A Multidimensional Assessment of Malaysian Polytechnic Students' Communication Apprehension in Oral Presentations

Marcus Gee-Whai Kho[1*], Su-Hie Ting[2]

[1] Department of General Studies, Politeknik Kuching Sarawak, 93050 Kuching, Malaysia
[2] Faculty of Education, Language and Communication, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Malaysia

* Corresponding Author: marcus.k@poliku.edu.my

_____

Abstract: *Focusing on situation, audience, context, and trait-based factors, this study examined the multidimensional aspects of Malaysian polytechnic students' communication apprehension during oral presentations. A total of 116 engineering and business diploma students enrolled in an English communication course at a polytechnic in Sarawak were selected to participate in a survey based on McCroskey's (1984) Personal Report of Public Speaking Anxiety (PRPSA). The results revealed that situation and audience-based communication apprehension in oral presentations were more prevalent than context and trait-based communication apprehension, indicating the significant influence of the communicative environment and audience dynamics on students' speech anxiety. Hence, the need for targeted pedagogical strategies by educators and administrators to alleviate students' communication apprehension and specific training programmes simulating various speaking scenarios and audiences is pivotal.*

Keywords: Communication Apprehension; Oral Presentations; Malaysian Polytechnic Students; Pedagogical Strategies; Personal Report of Public Speaking Anxiety (PRPSA)

_____

1. Introduction

Proficiency in communication is imperative for success in social, academic, and professional contexts. Articulating thoughts effectively can prevent misconceptions in social situations (Trisasanti et al., 2021). In today's educational landscape, proficient communication skills in public speaking play a critical role in a person's academic success as it serves as a benchmark to gauge a student's aptitude (Sun, 2008). Public speaking can help students improve retention and increase motivation to learn (Bygate, 1987). Many students find it intimidating despite the advantages of honing effective public speaking skills (Payne & Carlin 1994). Herachwati, Isnaini, and Agustina's (2023) study demonstrated that a targeted public speaking training programme significantly improved the communication skills, confidence, and overall performance of student entrepreneurs at Universitas Airlangga. Speech training can help students mitigate communication apprehension and teach them various speaking techniques.

Communication apprehension (CA) is a strong fear related to theoretical and practical aspects of interpersonal communication (McCroskey, 1977). It is a universal sensation experienced by all individuals (Hsu, 2012), including the most confident speakers (Tiyas, Nurhidayah, & Herdiawan, 2019). Beatty (1988) outlined that the physical manifestations of speech anxiety,

343

such as trembling knees, a shaky voice, a change in speaking pace, or a monotone delivery, are triggered by nervous system responses. Fear of poor appraisal with the audience in moments of silence can exacerbate this nervousness and cause speakers to lose sight of their intended message (Williams & Andrade, 2008).

Previous studies showed a moderate to high level of CA among students in Malaysian universities (Azhar et al., 2022; Balakrishnan et al., 2022; Ebenezer et al., 2022; Taly & Paramasivam, 2020) and in foreign universities in Indonesia (Damayanti & Listyani, 2020; Daud et al., 2019; Hasibuan et al., 2022), Thailand (Akkakoson, 2016), Pakistan (Ahmed et al., 2017), Jordan (Batiha et al., 2016), and Saudi Arabia (Rafada & Madini, 2017). Based on McCroskey's (1984) Personal Report of Public Speaking Anxiety (PRPSA), their findings reported an overall score 98 to > 131, indicating moderate to high levels of public speaking anxiety among students. Specifically, studies utilizing the PRPSA in Malaysian universities have shown that students typically score in the moderate range, with an average score of 105.9, reflecting a considerable level of anxiety experienced during public speaking situations (Balakrishnan et al., 2022). The PRPSA scale divides CA into four dimensions, namely trait-based, context-based, audience-based, and situation-based communication, which are referenced to identify the crucial aspects triggering the strongest fears of public speaking.

Academic presentations are given weight in the Malaysian polytechnic education system. Emphasis is placed on the cultivation of practical skills in the vocational and technical courses, with effective communication as a key competency (Zainuddin & Selamat, 2012). Studies on the CA of polytechnic students exhibited moderate apprehension (Kho & Ting, 2021), particularly situation-based among its students (Amiri & Puteh, 2021). In Malaysian education, English is the standard language in academic settings and is a medium of instruction and communication. In addition to academic competence in various subjects, universities must develop graduates with soft skills to suit market expectations in today's highly competitive global industry (Amir et al., 2022).

While Bahasa Melayu is prioritised in Malaysian culture, English is acknowledged as a "second language" in education policy and planning (Rahmat, 2023). This aligns with the nation's objective of becoming a developed country. Additionally, the majority of universities employ English as their medium of teaching to enhance students' language proficiency (Sharif et al., 2023). However, most students whose first language is not English will find learning the language challenging during their studies, particularly in giving oral presentations. Despite the many studies demonstrating their substantial impact on language performance, few have examined the connection between communication strategies and speech apprehension (Azhar et al., 2022; Taly & Paramasivam, 2020; Zainuddin et al., 2022).

CA stems from various sources, including trait-based, context-based, audience-based, and situation-based factors (Hardiyanto, 2022; Ledford et al., 2022; Nasir et al., 2023; Rubin et al., 2020). Understanding the different dimensions of CA is crucial for addressing and mitigating anxiety in various communication scenarios. Anxiety, CA, and personality traits are interconnected factors influencing various aspects of human behaviour. Research indicates that CA is linked to personality types, such as extraversion and introversion (Berry, 2007). Personality traits like extroversion and openness, along with situational factors like the level of rehearsal, can impact a student's speech performance (Swayer & Behnke, 1997). However, CA does not have a significant influence on students' academic achievement in a blended learning environment. These findings highlight the complex interplay between anxiety, CA, and personality traits in shaping individual experiences and outcomes in public speaking.

Research has long explored the roots of anxiety, noting its relations with personality traits and specific situations (Witt et al., 2006). Although much research has been done on speech apprehension, there is a need for a systematic investigation of the four dimensions: trait-based, context-based, audience-based, and situation-based. Preliminary evidence suggests that trait-based CA is a significant issue among students, negatively impacting their educational experience (see Appendix 1). Therefore, the current study examined the multidimensions of CA of Malaysian polytechnic students in oral presentations. The findings will assist educators and administrators in creating strategies to lessen CA among students, which will enhance academic performance and equip students for successful careers in an increasingly competitive world.

2. Literature Review

2.1 Communication apprehension (CA)

In the United States, CA in educational settings has been studied since the early 1970s. Wells and Lashbrook (1970) and Weiner (1973) found that students who showed signs of CA frequently avoided class discussions and participated less actively. Similar trends of decreased engagement in small-group discussions were also noted in other studies by Hamilton (1972) and Fenton and Hopf (1976). Obstacles to effective small-group discussions include limited vocabulary, poor language skills, reluctance to communicate in a second language, distractions, and a lack of preparation (de Saint Léger & Storch 2009). Furthermore, individuals who participate in small-group discussions in a language other than their mother tongue often experience a lack of spontaneity and authenticity in their speech.

