การลดความวิตกกังวลในการพูดในที่ชุมชนของนักศึกษาที่เรียนภาษาอังกฤษ
เป็นภาษาต่างประเทศด้วยรูปแบบการตอบสนอง
โดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก

นายเกรียงไกร ใยคง

ANXIETY REDUCTION IN EFL PUBLIC SPEAKING

THROUGH VIDEO-BASED BLOG PEER

FEEDBACK MODEL

Kriangkrai Yaikhong

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in English Language Studies

Suranaree University of Technology

Academic Year 2012

ANXIETY REDUCTION IN EFL PUBLIC SPEAKING THROUGH VIDEO-BASED BLOG PEER FEEDBACK MODEL

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.
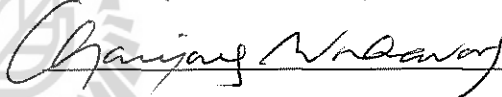
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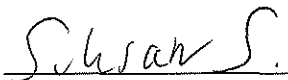
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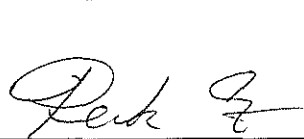(Dr. Sirinthorn Seepho)

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เกรียงไกร ใยคง : การลดความวิตกกังวลในการพูดในที่ชุมชนของนักศึกษาที่เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศด้วยรูปแบบการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอ
บนบล็อก (ANXIETY REDUCTION IN EFL PUBLIC SPEAKING THROUGH
VIDEO-BASED BLOG PEER FEEDBACK MODEL) อาจารย์ที่ปรึกษา :
ผู้ช่วยศาสตราจารย์ ดร.ศิริลักษณ์ อุสาหะ, 245 หน้า.

การศึกษาและการวิจัยเรื่องการลดความวิตกกังวลในการพูดในที่ชุมชนของนักศึกษาที่เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศด้วยรูปแบบการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก
มีวัตถุประสงค์เพื่อ (1) พัฒนาเครื่องมือวัดความวิตกกังวลการพูดในวิชาการพูดในที่ชุมชน (2)
พัฒนารูปแบบการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อกและศึกษาผลกระทบของ
รูปแบบที่มีต่อระดับความวิตกกังวลและการพัฒนาการพูดในวิชาการพูดในที่ชุมชน (3) ศึกษา
ความเห็นของนักศึกษาที่มีต่อรูปแบบการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อกในสาม
ด้านคือความเห็นโดยรวมความเห็นทางด้านทัศนคติทางการเรียนและความเห็นทางด้าน
ประสิทธิผลทางการเรียน

ผู้เข้าร่วมการวิจัยครั้งนี้คือนักศึกษาครุศาสตรบัณฑิต (วิชาเอกภาษาอังกฤษ) ชั้นปีที่ 3
มหาวิทยาลัยราชภัฏเทพสตรี จังหวัดลพบุรี ลงทะเบียนเรียนวิชา 2102301 การพูดในที่ชุมชนซึ่งเป็น
วิชาเลือกแบบนับหน่วยกิต ในภาคการศึกษาที่ 1 ปีการศึกษา 2554 จำนวน 40 คน ผู้เข้าร่วมการวิจัย
คือกลุ่มเดียวกันที่ได้รับคะแนนการทดสอบก่อนและคะแนนการทดสอบหลังการแทรกแซงด้วย
รูปแบบการตอบสนองโดยเพื่อนร่วมชั้นโดยผ่านวีดีโอบนบล็อก การวิเคราะห์ข้อมูลจากคะแนน
สอบการพูดก่อนและหลังการแทรกแซงและแบบสอบถามใช้การทดสอบที (Paired-Sample T Test)
และสถิติเชิงพรรณนา และการวิเคราะห์ข้อมูลจากบทสัมภาษณ์ใช้วิธีการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า

1. ระดับความวิตกกังวลการพูดในวิชาการพูดในที่ชุมชนของนักศึกษาอยู่ระดับกลางก่อน
และหลังการแทรกแซงด้วยรูปแบบการตอบสนองโดยเพื่อนร่วมชั้นโดยผ่านวีดีโอบนบล็อก ดังนั้น
ไม่มีความแตกต่างอย่างมีนัยสำคัญของระดับความวิตกกังวลหลังการแทรกแซง

2. ไม่มีพัฒนาการพูดอย่างมีนัยสำคัญระหว่างการพูดแบบบอกเล่า (informative speech) แต่
มีนัยสำคัญที่ระดับ .05 ระหว่างการพูดแบบสาธิต (demonstration speech)

3. ในด้านความเห็นโดยรวมที่มีต่อการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก
นักศึกษามีความพึงพอใจสูงกับการให้ผลสะท้อนวีดีโอบันทึกการพูดในที่ชุมชนของเพื่อนแบบลับ

บนบล็อก ($\bar{x}$ = 4.42) และในด้านประสิทธิผลทางการเรียนนักศึกษามีความพึงพอใจสูงที่ได้รู้จุดแข็ง
และจุดอ่อนของความสามารถทางการพูดของตัวเอง ($\bar{x}$ = 4.25)

    4. การสัมภาษณ์พบว่านักศึกษาเห็นว่ารูปแบบการตอบสนองโดยเพื่อนร่วมชั้นผ่านวีดีโอ
บนบล็อกเป็นนวัตกรรมที่ช่วยดึงดูดความสนใจในการฝึกพูดอย่างมีประสิทธิผลต่อการลดความ
วิตกกังวลและพัฒนาการพูดในวิชาการพูดในที่ชุมชน

สาขาวิชาภาษาต่างประเทศ	ลายเซ็นนักศึกษา _____
ปีการศึกษา 2555	ลายเซ็นอาจารย์ที่ปรึกษา _____

KRIANGKRAI YAIKHONG : ANXIETY REDUCTION IN EFL PUBLIC SPEAKING THROUGH VIDEO-BASED BLOG PEER FEEDBACK MODEL. THESIS ADVISOR : ASST. PROF. SIRILUCK USAHA, Ph.D., 245 PP.

PUBLIC SPEAKING CLASS ANXIETY SCALE/VIDEO-BASED BLOG PEER FEEDBACK MODEL/PUBLIC SPEAKING CLASS ANXIETY/PUBLIC SPEAKING CLASS PERFORMANCE

The objectives of the present study were (1) to develop a Public Speaking Class Anxiety Scale (PSCAS); (2) to develop a Video-Based Blog Peer Feedback Model (VBPF) and to investigate how it affected public speaking class anxiety levels and public speaking class performance in terms of improvements; and (3) examine students' perspectives towards video-based blog peer feedback in aspects of overall opinions, learning attitudes, and learning effectiveness.

The participants were 40 third year students in B. Ed. (English Program) at Thepsatri Rajabhat University, Lop Buri. They were enrolled in "2102301 Public Speaking," which was an elective and credit bearing course. The participants were within-subjects who obtained a score on the pretest and, after the intervention of a VBPF Model, a score on the posttest. The data from the pretest, posttest, and the questionnaire were analyzed using Paired-Sample T Test and descriptive statistics, and the transcribed data from the interview were content analyzed.

The findings were as follows:

1. As measured by a PSCAS (Kriangkrai PSCAS), students experienced "medium" level of public speaking class anxiety before and after the intervention of a VBPF Model. Thus, there were no significant changes in public speaking class anxiety levels after the intervention of a VBPF Model.

2. There were no significant changes in speaking improvements between two informative speeches but significant speaking improvements at a level of .05 between two demonstration speeches.

3. Students highly valued anonymity when giving feedback on their peers' video-recorded public speaking class performances posted in the class blog in the aspect of overall opinions ($\overline{x} = 4.42$) and expressed a strong preference for being able to recognize more strengths and weaknesses of their public speaking class performances through video-based blog peer feedback ($\overline{x} = 4.25$) in the aspect of learning effectiveness.

4. The interview revealed that a Video-Based Blog Peer Feedback Model (Kriangkrai VBPF Model) was seen by participants as an innovative way to motivate speaking practice in a public speaking class with potentially positive effects on public speaking class anxiety alleviation and speaking performance.

School of Foreign Languages   Student's Signature_____

Academic Year 2012   Advisor's Signature_____

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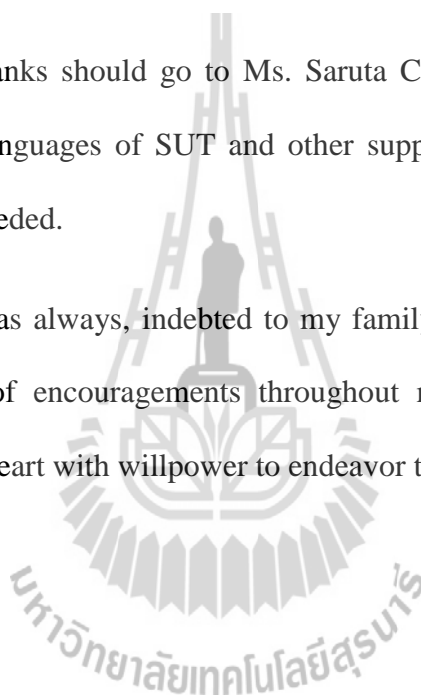
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Kriangkrai Yaikhong

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CHAPTER 1

INTRODUCTION

Introduction

Foreign language classroom anxiety has been proven to affect EFL learners' language performance depending on each individual's anxiety level in different learning situations (Young, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1991; Phillips, 1992; Aida, 1994). To measure the anxiety levels, the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) has been most frequently used to determine overall foreign language anxiety in the classroom, while in public speaking the most frequently employed scale has been the Personal Report of Communication Apprehension (PRCA-24) by McCroskey (1970), which measures anxiety in different dimensions, such as public speaking, talking in meetings or classes, talking in small groups, and talking in dyads. However, neither scales to measure public speaking anxiety levels nor training packages for such anxiety reduction have been developed, especially for the Thai EFL context. The present study aims primarily to develop a Public Speaking Class Anxiety Scale (PSCAS) and to investigate whether a developed Video-Based Blog Peer Feedback Model (VBPF) for EFL public speaking can help to reduce public speaking class anxiety. In this chapter, rationale, significance of the study, purposes and objectives of the study, research questions, scope and delimitations, definition of key terms, and summary are presented, respectively.

