*Case Study*

# Tourism Students' Oral Presentation Anxiety: A Case Study

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## ABSTRACT

In this study, the researchers used a mixed method employing both quantitative and qualitative approaches to investigate the level of Tourism students' oral presentation anxiety and to determine their feelings when doing oral presentations. The participants in this study were 45 Thai EFL Tourism students from the Faculty of Business Administration who enrolled in the course, *English for Tour Guides I*. McCrosky's (1970) PRSA quantitative surveys were used to determine the level of Tourism students' oral communication anxiety. The qualitative focus group interview was conducted to better understand their feelings when doing oral presentations. The quantitative data obtained were analyzed using SPSS 20.0 and presented in the form of descriptive statistics with percentages. The qualitative focus group interview was analyzed using content analysis to better understand their feelings while delivering oral presentations as a tour guide and to determine ways to reduce their anxiety. The results from the PRSA showed that Thai EFL students experience moderately high levels of anxiety in delivering oral presentations. The results from PRCA also revealed that the majority of Thai EFL students have high Oral Communication Apprehension (OCA) levels in all communication contexts. The results from the focus group interview revealed that most Thai EFL students have a high level of anxiety in their oral presentations. These students were very excited that caused them to forget the content. They were afraid of delivering oral presentations because of inadequate preparation for the speaking task.

*Keywords*: Anxiety, English for tour guides, oral presentation anxiety, tourism students

## INTRODUCTION

It has been confirmed by many researchers that it is extremely hard for Thai learners of English to master fluent speaking when performing oral presentations (Al-Mahrooqi & Tuzlukova, 2011; Babaei & Ahour, 2016; Dannels, 2003; King, 2002; Woodrow & Chapman, 2002; Woodrow, 2006). In Thailand, the English for Tour Guides course is offered to EFL undergraduate students as an English for specific purposes course in many universities. However, most students avoid enrolling in this course because they are intimidated to perform oral presentations as a tour guide in class. As a result, when students graduate from universities without good oral skills, they may encounter problems when doing presentations in their workplaces.

Thai EFL students at the university level are required not only to be adept in technical skills, but also to possess effective communication skills for their future careers as tour guides. Tour guides can support tourism development leading to sustainability by actively carrying out their functions of experience management, resource management and local economic promotion to assist tourists in obtaining enjoyable and rewarding experiences, to facilitate environmental conservation at certain destinations and to stimulate demand for and production of local products and services. In other words, qualified tour guides are key personnel in the tourism industry and can contribute economically to the tourism sector. Unfortunately, Thai EFL students are unable to deliver fluent oral presentations as tour guides because of their limited English proficiency and anxiety. Horwitz, Horwitz, and Cope (1986) defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. It is believed that anxiety prevents students from giving successful oral presentations. Although many researchers have attempted to develop speaking competence, this problem has not been solved yet. Thai EFL students often face problems in the use of ESP linguistic forms and appropriate features when delivering oral presentations due to inadequate language teaching approaches in the past, especially in oral presentation skills. This affects quality service because tourism graduates are not up to the standard required by employers. Some scholars such as Chaisawat (2006), Charoensukmongkol (2016), Noom-Ura, (2013), Plangkham and Porkaew (2012), and Yaikhong and Usaha (2012) have explored and demonstrated how oral presentations can be enhanced by using effective strategies to cope with Thai EFL students' oral presentation anxiety. However, there is no effective way to improve Thai EFL students' ability in this respect. Therefore, it is essential to explore the use of effective strategies to reduce students' oral presentation anxiety. Unfortunately, the awareness of this cognition has not been embodied in effective strategies for instruction at the university level.

Moreover, there has been scarce research on oral presentation anxiety resulting in a lack of insight into the difficulties that Thai

EFL students face in oral presentation tasks. There is a crucial need to better understand the explicit difficulties students experience when delivering oral presentations. The limited research on oral presentation difficulties mainly concentrated on the reduction of oral presentation anxiety.

Therefore, there is a dire need to investigate the level of students' oral presentation anxiety and to determine their difficulties to find a solution to reduce their anxiety (Al-Issa & Al-Qubtan, 2010; Morita, 2000).

## Literature review

**The Importance of Oral Communication in English for Specific Purposes (ESP)**. Chan (2011) asserted that it was vital to teach oral communication in a specific field in order to encourage students to master such skills. Students at the university level are not only expected to acquire relevant technical aspects, but are also required to master the delivery of knowledge in their specific area. The study of speaking skills plays a crucial role in improving the communication skills of students and in reducing communication problems such as nervousness and anxiety (Dannels, 2003). Oral communication skills are recognized as important and have been investigated in various fields of study, such as tourism and educational areas. This is because oral communication skills in English are regarded as important in most professional areas. Typically, oral presentations play an important role in various ESP courses.

Communication ability, especially oral communication skill, is considered as the core of ESP courses. Employers in the travel industry in Thailand, for example, regard oral communication skills as vital for tour guides. English for Tour Guides 1 is an ESP course in Thailand. The oral components of the English for Tour Guides course include making a welcome speech, explaining rules and etiquette to tourists, answering and giving details about tourist attractions, and giving details about itineraries.

## Classification of Anxiety

In the 1950s, many researchers conducted experimental and empirical research studies on anxiety. For example, Spielberger and Sydeman (1994) conducted research on anxiety; however, there is little research on human anxiety because of the lack of basic instruments for the measurement of anxiety as well as ethical considerations associated with inducing anxiety in laboratory settings. Various definitions of anxiety have been proposed by researchers. Spielberger (1966) defined anxiety as "a complex reaction or response, a transitory state or condition of the organism that varies in intensity and fluctuates over time". Spielberger (1972) considered anxiety as the most common stress response. In the same vein, Derakshan and Eysenck (2009) viewed anxiety as "an aversive motivational state that occurs in situations in which the level of perceived threat to the individual is high". In general terms, anxiety results in negative affective responses such as indecision and uneasiness

in circumstances that are recognized as threatening or hazardous. However, the feeling of fear or anxiety changes over time based on the circumstances.

The current literature on anxiety is divided into three main types: state, trait, and situation- specific anxiety. Spielberg (1966) defined state anxiety as "a level of response that includes feelings of apprehension and heightened automatic nervous system activity that vary in intensity and fluctuate over time".  It was found to be crucial to understand the stimulus for uneasiness and the degree of reaction to the stimulus based on the individual's preceding background (Spielberg, 1966). However, not all stimuli cause the feeling of fear. Trait is defined as "individual differences in anxiety proneness, that is, to differentiate tendencies between individuals to respond with different levels of A-State in situations that are perceived as threatening" (O'Neil, Spielberger, & Hansen, 1969). Situation-specific anxiety refers to the probability of becoming nervous in a specific type of circumstances, for instance during tests (test anxiety), or when delivering oral presentations in a foreign language (language anxiety).

