

How Common Is English Speaking Anxiety?: A Survey on English Class Speaking Anxiety of College Students

Min Lun Yeh

Ming Chi University of Technology

ABSTRACT

This study focuses on the specific aspects of communication apprehension in the English classroom setting. A questionnaire, English Class Speaking Anxiety Scale (ECSAS), was adopted for the survey on freshman students in the English class. The specific aspects deal with two constructs: communication anxiety in a public speaking class with seven sub-components including (1) mental barriers, (2) class preparation, (3) fear of negative evaluation, (4) bodily reaction, (5) anxiety of being called on, (6) volunteering anxiety, (7) test anxiety, and comfort in speaking English. The results show that more than half of the students are lack of confidence as English speakers so that being anxious in English public speaking class is almost a common situation whether the students prepare in advance or not. Also, a majority of the participants thought other students spoke English better than they did. The subjects surprisingly responded that they did not show much bodily reaction to public speaking. There was an obvious mental barrier for most students to take initiative in performing oral tasks under a voluntary situation. It was proved that students were confused if they were given more tests than they can really handle. Most students were willing to polish their English communicative ability showing that they have the motivation to learn.

Keywords: communication anxiety, speaking anxiety, communication apprehension,

INTRODUCTION

The lack of an opportunity to practice English in the target language environment is the major setback contributing to the failure of learning English according to Wariyachitra (2003). In addition to the environmental issue, unwillingness to

communicate in the target language, lack of confidence, and affective factors such as interpersonal evaluation, classroom activities, teaching method, and self-esteem (Udomkit, 2003) are all reasons affecting learners' English language outputs depending on each individual's anxiety level in different learning situations (Yaikhong & Usaha, 2012; Horwitz, Tallon & Luo, 2010; MacIntyre, Baker, Clement & Donovan, 2003; and Aida, 1994). As such, this study employed the developed scale to measure Taiwanese students' speaking anxiety in the public speaking class setting.

It is believed that many people experience a greater or lesser degree of anxiety in speaking before groups. However, people who typically have difficulties speaking in front of groups are likely to experience even greater anxiety speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored (Saito, Garza, & Horwitz, 1999). The Learning Skills Center at the University of Texas also suggests that difficulty in speaking in class is the most frequently reported concern of the foreign language students. Students cited that they feel uncomfortable responding to a drill or giving a speech in their foreign language class.

Before discussing foreign language anxiety, it is important to first look at the definition of *anxiety* in a psychological perspective. "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (Spielberger, 2019). However, studies in the field of speech communication show that peoples' anxiety about communication has been known under a variety of titles, such as stage fright, reticence, communication apprehension (Cordero, Israel, White, & Park, 2010), and unwillingness to communicate (Burgoon & Qin, 2006). Among all these labels, the definition of this particular phenomenon can be summarized as follows: "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2012).

Based on these definitions, this study focuses on the specific aspects of communication apprehension in the foreign language classroom setting. The specific aspects deal with two main constructs including communication anxiety in a public

speaking English class and comfort in speaking English. Also, seven sub-components are classified into the first main construct.

LITERATURE REVIEW

Foreign language anxiety is a multidimensional and sophisticated phenomenon concerning “the feeling of tension and apprehension specifically associated with second language [L2] contexts, including speaking, listening, and learning” (Mac-Intyre & Cardner, 1994, p.284). Also, a theoretical framework by Horwitz, Horwitz, and Cope (1986) claims that second language anxiety has three components. The first is communication apprehension. “Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people.” It is a kind of difficulty typical in speaking in public where they have little control over the communication situation and where their performance is often monitored. (Liu & Jackson, 2008) The second one is fear of negative social evaluation indicating “apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969, as cited in Horwitz et al., 1986. p.128). As language learners are unsure of their language outputs, they may be afraid that they are unable to make a positive social impression. The third one is test anxiety referring to “a type of performance anxiety stemming from a fear of failure” (MacIntyre & Cardner, 1994, p.127). It may involve apprehension over academic evaluation.

