Public Speaking Anxiety of Thai Undergraduates Comparing

Online Presentation and Onsite Presentation

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Abstract

Speaking in public is an essential skill in employment and is expected to be a skill that new graduates can perform. Many universities have included public speaking classes in a learning curriculum as a compulsory or elective course. Many learners feel they are not capable and are afraid of making a presentation in public, especially in English. This research aims to study the factors and look at solutions used to solve public speaking anxiety (PSA) problems, exploring learners' attitudes between online and onsite presentation. This research also explores how the script affects PSA as the script has been considered as an important factor in various studies since there are not many details about these issues. A mixed methodology was applied in this research to gain in-depth information. The quantitative part was conducted through a questionnaire while the qualitative part was conducted through in-depth interviews and classroom observation. The participants were 57 Thai undergraduate students who had enrolled in a public speaking course.

Keywords: anxiety, public speaking anxiety, online presentation, onsite presentation

Introduction

Public speaking is a necessary, important, and frequent activity in the workplace (Baccarani & Bonfanti, 2015). Some organizations consider oral communication and presentation skills as a top qualification of candidates when hiring (McNatt, 2019). Entry level employees have to be able to communicate between their departments and outside, and to make a presentation for people outside the organization. Oral communication skill leads the list of applied skills for entry-level jobs (85%) and is even more necessary for the higher-level jobs (92%) (McNatt, 2019). So a public speaking curriculum is offered in many universities in Thailand as it is important for learners after their graduation (Plangkham & Porkaew, 2012).

Since the Covid-19 pandemic, many business sectors have been forced to run online. The education sector has an ethical obligation to follow the trend which affects both learners and teachers (Chen & Zhan, 2020). Thus, learners have to be familiar with the new way of learning and be able to learn via the various learning platforms, especially as the number of users has been increasing sharply; Skype, iChat, Camfrog Video Chat, Oovoo, Yugma, and Dimdim (Campbell & Larson, 2013). Learners learn, communicate, and do the class activities including delivering a presentation through these platforms.

An online presentation might cause public speaking anxiety (PSA). Even in an onsite classroom, delivering a presentation can cause learners' anxiety in public speaking. Language anxiety is a normal phenomenon which occurs when learners are not the native speakers of that language (Kalra & Siribud, 2020). There are various strategies which learners use to cope with their anxiety.

Preparing a script is one of the most frequently used methods by the speakers to solve a PSA problem (Chen & Zhan, 2020). Many studies show that there is a relationship between speakers' script, performance result, and anxiety. The study from Liu, Yang, & Hong (2021) shows the results of students' presentation on online role-reversal. The active students who delivered a presentation were better performers than the passive students who had prepared their script. Especially in the online presentation class, many students think that their audience cannot see their script so most of the students rely on the script much more than when delivering a presentation in the regular classroom.

This brings this research to study the effects of public speaking anxiety in making a presentation in English, looking at online and onsite classroom presentation with the following research questions:

1. In English presentation classes, what are the causes of public speaking anxiety? What different causes of anxiety are apparent in delivering an online presentation compared with an onsite presentation?

2. What coping strategies do students use to cope with their public speaking anxiety?

Literature Review

Definition

Anxiety can be defined as the difficulty caused by fear and worry. It impacts daily life and social interaction (Kalra & Siribud, 2020) and provides negative outcomes (Leary, 1983). In a language class, speaking in different contexts, such as group discussions, meetings, and public speaking, can cause public speaking anxiety (Pribyl, Keaten, Sakamoto, & Koshikawa, 2002). Public speaking anxiety is one type of communication apprehension (CA) as individuals

feel anxious during the presentation but not in other situations or contexts (Foutz, Violanti, Kelly & Prentiss, 2021). The anxiety arises from various reasons which depend on each individual. High CA learners tend to avoid speaking activities and communicate to their peers less (McCroskey, 1970). It can be said that they do not have the willingness to communicate (WTC).