**Theories related to Anxiety and Performance**

There are various theories related to anxiety and performance. McCroskey and Beatty (1984) defined communication apprehension as "a common anxiety linked to oral communication". McCroskey (1977) defined oral communication apprehension as the "fear or anxiety with either real or anticipated communication with another person or persons". Oral communication apprehension is also related to unwillingness, shyness, nervousness, and uneasiness to speak.

This research study supports the social cognitive theory proposed by Bandura (1986), which was adopted from the social learning theory proposed by Miller and Dollard (1941). Bandura and Walters published "Social Learning and Personality Development" in which they broadened social learning theory by introducing the concept of pragmatic learning and the principle of vicarious reinforcement. Regarding the theoretical framework of social cognitive theory, it was assumed that human achievement is based on reciprocal action between one's habits, individual factors, and environmental circumstances.

Anxiety in relation to social cognitive theory is characterized as "a set of loosely coupled components embodying apprehensive cognitions, physiological arousal and avoidant behaviour" (Bandura, 1988). He added that "perceived self-efficacy to exercise control over potentially threatening events plays a central role in anxiety arousal" (Bandura, 1988).

It can be presumed that students with low levels of English proficiency will abstain from difficult tasks as a result of their personal constraints. These students have low levels of ambition, engagement and endeavor and have little faith in their competencies. On the other hand, students with higher levels of English proficiency can strengthen personal achievement in many

ways. These students experience tough assignments as challenges in which they can demonstrate their proficiency and endeavor.

According to Processing Efficiency Theory (PET), cognitive anxiety or uneasiness affects students' task performance in various ways. Uneasiness lessens the efficiency of the functioning memory system. Rauh and Seccia (2010) claimed that nervousness or anxiety always caused negative effects. Nevertheless, Eysenck and Calvo (1992) asserted that anxiety could work as a motivational factor as well. Motivational factors work as agents to produce more effort to perform a task. Murray and Janelle (2003) stated that PET was a theory that regarded anxiety as yielding both debilitative and facilitative effects on one's task performance. As such, this theory can be used to explain the anxiety encountered by tourism students when delivering oral presentations, and the relationship with the assessment of oral presentations.

## Related Research on Anxiety in Oral Presentation

Research on oral presentation anxiety is based on studying the level of anxiety encountered by students, the factors that promote oral presentation anxiety, and strategies to reduce oral presentation anxiety. Elliot and Chong (2004) examined the degree of presentation anxiety among 550 psychology and business undergraduate students at a university in Australia. It was found that one-third of the respondents were reported to experience high or very high levels of presentation anxiety. In addition, the majority of students believed that their fear negatively influenced their performance when delivering oral presentations.

Kavaliauskienė (2006) conducted a survey on 60 ESP students from the Faculty of Social Work, MykolasRomeris University by using a questionnaire in order to determine the students' oral presentation anxiety. It was found that the majority of students felt anxious when delivering oral presentations in English.

In the same vein, Lien (2009) investigated 100 ESP undergraduate students and two ESP lecturers at Vietnam National University. It was found that both students and lecturers possessed similar impressions of students' difficulties in oral presentations in English. The results showed that students lack presentation competence, feel dreadful about possible negative evaluation and have low self-confidence. These negative factors were the main obstacles for undergraduate students that hindered them from achieving effective oral presentations. At the same time, the lecturers believe that the majority of students encountered oral presentation anxiety. The findings revealed that only 30% of the students claimed to feel anxious during their presentations in English.

Vevea, Pearson, Child, and Semlak (2009) investigated the level of public speaking anxiety of 605 undergraduate students in public speaking courses in two Midwestern Universities. McCroskey's (1982) PRCA-24 questionnaire was used to examine the students' Oral Communication Apprehension (OCA). The findings revealed

that unwillingness to communicate was the highest level of OCA among the students. Moreover, self-esteem was found to have a negative relationship with communication apprehension. The findings also showed that the higher one's self-esteem, the lower his or her OCA level.

Subaşı (2010) conducted a study in order to investigate two potential sources of anxiety for Turkish learners of English in oral practice: (1) an individual student's fear of negative evaluation, and (2) his or her self-perceived speaking ability. The results of the study indicated a positive correlation between an individual's fear of negative evaluation and his or her anxiety level. Moreover, the findings of the study revealed that there are significant negative relationships between anxiety and three of self-ratings: SR-CDS, SR-CL, and SR-EPE. In addition, it was found that among the FNE and the three self-ratings of English speaking ability, the combination of the FNE, the SR-CL and SR-CDS was the most appropriate model of predictors of anxiety level for this sample. Finally, the analysis of interview data provided valuable information about the main sources of the students' anxiety in oral practice such as personal reasons, teachers' manners, teaching procedures, and previous experience.

Lucas, Miraflores, and Go (2011) investigated the causes of anxiety in English language learning for foreign students in the Philippines. They also looked into the different language strategies utilized by these students who might have experienced anxiety in learning the English language.

The findings suggested that these learners used vocabulary strategies to learn the English language efficiently and to cope with their English class anxiety. It has been found that the employment of this strategy enables learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

Heng, Abdullah, and Yusof (2012) examined the dimensions of language anxiety aligned to the major sub-constructs mentioned earlier. The data for this study were obtained through a survey questionnaire administered to 700 UPM students before an oral communication test. The findings suggested that most of the students experienced a medium level of oral communication apprehension, test anxiety, and fear of negative evaluation. In the learning process, anxiety forms an important element that could determine language learning success. Thus, teachers should know how to identify anxiety and be able to reduce the negative impacts of anxiety in the learning process for oral skills.

Debreli and Demirkan (2015) investigated the phenomenon in an EFL context and analyzed the levels of EFL students' speaking anxiety and the causes of their anxiety. They also explored whether there was any relationship between anxiety and students' language proficiency level and gender. The data were gathered from 196 Turkish and Turkish Cypriot students through a questionnaire (Foreign Language Classroom Anxiety Scale) as well as through semi-structured interviews with 10 students

who participated in the questionnaire. The findings indicated that the students generally have low levels of speaking anxiety although students with a higher level of language proficiency have a higher level of anxiety compared with the students with a lower level of language proficiency.