Horwitz, Horwitz and Cope (1986) stated that although students manifested little stress in areas other than speaking for language learning, many students specifically felt anxious triggered by target language oral tasks in a public setting. Especially in Asian EFL classes, fear of speaking English is much more perceived than other aspects that require less speaking activities. Forman (2005) conducted on a study on Thai students and concluded that they could capture the naturally meaningful language expression when speaking English; hence, they tended to lose confidence to perform in the medium of the target language. The researcher posited that language students have mature thoughts and ideas but an immature second language vocabulary with which to express

them. This deficiency in either expressing ideas or in comprehending another person leads to depression and anxiety. Liu and Jackson (2008) also investigated on the EFL setting with Chinese students regarding the unwillingness toward communicating in a foreign language. Their findings suggested that most of the participants were willing to engage in interpersonal conversation, but they would not like to risk speaking English voluntarily in class. Furthermore, more than one-third of the students experienced anxiety in their English class for being negatively evaluated and apprehensive about public speaking.

The personal report of Communication Apprehension (McCrosky, 1997), the Unwillingness to Communicate Scale (UCS; Burgoon, 1976), and the Willingness to Communicate scale (WTC; McCrosky & Richmond, 1987) all related to the larger construct of reticence. Participants with high levels of communication anxiety had a notable tendency to withdraw from public speaking. However, those who with low levels of communication anxiety exhibited the opposite tendency (Burgoon & Bacue, 2003; McCrosky, 1991; Richmond, McCroskey, & Johnson, 2003). Chesebro & McCroskey (2001) reported that the students in U.S. universities surveyed with WTC showed those who ranked high on the WTC scale participated more in classroom interaction and more in the total participation in the classroom than did the students who ranked low on WTC scale (Liu & Jackson, 2008).

METHOD

The questionnaire used in this survey was based on the studies by Yaikhong and Usaha (2012), whose Public Speaking Class Anxiety Scale (PSCAS) adopted several previous scales with their critical appraisals: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), Personal Report of Communication Apprehension and Personal Report of Public Speaking Anxiety by McCroskey (1970), and Speaker Anxiety Scale by Clevenger and Halvorson (1992). Before Yaikhong and Usaha's (2012) questionnaire is presented to the participants, its content was validated by three assistant professors of the English subject to ensure the items were able to measure the speaking components in the public speaking classroom setting. Also, the internal consistency

coefficient of the questionnaire with a sample of 76 second-year students in an English program was found to be acceptable (.84). Furthermore, to select items echoing a measure of speaking anxiety in a public speaking class, its construct validity was carried out through factor analysis, in which four factors were centering around the speaking component. Among them, factor one, communication anxiety in a public speaking class, was the main construct; the other factors were considered as subcomponents. (Yaikhong & Usaha, 2012). Moreover, the content validity of the questionnaire was confirmed through experts' judgments in the context of Iran. Two experts who conducted a content validation form (two lecturers at a state university in Iran) rated each item of the questionnaire in terms of criteria such as the suitability and understandability of items representing the speaking anxiety. A pilot-test of the questionnaire with 30 EFL learners from a language institute in Isfahan was performed. (Fateme, Roohani, & Mirzaei, 2020). In the present study, two assistant professors were invited to evaluate the content of the questionnaire in the Chinese version, and an intermediate-level English class of a total of 48 students was pilot-tested with the questionnaire.

The data were collected from a survey of 99 freshman students from two intermediate-level English classes, which were placed between the level of A2 and B1 according to CEFR, at a vocational technology university in Taiwan. The subjects had received regular oral training in the form of pair conversation based on the textbook used. An hour per week was dedicated to the objects' oral training throughout the school year. During the second semester, each pair had to start presenting their conversations to everyone in the class, and was evaluated by their peers using standard evaluation criteria. The survey was conducted in the Chinese version at the end of the second semester. Ninety-seven valid questionnaires were returned. Item 8 and 21 from participant 22, and Item 4 and 5 from participant 91 were reported with missing values. The 24-item questionnaire is in the form of the five-point Likert scale. One of the items was removed from Yaikhong and Usaha's original version due to the redundancy of that particular item. Because the main goal of this survey was to develop a one-dimensional construct of speaking component in the public speaking class, a factor analysis was conducted to select the most appropriate items which accounted for a good percentage of variance. Therefore, Cronbach Alpha's coefficient was used and yielded an internal consistency of .877, which was considered acceptable based on the conventionally accepted reliability

coefficient of .70. The adoption of all the 24 items resulted from the factor analysis which extracted five factors using the extraction method of principal component analysis. Factor one was reflective of communication apprehension in the public speaking class accounting for 42.45% of the variance. It received strong loading ($>.6$) for 19 items which were items # 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 20, 21, 22, 23, and 24. Factor two was indicative of comfort in speaking English including items # 5, 10, 12, 14, and 15, which carried appreciable loading from .43 to .73. Factor two accounted for 8.78% of the variance. Factor three through five obtained low loading for all items. Thus two factors were employed with a total variance accounted for by the solution of 51.23%. Since each of the items was attached to either factor one or two, all the 24 items and the participants' responses were kept as what they were in the initial survey.