1.1 Rationale

It is broadly known that prospects of promotion at the workplace can be enhanced by knowledge of English and that English is a passport to new global opportunities of success (Koul et al., 2009). According to Anyadubalu (2010), English oral proficiency brings about additional advantage to help people seek employment in business, industrial, governmental and educational sectors. That is, those with high levels of English language speaking skills have a better chance of being accepted to work in the top international companies. Therefore, there is a crucial need to find ways to help students achieve satisfactory English speaking performance. In public speaking, effective public speaking skills are considered important in a wide range of interpersonal communication occasions. If speech deliverers are well equipped with those skills, they have a good opportunity to persuade, inform audiences or mark a special situation impressively (Murugesan, 2005). In EFL public speaking class, it is, thus, a must for teachers to help students improve their public speaking skills so as to ensure that students might not miss their future opportunities for employment and marketability.

In current EFL pedagogic situations, it is known that many students exhibit fear of foreign language speaking. To quote Kim (1998), in Asian EFL classrooms, students manifest less anxiety dramatically in the reading class than the conversation class, and this leads to the intuitive feelings of both teachers and students that language classrooms requiring oral communication are found to be more anxiety-provoking than those requiring less speaking. In the Thai EFL context, addressing speaking skill has become a critical part of the processes of learning and teaching because it has been found to be extremely hard for Thai learners to master fluent

speaking (Khamkhien, 2010). This can be attributed to the unnatural language often used and the lack of genuine interaction in the language classroom. Sethi (2006) asserts that generally Thais do not reach a level of proficiency high enough to perform well in speaking English. Boonkit (2010) reveals that in the Thai context undergraduate students are not able to speak English with confidence to communicate, especially in real situations with international speakers because they are anxious about making errors. Thus, strengths of English speaking skills are attributed to confidence and competence for them. Forman (2005) states that the unwillingness to communicate on the part of Thai EFL students is that Thai EFL students tend to lose natural feeling of meanings of what has been spoken, leading to the lack of confidence to perform in the medium of the target language, and according to Wariyachitra (2003), the lack of an opportunity to learn English in an English environment or the tendency for students to avoid interaction in daily life makes learning in Thailand unsuccessful.

According to Lewis-Holmes (1997), people of all ages and from many walks of life are fearful of oral communication. The fear of oral communication is termed "communication apprehension," which is a type of shyness caused by fear or anxiety in an interpersonal communication. Communication apprehension is categorized into four different types (McCroskey & Richmond, 1987): First, trait-like apprehension is a fearful or an anxious experience across broad communication contexts of individuals in oral communication, second, context-based apprehension is a personality type communication apprehension experienced by an individual in a specific context, third, receiver/audience-based communication apprehension relies on an involvement of a person or type of person or group in the communication, and

finally, situational communication apprehension is a communication apprehension relying on the changes in the environment in which communication is taking place. Of the four types of communication apprehension, the fear of public speaking (stage fright), communication apprehension about speaking in meetings or classes, communication apprehension about speaking in small group discussion, and that in dyadic interactions are classified as the subtypes of context-based apprehension (Pérez-Pareds & Martínez-Sánchez, 2000-2001).

"Stage fright" is a subtype of context-based communication apprehension, usually occurring in public, such as classroom speech delivery anxiety, and very common among students studying English as a second language. According to Jing-pin and Guang-qing (2008), most students have a natural fear for public speaking, and delivering a speech in the classroom is a source of extreme anxiety for an individual student. This might be attributed to the fear of real or anticipated communication with another person or persons (McCroskey, 2004), and the view that public speaking is a stressful and anxiety-producing experience, depicting a cluster of evaluative feelings in making speech (Daly, Vangelisti, Neel & Cavanaugh, 1989). Public speaking anxiety deteriorates speaking performance and affects students' self-esteem as well as confidence. Because of such anxiety, students feel so stressed that they exhibit anxiety while delivering their speeches, and, in turn, they cannot express their ideas in fluent English.

In terms of the relationship between language anxiety and speaking performance, previous studies reviewed revealed negative correlations between anxiety and speaking performance. Anxious learners seemed not to be willing to communicate and frequently spoke less when the opportunity to communicate in a

natural setting was provided (MacIntyre & Charos, 1995). Also, such feelings of frustration made students' minds go blank and their tongues tied when being asked to speak English in class or in front of the instructor (Huimin, 2008). Moreover, a concern about tests (so-called test anxiety) additionally impaired students' thinking ability, causing some to blank out and have difficulty controlling their thoughts in a speaking situation (Hortwitz et al., 1986). As such, these phenomena depict low speaking performance. Obviously, these all situations may make students uncomfortable while being in front of the class and consequently they might withdraw from an activity and form negative expectations, resulting in decreased efforts and avoidance of opportunities to enhance their communicative skills.

It is clear from the literature review that many research studies into foreign language classroom anxiety had given a focus on the relationship between anxiety and learners' speaking achievements. Interestingly, although recent studies have been conducted to investigate speaking anxiety in the public speaking context with the aim to enhance public speaking skills, there have been no research studies conducted to determine anxiety levels using a scale developed only to tap into speaking anxiety in the public speaking class setting, specifically in the context of Thailand. As such, there has not been an appropriate scale used to determine speaking anxiety levels in the public speaking class setting so far. It is the purpose of the present study to construct a Public Speaking Class Anxiety Scale (PSCAS) for the Rajabhat University context.

Recent studies into public speaking anxiety reduction have been found in the literature review. Pribyl, Keaten and Sakamoto (2001) tested the effectiveness of a skill-based program to reduce anxiety during public speaking. The results were that

the experimental group with the exposure to a systemic approach for a presentation development showed a greater drop in public speaking anxiety than did a control group. In addition, Merritt and Associates (2001) examined the impact of a specific training program in vocal and physical skills on the level of perceived performance anxiety reduction. The results showed that the particular vocal and physical skills training program yielded positive results in the level of perceived performance anxiety reduction. Bourhis and Allen (1995) analyzed the use of videotape recordings of speech performances to provide feedback to students in public speaking classes using meta analytic procedures. They found that feedback from videotaped speech performances yielded better content of students' speeches, greater of public speaking skills, better performances on objective tests, and positive attitudes towards public speaking course. However, there was no statistically significant change in anxiety experienced by students when utilizing the videotaping to provide their self feedback in the classroom.

The new paradigm of computing with the advent of the Internet and server modes of operation comes into play to help create a weblog for a public speaking class community with the provision of online peer feedback on recordings of public speaking class performances believed to be a suitable channel for collaborative learning in the present study. In addition, video-enhanced learning can yield pedagogic benefits because it is considered as a part of skill-based treatment for communication apprehension (Leeds & Maurer, 2009). As first articulated by Vygotsky (1978), higher mental functioning development arises from experiences via social interaction with other people, which helps bring about an individual development. It would be worth investigating into the intervention of a proposed

Video-Based Blog Peer Feedback Model (VBPF) as a means to help reduce public speaking class anxiety levels.

It is readily apparent that there is a need to develop English speaking skill so as to enhance communication achievement (Boonkit, 2010). Further, anxiety about public speaking inhibits the acquisition of speaking skills. Accordingly, it is worth conducting a research study on public speaking class anxiety reduction using the intervention of a proposed Video-Based Blog Peer Feedback Model (VBPF) to help improve students' public speaking class skills in Thailand, in particular in the Rajabhat University Context.

1.2 Significance of the Study

In a globalization era, most countries have adopted the study of the English language in their education curriculum at all levels with the purpose to make their citizens achieve English proficiency necessary for international communication and participation in international affairs. However, many students in Thailand perceive the study of the English language to be an intimidating experience (Koul et al., 2009), thereby impeding the speaking skills development of Thai learners.

To equip students majoring in English at Thepsatri Rajabhat University with future opportunities of being admitted into internationally educational institutes or recruited by national/international companies, speaking skill enhancement should seriously be taken into consideration. According to the purpose of the present Bachelor of Education Program in English Curriculum (2006) of TRU, real learning situations with the combination of theoretical and practical aspects should be promoted in order to enable students to construct their knowledge and skills specific

to their anticipated careers in the future. As such, in terms of constructing knowledge and skills in speaking discipline, it is very important to make students aware of their speaking ability as well as the cause of low speaking performance. The administration of a proposed Public Speaking Class Anxiety Scale (PSCAS) may enable students to be aware of their public speaking class anxiety levels, which would result in the need for more practice. Importantly, to make students master public speaking skills, their public speaking class anxiety levels should be reduced first. In this regard, a Video-Based Blog Peer Feedback Model (VBPF) is proposed to help students interact socially by giving feedback to one another so as to bring about their awareness of speech performance ability. With reference to the theory of constructivism, students should know how to improve their own public speaking skill; by making use of a Video-Based Blog Peer Feedback Model, they can help reduce public speaking class anxiety levels and simultaneously, at the very least, to make them more confident in communication situations. Thus, this would be a basic step for public speaking class performance improvement of the third year Bachelor of Education Program in English (B.Ed. in English) students at Thepsatri Rajabhat University.

In sum, the present study into public speaking class anxiety was conducted to determine levels of public speaking class anxiety in the public speaking class setting at Thepsatri Rajabhat University and also to investigate the effects of a Video-Based Blog Peer Feedback Model (VBPF) constructed.

1.3 Purposes and Objectives of the Study

1.3.1 The purposes

The main purposes of the present study were to develop a Public Speaking Class Anxiety Scale (PSCAS) to determine public speaking anxiety levels for Thai EFL students in the public speaking class setting, to develop a Video-Based Blog Peer Feedback Model for anxiety reduction in EFL public speaking, and to investigate the effects of the proposed Video-Based Blog Peer Feedback Model (VBPF) as a means of anxiety reduction in EFL public speaking.