Factors Arousing Public Speaking Anxiety

Public speaking anxiety can arise from internal and external factors. The internal factors arise from the speaker while the external factors stem from the surrounding environment; for example, speaking environment, size of the audience (Kankam & Boateng, 2016), assigned topics (Leek & Brown, 2019). However, even in the friendly speaking environment, an individual might still feel anxious and try to avoid any form of communication (Kankam & Boateng, 2016). Kankam and Boateng (2016) categorized the factors causing PSA into five factors as follows.

Negative Evaluation. Fear of negative evaluation is the worry of being judged negatively and it might cause social phobia (Mehta, 2018). One of the major reasons is the lack of proper preparation (Kankam & Boateng, 2016). Some learners have a negative attitude if they have to speak with only a little time to prepare or no time to prepare (Kalra & Siribud, 2020). However, some learners always feel that they do not have enough time to prepare. Moreover, 38's study found that audience acquaintance affected the speakers' anxiety. The experiment compared the speakers' anxiety between giving a presentation in front of a new audience (context switch) and giving a presentation to the same audience (no context switch). The results showed higher anxiety in the speakers if there is a context switch.

Fear of Derision. Worry and emotionality are considered as the cognitive and effective components of anxiety which lead to negative self-evaluation and self-deprecating cognition (MacIntyre, 2014). Many learners cannot speak English fluently in public so they might feel uncomfortable having to deliver a presentation (Kalra & Siribud, 2020). Some learners are afraid that they will be laughed or judged by the audience (Kankam & Boateng, 2016). Therefore, some learners prefer an online presentation because they do not see the audience. Conversely, in 33's study, some speakers preferred a live audience in an onsite classroom rather than online because the speakers can see the audience's feedback, such as facial expression of the audience. It can motivate and build the speakers' confidence and motivation to make their speech.

Deficiency in the Use of English Language. Learners are afraid of making mistakes and worry a lot when using English (Kalra & Siribud, 2020) and delivering a speech (Madzlan, Seng, Kesevan, 2020). They are worried a lot about the speaking components such as pronunciation and grammar accuracy (Madzlan et al., 2020). Moreover, some learners consider native speakers' pronunciation as a language standard (MacIntyre, 2014). Failing to speak like native speakers could be the cause of anxiety which leads to worse performance. Opportunities for changes in the classroom dynamic and less isolation studying can help these problems (Foutz et al., 2021). It allows the learners to see the others' performances and to see the others' language which comes in various styles.

Situational Stimulating Speech Anxiety. Social anxiety can be defined as the feeling of tension and discomfort (MacIntyre, 2014). Delivering presentations among other people can be the major factor of public speaking anxiety for some learners who lack confidence in their

skills (Kankam & Boateng, 2016). In addition, the relationships with audience members and previous experience in public speaking are related to the anxiety (Foutz et al., 2021). So, if these factors are positive, it will not stimulate the anxiety.

Impacts of Public Speaking Anxiety on Learners and Speaking Performance

Public speaking anxiety impacts on both learners and their public speaking performance. It impacts learners' willingness to study and the willingness to communicate (WTC). The learners tend to avoid attending the class or drop out (McCroskey, 1997). Some do not graduate at the proper time because they cannot complete all requirements for their subjects and they waste the school fees (Kankam & Boateng, 2016). In the class, some learners tend to avoid participating in the speaking activities (Kankam & Boateng, 2016), avoiding or giving a shorter presentation (Gallego, McHugh, Villatte & Lappalainen, 2020), hesitating to speak up or volunteer to answer questions (McCroskey, Richmond & Virginia, 1991).

Types of Strategies Used to Cope with Speaking Anxiety

Tee, Joanna, and Kamarulzaman (2020) divide the types of coping strategy for public speaking anxiety into two strategies: practicality and effectiveness. A practicality strategy is a strategy that students use based on their own experience while an effectiveness strategy is based on a particular context. They might be introduced specifically to a certain setting and are categorized as follows.

Memory Strategy. Memory Strategy is a technique when people recall a memory from their memory storage, such as imagery, information. Before the presentation on stage,

some people reviewed their cards while they were waiting to speak. Some people read the scripts or short notes. Some people try to understand and memorize the topic in their own ways (Widhayant, 2018).