Table 1

Component Matrix

Item	Component				
	1	2	3	4	5
1. I never feel quite sure of myself while I am speaking English.	*0.64	.039	.261	.387	-.348
2. I tremble when knowing that I am going to be called on to speak English.	*.762	-.086	.305	.345	-.128
3. I start to panic when I have to speak English without a preparation in advance.	*.691	.010	.023	.576	.026
4. In a speaking class, I can get so nervous I forget things I know.	*.747	-.154	-.171	.283	.091
5. I feel confident while I am speaking English.	-.502	*.426	.394	.078	.301
6. I feel very self-conscious while speaking English in front of other students.	*.762	-.156	.070	.004	.273
7. I get nervous and confused when I am speaking English.	*.716	-.115	-.107	.194	.390
8. I am afraid that other students will laugh at me while I am speaking English.	*.759	.035	.210	-.036	.245
9. I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	*.617	.245	-.298	-.171	.321

10. I have no fear of speaking English.	-.534	*.638	.223	-.064	.130
11. I can feel my heart pounding when I am going to be called on.	*.639	-.001	-.415	-.075	.204
12. I feel relaxed while speaking English.	-.485	*.521	.304	.105	.014
13. It embarrasses me to volunteer to go out first to speak English.	*.627	.056	.387	-.039	.063
14. I face the prospect of speaking English with confidence.	.031	*.444	-.661	.169	-.158
15. I enjoy the experience of speaking English.	-.289	*.733	-.164	.231	.034
16. The more speaking tests I have, the more confused I get.	*.663	.261	-.040	-.265	-.432
17. Certain parts of my body feel very tense and rigid while speaking English.	*.760	.067	.151	-.213	-.280
18. I feel anxious while waiting to speak English.	*.759	.053	.032	-.286	-.171
19. I want to speak less because I feel shy while speaking English.	*.788	.209	.052	-.282	.038
20. I dislike using my voice and body expressively while speaking English.	*.615	.216	.116	.084	-.123
21. I have trouble to coordinate my movements while speaking English.	*.749	.227	.267	-.095	.030
22. I find it hard to look the audience in my eyes while speaking English.	*.691	.200	-.047	-.128	.086
23. Even if I am very well-prepared I feel anxious about speaking English.	*.742	.146	.034	-.166	.143
24. I always feel that the other students speak English better than I do.	*.528	.314	-.372	.130	-.148

The items in the survey of each component were interspersed with those of the other in order to make the components and sub-components less obvious to the participants. In particular, a major criterion is that the items were as moderate and low-key as possible in order to encourage students to reveal their true feelings. Also, the items were written in both negative and positive expressions. For example, *I never feel quite sure of myself while I am speaking English* (negative); *I face the prospect of speaking English with confidence* (positive). This arrangement was to make the participants more aware of what they were responding avoiding answering the items in a

casual manner; as such, only 2 participants returned the questionnaire with the missing value.

FINDINGS

There were 97 copies of valid responses with 2 out of 99 returned with the missing value. According to the existing foreign language anxiety scales, no precise or specific methodology has been used for analyzing the responses. Yaikhong and Usaha (2012) adopted the methodology that Liu and Jackson (2008) suggested for Horwitz and Horwitz's (1986) Foreign Language Classroom Anxiety Scale. The value given to the five-point Likert scale ranged from 5 (strongly agree) to 1 (strongly disagree). Then, the total multiplied scores of a PSCAS were 85 (the value of 5 multiplying 17-the number of total items.) The scores were subtracted by 17. However, the items expressing a positive attitude of comfort in speaking English should be assigned a reversed value from *strongly disagree* to *strongly agree*. In other words, *strongly disagree* received a value of 5 instead of 1 and vice versa (Liu & Jackson, 2008). Thus, scores higher than 68 were categorized as high anxiety. There was a 17 points dissidence among high, medium, and low anxiety. ECSAS employed the same methodology; therefore, the total multiplied scores were 120 (5X24). Scores higher than 96 was considered high anxiety; medium anxiety was from 96 to 72; low anxiety was scoring under 72. Moreover, in terms of anxiety level based on mean, it suggests that mean scores which fall within the interval of 3-4 is categorized as medium anxiety level, below 3 as low anxiety level, and above 4 as high anxiety level, respectively.