According to Daly and Stafford (1984), individuals who experience high levels of CA typically perform poorly in job interviews due to poor preparation, anxiety, and a lack of communication strategies. Additionally, these individuals reported having lower job satisfaction, particularly in roles involving extensive communication or group interactions. McCroskey and Andersen (1976) found that students who experience higher levels of anxiety typically outperform their counterparts in the classroom. Their data suggested those with high communication anxiety prefer large lecture classes over small ones, whereas those with moderate and low communication anxiety prefer the opposite.

However, in most studies, greater CA results in negative outcomes. O'Mara et al. (1996) found a connection between high levels of CA and low levels of non-verbal immediacy to negative performance expectations and poor academic outcomes. Rural students, who are more vulnerable to peer pressure, typically exhibit higher levels of nervousness than their urban counterparts, primarily due to their fear of being negatively viewed by their peers (Anjaniputra, 2021). Additionally, studies revealed that women tend to experience significantly less nervousness than men when communicating (Borzi & Mills, 2001; Diah et al., 2023). Besides these factors, researchers have linked higher CA to lower cognitive ability (Allen & Bourhis, 1996; Bourhis & Allen, 1992) and decreased involvement in class (Borzi & Mill, 2001). It is indicated that those who possess greater communication abilities do not inherently experience less CA. Fordham and Gabbin (1996) argued that individuals with good communication abilities may also experience communication anxiety, preventing them from communicating effectively, which results in feelings of incompetence, stagnant career advancement opportunities, and occupational stagnation.

2.2 McCroskey's (1982) theory of communication apprehension

McCroskey's (1982) Theory of Communication Apprehension addresses the fears and anxieties individuals experience when communicating with others. This theory is crucial for understanding the complexity of different forms of communication, including interpersonal, group, and public communication. The fundamental tenet of McCroskey's theory is that the efficacy of a message can be influenced by the individual's anxiety level during communication.

Previous studies utilised McCroskey's (1984) PRPSA questionnaire to assess students' CA levels. For instance, Balakrishnan, Abdullah and Sui (2022) investigated the speech anxiety levels of engineering students in Malaysia during presentations in class. The PRPSA survey was filled out by 65 third-semester electronics and mechanical engineering diploma students enrolled in an English for Effective Communication course. The results indicated that the majority of the students demonstrated moderate levels of speech anxiety and revealed a slight negative correlation between speech anxiety levels and English proficiency based on their SPM English scores. Among the identified causes of anxiety were the fear of giving presentations and being questioned during their speech. The authors emphasised the importance of public speaking training in the engineering curriculum.

Kurakan (2021) employed the PRPSA-34 and semi-structured interviews to study the speech anxiety levels of 72 Thai EFL engineering students before and during oral English presentations. The findings revealed that the students' anxiety levels were generally moderate at 55.55%, with a significant increase from the preparation time to the actual presentation. Both the high and low anxiety groups experienced language problems during the preparation phase, particularly with vocabulary and pronunciation. The high-anxiety group exhibited a pronounced fear of making eye contact and receiving negative feedback after the presentation, while the low-anxiety group reported discomfort when confronted with unrelated questions. Another study in Thailand (Ka-kan-dee & Al-Shaibani, 2018) found that a majority of Thai students avoided enrolling in the English for Tour Guides course due to fear of giving oral presentations as a tour guide.

Munohsamy et al. (2015) examined the causes of anxiety during oral presentations on first-year engineering students at Institut Teknologi Brunei (ITB). The study, which employed McCroskey's PRPSA questionnaire, revealed that speech anxiety was prevalent among students despite attending a decade of English classes, with female students exhibiting higher levels of anxiety than male students. The most common causes of speech anxiety were fear of negative evaluation, lack of preparation, and low self-confidence. Similarly, using PRPSA, Hidayoza et al. (2019) found that the majority of English debaters at Unit Kegiatan Bahasa Asing in Indonesia had moderate levels of public speaking anxiety and managed their anxiety by seeking support from their peers. However, there was no significant correlation between the intensity of their public speaking anxiety and coping strategies.

In Wei's (2022) study, 137 Chinese EFL postgraduates experienced a high level of public speaking anxiety when presenting or attending international conferences. The study found no significant differences in speech anxiety levels based on gender or discipline. The PRPSA survey identified three main categorical variables for anxiety during presentations, which are public speaking apprehension, self-behaviour management, and fear of adverse assessment.

2.3 Dimensions of communication apprehension

McCroskey (1984) categorised CA into four types: trait-based, context-based, audience-based, and situation-based (McCroskey, 1984). By understanding these different types of apprehension, one can gain deeper insights into the range of communication factors that influence speaking anxiety. All further details are from McCroskey (1984) unless otherwise cited.

Firstly, trait-based CA is a measure of how individuals consistently feel in different situations and times (Witt et al., 2006). This suggests that certain individuals experience more discomfort than the average, regardless of context, audience, or situation. Whether participating in a group discussion, interacting at a party, or giving a speech in a classroom, individuals with high trait anxiety are likely to feel uncomfortable in all of these scenarios. Trait-based CA, which is distinct from shyness, can lead individuals to avoid public speaking opportunities, potentially exacerbating their anxiety due to a lack of experience or skill (Witt et al., 2006). While those with traits-based CA may never enjoy public speaking, with adequate preparation and practice, they can develop the ability to deliver effective speeches when required.

Secondly, context-based CA occurs particularly in certain situations, such as public speaking, where individuals may feel more anxious compared to other scenarios. This form of CA, often influenced by the communication context, reflects personality-based anxiety. It is influenced by factors such as formality, uncertainty, and novelty, which can increase anxiety in certain communication contexts (Gardner et al., 2005). McCroskey (1997) identified four key contexts for assessing CA: public speaking, meetings, small group discussions, and interpersonal communication. This framework emphasises the situational nature of CA and illustrates that the degree of CA can vary considerably depending on the context.

Thirdly, situation-based CA is influenced by the specific circumstances of a communication event, leading to a temporary state of anxiety during interactions at a certain time. According to McCroskey (2001), situation-based CA arises from a unique combination of factors that evolve over time and context. Communication events are multifaceted, encompassing physical, temporal, social-psychological, and cultural dimensions. These dimensions merge to form a distinct communication situation, differentiating each event from prior experiences.