Yusri, Rahimi, Shah, and Haslina (2012) determined (1) students' attitude levels in learning oral Arabic at Universiti Teknologi MARA (UiTM) Malaysia, and (2) the differences in attitude level among students with different prior experience and gender. A mixed method of quantitative and qualitative study was conducted using questionnaire and interviews. The questionnaire was adapted from Attitude/Motivation Test Battery (AMTB) involving 445 subjects who have been selected using the stratified random sampling technique. As for qualitative data, 13 interviews were conducted. This study found that (1) the attitude level among UiTM students is high. It was also discovered that the cognitive and affective components were high; while the conative component is moderate (2) there are statistically significant differences in the attitude level among the students with different prior experience and gender. In particular, more experienced learners and female learners were found to have higher positive attitudes when compared to their counterparts. It was thus recommended that the teaching approach should be appropriate in regard to students' prior experience and gender. An appropriate approach is therefore vital in molding students' behavior as this will consequently affect their performance in learning spoken Arabic. The use of collaborative learning strategies as well as portfolio and e-portfolio assessments of individual performance is suggested.

Pramela, Noraza, Nurjanah, Kemboja, and Nadzrah (2016) conducted action research to initiate a peer support center at the Faculty of Social Sciences and Humanities to enhance English Language presentation skills. The aim of the support center was to create a platform for limited users of the English Language to receive additional coaching from more competent peers and senior students to carry out simple presentations and discussions in English. A group of 30 low-proficient students participated in this research with the help of 10 senior students as peer support. Peer support is well-known as a cooperative learning strategy that provides peer interaction. It also helps in the development of language skills. The role of peer support is to boost the mastery of English among low-proficiency students through planned activities. The peer support group received constant coaching and feedback from the team of researchers to encourage them to sustain their efforts. This paper also included the issues and challenges that were faced throughout the study in initiating a peer support center.

**Local studies on Anxiety in Oral Presentation**

Chaisawat (2006) conducted a study on Baccalaureate and Graduate Degrees in tourism and hospitality studies in Thailand in 2003. The findings showed that the number

of graduates from educational institutions was sufficient to serve the demand of the industry. However, there were problems in terms of quality because the graduates did not meet the standards required by employers. The researcher recommended that Thailand should be positioned as a center for hospitality and tourism studies and training at major tourism destinations. In terms of strategic implementation of tourism development, tourism education and training institutions should play the role of catalyst and coordinate with the stakeholders in each region or destination.

Anyadubalu (2010) investigated student perceptions of self-efficacy and anxiety in acquiring the English language and examined the relationship between the independent variables, confounding variables and student performance in the English language. The researcher tested the research hypotheses using a sample group of 318 respondents out of a population size of 400 students. The results revealed that there was a significant moderate negative relationship between English language anxiety and performance in the English language; however, there was no significant relationship between self-efficacy and English language performance for the middle-school students. There was also a significant moderate negative relationship between English language anxiety and self-efficacy. It was discovered that general self-efficacy and English language anxiety represent a significantly more powerful set of predictors than the set of confounding variables. Thus, the study concluded that

English language anxiety and general self-efficacy were significant predictors of English language performance for middle-school students in Satri Si Suriyothai School.

Yaikhong and Usaha (2012) contributed to the development of a Public Speaking Class Anxiety Scale (PSCAS) used to measure anxiety in EFL public speaking classes in a Thai context. The items were adopted from previous scales, the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al., (1986), the Personal Report of Communication Apprehension (PRCA-24), the Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970), and the Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992) based on their critical appraisal. Some minor changes in the wording of the adopted items were made to a preliminary PSCAS, which was then validated. The preliminary PSCAS yielded an internal consistency of 0.84 using the Cronbach's alpha coefficient when administered to 76 participants and was factor-analyzed to establish the construct and the final version. The factor analysis revealed that the PSCAS included the components of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class.

Plangkham and Porkaew (2012) investigated the level of anxiety at different stages of public speaking that were pre-preparation, preparation, pre-performance and performance for Thai EFL undergraduate students in English public

speaking classes. The participants in this study were 208 undergraduate students from both private and government universities who completed a questionnaire. It was found that most students have different levels of anxiety in English public speaking courses. Nevertheless, the study results revealed that the highest level of anxiety was found in the performance stage of public speaking.

Noom-Ura (2013) surveyed problems with English language teaching and learning and the professional development (PD) needs of high-school teachers in three provinces of three Secondary Educational Service Areas in Thailand. Both closed- and open-ended questionnaires were administered. The study results may be generalized so that local organizations and institutions of higher education can provide appropriate assistance to improve the English teaching situation in Thailand in general.

Charoensukmongkol (2016) investigated whether the degree of mindfulness exhibited by a sample of Thai students had an effect on the level of anxiety they experienced in English as a second language (ESL) public speaking classes, and whether such an effect was related to the students' level of performance in communicating in English during classroom presentations. The student sample ($N$ = 333) was selected from four marketing major courses, all of which were taught by foreign instructors, in a leading private international university in Thailand. The data were collected at different times and from multiple sources in order to lower the possibility of common method bias. The evidence from the partial least squares regression analysis showed that the students who reported higher levels of trait and state mindfulness while speaking English tended to experience less anxiety during their presentations. The students who reported low anxiety also obtained higher scores for their presentations than those who reported high levels of anxiety. The analysis also found that state mindfulness appeared to have stronger explanatory power in predicting ESL public speaking anxiety than trait mindfulness.

From the literature above, it can be concluded that many studies conducted on public speaking focused on students' levels of anxiety, the difficulties encountered by students in delivering oral presentations and the possible interventions to lessen oral communication apprehension and oral presentation anxiety. However, there is a dearth of studies on oral presentations as a tour guide. Therefore, the researchers not only examine the level of students' oral presentation anxiety as a tour guide, but also examine the feelings that affect their performance.

**Research Questions**

1. What is the level of oral communication apprehension when speaking English?
2. What is the level of Thai EFL students' oral presentation anxiety as a tour guide?
3. What are the feelings that affect Thai EFL students while they are delivering oral presentations as a tour guide?

4. To what extent do Tourism students need help from their lecturers to alleviate their anxiety during presentations as a tourist guide?

## METHODS

### Research Design

This research is a mixed method of quantitative and qualitative approaches using two types of questionnaire and semi-structured interviews to investigate the level of oral presentation anxiety of 45 Thai EFL Tourism students in public university and to determine the feelings that affect their performance.

