter refers to the one resulting in impaired performance. The facilitating aspect of anxiety will be dealt with in another study. In the present study, the researcher put more energy on the negative side of anxiety as it is believed to hamper learners from communication.

1.2. Aims and significance of the study

Literature has noted many researchers who supported the idea that communicating in the foreign language class may be a traumatic experience causing feelings of fear (Beebe, 1983; Lucas, 1984; Horwitz et al., 1986; Liu, 1989; Phillips, 1992). For many Vietnamese learners of English, speaking is considered the most challenged skill to be master, especially adult learners. The first aim of the present study is finding how anxious students of English are perceived in speaking English in classroom. Secondly, the relationship between speaking anxiety and academic achievement will be investigated. The findings from the study will be beneficial for both teachers and students in taking advantages of positive sides of speaking anxiety as well as lowering negative effects of speaking anxiety to gain better academic achievements.

1.3. Research questions

With the above-mentioned aims, the study attempts to answer the following questions:

- 1.3.1. What is the level of speaking anxiety perceived by EFL students at Thai Nguyen University?
- 1.3.2. What are the main causes of speaking anxiety for EFL students?
- 1.3.3. What is the relationship between anxiety and academic achievement?

II. LITERATURE REVIEW

2.1. Definitions and types of anxiety

There have been numerous definitions of anxiety given by scholars in different disciplines. Spielberger (1983) defined *anxiety* as the “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 15). According to the Cambridge dictionary of psychology (2009), anxiety is referred to as i) a fearful mood that has a vague or no specific focus and is accompanied by bodily arousal. ii) In learning theory a secondary or conditioned drive which leads to an avoidance response (p. 65). Zeidner (2011) shares the same view when making the distinction between anxiety and fear, while anxiety is referred to as a psychological state in which the person’s sense of uneasy suspense and worry is triggered by ambiguous circumstances, fear refers to an intense biologically adaptive physiological and behavioural response to the occurrence of a specific, identifiable stimulus. By nature of the threat, fear is objective and identifiable, while anxiety is subjective and the source of danger is not identified. In terms of degree of certainty of danger, fear is high but transitory, anxiety is low but lingering (pp. 5-7). Spielberger (1966) (cited in Zeidner, 2011) made a distinction between trait anxiety and state anxiety. The former belongs to personality characteristics, while the later comes from conditions in a particular situation. Young (1991) emphasizes that it is not a permanent feature, and it is a reaction that is triggered by the conditions of a particular situation. Empirical research shows that the correlation between trait and state anxiety does exist (Moradi, *et al.* 2015, Leal, *et al.* 2017). Language learning anxiety is somewhat different from other forms of anxiety. It is considered to be situation specific anxiety because in the process of language learning, situation specific anxiety recurs every time the learner attempts to use the language (Zhanibek, 2001, Woodrow, 2006, Awan *et al.*, 2010).

2.2. Foreign language speaking anxiety

Foreign language anxiety (FLA) is the feeling of apprehension, self-consciousness, tension, and worry, which stems from exposure to specific stimuli in association with one or more of the receptive and/or productive skills in second/foreign language (L2) learning (MacIntyre & Gardner, 1994:284). The FLA affects learners in language skills, language exams and even in language classroom. However, the feeling affects badly in more interactive skills such as speaking and listening. The concept speaking anxiety was mentioned by Horwitz *et al.* (1986) as “a type of shyness characterized by fear of or anxiety about communicating with people” (p.127). Walker (1997) asserted that “a student who believes his capacities in speaking English are inadequate, may answer a teacher’s question using the fewest words possible in order to protect himself from the possibility of error, or he may choose to read the answer from the text instead of risking self-constructed speech” (p. 23). Pertaub, *et al.* (2001) contend that anxiety usually comes out when the speakers need to deliver a public speech or communicate with a foreigner since they have a fear of being judged or humiliated by the other people. Although people are aware that this nervousness is irrational, they cannot help feeling the anxiety, which can result in depression, distress, and frustration. Gregersen and Horwitz (2002, p. 562) confirm that the students who experience anxiety “tend to sit passively in the classroom, withdraw from activities that could increase their language skills, and may even avoid class entirely”. Bekleyen (2009) added that “anxious students avoid being called on to take part in the class and they are less likely to volunteer answers in spoken classes”. This is considered negative for language learners, especially for non-English major students whose exposure to native English speakers is limited.