1.3.2 The Objectives

The objectives of the present study are as follows:

1. To develop a Public Speaking Class Anxiety Scale (PSCAS) based on the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), Personal Report of Public Speaking Anxiety (PRPSA), Personal Report of Communication Apprehension (PRCA) by McCroskey (1970), and Speaker Anxiety Scale (SA) by Clevenger and Halvorson, (1992).

2. To develop a Video-Based Blog Peer Feedback Model (VBPF) from rationales of using peer feedback and technology in EFL classes and from the consideration on a VEBA Model (Brahmawong, 2006), GIAS Model, and ACPO Model (Brahmawong, 2009).

3. To investigate the effects of a Video-Based Blog Peer Feedback Model (VBPF) as a means of public speaking class anxiety reduction in two aspects:

3.1 The students' public speaking class anxiety levels, as measured by a PSCAS, after the intervention of a Video-Based Blog Peer Feedback Model (VBPF).

3.2 The students' public speaking class performances after the intervention of a Video-Based Blog Peer Feedback Model (VBPF).

4. To examine students' perspectives towards video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness.

1.4 Research Questions

The present study aims at answering the following research questions:

1. As measured by a Public Speaking Class Anxiety Scale, at what level is public speaking class anxiety manifested by the third year Bachelor of Education Program (English) students at TRU before and after the intervention of a Video-Based Blog Peer Feedback Model?

2. How does a Video-Based Blog Peer Feedback Model help affect public speaking class anxiety levels? To what extent?

3. How does a Video-Based Blog Peer Feedback Model affect the students' public speaking class performances in terms of improvements? In what ways?

4. What are the students' perspectives towards the video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness?

1.5 Scope and Delimitations

The present study aims at developing a Public Speaking Class Anxiety Scale (PSCAS) based on the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970),

and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992), and simultaneously it aims at determining levels of public speaking class anxiety as well as investigating the effects of a Video-Based Blog Peer Feedback Model (VBPF) to help reduce public speaking class anxiety levels of the third year Bachelor of Education Program (English) students at TRU. The subjects drawn by purposive sampling in the present study were enrolled in a 3-credit course of public speaking (Course # 2102301 "Public Speaking") which focuses on a practice of prepared public speeches with the appropriate use of language, tone, voice projection, eye contact, gestures, and visual aids in various situations and for several purposes.

Because of the limitations and inappropriateness of existing widely used scales to measure foreign language anxiety, a Public Speaking Class Anxiety Scale (PSCAS) was developed in order to be appropriate for the Thai context. The new version of the developed scale was used to determine levels of public speaking anxiety of TRU Bachelor of Education Program (English) students in the public speaking class setting. Upon public speaking class anxiety levels being identified, a Video-Based Blog Peer Feedback Model (VBPF) was intervened to the students so as to reduce their public speaking class anxiety. Students' informative and demonstration speech performances were video-recorded and posted in the class blog provided. Students gave feedback on their peers' video-recorded speech performances and sent them to their peers using central email address given by the researcher. The students' peer feedback was periodically monitored throughout the duration of intervention. Since the present study captured only the public speaking class anxiety of TRU Bachelor of Education Program (English) students, the results found; therefore, could not be generalized to the population outside the Thepsatri Rajabhat University context.

1.6 Definitions of Key Terms

1. Anxiety: A complex affective concept associated with feelings of uneasiness frustration, self-doubt, apprehension, or worry (Scovel, 1978)

2. Foreign Language Classroom Anxiety: A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz et al., 1991)

3. Public Speaking: A type of communication in which a speaker delivers a message with a specific purpose to an audience of people who are present during the delivery of the speech (O' Hair, Rubenstein, and Stewart, 2007)

4. Public Speaking Anxiety: The fear and uneasiness caused by the potentially threatening situation of speaking before a group of individuals (MacIntyre & Thivierge, 1995)

5. Communication Apprehension: A type of shyness or fear associated with communication with people (McCroskey, 1970)

6. Public Speaking Class Anxiety Scale (PSCAS): The developed self-report scale of language learners' feeling of anxiety in the EFL public speaking class.

7. Peer feedback: A process in which students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them (Falchikov, 1986)

8. Electronic/E-peer Response: An automated feedback provided by a network (Ware & Warshauer, in press)

9. A Video-Based Feedback: A video recording of speaking performance posted on blogs to help audience decode appropriate semantics embedded in them (Davies & Merchant, 2007)

10. A Public Speaking Class Blog: A collaborative web "blog" created by a teacher and maintained by students with the main purpose for posting video recordings on students' public speaking performance for peer feedback

11. Video-Based Blog Peer Feedback Model: A model constructed with the purpose to post students' video-recorded public speaking class performances in the class blog designed for anonymous peer feedback to help reduce public speaking class anxiety.

1.7 Summary

In Thai EFL context, English speaking skill has been considered vital because Thailand's economy, to date, deals directly with various international business sectors. To equip Thailand's future workforce with job opportunities in international business sectors, students should be encouraged to enhance their English speaking skills. It is pedagogically clear that speaking is a main problem for Thai EFL students at all levels, particularly when delivering a speech in English in front of an audience. Anxiety, no doubt, is one of the main causes of such a poor performance. With the appropriately developed Public Speaking Class Anxiety Scale (PSCAS), students' public speaking class anxiety could be measured, which then could pave the way to demonstrating how technology, namely, a proposed Video-Based Blog Peer Feedback Model (VBPF) could be used to effectively reduce their anxiety, thereby improving their speaking performances.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents the definitions of general anxiety and foreign language classroom anxiety and describes the likely sources of foreign language classroom anxiety as well as its effects on learning, in particular on speaking performance. Further, the existing literature on forms of public speaking anxiety and communication apprehension, including their sources and effects on speaking performance, is reviewed. A focus on language and speaking anxiety in the Thai context is presented, along with critical appraisals of the most widely used existing anxiety scales to determine levels of foreign language classroom anxiety. In addition, a review of related literature on microteaching, methods of peer feedback, including online and blog-based peer feedbacks, and peer feedback on speaking performance are presented.

2.1 General Anxiety and Foreign Language Classroom Anxiety

2.1.1 General Anxiety

Anxiety is perceived differently in the fields of anthropology, psychology as well as in education.

In the field of anthropology, anxiety is generally viewed as an involvement of cultural essentialism with the fears of miscegenation, hybridity and incessant of

cultures and peoples (Grillo, 2003). That is, peoples of particular ethnics worry that their supremacy associated with genetic, culture, or and language may be contaminated by other ethnics' considered inferior to them. Thus, an anthropological anxiety emerged.

In psychology, anxiety relates to cognitive dimension in which it is identified by Liebert and Morris (1967) as "worry" and "emotionality," by Sarason (1986) as "…distressing preoccupations and concerns about impending events" (cited in MacIntyre, 1995 p. 91), and by Donelson (1973) as a threat to one's self-esteem and perceptions of individual helplessness. Psychological anxiety; therefore, is viewed as a response to a threat to the self, perceived as either physical harm or of psychological harm, resulting in levels of helplessness and impaired abilities to respond to threatening situations. The psychological manifestations of psychological anxiety can include increase in blood pressure and pulse rate, hormonal changes, and surface reactions like pallor, sweating, and trembling (Donelson, 1973 & Sieber, 1980).

With respect to education, anxiety is associated with learning intelligence (Price, 1988). This type of anxiety makes students with low IQ perform academic tasks worse while enhance improved performance of those with high IQ. However, students with low IQ and low anxiety tend to perform tasks with moderate difficulty better than those with low IQ and high anxiety. As such, students' performances vary according to their IQ level, levels of anxiety and levels of difficulty of the tasks assigned.

2.1.2 Foreign Language Classroom Anxiety

Foreign language classroom anxiety has been discussed according to the following three perspectives.

Levitt (1980) distinguishes three broad perspectives on the nature of anxiety in order to put language anxiety in the broader context of research on psychological anxiety. Those three broad perspectives on anxiety are identified as trait, situation-specific, and state anxiety.

Trait anxiety is the aspect of personality with a permanent disposition to be anxious (Scovel, 1978). Also, it is associated with a stable predisposition of becoming nervous in a wide range of situations (Speilberger, 1983). Thus, people who are generally nervous or lack emotional stability have attributed to their high levels of anxiety (Goldberg, 1993).

Situation-specific anxiety refers to an apprehension unique to specific situations referring only to a single context or situation and is stable over time, but not consistent across situations. This type of anxiety includes stage fright, test anxiety, math anxiety and language anxiety because each of them is applied to a specific type of context, such as giving a speech, taking a test, performing computations , or using a second language in a public context (MacIntyre, 1999).

State anxiety is the moment-to-moment experience of anxiety considered a transient emotional state of becoming nervous that can fluctuate over time and vary in intensity (MacIntyre, 1999). Hence, it is the same experience no matter whether it is caused by test-taking, public speaking, meeting the fiancé's parents, or trying to communicate in a second language. Trait anxiety and situation specific anxiety are quite alike, both linked to certain specific type of situations. This distinguishes state anxiety, which refers to the experience of anxiety itself. Thus, foreign language classroom anxiety falls on a situation-specific anxiety.

As a form of learning anxiety, Gardner (1985) conceptualizes a foreign or second language-related anxiety as a distinct type of anxiety corresponding to the unique experience of learning and using a foreign language rather than the first language. Therefore, a foreign or second language-related anxiety is essentially related to performance evaluation in an academic context or a social context. Based on this conceptualization, Horwitz et al. (1986) incorporated the perspective of foreign or second related- anxiety with three related forms of performance anxiety: (1) communication apprehension; (2) test anxiety; and (3) fear of negative evaluation, which often refers to foreign language classroom anxiety.