Cognitive Strategy. Cognitive strategy uses other means to overcome the stress, including practicing, reasoning, and analyzing. These processes are the results from practicing and training. Some learners practice non-verbal communication such as body language and gesture, which can enhance the speakers' confidence (Kelsen, 2019), and others rehearse pitch and rhythm. Some learners practice in front of the mirror or record videos to see their flaws and fix them (Tee et al., 2020).

Compensation Strategy. Familiar topics allow speakers to exhibit lower nervousness on the stage. Some speakers choose familiar topics which they can speak about more easily because they know the vocabulary (Tee et al., 2020). Conversely, if the speakers choose an unfamiliar topic, they put a lot of effort in before the presentation. Some EFL students in an international program feel that they have low proficiency in English communication so they tend to avoid communicating in the unfamiliar context (Jalleh, Mahfoodh, & Singh , 2020).

Metacognitive Strategy. Metacognitive Strategy is a strategy where the speakers plan, monitor or evaluate to improve their speaking. Some speakers checked with their group members if it was a group presentation in order to be sure that everything would run smoothly (Rafada & Madini, 2017). Mehta's (2018) study recommends that a positive feedback on the performance can increase motivation of the speakers. The speakers feel as if they are accepted by the audience. It also leads to self-satisfaction in speaking.

Affective Strategy. Affective Strategy concerns speakers controlling their attitudes towards their presentation; feelings, motivation, etc. Some speakers relax themselves in their own way before the speaking on stage, e.g. listening to music, meditating, self-talking (Tee et al., 2020), deep breath taking (Whitworth & Cochran, 2009). Setting a presentation goal and grading criteria can also stimulate participation and willingness to deliver a presentation (Kelsen, 2019).

Social Strategy. Speakers find their confidence from social support. Some ask their peers in class to listen to their practice. The study of Gürbüz & Cabaroğlu, (2021) found that teachers' guidance can help building students' confidence and boost up motivation to give a presentation and encourage more willingness to participate in class. The study also illustrates the benefits of peers' evaluation that made students want to come to class to meet their friends.

Public Speaking Anxiety in Thai EFL Undergraduate Schools

As English presentation is a requirement of the curriculum in many courses in many universities in Thailand, there are many studies investigating public speaking in this Thai context.

Kalra and Siribud (2020) explored problems in public speaking anxiety faced by Thai EFL students. Their study states that language speaking anxiety plays an important role in EFL learning so it is directly relevant to the current study. Various important factors causing anxiety were found especially ones related to self-confidence and self-esteem. The students were not confident in speaking English and speaking in public. They were reluctant risk takers as they were afraid of making mistakes.

Plangkham and Porkaew (2012) also studied levels of public speaking anxiety but at different stages of preparation; pre-preparation, preparation, pre-performance, and performance among Thai EFL undergraduates. The findings showed that most students had different levels of anxiety. The highest level of anxiety was found, predictably, in the performance stage. The study suggests that the teachers should find appropriate ways to reduce students' anxiety after the pre-preparation stage.

Karnchanachari (2019) confirms that the most significant factors which influence students' willingness to communicate (WTC) in English are students' personality, anxiety, familiarity with and topic interest, self-perceived English skills, and motivation.

Moreover, Thai EFL students also have problems in oral proficiency. Tantiwicha and Sinwongsuwatb (2021) found students mispronounced the vowels, deleted the final and consonant cluster sounds, stressed syllables incorrectly, had inappropriate prosodic breaks, and made ungrammatical sentences. These problems could present an obstacle to the smooth flow of communication and could appear as impolite to other English speakers. This also links to relate the problem of answering questions where students have to think and speak without any preparation. Many of them tend to have negative attitudes to being asked questions and also have problems in critical thinking (Wiboonwachara, 2019).

All the studies reviewed above suggest that the teachers should focus on a number of factors and that presentation related training is the solution. Stimulating motivation, constant encouragement, positive class attitudes and proper training are important and can stop students from dropping a course or avoiding the speaking tasks.

However, Thai students are also impacted by cultural factors. Group activities can result in fear of negative evaluation, or face loss of face among peers (Karnchanachari, 2019). Some learners felt annoyed because of their classmates, especially if they are not committed. Also, if the levels of English language ability are too different, it can create a gap in understanding among the learners. (Wiboonwachara, 2019) The teachers must use classroom management techniques which are appropriate to the culture.