2.3. Studies on foreign language speaking anxiety

There have been many studies conducted to investigate the negative impacts of speaking anxiety to the overall academic achievement. In 2011, Mak did a survey on 313 Chinese ESL first year university students using Foreign Language Classroom Anxiety Scale (FLCAS). The findings were that speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time and not being allowed to use the first language in a second language class are the anxiety provoking for speaking anxiety. Tianjian (2010) investigated 240 first-year non-English majors at Guizhou College of Finance and Economics. The findings confirm that (a) over 50% of the students reported undergoing moderate or high levels of speaking anxiety, (b) there was no discrepancy between speaking anxiety and genders, but a significantly difference was found over groups (lower proficiency groups reported a higher mean level of anxiety); (c) speaking anxiety had a complicated relationship to the other variables; (d) personality factors were found to be the primary causes of speaking anxiety; and (e) mutual influences existed between language achievement and speaking anxiety. Alrabai (2014) carried out a three year study on 1389 Saudi EFL learners, one of the very important findings were that anxiety can be seen as one of the main reasons that can prohibit students from gaining a good level of language proficiency. Recently, Oflaz (2019) studied 110 students learning German at Ondokuz Mayıs University, in Turkey. The study intended to investigate the relationship between foreign language anxiety, shyness, language learning strategies, speaking scores and academic achievement of the participants. The findings were that shyness increases as speaking anxiety rises. Despite the inconsistency in results among studies in different areas, for different language teaching contexts, the speaking anxiety is reported to attribute significantly to speaking performance of foreign language learners. For this study was carried out in Thai Nguyen University, the findings may not be generalized to other teaching contexts but it can be seen as a reference in the literature of language anxiety study in Vietnam.

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2.4. Speaking anxiety and language proficiency

2.4.1 Sources of speaking anxiety

Speaking is reported to be the hardest part of language learning, especially for those who are by nature introverted and shy. Price (1991) reported that students use words such as "horrible," "frightening," "awful," "resentment," and "hatred" to describe their experience and feeling in foreign language speaking. The speech of anxious students is often accompanied by blushing, trembling hands, a pounding heart and headaches (Cohen & Norst, 1989). Liu (2006) examined the causes of anxiety among 98 students of different levels of proficiency (34 low proficiency, 32 intermediate proficiency and 32 high proficiency). The findings indicated that the factors that caused them anxious were lack of practice, lack of vocabulary and low English proficiency. Many of the students in Liu's study reported that they did not practice speaking at schools so they were nervous at university when they have to speak English. This is similar to Vietnamese situation when school pupils focus too much on written skills for high mark and for university entrance chances. Another study conducted by Sadighi and Mehdi (2017) among 154 Iranian EFL students found that most significant causes of students' anxiety were "fear of committing mistakes", "fear of being negatively evaluated", and "limited knowledge of vocabulary" respectively.