According to Horwitz and Young (1991), there are two general approaches used in understanding foreign language anxiety: (1) a transfer of anxiety from another domain (for example, test anxiety), or (2) a unique experience caused by something essential about foreign language learning and use. The first approach describes anxiety in a foreign or second language as a transfer of other forms of anxiety into the foreign or second context. It is presumed in this approach that learners experiencing anxiety in certain types of situations (such as the language classroom) generally have a predisposition to anxiety in many learning settings. On the other hand, the second approach describes foreign language learning/use as a unique type of anxiety trigger. In this sense, anxiety in a foreign or second language context is considered "specific anxiety which is aroused by the experience of learning and using a second language" (Gardner, 1985 p. 34). Based on literature described above, foreign language classroom anxiety is herein assumed to be a unique experience caused by something intrinsic to foreign language learning or use, known as situation-specific anxiety, comprising the dimensions of: (1) communication

apprehension; (2) test anxiety; and (3) fear of negative evaluation. These dimensions of foreign language classroom anxiety were used as a basis for anxiety measures to tap specifically into anxiety experienced in a foreign or second language class.

2.1.3 Sources of Foreign Language Classroom Anxiety

Scholars and research studies into foreign language classroom anxiety have proposed sources of foreign language anxiety in the following different aspects.

Horwitz et al. (1986) explains that communication apprehension, fear of negative evaluation by others, and test anxiety are considered primary sources of foreign language classroom anxiety. Communication apprehension is students' lack of mature communication skills in spite of the fact that they possess mature ideas and thoughts. This is because of the fear of immersion in the real communication situation with others. Test anxiety is the fear of academic evaluation with a concern of failing in tests and of unfavorable experience held either consciously or unconsciously by learners in many situations, and lastly negative evaluation is identified as apprehension obviously revealed when foreign language learners feel incapable of making the proper social impression.

Young (1991) proposes six potential sources of foreign language classroom anxiety based on the following three factors: the learner, the teacher, and the instructional practice. He postulates that language anxiety is caused by (a) personal and interpersonal anxiety; (b) learners' beliefs about language learning; (c) instructors' beliefs about language teaching; (d) instructor-learner interactions; (e) classroom procedures; and (f) language testing. These sources of language anxiety are interrelated.

Price (1991) states that language students are found most anxious when they were asked to speak in front of their friends and this is attributed to a fear of being laughed at, making fools of themselves, and being embarrassed.

Koch and Terrell (1991) account that among the 23 activities judged to trigger anxiety, oral class presentation is found to be the activity that triggers the most anxiety for the first two years of NA Spanish classes at the University of California, Irvine.

Von Wörde (2003) reveals that an inability to comprehend what is being taught is a cause of a considerable anxiety. That is to say, anxiety might be provoked by an inability to listen to a teacher speaking too fast and insisting using English at all times in the class. Students, therefore, cannot keep up during class and they then carry this difficulty over into the homework assignments. These factors, consequently, make students become tense because they cannot clearly perceive what has been taught.

In sum, most of the various sources of foreign language classroom anxiety seem related to affective issues. These sources could be students' personality factors, learning and teaching styles, interaction between a teacher and learners, a classroom management and teaching methodology. To investigate causes of foreign language classroom anxiety, these affective factors should be taken into consideration.

2.1.4 Effects of Foreign Language Classroom Anxiety

Effects of foreign language classroom anxiety have been found both on learning and speaking performance.

2.1.4.1 Effects of Foreign Language Classroom Anxiety on Learning

In second language acquisition, impacts of foreign language classroom anxiety play a vital role in foreign language learning performance. According to

Oxford (1999), language anxiety stands high among the factors having influences over language learning no matter that what learning setting is. As such, research studies into foreign language classroom anxiety discovered negative correlations between foreign language classroom anxiety and foreign language learning performance.

In Stephen Krashen's "Monitor Model," a key role is given to emotional variables that affect the language acquisition process. One of it is the significant hypotheses in this model is "Affective Filter Hypothesis." This hypothesis describes that only the affective optimal conditions yield language acquisition. The affective conditions stated here are motivation, self-confidence, and anxiety. In terms of anxiety, it is said that optimal conditions are found when anxiety is very low. As Krashen (1982) states, only a student whose anxiety is low is able to seek out a new input and process it in the target language.

Tobias (1986) divides language learning into three stages: input; processing; and output (see Figure 2.1) and claims that these stages can help study the roots of anxiety's effects. The input stage is associated with the learners' first experience with a given stimulus at a given time and is said to be the initial representations of the items in memory. In this sense, internal representations are made, and then attention, concentration and encoding occur when encountering external stimuli. The processing stage relates to the performance of cognitive operations on the subject matters, including organization, storage, and assimilation of the material. So, this stage is concerned with unseen, internal manipulations of items from the input stage. For the output stage, it involves the production of material previously learned. Hence, the production (performance) of this stage highly depends on previous stages when there is a correspondence involving the organization of the

output and the speed to retrieve the items from the memory. In this sense, this stage relates to language learners demonstrating their ability in using a second language.

With regard to the effects of anxiety on language learning, MacIntyre (1999) states that the cognitive effects of anxiety on learning performance can be perceived in the stages of input, processing and output. Anxiety at the input stage is similar to the role of the filter, hindering the information from entering into the system of cognitive processing. In the processing stage, the effect of anxiety is to distract students' attention, having an impact on both the speed and accuracy of learning, and at the output stage, anxiety impairs speaking and writing abilities in the second language learning.
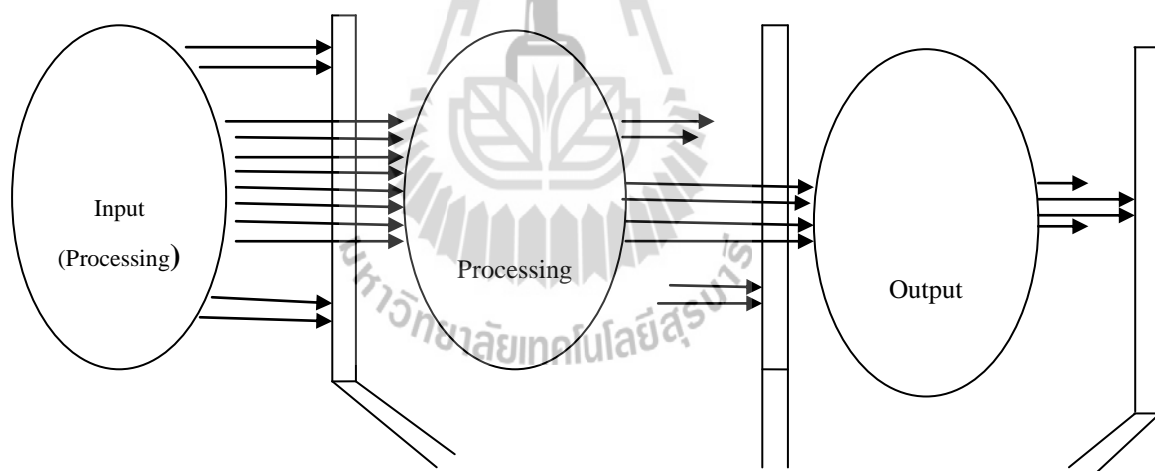
Figure 2.1 Model of the Effects of Anxiety on Learning from Instruction

(Source: MacIntyre, 1999 p. 35)

In sum, foreign language classroom anxiety has tremendous effects on foreign language learning performance in all three learning stages: input, processing, and output. With the effects of foreign language anxiety on foreign language learning in each stage, research indicates that negative relationships between foreign language

classroom anxiety and foreign language learning performance can be assumed. Thus, foreign language classroom anxiety brings about inefficient learning performance.

2.1.4.2 Effects of Foreign Language Classroom Anxiety on Speaking Performance

With a concern for oral competence of EFL students, many investigations turn to study anxiety in relation to its debilitating impact on EFL learners' speaking skill. Thus, research studies into the relationships between foreign language classroom anxiety and speaking performance have been investigated.

Horwitz et al. (1986) demonstrated that high levels of anxiety led to low speaking performance. That is, with a fear of negative evaluation, students developed communication apprehension, resulting in a fear to speak in a foreign language, a feeling of nervousness, confusion, and even panic.

MacIntyre and Gardner (1991) asserted that because of foreign language anxiety, students turned into negative self-talk, leading them to poor speaking performance and, in turn, affected their abilities to process information in foreign language contexts.

Phillips (1992) studied the effects of foreign language anxiety on students' oral performance and attitudes and revealed that students with higher language anxiety tended to say less, produce shorter communication units, and use fewer dependent clauses and target language than low anxiety students in an oral exam.

McIntyre and Charos (1995) discovered social effects of anxiety on speaking performance. They found that students' willingness to communicate could be reduced if students were provided with an opportunity to communicate in a natural setting where their speaking fluency could be decreased. However, successful

students were willing to talk in order to learn. Also, MacIntyre (1998) indicated that learners with higher language anxiety tended to avoid interpersonal communication more often than less anxious learners and that anxiety provoking could impair the quality of communication output. To clarify, the information retrieval process might get stuck by the "freezing up" moments when getting anxious.

Wilson (2006) examined the relationships of overall proficiency of English oral performance, variables in an association with overall proficiency, oral test performance, and foreign language anxiety of a group of tertiary students. The study revealed that there was a statistically significant and negative relationship between language anxiety and oral test grades using two oral performance criteria. Highly anxious group of students tended to perform oral test grades significantly more poorly than those with moderate and low anxiety. Obviously, high anxiety led to overall poor English proficiency.

Woodrow (2006) studied the debilitating effects of second language anxiety on oral performance of advanced English for academic purposes (EAP) students studying on intensive EAP courses prior to entering Australian universities. The study found that a second language anxiety was considered a significant predictor of oral achievement and anxious language learners can experience difficulties in retrieval interference and skills deficit.

In brief, based on the above aforementioned literature review on the pervasive impacts of foreign language classroom anxiety, specifically on speaking performance it was found that speaking in the target language seemed to be among the most threatening experience of foreign language learners, resulting in their poor speaking performance.