Finally, audience-based CA is influenced by certain characteristics of the audience addressed, such as similarity, subordinate status, audience size, and familiarity (Witt et al., 2006). For example, speaking to a group of peers in a student assembly may be comfortable, whereas presenting to parents and students during a campus visit may cause anxiety, especially due to the presence of parents. The perceived similarity between the speaker and the audience significantly affects the level of speech anxiety; people generally prefer speaking to an audience that shares their values. The greater the perceived dissimilarity between the speaker and the audience, the greater the potential for nervousness. Research has shown that speaking in front of people with subordinate status, such as a boss or teacher, especially in evaluative contexts, can increase speaking anxiety. The size of the audience also plays a role; a larger audience can be more intimidating. Familiarity with the audience also plays a crucial role. Some speakers find it easier to speak in front of strangers than acquaintances or family members due to perceived higher expectations of a successful performance from familiar faces.

Despite the important insights offered by these categories, research on trait-based CA, context-based CA, audience-based CA, and situation-based CA remains scarce (McCroskey, 1984). A

thorough examination of these four dimensions of CA is essential for a deeper understanding of the anxiety individuals experience during oral presentations and public speaking.

3. Methodology

3.1 Respondents
The respondents were 116 diploma students (62.1% male, 37.9% female) from engineering and business majors in a polytechnic located in Sarawak, Malaysia. These students were enrolled in an English communication module in which oral presentations were a major assessment component. The student group was made up as follows: 61 Civil Engineering students (52.6%), 32 Electrical Engineering students (27.6%), 22 Mechanical Engineering students (19.0%), and 1 Commerce student (0.9%).

3.2 Instrument
The questionnaire was adapted from McCroskey's (1970) Personal Report of Public Speaking Anxiety (PRPSA). This questionnaire comprised sections for trait-based, context-based, situation-based, and audience-based CA. The PRPSA had 34 items on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree".

Appendix 2 shows how the PRPSA mapped onto the four dimensions of CA (McCroskey, 1984) as follows:
  i.   Context-based – 11 items
 ii.   Trait-based – 11 items
iii.   Situation-based – 5 items
 iv.   Audience-based – 7 items

3.3 Data Collection Procedures
The questionnaire was given to the students following their oral presentations. This timing was strategically chosen to capitalise on the immediacy of their experience. Students were given 30 minutes to complete the questionnaire. The respondents were informed about the study's objectives, procedures, voluntary participation, confidentiality, and anonymity. Verbal consent was obtained before the questionnaires were distributed. Participants could withdraw from the study at any time without any consequences.

3.4 Data Analysis Procedures
For the data analysis, means and standard deviations were computed and correlation tests were run. The Partial Least Square (PLS) software was used to determine the factor loadings of PRPSA items using the pilot study involving 50 students. The three highest values included "I get anxious when I think about an oral presentation coming up" (0.845), "My thoughts become confused and jumbled when I am giving an oral presentation" (0.788), and "During an oral presentation, I experience a feeling of helplessness building up inside me" (0.785). The items reached an acceptable reliability value with Cronbach's Alpha of 0.952, Composite Reliability of 0.956, and Average Variance Extracted of 0.5 after deleting 12 items that had low factor loadings (Vinzi et al., 2010). Figure 1 shows the 22 remaining items with high-reliability values.
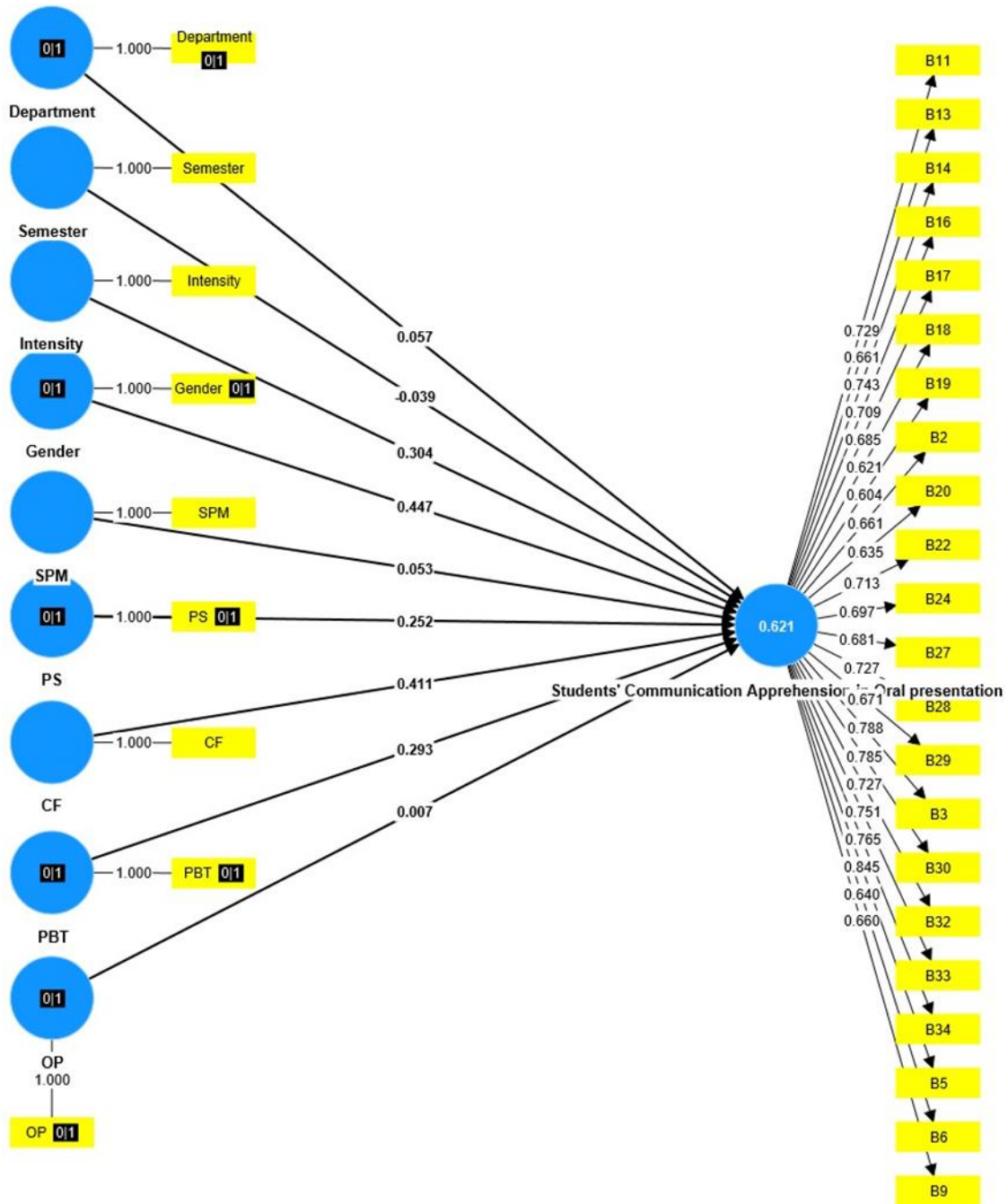
Figure 1: SmartPLS Analysis for Factor Loading

Regardless of the above result, PRPSA has been used for similar purposes in various studies (Kurakan, 2021; Tian & Mahmud, 2018; Munohsamy et al., 2015; Pontillas, 2020) due to its acceptable reliability, with exceptionally high internal consistency (Pribyl et al., 2001), excellent internal consistency of 0.94, and good test-retest reliability of 0.84 (Mortberg et al., 2018). Therefore, the current study maintained all 34 items for comparability across studies using the PRPSA.