Methodology

Research Design

This research applies mixed methodology which aims to use mixed methods to gain and understand both generalized and specific data. Mixed methodology also increases the credibility of the data as the data are obtained from many sources (Maxwell, 2013, p.102). In this research, the researcher employed a questionnaire for the quantitative part while an individual semi-structured interview and classroom observation were employed for the qualitative part. Thus, it can be considered as a triangulation method.

Context and Participants

This study employed purposive sampling. Participants were from an elective course called Professional English Presentation, and came from one university in Bangkok, Thailand. This course is open to students in all faculties in the university. The prerequisite subjects are all core English subjects. The course is part of Thai program and all students who enrolled were Thai. Students who enrolled in this course chose the subject by themselves, aiming at gaining better presentation skills in English.

The students had to be in year 3 or 4 as a requirement of the course. However, the level of English proficiency varied widely as there is no requirement of minimum grade to enroll in this subject. In this course, grading criteria relied on a course rubric evaluating both content and body language such as, gesture, posture, eye contact, as well as production factors such as intonation (Tsang, 2020). 90% of the score was collected from the presentation performance. Students were assigned to deliver the presentation in various topics. There were 57 students enrolled in this course which was divided into two sections. All participants were from a business administration faculty.

Research Instruments

Questionnaire. Mixed method was applied for this research. The quantitative part was done by using a Public Speaking Class Anxiety Scale (PSCAS) adapted from Yaikhong and Usaha, 2012. This scale was developed from three sources; Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz, Horwitz and Cope (1986); Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970); and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992). This questionnaire was adapted for a Thai context so it is appropriate for the participants as all participants were Thai, studying this course in a Thai program. There were 24 questions, using a five-point Linkert scale measuring public speaking anxiety levels and opening with three opened-ended questions asking about anxiety or problems of the presentation, coping strategies, and opinion towards using script in the presentation.

In-depth Interview and Class Observation. For this study, the researcher conducted in-depth interview and class observation to fill any data gaps which might be result from the

questionnaire. The interviewers were asked to give deeper details about their answers in the opened-ended questions and asked about preparation for their presentation.

For the interviews, there were a total of sixteen interviewees. The interviews were conducted online. Due to the Covid-19 situation, it was not convenient to meet in person. The participants were chosen from those who answered in the questionnaire that they were willing to participate in the interview. The interview was conducted at the end of 2/2021 semester. Therefore, the participants would have time for the interview because they had no class at this time. The duration of one interview was 20 – 30 minutes.

Regarding the class observation, the class for the whole semester was conducted online and recorded. The benefits of the class recording are that the video could be watched many times, and the details can be closely observed. During the class observation, the researcher took some field notes. The class observation allowed the researcher to see the learners' reactions to the teaching method. The researcher could also monitor the class activities including group discussions and preparation, and the learners' behavior and action through the preparation process till the end of the presentation.

The researcher recorded the classes then observed the video later. The videos were watched after the interviews were finished and the results were analyzed. The aim of the observation was to check the answers from the questionnaires and the interviews to see if there were any additional interesting issues arising from results.

For example, technology problems were mentioned as a problem in online presentation. Checking from the interviews showed that the participants generally solved any problem by preparing and checking their devices before giving the presentation. From the

class observation, it could be seen that the participants also made sure the audience could hear them by asking the audience some questions or letting the audience participate in the chat box. Thus, the observation allowed the researcher not only to cross check the results from the questionnaire and the interviews part but also to have a particular look at some missing details that the participants did not report.

Data Collection Procedure

The data were collected at the end of the first semester in October 2021 after the learners' grades had been announced. The questionnaire was given to the participants via Google Classroom. The period of collecting the data lasted for two weeks. After reviewing the results, the researcher chose seventeen participants who were willing to participate in an in-depth interview. Each interview was conducted online and recorded via the ZOOM program.