### Participants

The target population includes second year Tourism students who enrolled in the English for Tour Guides I course (927221) at Khon Kaen University, Nong Khai Campus for the academic year 2016. The researchers used the purposive sampling process to select 45 students to participate in this study. The adapted Personal Report of Communication Apprehension (PRCA) questionnaire was used to measure the level of Tourism students' oral communication apprehension (OCA). The adapted Personal Report of Public Speaking Anxiety questionnaires (PRPSA) were used to measure the level of Tourism students' oral presentation anxiety as tour guides. The selected 45 Tourism students were interviewed to determine the feelings that affect their oral presentation as a tour guide.

### Measures

Two types of questionnaire were adapted from the Personal Report of Communication Apprehension (PRCA) and the Personal Report of Public Speaking Anxiety (PRPSA) developed by McCroskey (1970). A three-part survey questionnaire both in English and Thai was administered to the respondents. The first part provided general information on the respondents. The second part investigated students' oral communication apprehension scale (OCAS) that included 24 items that measured overall anxiety in four specific communication contexts: meetings, group discussions, interpersonal conversations and oral presentations. The third part included 34 items using a 5-point Likert scale to determine the participants' level of anxiety when delivering oral presentations as a tour guide. The questionnaire was then pilot-tested with 30 International Business students from the same university and adjusted before being distributed to the respondents.

The researchers used the scoring sheet below to determine the level of Tourism students' communication apprehension. For more details, see the scoring example shown below:

Group Discussion Sub-Score
1. Add 18 + Items 2, 4, & 6: _____
2. Add Items 1, 3, & 5: ___
3. Subtract Line 2 from Line 1: ___

GROUP DISCUSSION SUB-SCORE –
Line 3: _____

Meetings Sub-Score
1.      Add 18 + Items 8, 9, & 12: _____
2.      Add Items 7, 10, & 11: _
3.      Subtract Line 2 from Line 1: ___

MEETINGS SUB-SCORE – Line 3:_

Interpersonal Sub-Score
1.      Add 18 + Items 14, 16, & 17: __
2.      Add Items 13, 15, & 18: _____
3.      Subtract Line 2 from Line 1: _-

INTERPERSONAL SUB-SCORE –
Line3: ___

Oral presentation Sub-Score
1.      Add 18 + Items 19, 21, & 23: __
2.      Add Items 20, 22, & 24: _____
3.      Subtract Line 2 from Line 1: ___

ORAL PRESENTATION SUB-SCORE –
Line 3__

OVERALL SCORE:
Add 4 Sub-Scores:_____

### Scoring Example

   2   1. I dislike participating in group discussions.

   4   2. Generally, I am comfortable while participating in group discussions.

   1   3. I am tense and nervous while participating in group discussions.

   4   4. I like to get involved in group discussions.

   2   5. Engaging in a group discussion with new people makes me tense and nervous.

   4   6. I am calm and relaxed while participating in a group discussion.

Group Discussion Sub-Score
1.      Add 18 + Items 2, 4, & 6:    30
18 + 4 + 4 + 4 = 30
2.      Add Items 1, 3, & 5:   5
2 + 1 + 2 = 5
3.      Subtract Line 2 from Line 1:
25
30 – 5 = 25

GROUP DISCUSSION SUB-SCORE –
Line 3:   25

The scores below reflect both high and low levels of communication apprehension.

| 83-120 | High level of communication apprehension |
| 55-83 | Moderate level of communication apprehension |
| 24-55 | Low level of communication apprehension |

The researchers used the following scoring sheet to determine the level of Tourism students' oral presentation anxiety.  The score on the PRPSA was determined, and the researchers then completed the following steps:

Step 1. Add scores to Items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores to Items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:
PRPSA = 72 - Total from Step 2 + Total from Step 1
The score should be between 34 and 170. Otherwise, if the score is below 34 or above 170, it means the investigator has made a mistake while computing the score.

Score Range Indication

| | |
|---|---|
| 120- 170 | Very high level of anxiety about oral presentation |
| 111-119 | High level of anxiety about oral presentation |
| 93- 110 | Moderate anxiety in oral presentation |
| 85-92 | Low level of anxiety of oral presentation |
| 34-84 | Very low anxiety in oral presentation |

The principal investigator set up the focus group interview questions for Tourism students. They are nine questions. The interview questions were then pilot-tested with 30 Inter Business students and adjusted before being distributed to the respondents. Some alterations were made to the focus group interview questions with small changes in the wording of some questions. This is so because the respondents in the pilot study provided some comments about unclear statements and hence the modification to the interview questions was made for clarity.

The focus group interview carried out in the pilot study assisted the principal researcher to modify the interview questions she expected to ask during the collection of the qualitative data for the actual study.

Moreover, the analysis of the transcripts of the focus group interview carried out in the pilot study was valuable in coding the transcripts of the focus group interviews in the major study.

Table 1
*Oral presentation anxiety codes for coding transcriptions of the problems encountered by tourism students (adapted from Woodrow, 2006)*

| Code | Description | Example |
|---|---|---|
| Presentation framework | Anxiety about the content, instrument, and answering the questions | "I do not like giving oral presentation as a tourist guide because I am not sure about the content. I am not confident to give an oral presentation". "I cannot answer the questions asked by the panel because I feel nervous and forget all the content". |
| Personal characteristics | Anxiety about communication aspects e.g. hesitation, language, physical traits, and nervous disposition | "I am not confident to give a presentation because of weaknesses in my language use and pronunciation". "I worried a lot while giving oral presentations. I felt pressured because I could not finish giving oral presentations on time". "I am very excited. I have to lessen my own emotional excitement but I cannot control it. Then I forget what I had prepared to say". |

Table 1 *(continue)*

| Code | Description | Example |
|------|-------------|---------|
| Assessment | Anxiety about self-assessment, reactions of the audience and grade | *"I feel stressed when the panels come to grade my presentation so that I forget all that I have prepared to present".*<br>*"I am bothered by my friends who sit beside me and recite her script".*<br>*"I feel relaxed after having done the presentation. I tried my best but I worried about my score. I am afraid that I will fail".* |

## Procedures

The questionnaire sets were distributed to 45 participants who were asked to complete them within 20 min. After completion, they were required to return the questionnaire sets to the researcher in the class.

The principal researcher interviewed 45 students after completing the questionnaire. The focus group interviews were conducted on 27th and 28th August 2016. The interview sessions provided substantial information that helped to make the results obtained from the questionnaire more reliable. In the current study, the researchers are aware of the ethical considerations. Hence, prior to the interview, the interviewees were informed that the information provided by them would be treated confidentially and would only be used in relation to this research. The names of all the respondents were kept anonymous. Only pseudonyms were used for the respondents. The two raters also wanted to keep their names anonymous.