4. Results

4.1 Level of CA in four dimensions

Table 1: Means and Standard Deviations for Dimensions of CA (N=116)

Dimension of CA	Mean	Standard Deviation
Situation-based CA	3.22	0.78
Audience-based CA	3.22	0.69
Context-based CA	3.08	0.78
Trait-based CA	2.67	0.56

Note: Likert scale of 1 (low CA) to 5 (high CA)

Table 1 shows the means and standard deviations for the dimensions of CA. The results showed that the polytechnic students experienced more situation-based CA (M=3.22) and audience-based CA (M=3.22) than context-based CA (M=3.08). They suffered less from trait-based CA (M=2.67). The rather high scores for situation-based CA indicated that the polytechnic students may have doubted their ability to make their presentation within the allocated time, and feared the assessment situation. Similarly, the rather high scores for audience-based CA suggested that the students feared negative evaluation by the audience, particularly their lecturer who grades them. The lecturer's higher status and larger class size can cause additional CA. Fortunately, fewer polytechnic students reported trait-based CA, indicating that they were comfortable with public speaking.

4.2 Relationships among the four dimensions of CA

Table 2: Correlation Matrix of CA Types (N=116)

	Context	Trait	Situation	Audience
Context	1	.344**	.748**	.809**
Trait		1	.341*	.528**
Situation			1	.688**
Audience				1

** p < .01 (2-tailed), N = 116 for all correlations.

Table 2 shows the Pearson correlation results for context, trait, situation, and audience-based CA. The results showed a weak positive correlation between trait-based and context-based CA (r (114) = .344, p < .01). Polytechnic students who were naturally uncomfortable speaking in public were more likely to experience greater CA when performing public speaking in formal, uncertain and new contexts. This indicated that the students were constrained by their predisposition.

There was also a significant strong positive correlation between context-based CA and situation-based CA (r (114) = .748, p < .01). Polytechnic students who feared formal, uncertain, and new contexts were more likely to experience greater CA during time-constrained presentations. To our knowledge, there are no studies investigating the relationship between context-based CA and situation-based CA.

In addition, there was also a significant strong positive correlation between context-based CA and audience-based CA (r (114) = .809, p < .01). Polytechnic students who feared formal, uncertain, and new contexts were more likely to experience greater CA when speaking to large crowds comprising strangers from diverse backgrounds and high statuses. The past findings showed that the audience factor triggers CA (Carnahan et al., 2020; Girondini et al., 2023; Neta

et al., 2017; Neueder et al., 2019), but they did not specifically study the relationship between context-based CA and audience-based CA.

In addition, there was a significant weak positive correlation between trait-based CA and situation-based CA (r (114) = .341, p < .01). Students who were naturally uncomfortable speaking in public experienced greater CA in formal, uncertain, and new contexts. These students require more practice to accustom themselves to a range of public speaking situations to reduce their CA and uncertainty. As there were no past studies that associated trait-based CA and situation-based CA, the present study has produced new findings of the associations.

There was also a significant moderate positive correlation between trait-based CA and audience-based CA (r (114) = .528, p < .01). Polytechnic students who were naturally uncomfortable speaking in public experienced a higher level of CA when speaking to large crowds comprising strangers from diverse backgrounds and high statuses. Recent studies highlighted the influence of trait-based CA on the propagation of anxiety and anxiety responses in different situations (Chen et al., 2014; Qiao et al., 2022; Wong & Beckers, 2020), however, they did not specifically investigate the relationship between trait-based CA and audience-based CA.

There was a significant strong positive correlation between situation-based CA and audience-based CA (r (114) = .688, p < .01). Polytechnic students who feared formal, uncertain, and new contexts were more likely to fear presenting to large crowds comprising strangers from diverse backgrounds and high statuses. Studies in the past three decades have shown an association between situation-based CA and audience-based CA (Aryadillah, 2017, Dwyer, 1995, Witt et al., 2006), however, they did not use these terms.

To sum up, based on the correlation coefficients, trait-based CA was weakly associated with context-based CA (r=.344) and situation-based CA (r=.341), and moderately associated with audience-based CA (r=.528). A natural predisposition to enjoy or fear public speaking is unrelated to CA triggered by public speaking and the audience. The strongest relationships were between context-based CA and audience-based CA (r=.809), followed by context-based CA and situation-based CA (r=.748). The common factor was context-based CA.

5. Discussion and conclusion

The study on multidimensional aspects of Malaysian polytechnic students' CA during oral presentations demonstrated that they experienced more situation and audience-based CA than context or trait-based CA.

The low level of self-reported trait-based CA is beneficial for lecturers and students alike. This is because personality characteristics do not stand in the way of public speaking performance if they are given the training and practice to overcome the other three dimensions of CA. The correlation results confirm that trait-based CA has a weak correlation with context and situation-based CA. This indicates that whether students enjoy or fear public speaking has little influence on the anxiety they feel due to the context-based CA (the formality, uncertainty and newness of contexts) and situation-based CA (the time constraints or assessment conditions of the situation). However, the audience is a more daunting factor that causes speech anxiety, as indicated by the moderate correlation between trait-based and audience-based CA. Polytechnic students who feel uncomfortable making presentations are more anxious when standing in front of a large crowd comprising strangers from diverse backgrounds and high statuses.

Correlations among the four CA dimensions showed strong relationships between context-based CA and audience-based CA, and between context-based CA and situation-based CA. The present findings confirm past studies on the relationship between audience-based CA and situation-based CA (Aryadillah, 2017; Dwyer, 1995; Witt et al., 2006), however, the researchers did not use these specific terms by McCroskey (1984). Aryadillah (2017) focused on students' anxiety in public speaking and highlighted the necessity to address both situation-based and audience-based CA. Researchers emphasised the significance of situational factors and audience dynamics on individuals' well-being and performance in communicative contexts (Dwyer, 1995; Witt et al., 2006).

By investigating the CA dimensions, the present study has produced several new observations. Firstly, past studies have demonstrated that context-based CA may be linked to general anxiety. For example, Neueder, Andreatta and Pauli (2019) showed that contextual fear conditioning leads to panic attacks. This research suggests a possible link between context-based CA and generalised anxiety disorder. Similarly, Park, Lee and Lee (2018) found a link between context-induced anxiety and CA.