According to Horwitz, Horwitz, and Cope (1986), communication apprehension is a type of shyness characterized by fear for anxiety about communicating with people. Difficulty in speaking in dyads or groups or in public or in listening to or learning a spoken message are all manifestations of communication apprehension. Gardner & MacIntyre (1993) suggested that three types of language anxiety correlated with performance were communication apprehension, test anxiety, and fear of negative evaluation. Based on this classification, the 19 items in this survey factor-analyzed as the

construct of communication apprehension in a public speaking class were further characterized into 7 sub-components as (1) mental barriers, (2) class preparation, (3) fear of negative evaluation, (4) bodily reaction, (5) anxiety of being called on, (6) volunteering anxiety, (7) test anxiety. All of these are discussed in detail together with the other construct-comfort in speaking English in public.

Mental Barriers

The first sub-component, mental barriers, comprised items 1, 4, 6, 7, 19, 20, and 22. All items from this group secured more than 40% of responses of “agree” or “strongly agree”. Item 1 received the highest anxiety level among all others with a mean score of 3.78; though according to Liu and Jackson (2008), it falls in the medium anxiety level. Up to 67% responded they never feel quite sure of themselves while speaking English (Table 2). 51.5% indicated that they were nervous and confused when speaking English. 60.6% of the respondents expressed it was hard for them to look at the audience while speaking English (Table 2). Lack of eye-contact imposes a negative impact on language learning especially in a public speaking setting where speakers and audiences should engage in an active interaction. All these figures show that more than half of the students are lack of confidence as English speakers. As a result, they appeared shy, nervous and confused while performing English speaking tasks.

Table 2

1. I never feel quite sure of myself while I am speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	11	11.1	11.1	11.1
	neither agree nor disagree	21	21.2	21.2	32.3
	agree	46	46.5	46.5	78.8
	strongly agree	21	21.2	21.2	100.0
	Total	99	100.0	100.0	

7. I get nervous and confused when I am speaking English.

		Frequency	Percent	Valid Percent	Cumulative
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		Percent			
Valid	disagree	15	15.2	15.2	15.2
	neither agree nor disagree	33	33.3	33.3	48.5
	agree	40	40.4	40.4	88.9
	strongly agree	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

22. I find it hard to look the audience in my eyes while speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	disagree	7	7.1	7.1	8.1
	neither agree nor disagree	31	31.3	31.3	39.4
	agree	46	46.5	46.5	85.9
	strongly agree	14	14.1	14.1	100.0
	Total	99	100.0	100.0	

Class Preparation

The results of the 2nd sub-component presented a gradual decline of the anxiety level when the students did prepare in advance for the topics being discussed in the speaking class (Table 3). Table 4 shows that 66.6% of the students responded they started to panic if they didn't have any preparation, but the percentage declined to 59.6% for those who responding *agree* and above. Even when they were well prepared, up to 53.5% of them still responded that they were anxious if they had to speak English. These statistics explain that being anxious in English public speaking class is almost a common situation whether the students prepare in advance or not. However, they also demonstrate that being well-prepared does help the students ease their anxiety.

Table 3

The mean scores of items for class preparation

	N	Mean
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3. I start to panic when I have to speak English without a preparation in advance.	99	3.7778
9. I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	99	3.5455
23. Even if I am very well-prepared I feel anxious about speaking English.	99	3.5152

Table 4

3. I start to panic when I have to speak English without a preparation in advance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	12.1	12.1	12.1
	neither agree nor disagree	21	21.2	21.2	33.3
	agree	43	43.4	43.4	76.8
	strongly agree	23	23.2	23.2	100.0
	Total	99	100.0	100.0	

23. Even if I am very well-prepared I feel anxious about speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	disagree	10	10.1	10.1	12.1
	neither agree nor disagree	34	34.3	34.3	46.5
	agree	41	41.4	41.4	87.9
	strongly agree	12	12.1	12.1	100.0
	Total	99	100.0	100.0	

Fear of Negative Evaluation

The 3rd sub-component dealt with how the subjects could cope with the peer pressure when speaking English. The students' public speaking performance such as role plays and acting-out of conversation transcripts were evaluated by their peers. Therefore, this sub-component mainly focused on the fear from being evaluated from their classmates. It is fairly positive that they didn't react strongly to whether they would be laughed at because of their language performance. Only 40.4% responded that they had the concern of being mocked at. On the contrary, they did not seem positive about their English competence, which was supported by the mean score of 3.74 and the number that 61.6% of them thought other students spoke English better than they did (Table 5).