## Data Collection

The researchers adapted Personal Report of Communication Apprehension (PRCA) and the Personal Report of Public Speaking Anxiety (PRPSA) questionnaire developed by McCroskey (1970) to investigate the level of Thai EFL students' oral presentation anxiety as a tour guide.

Forty-five Tourism students were interviewed by using a semi-structured interview to investigate their level of anxiety, which arises during their oral presentations as a tour guide. Moreover, a semi-structured interview with two Thai lecturers from two selected public universities in Thailand was also conducted to know about their teaching strategies to overcome students' oral presentation anxiety. All the interviews were video recorded with the informant's permission and each interview lasted from about 30-45 min.

## Data analysis

The data obtained from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Descriptive statistics of percentage was used. The percentage values of the data derived from each statement in the questionnaire were interpreted as having the following levels of anxiety.

1. Score Range Indication to determine the level of Tourism students' communication apprehension (McCrosky, 1970) as shown below:

83-120    High level of communication apprehension

55-83     Moderate level of communication apprehension

24-55     Low level of communication apprehension

2. Score Range Indication to determine the level of Tourism students' oral presentation anxiety (McCrosky, 1970) as shown below:

120-170   Very high level of anxiety about oral presentation

111-119   High level of anxiety about oral presentation

9-110     Moderate level of anxiety about oral presentation

85-92     Low level of anxiety about oral presentation

34-84     Very low level of anxiety about oral presentation

The transcriptions were analyzed manually. Repeated themes were looked for and grouped together. Appropriate headings were then given and finally the data were tabulated. All the utterances used in this study were translated into English by the principal researcher who is bilingual (proficient in both Thai and English) and great care was taken to ensure that the meaning of the utterances remained the same. The translations were then validated by another bilingual speaker at Khon Kaen University.

Creswell's (2013) model of data analysis and data coding was employed in analyzing the qualitative data in the current study.

After completing the data transcription, the themes were classified into main themes to explain certain aspects of the data and to make constant comparisons of the themes emerged. Moreover, it was also important to consult some lecturers in order to avoid redundant themes. Then the main themes were coded for the analysis. Data analysis was conducted to determine the level of oral presentation anxiety experienced by Tourism students.

## RESULTS AND DISCUSSION

Regarding the quantitative results in answering research question 1, Thai EFL students have a high level of OCA in English for group discussions at 86.67; for public speaking, it is 64.44%; for interpersonal conversation, it is 60%; and for meetings, it is 55.56 %. The results show that Thai EFF students are unwilling to communicate in English. This implies that the majority of students experience the highest level of anxiety when speaking in English. This finding is similar to the studies of Debreli and Demirkan (2015), Kavaliauskienė (2006), and Vevea et al., (2009). In addition, it can be implied that they have low self-esteem which affected their ability to speak in English for four types of speaking (refer to Table 2).

Table 3 shows that Thai EFL students experience anxiety at a high level (66.67%) during their oral presentations as a tour guide. Thai EFL students with low levels of proficiency are likely to avoid tough and challenging tasks which they regard as a personal constraint. These tourism students

Table 2
*Tourism students' communication apprehension*

| Level | Group discussion | | Meetings | | Interpersonal conversations | | Public speaking | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| High (83–120) | 25 | 55.56 | 27 | 60.00 | 29 | 64.44 | 39 | 86.67 |
| Moderate (55–83) | 19 | 42.22 | 17 | 37.78 | 15 | 33.33 | 6 | 13.33 |
| Low ( 24–55) | 1 | 2.22 | 1 | 2.22 | 1 | 2.22 | 0 | 0 |
| Total | 45 | 100 | 45 | 100 | 45 | 100 | 45 | 100 |

Table 3
*Tourism students' oral presentation anxiety*

| Level | No. | Percentage (%) |
|---|---|---|
| High (120–170) | 30 | 66.67 |
| Moderate high (111–119) | 2 | 4.44 |
| Moderate (93–110) | 1 | 2.22 |
| Moderate low (85–92) | 12 | 26.67 |
| Low (34–84) | 0 | 0 |
| Total | 45 | 100 |

have low aspirations and sense of obligation, make less effort and may not have or may quickly lose their confidence to make a proper presentation. In contrast, students with a strong sense of capability can build up personal achievement in various ways. They see difficult tasks as challenges to overcome through their proficiency and their strong sense of obligation and endeavor. Only 2.22% of the respondents reported to feel a moderately high level of presentation anxiety, and they believe that their anxiety or worries negatively affected their oral presentations. This finding is similar to the studies of Plangkham and Porkaew (2012), and Yaikhong and Usaha (2012).

For the qualitative part of the research, students were asked whether they liked giving oral presentations or not. Most students do not like doing oral presentations as evidenced in the excerpts below.

> *"I do not like giving an oral presentation" Cherry*

> *"I do not like giving an oral presentation in front of the class because I do not like speaking" Metha*

> *"I am unskilled for oral presentation so I do not like oral presentation" Nancy*

In answering the second question, whether they liked performing oral presentations as a tourist guide, most

students do not like performing an oral presentation as a tourist guide because they lack confidence in this respect due to the lack of presentation skill which requires memorization of the content. Some students pointed out that:

> *"I do not like giving oral presentation as a tourist guide. I am not confident to give an oral presentation."  Cherry*

> *"I am unskilled in giving an oral presentation as a tourist guide therefore I hate giving oral presentations." Nancy*

> *"I hate to give oral presentations as a tourist guide because I have to memorize the content of the presentation." Metha*

Some students like to give oral presentations in English, but they feel they need to practice speaking in order to build up confidence to speak. One of the students stated:

> *"Personally, I like giving an oral presentations as a tour guide, but I have to take time to practice speaking" Bomb*

Students were asked to describe the experience of their previous oral presentations as tourist guides. Most students felt anxious during their oral presentations as tourist guides. Some students were very excited which caused them to forget the content. They were unable to give oral presentations effectively because they lack training in this respect as evidenced in the following excerpts.