The past findings have shown that the audience factor triggers CA; however, they did not investigate whether audience-based CA and context-based CA are linked. For example, Girondini et al. (2023) showed that negative behaviour from audiences significantly increases a speaker's anxiety, while positive feedback tends to mitigate such effects, highlighting the central role of the audience in influencing one's communication experiences. At the same time, Neueder, Andreatta and Pauli (2019) demonstrated the influence of audience perception on the generalisation of anxiety in people prone to panic attacks, thus underpinning the link between situation-based CA and audience-based CA. In addition, Neta et al. (2017) examined the effects of uncertain threats on affective bias and emphasised the challenges of interpreting ambiguous audience cues that may increase situation-based CA. Carnahan, Carter, and Herr (2020) then illustrated the cycle of social anxiety and demonstrated how perceived control over anxiety in social contexts, influenced by the audience and contextual variables, can escalate the use of safety behaviours and anticipatory anxiety.

Researchers have not studied the relationship between context-based CA and situation-based CA, as they tend to be treated as the same. An implication of the positive association between these two dimensions is that students may eventually overcome their fear of public speaking with enough practice. It is also important to have a variety of class practices for public speaking as this will reduce the uncertainty of the situation.

Researchers have been interested in the influence of trait-based CA on anxiety propagation and its responses in different situations. Only one study examined whether trait-based CA and audience-based CA are linked. Gerardo et al. (2019) found that fear sensitivity, which is closely related to trait-based CA, influences patterns of fear acquisition, likely leading to increased situation and audience-based CA. Other researchers studied trait-based CA and general anxiety. For example, Wong and Beckers (2020) observed that individuals with heightened trait-based CA show greater general anxiety in unfamiliar situations. In addition, Qiao et al. (2022) found that individuals with high levels of trait-based CA reported greater anxiety when responding to and anticipating uncertain threats. Chen et al. (2014) found that anxiety influences the processing of emotional stimuli, which may increase the situation and audience-based CA in individuals high in trait-based CA. Judging from the large number of studies highlighting trait-based CA, it is important to utilise personality tests to evaluate students' anxiety levels in public speaking.

The practical implications of this research are manifold. Educators and administrators are encouraged to develop targeted intervention programmes focusing on reducing situation and audience-based CA. Such programmes could include public speaking workshops, peer feedback, and exposure to different audiences tailored to gradually sensitise students to their apprehension causes. The public speaking training should target repeated practice in formal, uncertain, and new contexts to diminish context-based CA. From time to time, students can be brought to other classes to practice presenting in front of other unfamiliar students and lecturers to overcome audience-based CA. The variables of the presentation can be changed by setting a time limit and moving from "presenting for fun" to assessment situations to help them overcome situation-based CA.

Longitudinal studies can further conceptualise the effectiveness of different educational approaches in reducing CA among students over time. Given the increasing prevalence of online presentations and virtual interactions (in both academic and professional settings), the role of digital platforms can be examined to facilitate CA.

References

Ahmed, N., Pathan, Z. H., & Khan, F. S. (2017). Exploring the causes of English language speaking anxiety among postgraduate students of University of Balochistan, Pakistan. *International Journal of English Linguistics, 7*(2), 99-105. https://doi.org/10.5539/ijel.v7n2p99

Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction, 13*(1), 63-82. Retrieved from https://files.eric.ed.gov/fulltext/EJ1134520.pdf

Allen, M., & Bourhis, J. (1996). The relationship of communication apprehension to behavior: A meta-analysis. *Communication Quarterly, 44*(2), 214-225. https://doi.org/10.1080/01463379609370011

Amir, N. H., Rahmat, N. H., Sim, M. S., Sukimin, I. S., Radzi, S. F. M., & Raus, F. A. M. (2022). Fear of oral presentation: Trait or state anxiety? *International Journal of Academic Research in Business and Social Sciences, 12*(5), 833-845. http://dx.doi.org/10.6007/IJARBSS/v12-i5/13191

Amiri, F., & Puteh, M. (2021). Strategies to overcome communication apprehension during academic presentations: A case of international students in Malaysian universities. *Journal of Intercultural Communication, 21*(2), 34-43. https://doi.org/10.36923/jicc.v21i2.12

Andreatta, M., Neueder, D., Herzog, K., Genheimer, H., Schiele, M., Deckert, J., Domschke, K., Reif, A., Wieser, M., & Pauli, P. (2020). Generalization of conditioned contextual anxiety and the modulatory effects of anxiety sensitivity. *Neurotherapeutics, 17*(1), 394-405. https://doi.org/10.1007/s13311-020-00831-8

Anjaniputra, A. G. (2021). Rural learners' communication apprehension and urban learners' fear of negative evaluation in speaking performance: What lies within? *ELT Forum: Journal of English Language Teaching, 10*(3), 252-270. https://doi.org/10.15294/elt.v10i3.38685

Aryadillah. (2017). Kecemasan dalam public speaking (Studi kasus pada presentasi makalah mahasiswa). *Cakrawala, XVII*(2), 198-206. Universitas Bhayangkara Jakarta Raya.

Azhar, S. B. H. J., Aziz, A. A. A., Juned, A. M., Razali, N. A., Mohamad, N. A., & Zaini, N. (2022). Virtual professional communication project presentation: Examining students' speaking anxiety in a Malaysian public university. *Proceedings of the International Academic Symposium of Social Science 2022, 82*, 104.

https://doi.org/10.3390/proceedings2022082104

Balakrishnan, S., Abdullah, N. L., & Sui, L. K. M. (2022). Glossophobia among engineering learners: A case study at a technical university. *Asian Journal Of University Education, 18*(1), 1-14. https://doi.org/10.24191/ajue.v18i1.17154

Batiha, J. M., Noor, N. M., & Mustaffa, R. (2016). Speaking anxiety among English as a foreign language learner in Jordan: Quantitative research. *International Journal of Education and Research, 4*(10), 63-82. Retrieved from https://ijern.com/journal/2016/October-2016/06.pdf

Beatty, M. J. (1988). Situational and predispositional correlates of public speaking anxiety. *Communication Education, 37*(1), 28-39. https://doi.org/10.1080/03634528809378701

Beatty, M. J., McCroskey, J. C., & Heisel, A. D. (1998). Communication apprehension as temperamental expression: A communibiological paradigm. *Communications Monographs, 65*(3), 197-219. https://doi.org/10.1080/03637759809376448

Beatty, M. J., Behnke, R. R., & McCallum, K. (1978). Situational determinants of communication apprehension. *Communications Monographs, 45*(3), 187-191. https://doi.org/10.1080/03637757809375964

Beatty, M. J., & Behnke, R. R. (1980). An assimilation theory perspective of communication apprehension. *Human Communication Research, 6*(4), 319-325. https://doi.org/10.1111/j.1468-2958.1980.tb00153.x

Berry, S. (2007). Situational communication apprehension measure. In *Handbook of Research on Electronic Surveys and Measurements* (pp. 376-377). Hershey: Idea Group Reference.