2.4.2. Speaking anxiety and language proficiency

As mentioned in the introduction, anxiety can bring facilitating effects as Walker's (1997) (cited in He, D. 2018) comment the relationship between anxiety and performance can best be illustrated with an inverted "U", that is, "when anxiety is low, performance is also low. When anxiety is optimal, performance is high, but beyond an optimal level of anxiety, performance deteriorates (p, 17). The degree of anxiety that leads to optimal performance is slender and not easy to see. Over-anxiety is the psychological phenomenon that many foreign language learners suffer from during the course. Shyness and negative attitudes isolate them from drilling practice. When discussed about the importance of interaction, Vygotsky (1978) insisted that learning greatly depends upon the social interactions that occur in the classroom. Withdrawal from this interaction as a result of high levels of English language anxiety is perhaps the most harmful effect of English language anxiety (p.187). Most of the research findings show negative correlation between language anxiety and language performance (Horwitz 1986, Aida 1994, Phillips 1992, Cheng 1999). Most of the studies indicate that students with high level of anxiety had lower levels of proficiency (Dalkılıç 2001, Batumlu and Erden 2007, Liu (2006, Woodrow 2006).

III. METHODOLOGY

3.1. Research design

Research design refers to the way a study is planned and conducted, the procedures and techniques employed to answer the research problem or question (McMillan & Schumacher, 1984). This study employed a descriptive research design. In descriptive research design, data collection is carried out in a structured process. Kumar (2011) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. The study was designed along the lines of a correlation research. Gay (1996) described correlation research as that involving the collection of data in order to determine whether and what degree a relationship exists between two or more quantifiable variables.

3.2. Participants of the research

The participants of the study consist of 128 freshmen who have finished one year of intensive English. These students have to take an IELTS simulated exam with 4 language skills. The expected outcome is 5.5 overall bands. After the exam, they will be placed in different disciplines for majoring study.

3.3. Research instruments

In order to obtain information about students' levels of speaking anxiety, the personal report of communication apprehension (PRCA) scale was used. There are 24 items in the survey with positive and negative wordings. Students can measure their own anxious level with the provided scoring instructions (see appendix A). The researcher decided to adapt the proposed scale because it can specify in details what types of anxiety a learner may suffer from, namely speaking in groups, speaking at meetings, speaking in pairs or public speaking. The scoring procedures are quite flexible and make senses to students in Vietnam.

The items for PRCA had a Cronbach's alpha coefficient of 0.56, indicating acceptable reliability. Table 1 presents the results of the reliability analysis.

Table 1: Reliability Table for PRCA

Scale	No. of Items	α	Lower Bound	Upper Bound
PRCA	24	0.56	0.07	0.45

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

The second survey which was administered a week after the PRCA survey was adapted from Liu's 2006 study, the major sources of speaking anxiety (MSOSA). There are 20 items in the survey that are suitable for Vietnamese learners of English (see appendix B). The participants responded on the basis of five point Likert -scales, ranging from strongly agree to strongly disagree. While

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answering the statements in the questionnaire the students were asked to decide whether they strongly agree, agree, undecided, disagree, and strongly disagree and mark the item that best applies to their emotion states during speaking lessons.

The items for MSOSA had a Cronbach's alpha coefficient of 0.67, indicating acceptable reliability. Table 2 presents the results of the reliability analysis.

Table 2: Reliability Table for MSOSA

Scale	No. of Items	α	Lower Bound	Upper Bound
MSOSA	20	0.67	-0.05	0.39

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

The participants were also asked to respond to each statement quickly, without thinking about the statements too much and they were asked not to change their responses after they mark them. Additionally, participants were assured that all the data that the researcher collected would be kept confidential. Furthermore, the researcher explained the participants that the subjects had a right to withdraw whenever they felt uncomfortable.

IV. FINDINGS

4.1. RQ1: What is the level of speaking anxiety perceived by EFL students at Thai Nguyen University?

The observations for level of speaking anxiety had an average of 2.16 (SD = 0.75, SEM = 0.07, Min = 1.00, Max = 3.00, Skewness = -0.26, Kurtosis = -1.16). When the skewness is greater than 2 in absolute value, the variable is considered to be asymmetrical about its mean. When the kurtosis is greater than or equal to 3, then the variable's distribution is markedly different than a normal distribution in its tendency to produce outliers (Westfall & Henning, 2013). The summary statistics can be found in Table 1.1.