> *"I had anxiety in giving oral presentations as a tourist guide because we did not have enough practice before giving oral presentations." Sai*

> *"I worried a lot of while giving oral presentations. I felt pressured because I could not finish giving oral presentations on time." Noah*

> *"I am very excited. I have to lessen my own emotional excitement, but I cannot control it.Then I forget what I had prepared to say." Oil*

Some students could control their excitement when giving an oral presentation. They practice talking in front of a mirror to build confidence in giving oral presentations. One of them stated:

> *"I have some excitement, but I can control it while I am giving an oral presentation as a tourist guide but I have to practice speaking to myself in the mirror to build up my confidence." Pat*

To answer the question, "What bothers you the most when presenting as a tourist guide?," most students told the interviewer that they lack training in giving oral presentations as a tour guide. This caused them to feel over-excited. Moreover, when they encounter their classmates, they forget all the content that they have prepared. They do a poor oral presentation because of this. Students are also concerned about proper and correct pronunciation and the kind of language they use to write the presentation content/script. They claimed

they do not have enough time to prepare themselves to speak. Their excitement and anxiety caused mispronunciation of some words and thus they were unable to go on with the presentation flow. These inabilities prevented them from making effective presentations as a tourist guide. Some students pointed out that:

> *"I do not have a chance to talk so I cannot give a presentation well. I feel excited when I see my friends looking at me."* Manee

> *"I am not confident to give a presentation because of weaknesses in in my language use and pronunciation."* Choojai

> *"I do not have enough time to prepare myself so I feel excited. I cannot control myself so I forget al*l that I prepared." Cat

In answering the question, 'To what extent do your levels of anxiety affect your presentation performance?', they feel uncomfortable to perform their presentation when there are many panel members watching them critically. Some students stated that:

> *" I feel stressed when the panel comes to grade my presentation so that I forget all that I have prepared to present."* Pat

> *" I am bothered by my friends who sit beside me and recite her script"* Sai

> *"Limited time can bother me because I cannot present all of what I have prepared"* Choojai

To answer the question, 'How do you feel after having done the presentation as a tourist guide?', most students told the interviewer that they feel relaxed. They said that they did their best, but they get worried about the result of their presentation as evidenced in the excerpts below.

> *"I feel relaxed after having done the presentation. I tried my best but I worried about my score. I am afraid that I will fail."* Oil

To answer the question, 'How can the lecturer help students to lessen their anxiety in giving a presentation as a tourist guide?', most students need their lecturers' help as suggested below:

1. Give presentations in real situations so that they can talk about what they see without recitation.

2. Provide pictures of real places for students and demonstrate good methods of presentation.

3. Provide more opportunities for students to practice speaking in the classroom.

4. Engage in conversations that focus on English for communication to enable students to practice.

5. Provide video clips about how to give a good presentation as a tourist guide.

6. Provide opportunities for students to practice the pronunciation of unfamiliar words that are related to tourism.

7. Demonstrate how to write scripts for presentations as tour guides by providing good models.

Based on the qualitative results, the researchers can indicate three main factors that affect Thai EFL students while they are delivering their oral presentations: the presentation framework (the content, instrument, and answering the questions), personal characteristics (communication aspects, e.g., hesitation, language, physical traits, and nervous disposition), and assessment (self-assessment, reactions of the audience, and grades).

## Limitations of the Study

There are a number of limitations emerged from this study. The first limitation is the small sample size which makes generalization to the extensive community unreliable. This study is limited to selected public university students majoring in Tourism. Therefore, generalizations to other Tourism students in other public universities in Thailand need to be made carefully. Nevertheless, the findings gained from the sample in this study can provide practical insights into students' oral presentation anxiety. Secondly, only two EFL English lecturers participated in this study; however, they were both experienced in teaching English for tourist guides. Because of this small number, it is difficult to generalize the findings to other Thai EFL English lecturers who are experienced in teaching English for tourist guides in other public universities in Thailand. Nevertheless, the results obtained

from the selected sample in this study can provide practical teaching strategies that can help improve EFL Tourism students in alleviating oral presentation anxiety.

## Recommendations for Further Studies

The current study focused only on Tourism students from a selected public university in Thailand. Only 45 students were the participants of the current study. Therefore, future studies could focus on all Thai public universities that teach English for tourist guide courses. Focusing on all Thai public universities could help to generalize the findings on oral presentation anxiety at Thai universities.

More research needs to be carried out to explore what EFL lecturers want to know about speaking and evaluation to employ diagnostic evaluation to identify the sources of students' oral presentation anxiety. Future research could provide useful suggestions to consider ways in which policymakers and lecturers can engage in rigorous oral presentation instruction. Various types of teaching strategies that can help improve students' oral presentation competence could also be an area of attention for future research.

## Pedagogical Implications

The findings of the current study provide some practical suggestions for further developments in teaching oral presentation skills for tour guides. Researchers, educators, and policymakers have realized that there is a critical need to give greater attention to the improvement of teaching oral presentations

skills to tertiary students. The way to improve oral presentation instruction is to develop insights into students' weaknesses in giving oral presentations.

Moreover, it is beneficial for EFL lecturers in a selected public university in Thailand to gain further insights into the weaknesses of their students' language variants that can be used to develop their teaching programs and instruction to better support students' oral presentation development. In addition, it can be used as a guideline for students to improve their oral presentation skills as a tour guide. The findings of this study can also provide useful suggestions to curriculum planners and material writers and designers to integrate components that focus on oral presentation instruction to comprehend the range of difficulties students experience when they deliver oral presentations. Such stakeholders can then use appropriate methods to develop students' oral presentation competence in the Thai EFL context.

## CONCLUSION

The quantitative results show that Tourism students have difficulties in giving oral presentations in English. It was found that the lack of presentation skills, fear of negative assessment and low self-confidence were among the main barriers for students to give oral presentations effectively. According to Murray and Janelle (2003), PET is a theory that regards anxiety as having both positive and negative effects on one's performance.

As such, this theory confirms that tourism students experienced a high level of anxiety in delivering oral presentations. However, their anxiety also helped them to prepare for their presentations well.

Based on the qualitative results, the researchers can indicate the three main factors that affected Thai EFL students while they were delivering their oral presentations: the presentation framework (the content, material, and dealing with questions), personal characteristics (communication aspects, e.g., hesitation, language, physical traits, and nervous disposition), and assessment (self-assessment, the reactions of the audience, and grades).

The current study focused only on Tourism students from a selected university in Thailand. Therefore, future studies could focus on all Tourism students in Thailand that experience oral presentation anxiety.

More research needs to be carried out to explore the possible techniques that can be used to decrease their fear of oral presentations.