2.2 Public Speaking Anxiety

Public speaking anxiety is "the fear and uneasiness caused by the potential threatening situation of speaking in front of a group of individuals" (MacIntyre & Thivierge, 1995, p. 457). It is also categorized as a context-based communication apprehension, which is a subtype of a broader communication apprehension. Similarly, the term "stage fright" is used to describe public speaking anxiety (Lomas, 1944 p. 479). In the public speaking domain, communication apprehension (McCroskey, 1984), performance apprehension (Jackson & Latané, 1981), stage fright and audience anxiety (Beatty, 1988) are terms often used for the constructs related to public speaking anxiety along with personality traits such as introversion, self-esteem, trait anxiety, and others (Daly & Stafford, 1984).

2.2.1 Sources of Public Speaking Anxiety

Sources of public speaking anxiety can be attributed to many factors.

Beatty, Balfantz and Kuwabara, (1986) state that public speaking anxiety may arise from different factors, for example prior public speaking skills, pre-existing fluency in a foreign language, emotional predispositions towards public speaking, and characteristics of the public speaking situation itself. Moreover, Hofmann and DiBartolo (2000) view public speaking anxiety as a social phobia and reveal that public speaking anxiety is attributed to negative self-perception or perceived negative evaluation by other people in social situations. O' Hair, Rubenstein and Stewart (2007) account that public speaking anxiety may arise from factors like low self-esteem, experiencing an audience member's negative evaluation as a personal attack, negative past experiences with public speaking, or simply a lack of speaking experiences.

2.2.2 Effects of Public Speaking Anxiety on Speaking Performance

Public speaking anxiety can cast crucial effects on public speaking performance. For Horwitz et al. (1991), anxiety is typically embedded in listening and speaking activities; even students who are quite good at responding to drills or prepared speeches often find it difficult to speak in class. As such, they face difficulties discriminating sounds and structures or to catch meaning. Other research studies based on the literature review have revealed that speakers who are highly anxious tend to show increased self-focus, exhibiting distraction and poorer performance. Such behavior makes highly anxious speakers unable to understand audience cues, leading to difficulty to adjust themselves or their speeches (MacIntyre & MacDonald, 1998). Daly and Stafford (1984) assert that nervousness yields numerous effects in public speaking situations, making anxious communicators give shorter speeches than more relaxed speakers. In a classroom setting, public speaking anxiety is a situation-specific anxiety making students frustrated, distressed and depressed; therefore, they try to avoid public speaking situations, making them unable to achieve speaking skills. In addition, triggering anxiety may make students disrupt a communication through speaking patterns of vocalized pauses like "ums" or "you knows" (Charlesworth, n.d.).

With such a prevalence of public speaking anxiety, students find it difficult to master their speaking performance, especially when they have to deliver a speech in English. Thus, there is an urgent need for EFL teachers to find a means to cope with the learners' public speaking anxiety so as to help alleviate their speaking anxiety levels and simultaneously improve speaking performance.

2.3 Communication Apprehension

When talking about anxiety in association with speaking the target language, especially speaking in public, the term "communication apprehension," which, in other words, is generally known as an "oral communication anxiety" or "stage fright" (Wheeless, 1975) is most frequently used in research studies into foreign language anxiety.

Communication apprehension (CA) is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey & Beatty, 1984, p. 79). This kind of apprehension is associated with reticence, unwillingness to communication, shyness, and predisposition to communicate, and it has received much theoretical interest by scholars in both psychology and communication research (McCroskey et al., 1985).

According to Horwitz et al. (1986, p. 128), communication apprehension (CA) is defined as "a type of shyness characterized by fear or anxiety about communicating with people." To Lederman (1982), communication apprehension can be perceived as either a trait-like behavior or a state-like behavior. A trait–like behavior communication apprehension is "characterized by fear or anxiety in all types of oral interaction, from talking to any individual person to talking to others in a small group and to talking to a large number of people" (p. 281). A state-like behavior communication apprehension is viewed as "a normal anxiety response most people experience when confronted with oral communication in some sorts of public settings" (p. 281).

2.3.1 Sources of Communication Apprehension

There are various situations inducing communication apprehension. Communication apprehension can be induced when a person is involved in new situations or surroundings. Interaction with unfamiliar people and the involvement in the novel situation can be another cause. In particular, communication apprehension can be triggered by formalistic situations or subordinate status in which one feels they are being evaluated. Being aware of oneself while speaking in public or feeling being watched by others is considered another cause of communication apprehension. Likewise, involvement in a situation where one is unaware of other's attitudes, values and beliefs, and also anticipating negative outcome can lead to communication apprehension (Frantz, Marlow & Wathen, 2005).

Furthermore, there are two more factors affecting communication apprehension: internal and external factors (Rojo-Laurilla, n.d.). Internal factors relate communication apprehension to the psychological aspect that higher levels of communication apprehension tend to occur with individuals who stutter rather than those do not, and this claim is in line with the connection between communication apprehension and personality trait in the sense that the introverts have a tendency to experience higher levels of communication apprehension than the extroverts. External factors link communication apprehension to types of external, often public situations, such as classroom assignments, speech tasks, and instructional requirements. Furthermore, age, sex, and exceptional abilities have been identified to affect differences in communication apprehension.

2.3.2 Effects of Communication Apprehension on Speaking

As communication apprehension is considered one of the causes of a deterioration of speaking performance of foreign language learners, it is; therefore, necessary to review what effects communication apprehension casts on speaking so as to better understand how to address its consequences.

In terms of the effects of high communication apprehension, McCroskey (1977) differentiates three common effects of high communication apprehension: communication avoidance, communication withdrawal, and communication disruption. Communication avoidance arises when a speaker does not want to speak to particular people. Similarly, communication withdrawal arises when speakers perceive that they speak less than others in a group environment; communication disruption arises when one breaks their speaking patterns via vocalized pauses, stuttering and other impediments to fluency, to name a few. Previous research studies suggest that skills development, cognitive restructuring, systematic desensitization, and visualization technique are found effective to help alleviate communication apprehension levels (Holmes, 1997). According to Daly, Caughlin and Stafford (1998), characteristics like extroversion, self-control, high levels of self-esteem, and self-disclosure are factors to help reduce communication apprehension.

2.4 Language and Speaking Anxiety in the Thai Context

Research studies into anxiety in the Thai context were mostly conducted with Thai students at secondary and tertiary levels. These research studies investigated classroom anxiety and its effects on language performance, anxiety regarding speaking, and means to reduce anxiety.

Yiamsawat (2004) found gender, educational levels, and study program had a significant effect on levels of anxiety. His informant groups were high school students at Sarawittaya High School, Bangkok. Their anxiety affected all four skills, namely listening, speaking, reading, and writing, and their anxiety in relation to vocabulary and grammar was found at a moderate level. Koul et al. (2009) examined the multiple goal orientations and foreign language anxiety of Thai college students. The students reported feeling "scared," "shy," "strange," "perplexed," 'confused," and "terrible" to express their foreign language anxiety and that academic goals and superior academic performance orientation were found positively associated with foreign language anxiety among these students. Anyadubalu (2010) studied the self-efficacy, anxiety, and performance in the English language among middle–school students in English program at Satri Si Suriyothai School, Bangkok and revealed that both anxiety and general self-efficacy had significant effects on English language performance among students, indicating that students with lower level of English language anxiety performed better in their English language tests. Raktham (2011) found that students said that teachers' facial expressions affected their motivation to learn, that is, teachers with serious and solemn facial expressions made them anxious, which negatively affected their class participation. In addition, they felt conscious of self-image when dealing with members of other groups because they lacked intimacy between the groups making them reluctant to ask questions and express ideas to discuss in class because of the fear of being ridiculed or laughed at by friends.

For anxiety regarding English speaking, Udomkit (2003) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in

classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Bunrueng (2008) investigated levels of anxiety and factors affecting anxiety in taking English for Communication course at Loei Rajabhat University. The findings concerned seven aspects: (1) English for Communication subject; (2) speaking anxiety; (3) listening anxiety; (4) reading anxiety; (5) writing anxiety; (6) teaching-learning activity anxiety, and (7) teaching media and evaluation anxiety. Of these, speaking anxiety was rated at a high level, whereas the others were rated medium. Specifically, it was found that students felt most anxious to speak English in an English class without preparation, did not dare to volunteer to answer questions, felt troubled when asked by the teacher, worried about the use of grammar, were embarrassed when they made mistakes, lost confidence in speaking, and were shy when speaking English with friends. When students' anxiety levels were compared based on their majors, the English major students and the Business English major students were found to have anxiety at a moderate level. Tasee (2009) studied the overall speaking anxiety of 963 Rajabhat University students majoring in English and revealed that Rajabhat University students majoring in English manifested speaking anxiety at a moderate degree and felt most anxious when they had to speak English. Tananuraksakul (2011) examined 69 Thai undergraduate students' levels of confidence and anxiety in spoken English in different speaking classes and reported that the students' confidence and anxiety were moderate because they felt shy to speak English to both Thai and foreigner professors. In addition, students' revelation that "they did not think they could speak English well" was ascribed to their very low level of confidence in speaking English and that statements

such as "I worried about speaking with errors, taking oral tests, earning grades, and learning English" were ascribed to the high level of anxiety.

In terms of anxiety reduction, relatively little research studies into this area in the Thai context have been conducted. Saeheaw (2005) compared anxiety of Mathayom 5/8 students at Yupparaj Wittayalai School before and after the implementation of group process activity. The findings showed that the students' writing ability using group process moderately increased and their levels of English language learning anxiety dropped after exposure to the implementation. Chairinkan (2006), working with 20 Mattayom 3 students in Phayao, indicated that the activities which focused on communication strategies helped improve their listening-speaking abilities to a "good" level. Further, the students' anxiety decreased after they underwent these activities.