Content Validity

Rovinelli and Hambleton (1977) developed the Index of Item Objective Congruence (IOC) used in this study in order to access the validity of the questionnaire items and the interview questions. The researcher employed IOC to evaluate question items and check if the items in the survey were congruent with the objectives of the study. After receiving comments from the specialists, there was no statement for which the IOC score was less than 0.5. The total IOC score is between 0.67 and 1, meaning all statements were acceptable.

Reliability

For the quantitative part of the study, Conbach's Alpha Coefficient (Cronbach, 1951) was employed to measure the reliability of the survey questionnaire. For this questionnaire,

the alpha coefficient for the twenty questionnaire items is 0.71 so the items are considered as

high internal consistency and the reliability coefficient is "acceptable".

Findings

Results from Closed-Ended Part

The results show that learners in the Professional English Presentation course had

different levels of anxiety regarding the statements in the table.

Positive statements in the questionnaire were interpreted as follows;

$$1.00 \leqq \bar{x} < 1.50 = \text{the highest anxiety}$$

$$1.51 \leqq \bar{x} < 2.50 = \text{high anxiety}$$

$$2.51 \leqq \bar{x} < 3.50 = \text{moderate anxiety}$$

$$3.51 \leqq \bar{x} < 4.50 = \text{low anxiety}$$

$$4.51 \leqq \bar{x} < 5.00 = \text{the lowest anxiety}$$

Table 1

Results of Mean Scores from Closed-Ended Questionnaire – Positive Statements

Positive Statements	
Questions	Mean
1. I enjoy the experience of delivering a presentation in English.	3.88
2. I feel more confident to give a presentation in English without a script.	2.35
3. I am still confident when my teacher asks questions after I finish my presentation.	3.65

Negative statements in the questionnaire were interpreted as follows:

$1.00 \leqq \bar{x} < 1.50 =$ the lowest anxiety

$1.51 \leqq \bar{x} < 2.50 =$ low anxiety

$2.51 \leqq \bar{x} < 3.50 =$ moderate anxiety

$3.51 \leqq \bar{x} < 4.50 =$ high anxiety

$4.51 \leqq \bar{x} < 5.00 =$ the highest anxiety

Table 2

Results of Mean Scores from Closed-Ended Questionnaire – Negative Statements

Negative statements	
Questions	Mean
1. I can feel my heart beat so fast when I am going to be called to deliver a presentation in front of the class.	4.21
2. The script is very important for me in delivering a successful presentation.	4.21
3. I want to speak less during delivering the presentation because I am embarrassed when I speak in public.	2.47
4. I must deliver a good presentation in order to gain approval from the audience.	4.26

The results from the closed -ended questionnaire could mean that learners generally have a good experience when delivering a presentation in the subject and they do not seem afraid of answering questions after a presentation. They are not afraid of giving a speech in public. However, they get concerned about the content and language. The script is very important to them. They are concerned about the quality of the presentation. This might suggest the conclusion that if the speakers cannot deliver a good presentation, they expect they will not get the audience approval.

Details of the results, and possible reasons for them, will be discussed in the following section on opened-ended questions and the qualitative part.

Results from Opened-Ended Part

Problems Causing Anxiety and Solutions. Most learners were worried about making a presentation for both online and onsite classes and had different reasons and different problem-solving methods.

Audience. In onsite classrooms, some learners felt stressed because the audience could see everything about them, e.g. gesture, clear mistakes, nervousness. However, some learners were worried about making a presentation online because most audience did not turn the camera on. So the speakers were worried that they could not see the audience's reaction when they delivered a presentation online. Also, some learners said that they did not have any inspiration to speak because of the online environment.

Most learners said practice is the solution for this problem. Learners have different techniques in their practicing. Some learners practice in front of the mirror to see themselves at the real time while some learners prefer recording a video of their practicing.

Body Language and Gesture. Some learners answered that presenting via the online method is more difficult. The audience can see only the speakers' faces so it is more difficult for the speaker to express their feelings, make gestures or use body language. In addition, some participants mentioned concerns about verbal production, for example, about correct pitch, or if it is too fast or too loud. Conversely, making a presentation onsite is more difficult for many learners. It is more difficult because the audience can see the whole body. They must be careful how they talk, act, walk, etc.