## ACKNOWLEDGMENTS

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## APPENDIX

**Questionnaires**

**Part 1 Personal Information**

Direction: Please put X   in the box provided ☐

1. Gender:            ☐ Male            ☐ Female

2. Age:                ☐ 18-20 years old                ☐ 21- 25 years old

3. Previous course before enrolling this course [＿＿＿＿＿＿＿＿]            Grade [＿＿＿＿]

4. Faculty: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5. ID: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

**Part 2:** Personal Report of Communication Apprehension (PRCA-24)

Directions: This instrument is composed of twenty-four statements concerning feelings about communication with other people. Please indicate the degree to which each statement applies to you by marking whether you:

(1) strongly agree, (2) agree, (3) are undecided,

(4) disagree, or (5) strongly disagree.

| ข้อความ/ Statements | Degree | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. I dislike participating in group discussions<br>ฉันไม่ชอบการอภิปรายกลุ่ม | | | | | |
| 2. Generally, I am comfortable while participating in group discussions.<br>ฉันรู้สึกสบายในขณะที่ร่วมการอภิปรายกลุ่ม | | | | | |
| 3. I am tense and nervous while participating in group discussions.<br>ฉันรู้สึกเครียดและกังวลในขณะที่ร่วมอภิปรายกลุ่ม | | | | | |
| 4. I like to get involved in group discussions.<br>ฉันชอบการเข้าร่วมอภิปรายกลุ่ม | | | | | |
| 5. Engaging in a group discussion with new people makes me tense and nervous.<br>การร่วมอภิปรายกลุ่มที่มีผู้คนใหม่ๆทำให้ฉันเครียดและวิตกกังวล | | | | | |
| 6. I am calm and relaxed while participating in a group discussion.<br>ฉันรู้สึกสงบและผ่อนคลายในขณะที่มีส่วนร่วมในการอภิปรายกลุ่ม | | | | | |
| 7. Generally, I am nervous when I have to participate in a meeting.<br>โดยทั่วไปฉันรู้สึกประหม่าเมื่อฉันมีจะมีส่วนร่วมในการประชุม | | | | | |
| 8. Usually I am calm and relaxed while participating in a meeting.<br>โดยปกติฉันรู้สึกสบายเมื่อฉันมีจะมีส่วนร่วมในการประชุม | | | | | |
| 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.<br>ฉันรู้สึกสงบและผ่อนคลายเมื่อฉันถูกเรียกให้แสดงความเห็นในที่ประชุม | | | | | |
| 10 I am afraid to express myself at meetings.<br>ฉันรู้สึกกลัวที่จะแสดงตนเองในที่ประชุม | | | | | |
| 11 Communicating at meetings usually makes me feel uncomfortable.<br>การสื่อสารในที่ประชุมจะทำให้ฉันรู้สึกอึดอัด | | | | | |

| | ข้อความ/ Statements | Degree | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 12 | I am very relaxed when answering questions at a meeting.<br>ฉันรู้สึกผ่อนคลายมากเมื่อตอบคำถามในที่ประชุม | | | | | |
| 13 | While participating in a conversation with a new acquaintance, I feel very nervous.<br>ในขณะที่การมีส่วนร่วมในการสนทนากับคนรู้จักใหม่ฉันรู้สึกตื่นเต้นมาก | | | | | |
| 14 | ฉันไม่มีความกลัวในการพูดสนทนา.<br>I have no fear of speaking up in conversations. | | | | | |
| 15. | ปกติฉันรู้สึกเครียดและวิตกกังวลในการสนทนา Ordinarily I am very tense and nervous in conversations. | | | | | |
| 16 | Ordinarily I am very calm and relaxed in conversations.<br>ปกติฉันรู้สึกสงบและผ่อนคลายในการสนทนา | | | | | |
| 17 | While conversing with a new acquaintance, I feel very relaxed.<br>ในขณะที่สนทนากับคนที่เพิ่งรู้จักใหม่ฉันรู้สึกผ่อนคลายมาก | | | | | |
| 18 | I'm afraid to speak up in conversations.<br>ฉันกลัวที่จะพูดในวงสนทนา | | | | | |
| 19 | I have no fear of giving an oral presentation.<br>ฉันไม่มีความกลัวในการพูดนำเสนอ | | | | | |
| 20. | Certain parts of my body feel very tense and rigid while I am giving an oral presentation.<br>บางส่วนของร่างกายของฉันรู้สึกเกร็งและแข็งในขณะที่พูดนำเสนอ | | | | | |
| 21 | I feel relaxed while giving an oral presentation.<br>ฉันรู้สึกผ่อนคลายในขณะที่พูดนำเสนอ | | | | | |
| 22 | My thoughts become confused and jumbled when I am giving an oral presentation.<br>ความคิดของฉันเริ่มสับสนและยุ่งเหยิงเมื่อฉันพูดนำเสนอ | | | | | |
| 23 | I face the prospect of giving an oral presentation with confidence<br>ฉันต้องเผชิญกับความคาดหวังในการพูดนำเสนอด้วยความมั่นใจ | | | | | |
| 24. | While giving an oral presentation, I get so nervous I forget facts I really know.<br>ในขณะที่ฉันพูดนำเสนอฉันรู้สึกวิตกกังวลจนลืมข้อเท็จจริงที่ฉันรู้หมดสิ้น | | | | | |

**Part 3** Personal Report of Public Speaking Anxiety (PRPSA-34)

Directions: This instrument is composed of thirty-four statements concerning feelings about oral presentation anxiety. Please indicate the degree to which each statement applies to you by marking whether you:

(1) strongly agree, (2) agree, (3) are undecided,
(4) disagree, or (5) strongly disagree.