Borzi, M. G., & Mills, T. H. (2001). Communication apprehension in upper-level accounting students: An assessment of skill development. *Journal of Education for Business, 76*(4), 193-198. https://doi.org/10.1080/08832320109601310

Bourhis, J., & Allen, M. (1992). Meta-analysis of the relationship between communication apprehension and cognitive performance. *Communication Education, 41*(1), 68-76. https://doi.org/10.1080/03634529209378871

Bygate, M. (1987). *Speaking*. Oxford University Press.

Carnahan, N. D., Carter, M. M., & Herr, N. R. (2020). Perpetuating factors of social anxiety: A serial mediation model. *Behavioural and Cognitive Psychotherapy, 48*(3), 304–314. https://doi.org/10.1017/S1352465819000638

Chen, N. T. M., Clarke, P. J. F., Watson, T. L., MacLeod, C., & Guastella, A. J. (2014). Biased saccadic responses to emotional stimuli in anxiety: An antisaccade study. *PLOS ONE, 9*(2). https://doi.org/10.1371/journal.pone.0086474

Daly, J., & Stafford, L. (1984). Correlates and consequences of social communication anxiety. In J. Daly & J. C. McCroskey (Eds.), *Avoiding communication: Shyness, reticence, and communication apprehension* (pp. 125-143). Sage Publications.

Damayanti, M. E., & Listyani. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal, 4*(2), 152-170. https://doi.org/10.37147/eltr.v4i2.70

Daud, A., Ras, F., Novitri, & Audia, C. P. (2019). Factors contributing to speaking anxiety: A case study of pre-service English teachers. *Journal of Educational Sciences, 3*(3), 412-422. https://doi.org/10.31258/jes.3.3.p.412-422

de Saint Léger, D., & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System, 37*(2), 269-285. https://doi.org/10.1016/j.system.2009.01.001

Deffenbacher, J. L., & Payne, D. M. J. (1978). Relationship of apprehension about communication to fear of negative evaluation and assertiveness. *Psychological Reports, 42*(2), 370-370. https://doi.org/10.2466/pr0.1978.42.2.370

Diah, M. F. M., Abd Rahman, N. A., Hussain, S., Zahir, N. H. M., & Abdullah, J. (2023). The relationship between gender and communication apprehension among administrative staff in Universiti Utara Malaysia. *Javanologi: International Journal of Javanese Studies, 6*(2), 1251-1257. https://dx.doi.org/10.20961/javanologi.v6i2.75115

Diehl, J., Robb, M. P., Lewis, J. G., & Ormond, T. (2019). Situational speaking anxiety in adults who stutter. *Speech, Language and Hearing, 22*(2), 100–110. https://doi.org/10.1080/2050571X.2018.1441782

Dwyer, K. K. (1995). Communication apprehension and individual learning style preference: Correlations and dimensions. *Unpublished doctoral dissertation, The University of Nebraska-Lincoln.*

Ebenezer, J. S., Hashim, H., & Said, N. E. B. M. (2022). The perception of lecturers on public speaking anxiety among ESL learners in a public university (UITM). *International Journal of Academic Research in Business and Social Sciences, 12*(1), 1608-1620. https://doi.org/10.6007/IJARBSS/v12-i1/12204

Fenton, R. J., & Hopf, T. S. (1976). Some effects of communication inhibition on small groups: Participation, member satisfaction, perceived effectiveness, credibility, and leadership. *Paper presented at the Speech Communication Association Convention, San Francisco, CA.*

Fordham, D. R., & Gabbin, A. L. (1996). Skills versus apprehension: Empirical evidence on oral communication. *Business Communication Quarterly, 59*(3), 88-97. https://doi.org/10.1177/108056999605900314

Gardner, C. T., Milne, M. J., Stringer, C. P., & Whiting, R. H. (2005). Oral and written communication apprehension in accounting students: Curriculum impacts and impacts on academic performance. *Accounting Education, 14*(3), 313-336. https://doi.org/10.1080/06939280500077269

Gerardo, B., Guiomar, R. N. R. M., Moura-Ramos, M., & Ganho, Á. A. (2019). The role of anxiety sensitivity in fear conditioning: A moderation effect. https://doi.org/10.31234/osf.io/tu8h7

Girondini, M., Stefanova, M., Pillan, M., & Gallace, A. (2023). The effect of previous exposure on virtual reality induced public speaking anxiety: A physiological and behavioral study. *Cyberpsychology, Behavior, and Social Networking, 26*(2), 127–133. https://doi.org/10.1089/cyber.2022.0121

Hamilton, P. R. (1972). The effect of risk proneness on small group interaction, communication apprehension, and self-disclosure. *Unpublished master's thesis, Illinois State University.*

Hardiyanto, A. (2022). An analysis of students communication apprehension in speaking class. *ETERNAL (English, Teaching, Learning, and Research Journal, 8*(2), 253-262. https://doi.org/10.24252/Eternal.V82.2022.A3

Hasibuan, S. H., Manurung, I. D., & Ekayati, R. (2022). Investigating public speaking anxiety factors among EFL university students through online learning. *Applied Research on English Language, 11*(1), 21-38. https://doi.org/10.22108/are.2021.130092.1767

Herachwati, N., Isnaini, S., & Agustina, T. S. (2023). Enhancing communication skills for studentpreneurs: A training program on public speaking. *International Journal of Language Education and Research, 18*(3). https://doi.org/10.21070/ijler.v18i3.933

Hidayoza, P., Amri, Z., & Wahyuni, D. (2019). Level of public speaking anxiety and coping strategy used by English debaters at Unit Kegiatan Bahasa Asing in dealing with English debate. *Journal of English Language Teaching, 8*(1), 51-60. https://doi.org/10.24036/jelt.v8i1.103271

Hsu, T. C. (2012). A study on the EFL students' speech-related anxiety in Taiwan. *International Journal of Research Studies in Language Learning, 1*(2), 3-18.

http://dx.doi.org/10.5861/ijrsll.2012.v1i2.74

Ka-kan-dee, M., & Al-Shaibani, G. K. S. (2018). Tourism students' oral presentation anxiety: A case study. *Pertanika Journal of Social Sciences & Humanities, 26*(T), 231-256. https://doi.org/10.5555/20193097223

Kho, M. G. W., & Ting, S. H. (2021). Oral communication apprehension in oral presentation among polytechnic students. *Human Behavior, Development & Society, 22*(2), 17-26. Retrieved from https://research.ebsco.com/c/lzo7om/viewer/pdf/vjvl5os7wn

Kurakan, P. (2021). Anxiety in English oral presentations of Thai EFL engineering students. *ThaiTesol Journal, 34*(2), 67-92. Retrieved from https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/256486/173011

Ledford, V., Wang, X., Anderson, L. B., Leach, J., Lucas, M., & Mazzone, R. (2022). Communication apprehension in the online presentational speaking course: Considerations for synchronous course meetings and asynchronous presentations. *Communication Teacher, 37*(1), 64-82. https://doi.org/10.1080/17404622.2022.2046284