Table 1.1 Summary Statistics Table for Interval and Ratio Variables

Variable	M	SD	n	SE_M	Min	Max	Skewness	Kurtosis
LOA	2.16	0.75	128	0.07	1.00	3.00	-0.26	-1.16

Note. '-' denotes the sample size is too small to calculate statistic.

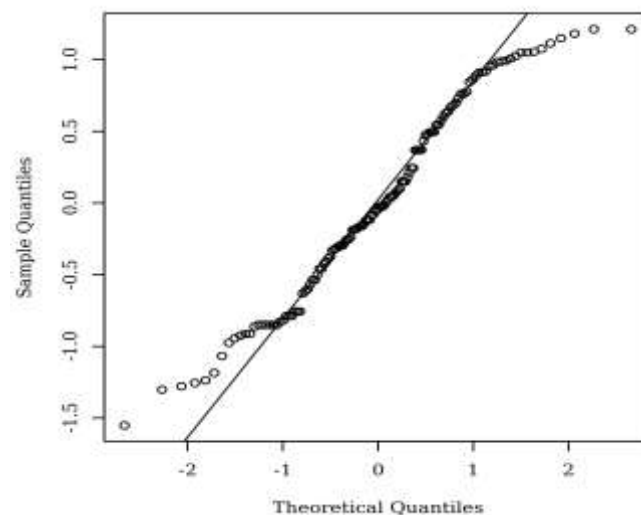
4.2. RQ2: What are the main causes of speaking anxiety for EFL students?

A linear regression analysis was conducted to assess whether main sources of speaking anxiety (MSOSA) significantly predicted the level of speaking anxiety. The findings showed that MSOSA4 (*Fear of making mistakes*), MSOSA8 (*Fear of being laughed at*), MSOSA9 (*Lack of confidence*), MSOSA20 (*Fear of negative evaluation*), and MSOSA14 (*Fear of being the focus of attention*) significantly predicted level of speaking anxiety. Other items predicted little anxiety on speaking.

ASSUMPTIONS

Normality. The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 2.1 presents a Q-Q scatterplot of the model residuals.

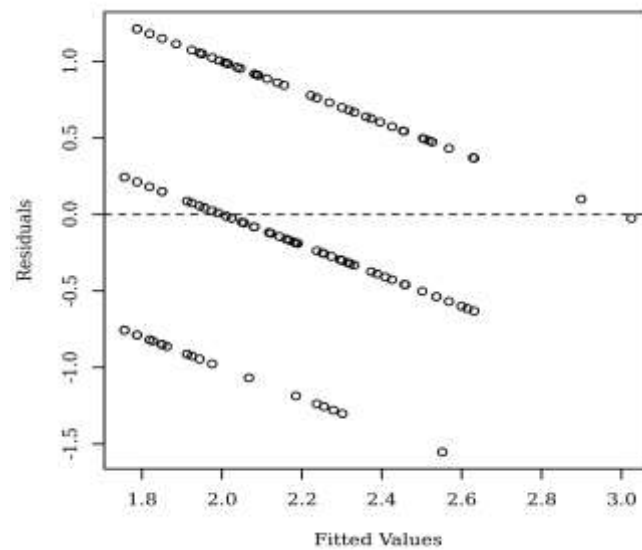
Figure 2.1: Q-Q scatterplot for normality of the residuals for the regression model.



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Homoscedasticity. Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2013; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 2.2 presents a scatterplot of predicted values and model residuals.

Figure 2.2: Residuals scatterplot testing homoscedasticity



Multicollinearity. Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors. High VIFs indicate increased effects of multicollinearity in the model. VIFs greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). All predictors in the regression model have VIFs less than 10. Table 2.1 presents the VIF for each predictor in the model.