In sum, it was clearly shown based on the literature review that Thai students reported on anxiety manifested in the English classroom and such an anxiety affected their language performance. Typically, Thai students were afraid of making errors and always rated their English proficiency low, affecting their English language performance. In addition, Thai students worried about self-image when having to interact with members of other groups in which they lacked a sense of intimacy, hindering them to express ideas in a class discussion because they were afraid of being laughed at. As such, among the aspects of anxiety in language learning, speaking anxiety was found higher than any aspects of language anxiety in the Thai context. As previous studies in language and speaking anxiety in the Thai context confirmed existing speaking anxiety experienced by Thai students and put language and speaking anxiety as a whole for all English classes, not focusing on only a

speaking course, it was determined for the present study that there was a need to develop a scale that would focus only on speaking anxiety in a public speaking class, thereby reducing it.

2.5 Critical Appraisals of Existing Language Anxiety Scales

This section presents four existing language anxiety scales used to measure overall foreign language anxiety and public speaking anxiety levels, namely the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), the Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970), and the Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992). Each scale is described followed by an account of discrepancies found after use and factor analysis studies of the scales available.

2.5.1 Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986)

The Foreign Language Classroom Anxiety Scale (FLCAS) (see Appendix A) was developed by Horwitz et al. (1986). The FLCAS contains 33 items using a five-point Likert scale, which ranges from "Strongly Agree" to "Strongly disagree." It measures students' self-reports regarding anxiety by adding up the ratings on the 33 items. The internal consistency of this scale is .93 Cronbach's alpha coefficient with a high test-retest reliabilities of (r =.83, p<.01>).

The FLCAS's construct comprises three dimensions: (1) fear of negative evaluation, (2) communication apprehension, and (3) test anxiety. The first dimension, fear of negative evaluation, consists of 12 items: # 2, 3, 10, 13, 19, 20, 25,

30, 31, 33, 35, 36. These items are related to the fear of making mistakes, or of being negatively evaluated in foreign or second language class. The second dimension, communication apprehension, comprises 7 Items: # 1, 9, 14, 18, 24, 27, 32. This dimension reflects the fear of speaking in the foreign or second language class. The last dimension, test anxiety, consists of Items # 8 and 21, reflecting the feelings about taking English tests as well as the fear of failure in tests per se. The levels of anxiety based on this scale are categorized into three levels. The high anxiety level is represented by a score of more than 144, the moderate anxiety level a score of 108 to 144, and little or no anxiety level less than 108.

2.5.1.1 Discrepant Results Found Using the FLCAS

Since the FLCAS was introduced as an instrument to measure foreign language classroom anxiety level, many researchers have widely administered it in broad ranges of research studies pertaining to foreign language classroom anxiety. However, the results obtained through the scale were reported to be complex. Price (1991) found a negative connection between foreign language anxiety and foreign language aptitude, but a positive correlation between foreign language anxiety and test anxiety and public speaking anxiety after the administration of the FLCAS. Phillips (1992) revealed that language anxiety had a modest debilitating impact in oral exam performance and oral proficiency exam for the university students in the third-semester French class administered by the FLCAS. Chen and Chang (2004) studied variables related to learning English as a foreign language based on Horwitz's FLCAS and Sparks' and Ganschow's Foreign Language Screening Instrument (FLSI) with 1,187 Taiwanese college students. The findings indicated that the difficulties found in learning English accounted by 36.8% of the variance based on the FLCAS without

considering the history of learning language and test characteristics as predictors for students' anxiety levels. Thus, the researchers concluded that the development of anxiety regarding learning a language was due to the history of language learning problems of the students. In an analysis of the FLCAS' items by Sparks & Ganschow (1991), they speculated that the FLCAS captured only the students' perceptions and attitudes about language as well as their feelings about anxiety. They went further to say that all the items on this scale were primarily based on the authors' experiences with college students who had a "support group" for college students involved with foreign language learning. To conclude, the construct of the FLCAS was found obscure; therefore, a breadth of research studies into this domain showed discrepant results.

2.5.1.2 Factor Analysis of the FLCAS

A review of the literature into factor analysis of the FLCAS is necessary for a justification for the development of tools based upon it. In particular, a PSCAS was developed and used to measure public speaking class anxiety levels. The studies that have looked into factor analysis of the FLCAS are as follows.

Aida (1994) did factor analysis of the FLCAS to investigate the underlying structure of the FLCAS's thirty-three items before adapting it for Japanese students. The analysis reported four factors: speech anxiety; fear of failing; comfort; and negative attitudes. Factor One, labeled speech anxiety, comprised Items # 3, 13, 27, 20, 24, 31, 7, 12, 23, 33, 16, 1, 21, 29, 4, 9, with the two items (18, 8) which were negatively loaded. Factor Two, labeled as a fear of failing, consisted of Items # 10, 25, and 26, with one negatively loaded item (# 22). Factor Three, comfort included Items # 32, 11, 14. Factor Four, negative attitudes, was limited to one item, # 17 and one item (# 5) was negatively loaded.

Pérez-Paredes and Martínez-Sánchez (2000-2001) carried out a study on a Spanish version of the Foreign Language Classroom Anxiety Scale (FLCAS) with reference to Aida's (1994) study. Based on the Principal Component Analysis with Varimax Rotation, they concluded that there were four factors as follows:

Factor One, labeled as a communication apprehension, included items relevant to anxiety, shyness, and physical reactions towards speaking in a foreign language. The Items belonging to this factor were # 1, 3, 9, 12, 13, 18, 20, 24, 27, 31, 33.

Factor Two was labeled as anxiety about the language learning process and situations. Items indicating anxiety triggers like circumstances and components relevant to foreign language learning context in this factor included Items # 4, 7, 15, 16, 23, 25, 29, 30. Based on the analysis of this factor, Items # 29, 15, 4 were associated with students' fear of not understanding their teacher. Items # 7, 23 were an indication of students' fear of being less proficient than their classmates. Items # 25, 30 were related to fear of failing in learning a foreign language and Item # 16 was indicated as a tension in class.

Factor Three, labeled as comfort in using English both inside and outside the classroom, comprised Items # 14, 32, each of which reflected students' ease when using English at school or with native speakers outside. It also included Item # 8, which was an indication of attitudes towards test taking.

The last factor, negative attitudes towards language learning, included Items # 6, 17. These last two items were a label of learners' feelings in relation to anxious experience in foreign language learning.

In addition to Aida (1994) and Pérez-Paredes and Martínez-Sánchez (2000-2001), Tóth (2008) studied FLCAS for Hungarian learners of English. Tóth's analysis of the factor loading of the FLCAS found eight factors in the FLCAS.

The first factor which was labeled as speaking performance and fear of negative evaluation comprised thirty items out of thirty-three on the FLCAS. This factor comprised Items # 27, 9, 18, 24, 1 (anxiety related to speaking English in a classroom context), Items # 20, 3 (anxiety over being called on), Items # 7, 23 (feelings of being perceived to be less competent than others in the target language), and Items # 28, 16, 12 (self-perceived anxiety levels in the English class). Other items with appreciable loading in this factor were 10, 2, 8, 19, and 21, which concerned test anxiety; Items # 4, 29, which concerned receiver anxiety, and Items # 32, 14, apprehension about communicating with native speakers of English.

The second factor which was labeled as test anxiety and fear of inadequate performance in evaluated performance included Item # 21 (an indication of fear of unsuccessful test performance), Item # 8 (feelings of failure to perform well in the classroom context), Item # 30 (a fear of not being able to cope with task of language learning, Item # 25 (a worry over getting left behind), item # 10 (a fear of failing to meet the requirement), and Item # 6 (feeling anxious despite being well prepared for class). All the items mentioned except Item # 21, which appreciably loaded, received a strong load, whereas the other two remaining Items (# 14, 32) received a negative load. The items with the strong load were considered a global foreign language anxiety.

The third factor, attitudes towards English class, consisted of Item # 17 (inclinations to skip class), Item # 6 (task-irrelevant cognition during classes), Item # 5 (exploring whether students would mind taking more of these classes), and Item # 22 (feeling pressure to prepare well for classes). All the items here were strongly loaded except Items # 5, 17, which were marginally loaded.

The fourth factor, teacher-related anxiety, included Item # 19 (anxiety over getting corrected), Item # 15 (anxiety of not comprehending the teacher's correction), and Items # 29 and 4 (psychological effects of not understanding what the teacher is saying in the target language). Items # 15, 19 received a strong load, whereas 29 and 4 received an appreciable load. The other four factors of this analysis seemed not to define important dimensions of the scale; therefore, they were not attached to any labels.

All three of the above-cited studies found four factors of foreign language anxiety: speaking apprehension, fear of negative evaluation, fear of not performing well, and classroom-related anxiety. All three studies using factor analysis revealed many items mostly related to communication apprehension and anxiety in the language classroom settings. These, then, formed the core for the development of a Public Speaking Class Anxiety Scale (PSCAS) used to focus pointedly on classroom public speaking anxiety in the Thai EFL context. Scovel (1978) mentioned that inconsistent results of the relationship between anxiety and foreign language achievement might be due to the different anxiety measures used in the studies, thus it was necessary for the researchers to specify the types of anxiety being measured and its relationship to other factors. Without a better understanding of the FLCAS's construct, research studies in language anxiety might come up with inconclusive results because all the items do not measure all dimensions of anxiety in foreign language classes and might also measure extraneous variables.

2.5.2 Personal Report of Communication Apprehension (PRCA-24) by

McCroskey (1970)

The PRCA originally varied in forms used as a self-report to measure trait-like communication apprehension. Those original forms were 20-item (McCroskey, 1970), 10-item (McCroskey, 1978), 25-item (McCroskey, 1978), and 24-item (McCroskey, 1982) scales. The 10, 20, and 25-item versions were found to contain a disproportionate number of items designed to tap trait –like communication apprehension across multiple communication contexts.