Lindberg, R., McDonough, K., & Trofimovich, P. (2023). Second language anxiety in conversation and its relationship with speakers' perceptions of the interaction and their social networks. *Studies in Second Language Acquisition, 45*(5), 1413-1426. https://doi.org/10.1017/S0272263122000523

Lohr, J. M., Rea, R. G., Porter, B. B., & Hamberger, L. K. (1980). Communication fear: A correlational study of trait generality. *Human Communication Research, 6*(3), 280-284. https://doi.org/10.1111/j.1468-2958.1980.tb00148.x

Lustig, M. W., & King, S. W. (1980). The effect of communication apprehension and situation on communication strategy choices. *Human Communication Research, 7*(1), 74-82. https://doi.org/10.1111/j.1468-2958.1980.tb00552.x

McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs, 37*, 269-277. https://doi.org/10.1080/03637757009375677

McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research, 4*(1), 78-96. https://doi.org/10.1111/j.1468-2958.1977.tb00599.x

McCroskey, J. C. (1982). *An Introduction to Rhetorical Communication* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

McCroskey, J. C. (1984). The communication apprehension perspective. In J. Daly & J. C. McCroskey (Eds.), *Avoiding communication: Shyness, reticence, and communication apprehension* (pp. 13-38). Sage Publications.

McCroskey, J. C. (1997). Willingness to communicate, communication apprehension, and self-perceived communication competence: Conceptualizations and perspectives. In J. A. Daly, J. C. McCroskey, J. Ayres, T. Hopf, & D. M. Ayres (Eds.), *Avoiding communication: Shyness, reticence, and communication apprehension* (2nd ed., pp. 191-216). Hampton Press, Inc.

McCroskey, J. C. (2001). *An Introduction to Rhetorical Communication*. Allyn & Bacon.

McCroskey, J. C., & Andersen, J. F. (1976). The relationship between communication apprehension and academic achievement among college students. *Human Communication Research, 3*(1), 73-81. https://doi.org/10.1111/j.1468-2958.1976.tb00506.x

Mörtberg, E., Jansson-Fröjmark, M., Pettersson, A., & Hennlid-Oredsson, T. (2018). Psychometric properties of the personal report of public speaking anxiety (PRPSA) in a sample of university students in Sweden. *International Journal of Cognitive Therapy, 11*, 421-433. https://doi.org/10.1007/s41811-018-0022-0

Munohsamy, T., Chandran, S., & Rahman, H. M. (2015). Anxiety in oral presentations among

ITB students. *Centre for Communication, Teaching and Learning*. Retrieved from https://www.researchgate.net/profile/Thulasimani-Munohsamy/publication/279197656_ANXIETY_IN_ORAL_PRESENTATIONS_AMONG_ITB_STUDENTS/links/558eac8b08aed6ec4bf517eb/ANXIETY-IN-ORAL-PRESENTATIONS-AMONG-ITB-STUDENTS.pdf

Nasir, N. A. M., Yaacob, N. H., Rashid, R., & Amin, M. Z. M. (2023). The power of spoken language: understanding communication apprehension and English language anxiety among Thai-speaking minority students in Malaysian national schools. *International Journal of Education, Psychology and Counselling, 8*(50), 209-220. http://www.ijepc.com/PDF/IJEPC-2023-50-06-15.pdf

Neta, M., Cantelon, J., Haga, Z., Mahoney, C. R., Taylor, H. A., & Davis, F. C. (2017). The impact of uncertain threat on affective bias: Individual differences in response to ambiguity. *Emotion, 17*(8), 1137–1143. https://doi.org/10.1037/emo0000349

Neueder, D., Andreatta, M., & Pauli, P. (2019). Contextual fear conditioning and fear generalization in individuals with panic attacks. *Frontiers in Behavioral Neuroscience, 13*, 152. https://doi.org/10.3389/fnbeh.2019.00152

O'Mara, J., Allen, J. L., Long, K. M., & Judd, B. (1996). Communication apprehension, nonverbal immediacy, and negative expectations for learning. *Communication Research Reports, 13*(1), 109-128. https://doi.org/10.1080/08824099609362077

Park, D., Lee, H., & Lee, S. (2018). Generalization of conscious fear is positively correlated with anxiety, but not with depression. *Experimental Neurobiology, 27*, 34–44. https://doi.org/10.5607/en.2018.27.1.34

Payne, J., & Carlin, D. P. (1994). *Getting Started in Public Speaking: Teacher's Manual* (3rd ed.). National Textbook Co.

Petrić, L. (2019). La relation entre l'anxiété langagière et l'utilisation des stratégies communicatives [The relationship between language anxiety and the use of communication strategies]. Doctoral dissertation, University of Zadar, Department of French and Francophone Studies.

Pontillas, M. S. D. (2020). Reducing the public speaking anxiety of ESL college students through POPSISPEAK. *3L, Language, Linguistics, Literature, 26*(1), 91-105. http://doi.org/10.17576/3L-2020-2601-07

Pribyl, C. B., Keaten, J., & Sakamoto, M. (2001). The effectiveness of a skills-based program in reducing public speaking anxiety. *Japanese Psychological Research, 43*(3), 148-155. https://doi.org/10.1111/1468-5884.t01-1-00171

Qiao, Z., Pan, D., Hoid, D., van Winkel, R., & Li, X. (2022). When the approaching threat is uncertain: Dynamics of defensive motivation and attention in trait anxiety. *Psychophysiology, 59*(3). https://doi.org/10.1111/psyp.14049

Rafada, S. H., & Madini, A. A. (2017). Major causes of Saudi learners' speaking anxiety in EFL classrooms. *International Journal of English Language Education, 5*(1), 54-71. http://dx.doi.org/10.5296/ijele.v5i1.10645

Rahmat, N. H. (2023). Is there a relationship between communication strategies and external causes of fear? *International Journal of Academic Research in Business and Social Sciences, 13*(2), 274-289. http://dx.doi.org/10.6007/IJARBSS/v13-i2/16240

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2020). Speakers' perceptions of situational causes of anxiety. In *Communication Research Measures* (pp. 340-342). Routledge.

Sawyer, C. R., & Behnke, R. R. (1997). Communication apprehension and implicit memories of public speaking state anxiety. *Communication Quarterly, 45*(3), 211-222. https://doi.org/10.1080/01463379709370061

Sharif, S., Abdullah, N. A. T., Widianti, S., Ahmad, N., Yean, C. P., & Rahmat, N. H. (2023). Exploring fear of oral presentation: A look at the origin and strategies for reduction.