Table 2.1 Variance Inflation Factors for MSOSA4, MSOSA8, MSOSA9, MSOSA20, and MSOSA14

Variable	VIF
MSOSA4	1.09
MSOSA8	1.09
MSOSA9	1.19
MSOSA20	1.16
MSOSA14	1.02

RESULTS

The results of the linear regression model were significant, $F(5,122) = 3.87, p = .003, R^2 = 0.14$, indicating that approximately 14% of the variance in level of anxiety is explainable by MSOSA4, MSOSA8, MSOSA9, MSOSA20, and MSOSA14. MSOSA4 significantly predicted level of anxiety, $B = 0.21, t(122) = 3.52, p < .001$. This indicates that on average, a one-unit increase of MSOSA4 will increase the value of levels of anxiety by 0.21 units. MSOSA8 did not significantly predict level of anxiety, $B = 0.04, t(122) = 0.59, p = .555$. Based on this sample, a one-unit increase in MSOSA8 does not have a significant effect on level of anxiety. MSOSA9 did not significantly predict level of anxiety, $B = 0.06, t(122) = 0.83, p = .409$. Based on this sample, a one-unit increase in MSOSA9 does not have a significant effect on level of anxiety. MSOSA20 did not significantly predict level of anxiety, $B = -0.03, t(122) = -0.56, p = .575$. Based on this sample, a one-unit increase in MSOSA20 does not have a significant effect on level of anxiety. MSOSA14 did not significantly predict level of anxiety, $B = 0.06, t(122) = 1.14, p = .256$. Based on this sample, a one-unit increase in MSOSA14 does not have a significant effect on level of anxiety. Table 2.2 summarizes the results of the regression model.

Table 2.2 Results for Linear Regression with MSOSA4, MSOSA8, MSOSA9, MSOSA20, and MSOSA14 predicting level of anxiety

Variable	B	SE	95% CI	β	t	p
(Intercept)	1.45	0.31	[0.84, 2.05]	0.00	4.73	< .001
MSOSA4	0.21	0.06	[0.09, 0.32]	0.31	3.52	< .001

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MSOSA8	0.04	0.06	[-0.08, 0.15]	0.05	0.59	.555
MSOSA9	0.06	0.08	[-0.09, 0.22]	0.08	0.83	.409
MSOSA20	-0.03	0.06	[-0.14, 0.08]	-0.05	-0.56	.575
MSOSA14	0.06	0.05	[-0.05, 0.17]	0.10	1.14	.256

Note: Results $F(5,122) = 3.87$, $p = .003$, $R^2 = 0.14$

RQ3. What is the relationship between anxiety and academic achievement?

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in levels of proficiency (LOP) by levels of anxiety (LOA).

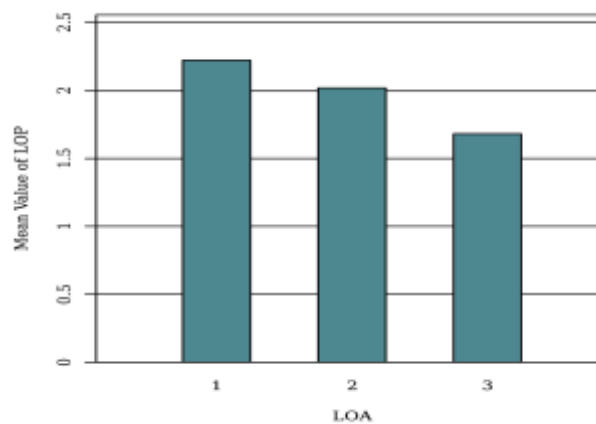
RESULTS

The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were significant, $F(3, 124) = 5.11$, $p = .002$, indicating there were significant differences in levels of proficiency among the levels of anxiety and gender (Table 3.1). The main effect, levels of anxiety was significant, $F(2, 124) = 6.83$, $p = .002$, $\eta_p^2 = 0.10$, indicating there were significant differences in levels of proficiency by anxiety levels. The main effect, gender was not significant, $F(1, 124) = 1.68$, $p = .198$, indicating there were no significant differences of levels of proficiency by gender levels. The means and standard deviations are presented in Table 3.2.