Table 5

24. I always feel that the other students speak English better than I do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	4.0	4.0	4.0
	disagree	4	4.0	4.0	8.1
	neither agree nor disagree	30	30.3	30.3	38.4
	agree	37	37.4	37.4	75.8
	strongly agree	24	24.2	24.2	100.0
	Total	99	100.0	100.0	

8. I am afraid that other students will laugh at me while I am speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	disagree	25	25.3	25.5	27.6
	neither agree nor disagree	31	31.3	31.6	59.2
	agree	29	29.3	29.6	88.8
	strongly agree	11	11.1	11.2	100.0
	Total	98	99.0	100.0	
Missing	99	1	1.0		
Total		99	100.0		

Anxiety of Being Called On & Bodily Reaction

Slightly over 50% of the subjects felt psychologically affected by responding that they trembled, felt their heart pounding, were anxious when going to be called on or waiting to speak English in the English class. The waiting time before they could get themselves mentally ready for the outputs was quite psychologically challenged for more than half of the students. Fortunately, the mean score showing the anxiety level is between 3.45 to 3.67 which are not significantly high; though, instructors still need to be aware of students' mentality and make effort in making them more relaxed before students are going to orally respond to a task in a classroom setting (Table 6).

Table 6

The mean scores of items for anxiety of being called on

	N	Mean
2. I tremble when knowing that I am going to be called on to speak English.	99	3.6667
11. I can feel my heart pounding when I am going to be called on.	99	3.4646
18. I feel anxious while waiting to speak English.	99	3.4545

This sub-component of bodily reaction consists of Item 17 and 21. The bodily reaction usually is quite noticeable among anxious learners who need to speak a foreign language in public. However, the subjects surprisingly responded with a fairly low anxiety level for this sub-component with a mean score only between 3.1 to 3.2. They appeared fairly unaffected in terms of tense body or movement coordination. Under 40% of them reported affected in these two areas.

Voluntary Participation Anxiety

This sub-component reveals the anxiety whether the participants feel embarrassed when volunteering as the first one to answer questions in English. Volunteering is usually rarely seen in classroom setting in Taiwan. Sometimes the teacher has to take initiative in

encouraging answers from students in the beginning to solicit voluntary participation from other students. 50.4% of them responded that it was indeed an embarrassing situation (Table 7). Only 19.2% disagreed with this item. The mean score is 3.41. Those who felt embarrassment were much more than those who didn't. This showed that there was an obvious mental barrier for most students to take initiative in performing oral tasks under a voluntary situation.

Table 7

13. It embarrasses me to volunteer to go out first to speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	disagree	17	17.2	17.2	19.2
	neither agree nor disagree	30	30.3	30.3	49.5
	agree	38	38.4	38.4	87.9
	strongly agree	12	12.1	12.1	100.0
	Total	99	100.0	100.0	

Test Anxiety

Typically, students react negatively toward tests, but how confused they feel about tests is revealed in this item. The mean score for this item is 3.62. 63.6% said the more speaking tests they got, the more confused they felt. Only 14.1% appeared unaffected by this type of tests (Table 8). How many tests instructors should give students is sometimes a dilemma, because most Taiwanese students would only be driven to review what they have learned when tests are applied. This item proved that students were confused if they were given more tests than they can really handle.