The PRCA-24, the latest version (see Appendix B), extracted from Personal Report of Public Speaking Anxiety (PRPSA-34), included 6 items for each of the four dimensions: public speaking, talking in meetings or classes, talking in small groups, and talking in dyads. McCroskey et al. (1985) stated that the items on PRCA-24 represented common communication situations in four dimensions. The first dimension, speaking in small groups, comprised Items # 1-6. The second dimension, speaking in meetings, comprised Items # 7-12. The third dimension, speaking in dyads, comprised Items # 13-18. The last dimension, public speaking, included Items # 19-24. The overall approach of the items on the scale represented the broad-based trait-like orientation, which is what communication apprehension was assumed to be.

Interestingly, the PRCA-24 gained considerable attention by researchers in research area of communication apprehension because it was the most widely established and had a very high predictive validity and reliability with Cronbach's alpha at >.90. The PRCA-24 provided sub-scores for each dimension. The levels of communication apprehension measured using this scale could range from high, moderate to low. To elicit levels of communication apprehension, a total score was

computed and sub-scores were divided based on communication situations: group discussion, meeting, interpersonal communication, and public speaking. A total score was calculated by adding all the four sub-scores together. The mean for the total score of the PRCA-24 was 65.6, with a standard deviation of 15.3. "A 'high' score means that [one] report[s] more anxiety related to oral communication…" High scores ranged from 80-120, while low scores were below 50. "A 'low' score means that [one] report[s] less communication anxiety than most people do" (Palmerton , 2005 p. 2)

2.5.2.1 Discrepant Results Found Using the PRCA-24

The PRCA-24 measures communication apprehension in different dimensions, not only in a public speaking context. Its construct heavily depicts either trait-like anxiety or state-like anxiety in the psychological aspect. Behnke and Sawyer (1998) stated that to investigate the more specific periods or contexts using the wind-band or general trait measures tended to limit the degree of measurement precision. Frantz, Marlow and Wathen (2005) mentioned in their research into communication apprehension and its relationship to gender and college year that female business students were reported to have higher communication apprehension than males; however, males majoring in accounting were found to have a higher level of communication apprehension than females using this scale. Daly (1991) pointed out that the Personal Report of Communication Apprehension (PRCA-24) was found inappropriate in foreign language classroom anxiety research because the items tended to measure anxiety relevant to speech giving rather than anxiety regarding common practices in foreign language classroom. Besides, items relevant to listening considered a common source of anxiety associated with communication apprehension

in a foreign language classroom setting are not included in this scale (Vogely, 1999).

As such, the results found in using the PRCA-24 may have been inconclusive.

2.5.2.2 Factor Analysis of the PRCA-24

According to the factor analysis done by Kearney, Beatty, Plax, and McCroskey, (1984), the item loading of PRCA-24 was reported in three factors. Factor One, labeled as group discussion, public meeting, and apprehension, comprised Items # 1, 2, 3, 4, 6, 7, 8, 10, 11, 12 with the exclusion of Items # 5, 9. Factor Two, labeled as inter- personal or dyadic communication apprehension, consisted of Items # 13, 14, 17, 18 with the exclusion of Items # 15, 16. Factor Three, public speaking and apprehension, comprised Items # 19, 20, 21, 23 with the exclusion of Items # 22, 24. Based on the factor analysis of this scale, the items belonging to public speaking were replicated for the development of the items in a PSCAS.

2.5.3 Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970, 1992)

Another scale used to measure communication apprehension in a public speaking context, commonly called "stage fright," was the Personal Report of Public Speaking Anxiety (PRPSA-34) (see Appendix C). The development of the PRPSA-34 arose from McCroskey's (1970) perspective that Personal Report of Confidence as a Speaker by Gilkinson (1942) forced responses to fit on a true-false scale. Thus, McCroskey constructed PRPSA-34 so as to increase precise measurement of communication apprehension in this area of studies. The PRPSA-34 was a uni-dimensional questionnaire with 34 statements concerning feelings related to giving a speech and its presentation in a public context. Each item expressed a degree of communication apprehension with a Likert-type scale: strongly agree, agree,

undecided, disagree, and strongly disagree, respectively. Its reliability fell on the alpha estimates at .90. Based on McCroskey and Richmond (1992), the score of this scale was divided into five levels of anxiety: a score of 34-84 indicated low anxiety, 85-92 moderately low anxiety, 93-110 moderate anxiety, 11-119 moderate high anxiety, and 120-170 high anxiety, respectively.

Arguably, the PRPSA-34 was designed and used primarily to identify highly anxious students. According to Pribyl, Keaten and Sakamoto (2001), discrepant results using PRPSA-34 were found and that public speaking anxiety and English ability were not significantly correlated. Theoretically, the finding did not support the claim that there was a significant correlation between English ability and public speaking anxiety. In addition, the PRPSA-34 was heavily weighted with items on overall communication in public speaking contexts. Most importantly, those items were employed to measure public speaking anxiety in real situations rather than in the public speaking class setting.

2.5.4 Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992)

The Speaker Anxiety Scale (SA) (see Appendix D) was used mainly to measure state anxiety because it was designed to assess situational anxiety in relation to public speaking (Clevenger & Halvorson, 1992). This scale was developed to be the PRCA-State Version 2 and renamed "Speaker Anxiety Scale." It consisted of 32 items measuring nine factors: (a) pre-speech tension, (b) shyness, (c) confusion, (d) physiological activation, (e) post-speech activation; (f) environmental threat; (g) positive anticipation; (h) poise; and (i) wants more. The SA was a self-report and was selected by researchers because it yielded high reliability and strong face validity. Clevenger et al. (1991) reported that the earlier version of SA yielded reliability at .93

for the overall instrument and at .80-.87 for the subscale scores. In addition, the latest version of this scale yielded reliability at .92 using Cronbach's Alpha.

As indicated by the literature review, the SA provided an overall score and was found the most current instrument particularly used to measure state anxiety in communication. It covered a broad range of speaking contexts, specifically from the psychological aspect. Arguably, many items found were replication of items of the PRPSA-34 and PRCA-24 by McCroskey, and FLCAS by Horwitz et al. State anxiety, which was the main construct of SA, was viewed as anxiety caused by the generalized experiences similar to language learning unlike the situation-specific anxiety considered appropriate for foreign language classroom anxiety as stated by Gardner and McIntyre (1993). However, the SA covered a wide range of speaking contexts, but some of its items were relevant to public speaking class anxiety. Therefore, a few such items considered relevant to public speaking in a classroom setting were considered, adopted, and adapted.

Broadly speaking, all the scales discussed above are used to measure anxiety in various contexts, not specifically in the EFL public speaking classroom context. Scovel (1978) postulated that some ambiguous findings of language anxiety research studies were caused by the different anxiety measures employed and he concluded that in measuring anxiety the specification of the type of anxiety as well as its relationship to other factors like affective or cognitive variables should have been taken into consideration. Thus, based on Gardner, (1980), it is necessary to develop an appropriate scale to specifically capture language anxiety in contexts of second language learning. The findings according to the literature described were used to help justify the items to be included in a proposed PSCAS. The resulting scale is

presented in chapter 3, and in fact, was the principle purpose of the present study to develop the PSCAS for the TRU context.

2.6 Microteaching

The principle of microteaching is to give feedback based on videotaped and audio-recorded teaching practices for the development of future teaching performances, thus this concept is reviewed to help construct a model used to reduce public speaking class anxiety.

Microteaching, which has been known as a scale-down teaching technique, developed at Standford University in the United States and spread rapidly through the United States, Europe, and some other developing countries in the late 1960s and early 1970s (Huber and Ward, 1969). According to Wallace (1991), in a training context in which a microteaching is used, the scope of teaching situation has been reduced and simplified systematically in three ways: the task is simplified, the length of the lesson may be shortened, and the size of the class may be reduced. According to Manis (1973), microteaching consisted of four stages in which teachers are informed about information and skills to be taught and method used, trainee teachers do the five-ten minute lesson teaching to three to seven pupils, and while teaching they are videotaped and audio-recorded, trainee teachers' videotaped and audio-recorded five-ten minute lesson taught is reviewed, discussed, analyzed, and evaluated, and finally discussed points raised are used as feedback for trainee teachers to re-plan and re-teach the lesson. Thus, it is apparent that microteaching includes pre-observation, observation-note taking, analysis-strategy, viewing the tapes, and self-evaluation of teacher trainee stages (Lang, Sood, Anderson & Kettenmann,

2005). Because of immediate and continuous feedback and close supervision in a microteaching, teacher trainees enable to improve themselves and evaluate their teaching behaviors and this leads to their successfully teaching performance.

2.7 Peer Feedback

The present study not only primarily measures students' public speaking class anxiety levels, but also simultaneously seeks out the way to help reduce such anxiety. Since peer feedback has become a promising trend in EFL research studies, it is necessary to survey the existing literature on peer feedback in its various forms, especially online and blog-based peer feedbacks. This would help pave the way to the development of a training model for EFL public speaking anxiety reduction used in the main study.

Feedback by its definition should be "diagnostic and prescriptive, informative and iterative, and involving both peers and group assessment" (Notar, Wilson, & Ross, 2002 p. 646). Race, Brown and Smith (2005) say that peer feedback or peer assessment is known for its dramatic benefits in terms of learning gain, and for its increment for tertiary education to include students more actively in the assessment process. In EFL context, feedback consists of two dimensions: delay feedback and immediate feedback. Delay feedback is found beneficial to only special experimental situations, whereas immediate feedback has been found more effective. In the online learning environments, immediate feedback is referred to as instant feedback used for students' self-assessment of their current knowledge.

2.7.1 Online Peer Feedback

Online peer feedback is an innovative way of using information technology for a specific communication purpose of giving feedback (Figl, Bauer, & Kriglstein, 2009) and; therefore, is an alternative both to face to face communication (Liag, 2010 & Warschauer, 1996), and written forms of students' commentary electronically transmitted in both synchronous and asynchronous forms (Guardado & Shi, 2007). Online peer feedback casts immense impacts on classroom instruction in the EFL context and currently it has become an issue frequently discussed and debated in EFL learning and teaching.