Table 3.1: Analysis of Variance Table for level of proficiency by levels of anxiety

Term	SS	df	F	p	η_p^2
Levels of anxiety	5.64	2	6.83	.002	0.10
Gender	0.69	1	1.68	.198	0.01
Residuals	51.17	124			

Figure 3.1: Level of proficiency (LOP) means by factors levels of levels of anxiety (LOA)



*1 Low LOA, 2 Medium LOA, 3 High LOA

Table 3.2: Mean, Standard Deviation, and Sample Size for LOP by LOA and Gender

Combination	M	SD	n
1 : 1	2.07	0.73	14
2 : 1	2.07	0.52	30
3 : 1	1.52	0.65	25
1 : 2	2.38	0.65	13
2 : 2	1.96	0.69	24
3 : 2	1.86	0.64	22

Post-hoc

Paired t-tests were calculated between each pair of measurements to further examine the differences among the variables. Tukey pairwise comparisons were conducted for all significant effects based on an alpha of 0.05. For the main effect of levels of anxiety,

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the mean of levels of proficiency for Low anxiety ($M = 2.22$, $SD = 0.70$) was significantly larger than for High anxiety ($M = 1.68$, $SD = 0.66$), $p = .002$. For the main effect of levels of anxiety, the mean of levels of proficiency for Medium anxiety ($M = 2.02$, $SD = 0.60$) was significantly larger than for High anxiety ($M = 1.68$, $SD = 0.66$), $p = .026$. No other significant effects were found.

V. CONCLUSIONS AND DISCUSSIONS

To address the first research questions, what is the level of speaking anxiety perceived by EFL students at Thai Nguyen University, the findings suggested that the students under this study are at the moderate level ($M=67.45$).

In terms of factors causing speaking anxiety, the finding indicated that most of the participants are fear from being laughed at (95%). This is because of the personal traits of Vietnamese people who do not want to show weaknesses to others. They are shy and quite introverted. They would stay silence until they know the answers for sure. It is also the explanation for fear of making mistakes (86%) and lack of confidence (75%). Negative evaluation was also the cause of speaking anxiety. Many teachers do not always give encouraging feedbacks to motivate students. This behaviour should be changed to encourage risk-taking learning styles from students.

Finally, the most important finding of the study was that higher levels of anxiety hindered academic performance. This was similar to many studies in the literature (Woodrow, 2006, Awan, et al. 2010, Liu, 2006

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APPENDICES

APPENDIX A: PERSONAL REPORT OF COMMUNICATION APPREHENSION (PRCA)

Directions:

This instrument is composed of 24 statements concerning your feelings about communication with other people. Please indicate in the space provided the degree to which each statement applies to you by marking whether you agree with each statement. There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly. Just record your first impression.

- (1) Always true of me
- (2) Usually true of me
- (3) Undecided
- (4) Usually not true of me
- (5) Never or almost never true of me

#	STATEMENTS	RATING				
		1	2	3	4	5
	I dislike participating in group discussions.	1	2	3	4	5
	Generally, I am comfortable while participating in a group discussion.	1	2	3	4	5
	I am tense and nervous while participating in group discussions.	1	2	3	4	5
	I like to get involved in group discussions.	1	2	3	4	5
	Engaging in a group discussion with new people makes me tense and nervous.	1	2	3	4	5
	I am calm and relaxed while participating in group discussions.	1	2	3	4	5
	Generally, I am nervous when I have to participate in a meeting.	1	2	3	4	5
	Usually I am calm and relaxed while participating in meetings.	1	2	3	4	5
	I am very calm and relaxed when I am called upon to express an opinion at a meeting.	1	2	3	4	5
	I am afraid to express myself at meetings.	1	2	3	4	5
	Communicating at meetings usually makes me uncomfortable.	1	2	3	4	5
	I am very relaxed when answering questions at a meeting.	1	2	3	4	5
	While participating in a conversation with a new acquaintance, I feel very nervous.	1	2	3	4	5
	I have no fear of speaking up in conversations.	1	2	3	4	5
	Ordinarily I am very tense and nervous in conversations.	1	2	3	4	5
	Ordinarily I am very calm and relaxed in conversations.	1	2	3	4	5
	While conversing with a new acquaintance, I feel very relaxed.	1	2	3	4	5
	I'm afraid to speak up in conversations.	1	2	3	4	5
	I have no fear of giving a speech.	1	2	3	4	5
	Certain parts of my body feel very tense and rigid while giving a speech.	1	2	3	4	5
	I feel relaxed while giving a speech.	1	2	3	4	5
	My thoughts become confused and jumbled when I am giving a speech.	1	2	3	4	5
	I face the prospect of giving a speech with confidence.	1	2	3	4	5
	While giving a speech I get so nervous, I forget facts I really know.	1	2	3	4	5