Table 8

16. The more speaking tests I have, the more confused I get.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	disagree	13	13.1	13.1	14.1
	neither agree nor disagree	22	22.2	22.2	36.4

agree	49	49.5	49.5	85.9
strongly agree	14	14.1	14.1	100.0
Total	99	100.0	100.0	

Comfort in Speaking English

Several factors detailing the various speaking anxiety in an English class were discussed in the first component. Furthermore, the second major component states the comfort in speaking English. Items 5, 10, 12, 14 and 15 are the representations of this category. Item 5 (I feel confident while I am speaking English) explained that few students had confidence in their English speaking ability for only 13.1% agreed with this (Table 9). Item 10 (I have no fear of speaking English) did not secure very positive responses either since as low as 28.3% expressed that they had no fear. Item 12 (I feel relaxed while speaking English) obtained 13.1% of those who with a positive response. Item 14 (I face the prospect of speaking English with confidence) showed that as many as 74.7% of the participants did wish to reach a communicative level that was good enough to make themselves satisfied (Table 10). This demonstrates that these students were willing to polish their English communicative ability showing that they have the motivation to learn. Item 15 (I enjoy the experience of speaking English) commented on the participants' joyfulness of speaking English. 43.4% of them, which was not a significant number, were pleased with the experience of speaking English. There was also 15.1% reporting that they disagree speaking English was pleasant.

Table 9

5. I feel confident while I am speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	9.1	9.2	9.2
	disagree	38	38.4	38.8	48.0
	neither agree nor disagree	38	38.4	38.8	86.7
	agree	12	12.1	12.2	99.0
	strongly agree	1	1.0	1.0	100.0
	Total	98	99.0	100.0	

Missing	99	1	1.0
Total		99	100.0

Table 10

14. I face the prospect of speaking English with confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	3.0	3.0	3.0
	disagree	1	1.0	1.0	4.0
	neither agree nor disagree	21	21.2	21.2	25.3
	agree	42	42.4	42.4	67.7
	strongly agree	32	32.3	32.3	100.0
	Total	99	100.0	100.0	

CONCLUSION

Much research has suggested that language classroom anxiety negatively influences learning (Messman & Jones-Corley, 2001). Scott and Wheelless (1976) summarize these findings as follows:

1. Students receive lower scores on standardized achievement tests than students with lower speaking anxiety.
2. Students have significantly lower grade point averages at the college level.
3. Students receive lower scores on objective tests.
4. Students receive lower grades on instructor evaluated written assignment.
5. Students achieve less, though they are as knowledgeable as moderate and low anxiety apprehensiveness.

Foreign language anxiety is a phenomenon of self-esteem, feelings, and behaviors associated with classroom language learning. Students should be placed in a learning environment that they feel psychologically comfortable.

The mean score of each participant should distribute among three intervals: above 96 as high anxiety, between 96 to 72 as medium anxiety, below 72 as low anxiety. The result

concluded that 12 subjects obtained a mean higher than 96; 67 subjects fall between 96 to 72; and 18 subjects scored under 72. These numbers pointed out a positive learning situation that most of the students perceived medium anxiety level, and high anxiety level students were actually fewer than low anxiety level participants. Though some particular items such as *“I never feel quite sure of myself while I am speaking English”* (mental barriers), *“I tremble when knowing that I am going to be called on to speak English”* (bodily reaction), *“I start to panic when I have to speak English without preparation in advance”* (class preparation), *“The more speaking tests I have, the more confused I get”* (test anxiety), *“I find it hard to look the audience in the eyes while speaking English”* (mental barriers), *“I always feel that the other students speak English better than I do”* (anxiety of negative evaluation) did claim quite a high level of apprehension for those specific situations. Generally, most students are still able to handle their psychological and bodily reactions toward multiple speaking challenges when learning English. These participants came from two intermediate-level classes (generally equivalent to the competence level between A2 and B1 based on CEFR). Their grade point average was 70.1 (in the scale of 0 to 100). Two of the above items belong to the mental barriers sub-component. Future research is suggested to explore the correlations between personality and the degree of mental barriers. According to Eysenck (2013), extroversion is positive to foreign language proficiency. He related language classroom risk-taking to extroversion/ introversion. Self-reported personality traits might lead to a correlation between the degree of mental barriers and target language proficiency in later research. Peer pressure is also an issue among college students. They have the fear of being negatively evaluated by their classmates. When the situation occurs that students feel less competent than others, teachers need to be aware of their possible withdraw behaviors of inactive engagement in the class or seeking refuges in the last row to avoid a situation that may lead them to embarrassment. Since students' communication is evaluated by their classmates by completing a peer evaluation form based on certain linguistic and social-cultural standards, their self-esteem of wishing to be competent communicators is inevitably challenged by their performance, which will lead to unnecessary anxiety and resistance to engage in class activities. In terms of speaking an unfamiliar foreign language, this particular fear is quite significantly revealed. Instructors should cultivate an amiable classroom atmosphere, and boost students' confidence level. Some students