International Journal of Academic Research in Business and Social Sciences, 13(3), 553-570. http://dx.doi.org/10.6007/IJARBSS/v13-i3/16472

Sun, Y.-C. (2008). The Toastmasters approach: An innovative way to teach public speaking to EFL learners in Taiwan. *RELC Journal, 39*(1), 113-130. https://doi.org/10.1177/0033688208091143

Taly, B. C., & Paramasivam, S. (2020). Speaking anxiety among postgraduate international students in the academic context of a university in Malaysia. *International Journal of Linguistics, 12*(1), 198-219. https://doi.org/10.5296/ijl.v12i1.16053

Tian, S., & Mahmud, M. (2018). A study of academic oral presentation anxiety and strategy employment of EFL graduate students. *Indonesian Journal of EFL and Linguistics, 3*(2), 149-170. https://doi.org/10.21462/ijefl.v3i2.78

Tiyas, A., Nurhidayah, Y., & Herdiawan, R. D. (2019). "Why I can't speak up?": Students' anxiety in public speaking. *Journal of English Language Learning, 3*(1), 318845. Retrieved from https://www.neliti.com/publications/318845/why-i-cant-speak-up-students-anxiety-in-public-speaking#cite

Trisasanti, H., Dhammasaccakarn, W., Rinthaisong, I., & Limpradit, B. (2021). Intercultural communication apprehension as a determinant of conflict mode. *Kasetsart Journal of Social Sciences, 42*(4), 738-745. https://doi.org/10.34044/j.kjss.2021.42.4.05

Vinzi, V. E., Trinchera, L., & Amato, S. (2010). PLS path modeling: From foundations to recent developments and open issues for model assessment and improvement. In *Handbook of Partial Least Squares: Concepts, Methods and Applications* (pp. 47-82).

Wei, L. W. (2022). Analysis of Chinese EFL postgraduates' experiences with public speaking anxiety toward international conference presentation. *English Language Teaching, 15*(11), 52-64. https://doi.org/10.5539/elt.v15n11p52

Weiner, A. N. (1973). Machiavellianism as a predictor of group interaction and cohesion. *Doctoral dissertation, West Virginia University.*

Wells, J. A., & Lashbrook, W. B. (1970). A study of the effects of systematic desensitization on the communication anxiety of individuals in small groups. *Paper presented at the Convention of the Speech Communication Association, New Orleans, LA.*

Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching, 5*(2), 181–191. Retrieved from http://e-flt.nus.edu.sg/

Witt, P. L., Brown, K. C., Roberts, J. B., Weisel, J., Sawyer, C. R., & Behnke, R. R. (2006). Somatic anxiety patterns before, during, and after giving a public speech. *Southern Communication Journal, 71*(1), 87-100. https://doi.org/10.1080/10417940500503555

Wong, A. H. K., & Beckers, T. (2020). Trait anxiety is associated with reduced typicality asymmetry in fear generalization. *OSF Preprints.* https://doi.org/10.31234/osf.io/948d3

Wycoff, E. B. (1992). Apprehension about communication and the need for cognition. *Perceptual and Motor Skills, 75*(3_suppl), 1225-1226. https://doi.org/10.2466/pms.1992.75.3f.1225

Zainuddin, A., Mohd, A. R., Harith, N. H. M., Yusof, R., Barakbah, N. B. M., & Rahmat, N. H. (2022). Is there a relationship between communications strategies and fear of oral presentation? *International Journal of Academic Research in Business and Social Sciences, 12*(10), 2116-2136. http://dx.doi.org/10.6007/IJARBSS/v12-i10/15010

Zainuddin, Z. A. A., & Selamat, S. (2012). Efficacy of polytechnic students' interpersonal communication skills. *Advances in Language and Literary Studies, 3*(2), 76-86. https://doi.org/10.7575/aiac.alls.v.3n.2p.76

Appendix 1: Categorisation of results using PRPSA into four dimensions of communication apprehension

Dimension	Factors/Terms Used by Other Researchers	Studies	Note
Trait-based	Anxiety levels, introversion, need for cognition	Lohr et al. (1980), Wycoff (1992)	High trait anxiety is associated with higher apprehension
Context-based	Classroom performance, assimilation theory	Beatty et al. (1978), Beatty & Behnke (1980)	Classroom speeches trigger anxiety
Audience-based	Fear of negative evaluation, assertiveness	Deffenbacher & Payne (1978)	Assertiveness levels contribute to apprehension
Situation-based	Communication strategy selection, situation impacts	Lustig & King (1980)	Situational factors influence strategy selection

This appendix categorises the findings of existing research that uses the PRPSA model to identify the key factors that influence the four dimensions of communication apprehension. The trait-based dimension appears to be the most important issue for students, as it is closely linked to innate personality traits such as introversion and anxiety.

Appendix 2. PRPSA items categorised into four dimensions

Table 1: Context-based communication apprehension

10	My hands tremble when I am giving an oral presentation.
19	I perspire just before starting an oral presentation.
20	My heart beats very fast just as I start an oral presentation.
21	I experience considerable anxiety while sitting in the room just before my oral presentation starts.
23	Realizing that only a little time remains in an oral presentation makes me very tense and anxious.
25	I breathe faster just before starting an oral presentation.
30	During an oral presentation, I experience a feeling of helplessness building up inside me.
3	My thoughts become confused and jumbled when I am giving an oral presentation.
32	My heart beats very fast while I present an oral presentation.
31	I have trouble falling asleep the night before an oral presentation.
33	I feel anxious while waiting to give my oral presentation.

Table 2: Trait-like communication apprehension

Item	Description
11	I feel relaxed while giving an oral presentation.
12	I enjoy preparing for an oral presentation.
15	I face the prospect of giving an oral presentation with confidence.
16	I feel that I am in complete possession of myself while giving an oral presentation.
17	My mind is clear when giving an oral presentation.
4	Right after giving an oral presentation, I feel that I have had a pleasant experience.
6	I have no fear of giving an oral presentation.
8	I look forward to giving an oral presentation.
18	I do not dread giving an oral presentation.
24	While giving an oral presentation, I know I can control my feelings of tension and stress.
7	Although I am nervous just before starting an oral presentation, I soon settle down after starting and feel calm and comfortable.

Table 3: Situational communication apprehension

Item	Description
1	While preparing for my oral presentation, I feel tense and nervous.
2	I feel tense when I see the words "oral presentation" on the course outline.
5	I get anxious when I think about an oral presentation coming up.
9	When the lecturer announces an oral presentation in class, I can feel myself getting tense.
28	I feel anxious when the lecturer announces the date of an oral presentation.

Table 4: Audience-based communication apprehension

Item	Description
14	I get anxious if someone asks me something about my topic that I do not know during an oral presentation.
34	While giving an oral presentation, I get so nervous I forget facts I really know.
29	When I make a mistake while giving an oral presentation, I find it hard to concentrate on the parts that follow.
13	I am in constant fear of forgetting what I am prepared to say during an oral presentation.
22	Certain parts of my body feel very tense and rigid while giving an oral presentation.
27	I do poorer on oral presentations because I am anxious.
26	I feel comfortable and relaxed for the hour or so just before giving an oral presentation.