SCORING

To determine your anxiety level, compute the following formulas. The higher your score is, the more significant your level of anxiety. (The numbers in parentheses in the formulas refer to the numbered questions above.)

$$\text{Group} = 18 - (1) + (2) - (3) + (4) - (5) + (6)$$

$$\text{Meeting} = 18 - (7) + (8) + (9) - (10) - (11) + (12)$$

$$\text{Dyadic} = 18 - (13) + (14) - (15) + (16) + (17) - (18)$$

$$\text{Public} = 18 + (19) - (20) + (21) - (22) + (23) - (24)$$

$$\text{Overall CA} = \text{Group} + \text{Meeting} + \text{Dyadic} + \text{Public}$$

MAKING SENSE OF YOUR SCORE

Your combined score for all 24 items should fall somewhere between 24 and 120. If your score is lower than 24 or higher than 120, you need to recalculate it. A score above **83 indicates high communication apprehension**; a score between **55 and 82 indicates moderate apprehension**, which is the norm for most people. **Low apprehension is anything less than 54**. Your sub-scores indicate the degree to which you are anxious when speaking in public, talking in a group, or engaged in conversation with another person. These scores can range between 6 and 30. The higher your score is, the more anxiety you feel. A score above 18 on the public speaking subset suggests you feel a manageable level of speech anxiety. Regardless of your score on this subset, you can

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significantly benefit from the skills and techniques presented in this chapter. A score of 18 or above on the other two subsets also suggests you feel some anxiety about interpersonal and group communication.

Source: James C. McCroskey, *An Introduction to Rhetorical Communication*, 7th ed. (Needham Heights, Mass.: Allyn & Bacon, 1997).

APPENDIX B: MAJOR SOURCES OF FL SPEAKING ANXIETY (MSOSA)

Directions:

This instrument is composed of 20 statements concerning sources of foreign language speaking anxiety. Please indicate in which statement (Always true or never true) of you with those statements. There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly. Just record your first impression.

- (1) Always or almost true of me
- (2) Usually true of me
- (3) Somewhat true of me
- (4) Usually not true of me
- (5) Never or almost never true of me

#	FACTORS	RATING				
		1	2	3	4	5
	Lack of practice					
	Lack of/ limited vocabulary					
	Lower English proficiency					
	Fear of making mistakes					
	Lack of preparation					
	Incomprehensive input					
	Inadequate grammatical knowledge					
	Fear of being laughed at					
	Lack of confidence					
	Difficulty of task					
	Poor/bad pronunciation					
	Lack of familiar topic					
	Lack of familiarity with partners					
	Fear of being the focus of attention					
	Inability to find proper words to express					
	Inability to express oneself					
	Eagerness! Desire to speak English fluently					
	Poor memory					
	Lack of familiarity with types of activity					
	Fear of negative evaluation					

Source: Liu, M. 2006. Anxiety in EFL Classrooms: Causes and Consequences. *TESL Reporter* 39, 1 (2006), pp. 13-32