| ข้อความ/ Statement | Degree | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. While preparing for giving an oral presentation as a tour guide, I feel tense and nervous.<br>ในขณะที่การเตรียมความพร้อมสำหรับการพูดนำเสนอแบบมัคคุเทศก์ ฉันรู้สึกเครียดและวิตกกังวล | | | | | |
| 2. I feel tense when I see the words "oral presentation as a tour guide" on a course outline when studying. ฉันรู้สึกเครียดเมื่อฉันเห็นคำว่าการพูดนำเสนอแบบมัคคุเทศก์ในสังเขปรายวิชาที่ฉันเรียนอยู่ | | | | | |
| 3. My thoughts become confused and jumbled when I am giving an oral presentation as a tour guide.<br>ความคิดของฉันสับสนและยุ่งเหยิงเมื่อฉันพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 4. Right after giving an oral presentation I feel that I have had a pleasant experience.<br>หลังจากพูดนำเสนอ ฉันรู้สึกว่าฉันมีประสบการณ์ที่ดี | | | | | |
| 5. I get anxious when I think about giving an oral presentation as a tour guide coming up.<br>ฉันรู้สึกกังวลเมื่อฉันคิดเกี่ยวกับการพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 6. I have no fear of giving an oral presentation as a tour guide.<br>ฉันไม่กลัวการพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 7 Although I am nervous just before starting an oral presentation as a tour guide, I soon settle down after starting and feel calm and comfortable.<br>ถึงแม้ว่าผมจะรู้สึกวิตกกังวลเพียงก่อนที่จะเริ่มพูดนำเสนอแบบมัคคุเทศก์ หลักหลังจากที่เริ่มต้นแล้วฉันรู้สึกสงบและสบายในการพูดนำเสนอ | | | | | |
| 8 I look forward to giving an oral presentation as a tour guide.<br>ฉันตั้งตารอที่จะพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 9. When the instructor announces an oral presentation assignment in class, I can feel myself getting tense.<br>เมื่ออาจารย์ผู้สอนประกาศมอบหมายให้พูดนำเสนอในชั้นเรียนฉันจะรู้สึกว่าตัวเองเริ่มเครียด | | | | | |
| 10. My hands tremble when I am giving an oral presentation as a tour guide.<br>มือของฉันสั่นเมื่อฉันพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 11. I feel relaxed while giving an oral presentation as a tour guide.<br>ฉันรู้สึกผ่อนคลายในขณะที่พูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 12. I enjoy preparing for giving an oral presentation as a tour guide.<br>ฉันสนุกในการเตรียมตัวพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 13. I am in constant fear of forgetting what I prepared to give an oral presentation.<br>ฉันอยู่ในความกลัวจนลืมสิ่งที่ฉันเตรียมที่จะพูดนำเสนอ | | | | | |
| 14 I get anxious if someone asks me something about my topic that I don't know.<br>ฉันรู้สึกกังวลถ้ามีคนถามอะไรบางอย่างเกี่ยวกับหัวข้อของฉันที่ฉันไม่ทราบ | | | | | |
| 15. I face the prospect of giving an oral presentation with confidence.<br>ฉันต้องเผชิญกับความคาดหวังในการพูดนำเสนอแบบมัคคุเทศก์ด้วยความมั่นใจ | | | | | |
| 16. I feel that I am in complete possession of myself while giving an oral presentation as a tour guide.<br>ฉันรู้สึกว่าฉันมีทักษะที่สมบูรณ์ในขณะที่พูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 17. My mind is clear when giving an oral presentation as tour guide.<br>ใจของฉันมีความชัดเจนเมื่อพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 18. I do not dread giving an oral presentation as a tour guide.<br>ฉันไม่รู้สึกกลัวในการพูดนำเสนอแบบมัคคุเทศก์ | | | | | |

| | ข้อความ/ Statement | Degree | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 19. | I perspire just before starting an oral presentation as a tour guide.<br>ฉันเหงื่อออกเพียงแค่ก่อนที่จะเริ่มพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 20. | My heart beats very fast just as I start giving an oral presentation as a tour guide.<br>หัวใจของฉันเต้นเร็วมากตอนที่ฉันเริ่มพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 21. | I experience considerable anxiety while sitting in the room just before my oral presentation starts.<br>ฉันได้สัมผัสกับความวิตกกังวลมากในขณะนั่งอยู่ในห้องก่อนที่จะพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 22. | Certain parts of my body feel very tense and rigid while giving an oral presentation as a tour guide.<br>บางส่วนของร่างกายของฉันรู้สึกเกร็งและแข็งในขณะที่พูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 23. | Realizing that only a little time remains in an oral presentation makes me very tense and anxious.<br>เมื่อทราบว่าเวลาเหลือน้อยแต่ยังคงอยู่ในการพูดนำเสนอแบบมัคคุเทศก์ยังไม่จบ ทำให้ฉันเครียดและกังวลมาก | | | | | |
| 24. | While giving an oral presentation, I know I can control my feelings of tension and stress.<br>ในขณะที่พูดนำเสนอแบบมัคคุเทศก์ฉันรู้ว่าฉันสามารถควบคุมความเครียดและความวิตกกังวลได้ | | | | | |
| 25 | I breathe faster just before starting an oral presentation.<br>ฉันหายใจเร็วขึ้นเพียงแค่ก่อนที่จะเริ่มพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 26 | I feel comfortable and relaxed in the hour or so just before giving oral presentation.<br>ฉันรู้สึกสบายและผ่อนคลายเพียงแค่ก่อนที่จะพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 27. | I do poorer on giving an oral presentation because I am anxious.<br>ฉันพูดนำแสนอแบบมัคคุเทศก์ได้แย่มากเพราะฉันกระวนกระวาย | | | | | |
| 28 | I feel anxious when the teacher announces the date of giving oral presentation<br>ฉันรู้สึกกังวลเมื่อครูประกาศวันที่ต้องพูดนำเสนอ | | | | | |
| 29. | When I make a mistake while giving oral presentation as a tour guide, I find it hard to concentrate on the parts that follow.<br>เมื่อฉันทำผิดพลาดในขณะที่พูดนำเสนอแบบมัคคุเทศก์ฉันพบว่ามันยากที่จะมีสมาธิพูดในส่วนที่ต้องพูดตามมา | | | | | |
| 30. | During an important oral presentation as a tour guide, I experience a feeling of helplessness building up inside me.<br>ในระหว่างการพูดนำเสนอแบบมัคคุเทศก์ฉันได้สัมผัสกับความรู้สึกของการทำอะไรไม่ถูกเกิดขึ้นกับฉัน | | | | | |
| 31. | I have trouble falling asleep the night before giving oral presentation.<br>ฉันมีปัญหาในการนอนหลับคืนก่อนที่จะพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 32. | My heart beats very fast while I present an oral presentation.<br>หัวใจของฉันเต้นเร็วมากเมื่อฉันพูดนำเสนอแบบมัคคุเทศก์ | | | | | |
| 33. | I feel anxious while waiting to give my oral presentation.<br>ฉันรู้สึกกังวลในขณะที่รอเพื่อที่จะพูดการนำเสนอแบบมัคคุเทศก์ | | | | | |
| 34. | While giving an oral presentation, I get so nervous I forget facts I really know.<br>ในขณะที่พูดนำเสนอแบบมัคคุเทศก์ฉันรู้สึกวิตกกังวลเสียจนลืมข้อเท็จจริงที่ฉันรู้ไปหมด | | | | | |

*Obtained from: http://www.jamescmccroskey.com/measures/prca24.htm.*
*Original Source:* McCroskey, J. C. (1982). *An introduction to rhetorical communi*cation (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.