During the presentation, some speakers speak slower to have more time to think before they speak. Also, speaking slower allows them to be more careful with words and pronunciation. However, there are some anxious learners who tend to avoid making a presentation. They do not want to make eye-contact with the audience. This may be more difficult for those brought up in Thai culture. Moreover, they try to make a presentation end as fast as possible.

Classroom Environment. Most learners agreed that it was more daunting to present in an onsite classroom. When they present, they have to be in front of the class. So the speakers feel like they are center stage. Everyone is paying attention to them only, especially the teacher. Some of them stated that they felt like the teacher could see everything they speak or do. So it might be easier to be evaluated negatively.

Some learners do meditation before their presentation, before both practicing and delivering a presentation. They said it helped them feel calm and have a focus point. If they do not think about any other things, it helps reducing the stress. There are other ways to relax themselves before making a presentation, such as taking a deep breath, drinking water, and

washing their faces. Some learners prepare and check their appearance, e.g. outfit, hairstyle, make-up.

Technology Problems. There are some responses which mentioned about technology problems for an online presentation. They cannot fix or deal with their devices' problems or internet signal problems. The speakers tried to check if the audience could see the slides or hear the speaker by asking, "Do you see the slides?" or "Can you hear me clearly?". If not, they would fix the problem and repeat that part again. In addition, some speakers use more than one device to sign in the online meeting room. In the case where one device is not working, they still have another device to be sure to access the meeting.

Script. Many learners use a script during their presentation. Delivering the presentation online, they can look at or hold the script. They think that nobody would see it. But in the onsite classroom, even though they are allowed to bring the script when they present, they feel that it does not look professional. They have to practice more to be able to speak without using the script.

If they have time, they always prepare a script. It makes them confident and ready for the presentation. Not only preparing about the content, but also about the vocabulary. Some participants also prepare for answering questions.

Presentation Preparation and Practice. After the assigned topic is announced, the learners have to understand the instructions clearly. Then, they will search for information and prepare the contents. Some learners also write "keywords" for the given presentation topics or themes. On the contrary, some learners do not prepare the script in detail. They

prepare only the topics and slides. "I do not want to prepare the whole script. It doesn't look natural", one participant said.

When most learners practice speaking, they try to practice as much as possible. Some learners like to practice in a quiet place for more concentration while some learners prefer to practice with their peers and get feedback. Presenting for an onsite classroom, some participants rehearse everything they have to perform, e.g. speech, gestures, tone of voice. "When I can remember the content, I practice like a real situation. I speak and hold something to be a microphone.

What's on the Script? There are a minority who do not prepare a script. If they prepare, they prepare only palm notes to list the topics for the content. They said they do not want to sound like they are reading. The majority of learners prepare their script looking at the language usage in terms of vocabulary, keywords and sentence accuracy. Many of them have language deficiency problems. They think they cannot produce correct sentences immediately so it makes them feel anxious and lacking in confidence.

They also mentioned that the script helps the speakers cover all ideas and not present beyond the scope. It helps their presentation to be precise and interesting because they can see overall the whole speaking purpose. Especially for the group work, it is easier for them to divide up the speaking parts so every group member has to speak equally. Also, it makes the content arrangement easier.

Making Presentation without Script. Some learners agree that making a presentation without looking at the script looks more professional. Some learners feel it is

more natural. They think in their future working life they will not be able to look at the script while making a presentation. For learners who disagree, they feel panic, they worry and are afraid of making mistakes if the teachers have announced this rule. Some are afraid that they will not be able to remember the content. Another problem for the learners is the language. They think that they might forget or use the wrong vocabulary. One said, "I might be too excited so I might speak something which can't be understood".

Additional Results from Semi-Structured Interview and Class Observation

Some learners also talked about the language and topic. If they have to deliver a presentation in their mother language, it will not require the whole script. They only write the topics if it is a long presentation. Some learners also talked about the confidence from bringing the script with them. "I always bring the script when I speak. It gives me confidence for both Thai and English presentation," one learner said. "I bring the script when I make presentation. Sometimes, I don't look at it at all but it makes me feel good if I can hold it.", one added.