reported their bodies reacted to the situations when being called on or volunteering to perform oral tasks. In Taiwanese culture especially under a foreign language speaking situation, some people would withdraw themselves to their own comfort zone, appear shy and retreat from the anxious situations. Taiwanese students are not used to expressing themselves in a classroom setting. They mostly choose to be the silent ones. Therefore, a pleasant morale should be established to encourage students engaging in the class. A certain high percentage of students conveyed their anxiety toward oral tests. As most Taiwanese students are driven to review only when a test is given, their learning behavior is passive. Under this circumstance, they react even more negatively toward tests, and it becomes a vicious learning cycle. How instructors can address to these issues and create an efficient and low-stress teaching-learning environment are a major task.

With the developed ECSAS, students' level of apprehension may be measured precisely, instructors are able to apply strategies addressed to specific areas of speaking anxiety so that students' anxiety level can be decreased. Also, the findings show that the above-mentioned areas can be possible topics for researchers to have further exploration in the future. It is hoped that a theoretical and pedagogical framework can be found to reduce students' apprehension in order to better foreign language teaching and learning.

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APPENDIX**A Survey of English Class Speaking Anxiety for the Students
of Freshmen English**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I never feel quite sure of myself while I am speaking English.	5□	4□	3□	2□	1□
2. I tremble when knowing that I am going to be called on to speak English.	5□	4□	3□	2□	1□
3. I start to panic when I have to speak English without a preparation in advance.	5□	4□	3□	2□	1□
4. In a speaking class, I can get so nervous I forget things I know.	5□	4□	3□	2□	1□
5. I feel confident while I am speaking English.	5□	4□	3□	2□	1□
6. I feel very self-conscious while speaking English in front of other students.	5□	4□	3□	2□	1□
7. I get nervous and confused when I am speaking English.	5□	4□	3□	2□	1□
8. I am afraid that other students will laugh at me while I am speaking English.	5□	4□	3□	2□	1□
9. I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	5□	4□	3□	2□	1□
10. I have no fear of speaking English.	5□	4□	3□	2□	1□
11. I can feel my heart pounding when I am going to be called on.	5□	4□	3□	2□	1□
12. I feel relaxed while speaking English.	5□	4□	3□	2□	1□
13. It embarrasses me to volunteer to go out first to speak English.	5□	4□	3□	2□	1□
14. I face the prospect of speaking English with confidence.	5□	4□	3□	2□	1□
15. I enjoy the experience of speaking English.	5□	4□	3□	2□	1□
16. The more speaking tests I have, the more confused I get.	5□	4□	3□	2□	1□
17. Certain parts of my body feel very tense and rigid while speaking English.	5□	4□	3□	2□	1□

- | | | | | | |
|--|----|----|----|----|----|
| 18. I feel anxious while waiting to speak English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 19. I want to speak less because I feel shy while speaking English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 20. I dislike using my voice and body expressively while speaking English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 21. I have trouble coordinating my movements while speaking English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 22. I find it hard to look the audience in my eyes while speaking English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 23. Even if I am very well-prepared I feel anxious about speaking English. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 24. I always feel that the other students speak English better than I do. | 5□ | 4□ | 3□ | 2□ | 1□ |

英語口說恐懼調查問卷

各位同學:

大家好!

這份問卷是希望能了解同學們在課堂上做口說練習時的時心態與感受，其中很重要的一項是恐懼感。請根據你們實際的感受作答，不要依照你認為你自己應該是什麼樣，或是別人是怎麼認為來回答，請謹慎的填寫或勾選一個最符合自己實際情況的答案，謝謝同學的合作☺

A. 基本資料

性別: 男 女

科系:

- | | | | |
|-------------------------------------|-----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> 1. 材料工程系 | <input type="checkbox"/> 2. 化學工程系 | <input type="checkbox"/> 3. 環境與安全衛生工程系 | <input type="checkbox"/> 4. 工業設計系 |
| <input type="checkbox"/> 5. 視覺傳達設計系 | <input type="checkbox"/> 6. 經營管理系 | <input type="checkbox"/> 7. 工業工程與管理系 | <input type="checkbox"/> 8. 電機工程系 |
| <input type="checkbox"/> 9. 機械工程系 | <input type="checkbox"/> 8. 電子工程系 | | |