The next issue is about the language in the presentation. The learners have a different English learning background. So, some learners rarely have chances to present. "I haven't made many presentations. I'm not sure if I make a good presentation in this class. The lecture and training from the teacher help me a lot," one learner said. Learners said if their language skill is too weak, it is difficult to communicate. Learners who have lower skills tend to be quiet and unconfident. They did not dare to give an opinion because they were afraid of making mistakes.

In the class of respondents for this study, learners were assigned to deliver a presentation in groups. There were some parts that learners enjoyed but there were also some parts that they disliked. Learners thought that during the preparation and group discussion, they learned a lot from their group members. However, it was found that if the learners did not know each other or were not close, they did not talk much. Some participants said that some friends in their group did not express their opinions. "I think they may [be] afraid of making mistakes or suggesting silly ideas. They don't want the others think that they have bad opinions," one participant said.

Discussion

From the findings, the discussion can be categorized into five issues: audience concerns, online and onsite presentations, language deficiency, script and practice. Training is a key solution for every issue which can be discussed as in the following.

The speaker's concern about the audience is the great priority (Tsang, 2020). The speakers are afraid of negative evaluation (Kalra & Siribud, 2020) – being judged negatively. Fear of derision makes the speakers feel more anxious when they have to make a presentation. They were afraid of audience ignorance which some of them considered as a failure. So they thought that they must deliver a good presentation. Thus, online presentation is preferred by the speakers who are afraid of facing an audience. They thought that an online presentation makes them feel better because the audience cannot see how they feel or act.

Moreover, it has been found that public speaking anxiety is related to psychological flexibility. The participants in 35's study reported that when learners have negative attitudes

towards the presentation, they tended to avoid it or give a short presentation. There are some suggestions from previous studies that the right training can solve the willingness to communicate (WTC) problem (Karnchanachari, 2019). It is considered to offer clues or guidance for learners so as to know what they are going to face. So appropriate training could change learners' attitudes to be more positive.

Kalra and Siribud (2020) mentioned the importance of the script for Thai EFL learners, noting the learners lack confidence due to their language deficiency. From the results, the script is considered as a guideline for the practice. Some speakers' minds go blank during the presentation (Tsang, 2020). The speakers also thought that even though they were not allowed to look at the script during a presentation, they felt good just to hold the script or place it nearby. Preparing the script allows them to have better organized content. Some speakers prepare the whole script while some only prepare a draft. The memory strategy is stored whether by image or information (Widhayant, 2018). Each speaker has their own ways to practice.

When practicing, some learners prefer receiving feedback from peers. The social strategy could result in less anxiety and more willingness to participate in the class (Hashemi, 2011). However, there is the limitation that this strategy would not work if the peers are not students the learners feel familiar with. They might feel more anxious speaking to strangers.

Pedagogical Implications

Public speaking anxiety for individuals occurs due to different factors. These could be either internal or external factors, or both. The teachers play important roles in identifying the

right causes and providing the proper training to resolve the problem. Each learner has their own problems, so the teachers might have to understand the problems for each individual. Even if it is a time-consuming method, as it is supposed to be the solution for each individual, it is worth it. Once the learners' situation is better, the speech duration and willingness to participate will be increased (Tee et al., 2020). Suitable training about skills, behavioral awareness and open-mindedness are the key solutions. Proper preparation increases motivation and willingness to make a presentation. Lack of proper preparation could lead to social phobia and causes anxiety (Mehta, 2018). So the teachers should provide enough time for the learners for their preparation.

For online classes, it is more difficult to communicate between teachers and learners. Once the training is given to the learners, the class should be recorded every time. When the learners have questions about the previous training, they can watch the video again. It is more convenient for both teachers and learners because it is difficult to schedule to talk after class in online learning. The other benefit of class recording is that it allows the learners to watch their presentation. Many learners did not record the video when they practiced. So from the class recording, they can see themselves and improve their performance. In addition, the task instruction, training materials and feedback for the presentation should be provided in detail and in written form. For online learning, learners might have self-study and practice by themselves many times. It is more difficult to contact the teachers than onsite study so when they have questions, they have to do it by themselves. Comprehensive pre-presentation information will be useful for them in case the learners have questions. It is less time consuming than contacting the teacher every time they need help.

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