3. 學習英語文最令我頭痛的領域前三項依序為: 1. _____ 2. _____ 3. _____

- | | | | |
|-------|-------|-------|------------|
| 1. 文法 | 2. 閱讀 | 3. 字彙 | 4. 口語表達 |
| 6. 發音 | 7. 聽力 | 8. 文化 | 9. 其他(請說明) |

4. 我在課堂外學習英語文的途徑前三項依序為: 1. _____ 2. _____ 3. _____

- | | | |
|----------------------|--------------|-------------|
| 1. 全英語廣播節目 | 2. 英文書籍雜誌報紙 | 3. 補習班 |
| 4. 與外國人交談 | 5. 聽英文歌曲 | 6. 廣播教學頻道 |
| 7. 英語電視節目 | 8. 英語電影 | 9. 英文電腦遊戲 |
| 10. 用英文寫 e-mail / FB | 11. 用英文上網查資料 | 12. 其他(請說明) |

5. 承上題,除了正常上課時間外,從事以上學習英語文相關活動總計約每週小時數

- 1 無 2 未達二小時 3 二~四小時 4 四~六小時 5 六小時以上

6. 除了學校考試外,學英文的動機前三項依序為: 1. _____ 2. _____ 3. _____

- | | | |
|--------------|----------------|---------------|
| 1. 興趣 | 2. 留學 | 3. 出國旅遊或遊學 |
| 4. 看懂英語配音的電影 | 5. 交外國的朋友/ 筆友 | 6. 在外商公司工作 |
| 7. 出國工作 | 8. 考證照/ 通過檢定考試 | 9. 看懂英語網路網頁資料 |
| 10. 其他(請說明) | | |

7. 我已取得下列英語文檢定證照

- | | | |
|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1. 全民英檢初級複試 | <input type="checkbox"/> 2. 全民英檢中級初試 | <input type="checkbox"/> 3. 全民英檢中級複試 |
| <input type="checkbox"/> 4. 全民英檢中高級初試 | <input type="checkbox"/> 5. 全民英檢中高級複試 | <input type="checkbox"/> 6. TOEIC 350 |
| <input type="checkbox"/> 7. TOEIC 450 | <input type="checkbox"/> 8. TOEIC 550 | <input type="checkbox"/> 9. TOEIC 750 |
| <input type="checkbox"/> 10. CSEPT 170 | <input type="checkbox"/> 11. 其他(請說明) | |

B.

	非常同意	同意	沒意見	不同意	非常不同意
1. 我在說英語的時候，從來不覺得自己很有把握。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
2. 當我知道我被叫到要說英語時，我會焦慮不安。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. 當我沒有事先準備要說英語，我就會開始恐慌。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
4. 在會話課時，我會變的很緊張，甚至忘了我原本所知道的東西。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. 我在說英語的時候，我很有信心。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
6. 在其他同學面前說英語，我覺得非常不自然。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
7. 當我在說英語時，我會感到緊張和困惑。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
8. 當我在說英語時，我怕其他同學會笑我。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
9. 當英文老師要我說英語時，雖然我事前準備好了，但還是會緊張。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
10. 我不怕說英語。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
11. 當我要被叫到說英語時，我能感覺到我的心怦怦跳。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
12. 說英語對我來說很輕鬆。	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

- | | | | | | |
|-------------------------------|----|----|----|----|----|
| 13. 當我是自願第一個用英語回答問題的，我會感到尷尬。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 14. 我會希望能有信心的說英語。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 15. 我喜歡說英語的經驗與過程。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 16. 越多的英語口試，我會感到越困惑。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 17. 當我在說英語時，我身體的某些部位會覺得很緊繃。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 18. 在等待要說英語時，我會感到焦慮。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 19. 我不想說太多話，因為當我說英語時會感到害羞。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 20. 當在說英語時，我不喜歡太去強調我的音調和肢體語言。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 21. 我在說英語的時候會感受到肢體協調上的困難。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 22. 說英語時，看著觀眾的眼睛對我來說是件困難的事。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 23. 即使我非常用心準備，我還是對說英語感到焦慮。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 24. 我總覺得其他同學英語說的比我好。 | 5□ | 4□ | 3□ | 2□ | 1□ |