2.7.2 Advantages and Disadvantages of Online Peer Feedback

In terms of the benefits of online peer feedback in EFL contexts, Corgan, Hammer, Margolies and Crossley (2004) assert that feedback in online environments contributes a number of benefits in EFL learning and teaching. These benefits are an increment of the timeliness of the feedback, the provision of a new learning environment for both those who give and receive feedback, a creation of humanizing environment and an intimate community. In addition, Tuzi (2004) finds that

e-feedback from peers helps stimulate overall revisions and particularly generate macro-level revisions as well as gives ideas for subsequent revisions to students. Moreover, feedback given via online mode gives anonymity and honesty, leading to the reliability and validity of the students' comments (Figl, Bauer & Kriglstein, 2009); provides freedom of time and space facilitating students' learning and, in turn, enhances students' attitude towards giving feedback (Wen & Tsai, 2006). Besides, because of the possibility of a less threatening environment, online peer feedback

provides encouragement to member participation, which is greater and more equal than face-to- face conferencing (Guardado & Shi, 2007).

In terms of the disadvantages of online peer feedback, Dennen (2005) states that online peer feedback seems to be critical in cases where feedback givers are overly agreeable, so they do not give frank comments, making feedback useless. Also, because of the sense of anonymity received in communicating via text rather to face-to- face, an overwhelming critical sense may offend partners. Furthermore, Figl, Bauer and Kriglstein (2009) reveal negative issue raised in their study that few students mentioned as being drawbacks of online feedback, such as the loss of in-class discussions, depersonalization and deprivation of the need to write a lot.

2.7.3 Blog-based Peer Feedback

Web-based learning has become a promising trend of future teaching and learning model in the information technology era of 21st century (Kinshuk & Yang, 2003). A "blog," first used by Barger in 1997, refers to an ongoing log of written commentaries and posted on a website. Hence the term "Weblog" and its common abbreviation "Blog" have been coined (Duffy, 2008). It is a website showing dated entries published on the Internet in a reverse chronological order and it provides an online journal, allowing any people worldwide to contribute. Blogs can be used to support EFL classes in three ways: the tutor weblog, learner weblog, and class weblog (Campbell, 2003). The tutor blog is authored by the tutor with the intention to give reading practice to the learners, promote exploration of English websites, encourage online exchange using comment buttons, provide class or syllabus information, and serve as a resource of links for self-study. The learner blog is created by individual learners themselves and suitable to reading and writing classes

because learners are encouraged to write their interested subject matters and also they can post comments on other learners' blogs. The class blog is authored by both a teacher and learners in the entire class with the purpose for fostering a feeling of community between the members of the class. This type of blog can be used for posting messages, images, videos, and links associated with topics discussed in the classroom and also as a virtual space for classroom language exchanges worldwide. According to Soares (2008), learners can share information about themselves and their interest as well as responding to what others have written.

2.7.4 Advantages and Disadvantages of Blog-based Peer Feedback

In EFL pedagogy, blog-based peer feedback has given practitioners both advantages and disadvantages. As considered a freestanding or integrated tool in area of peer feedback in writing, blogs provide writers opportunity to reach an audience much wider than just a tutor (Goodwin-Jones, 2003); they support the exchange of resources and thoughts (Williams & Jacobs, 2004), and allow an evaluation and assessment of peers' work (Ward, 2004). Derntl and Motschnig-Pitrik (2005) provide suggestions for incorporating technology that enables users to customize and parameterize web pages, which can help reduce the effort learners would expend on organizational issues, supporting collaborative learning and feedback or giving evaluation. Wang (2009) found that blog-based peer editing was more effective than traditional oral methods, as it made learners feel less frustrated and pay more respect to their peers during the process of peer editing. Dippold (2009) found that students overall enjoyed receiving feedback from both the tutor and peers via blogs because a combination of the tutor feedback with peer feedback made them come up with different perspectives on their peer performance and also enabled them to compare

their tasks to their peers' tasks. Further, in their study on blog-based peer response on L2 writing revision, Phi Ho and Usaha (2009) found that students provided more feedback on their peers' writing and had positive attitudes towards blog-based peer response activities because they found this technological medium made them more comfortable in learning and provided collaboration in the learning process. Tan, Ladyshewsky and Gardner (2010) stated that because of the peer- assisted learning environment made possibly by blogging, students developed meta-cognitive faculty helping them reflect upon their practices and able to response when perceiving evidence of a lack of insight or knowledge.

However, blog-based peer feedback could yield disadvantages in cases where the participants' skills to manage online learning environments are blocked by their difficulty (McLuckie & Topping, 2004). In addition, learners were found unwilling to give feedback via blogs because they lacked the expertise and specific guidance on how to give feedback and also because they do not want to offend those who received their feedback (Dippold, 2009). In the present study, to deal with such these problems, knowledge about blogs and how to use them as well as peer feedback process via blogs will be included in the training for students prior to the real practice.

2.8 Peer Feedback on Speaking Performance

A breadth of research studies into peer feedback is mostly found in area of L2 writing. Very few research studies into peer feedback with respect to L2 speaking have been undertaken. In addition, there are very few research studies into video-based feedback on speaking performance.

This section; therefore, presents a review of the literature on peer feedback on speaking performance, video-based feedback on speaking performance, and models using video-based feedback to reduce speaking anxiety.

Otoshi and Heffernen (2008) found peer assessment in presentation an alternative form of assessment in which students' oral performance could be evaluated by the views of their peers, encouraging students to take an active role on their own language learning. Also, Rayan and Shetty (2008) studied the development of students' communication skills using communication apprehension reduction. According to Rayan and Shetty, the way to overcome communication apprehension in public speaking was sharing language or communication problems with peers. By this technique, students could feel more confident and they could share useful tips helping them develop speaking skills and overcome communication anxiety. Interestingly, most students found this technique helpful and useful. To study perspectives of peer assessment for learning in a public speaking course, White (2009) found that students expressed positive perspectives towards using peer assessment and that a peer assessment process brought about the promotion of learning.

2.8.1 Video- based Feedback on Speaking Performance

Video-enhanced learning arose from the development of digital video technology. Video-enhanced learning is considered as a blended approach in pedagogic context because it incorporates various components of course delivery and students' learning (Fill & Ottewill, 2006) and also promotes learner autonomy, motivation or evaluating learner performance (Murofushi, 2004). The performance video recording casts effects not only on learner self assessment, but also on self feedback. Broady and Le Duc (1995 cited in Murofushi, 2004 p. 10) explained:

but effective feedback is not just about teachers being able to identify students' linguistic difficulties, but more importantly about learners themselves understanding and assimilating such feedback. Video-recording should thus be particularly valuable in a learner-centered curriculum in that they allow the performers themselves to review their own performances. (p. 74)

Because video feedback allows students to review and listen to their recorded speaking performances, students can notice mistakes found in their previous performances and correct them, helping improve their next speaking performances. In recording students' performances, Lynch (2001) concluded that recorded performances allowing students to notice mistakes supported reflective self correction, interactive peer correction, and opportunity for a teacher to intervene.

2.8.2 Related Research Studies into Speaking Anxiety Reduction Using Video-based Feedback

Research studies into using a video recording as a self feedback technique in oral communication has been found pedagogically useful. Recording a video clip, students are allowed to spend time reflecting on their past video recorded performance and also to provide opportunity for them to receive both tutor and peer feedback. Mulac (1974) investigated the impacts of videotape recording a speech performance and found that students receiving videotape replay demonstrated significantly greater skill in oral communication at the end of the course than students audiotape or no electronic replay. Bourhis and Allen (1995) studied the use of videotaping to provide feedback to students in public speaking classes using Meta Analysis procedures. They found that videotaping feedback gave better content of students' speeches, greater of acquisition of public speaking skills, better performance on the objective tests and positive attitudes towards public speaking course. However, there was no statistically significant increment in anxiety experienced by students when utilizing

the videotaping to provide self feedback in the classroom. Pribyl, Keaten and Sakamoto (2001) reported that the students' public speaking anxiety dramatically dropped using a systemic process for developing and giving presentation in English, including one-on-one and seminar format teaching on how to prepare, practice, deliver, and reflect on past recorded presentation performances. Leeds and Maurer (2009) used a digital video as a multimedia replacement for in-class oral presentations. They revealed that the digital video treatment was in accordance with a communication apprehension reduction since students could spend more time on average practicing oral communication skills, and that the digital video treatment allowed students to review their presentation delivery, helping them to prepare to present again.

Because of a new paradigm of computing and with the advent of Internet, the technology and its ease of use has changed considerably. Current research studies into video-based feedback has incorporated free standing websites and integrated them as an implementation in research studies. Hill and Storey (2003) examined the development of the interactive and informative website showing students the interrelationship of the skills used in oral presentation via video examples of skilled presenters in action. The evaluation of the use of the developed website was that although the website was used briefly in an intensive oral skills course, the feedback from students and teachers on the use of the website was found positive. Also, Chu Shih (2010) studied a video-based blog used to improve public speaking performance. Students were asked to make video clips of their speeches in English and upload them on the blogs and then revise or redo their video clips as many times before the deadline. It was found that students showed great improvements in performance due

to the reflections given by the instructor and their peers on the comment and discussion board.

Based on the aforementioned literature review, there has not been any published study in which video feedback has been used as a model to specifically help reduce anxiety in the EFL public speaking context. The present study; therefore, aims at addressing the gap mentioned using a proposed model, namely a Video-Based Blog Peer Feedback Model comprising a class blog, video recordings and anonymous peer feedback to help reduce public speaking class anxiety in Rajabaht University context.

2.9 Summary

This chapter reviews the theories and definitions of anxiety and foreign language classroom anxiety, communication apprehension, public speaking anxiety, and peer feedback. Previous research studies were described in association with foreign language classroom anxiety and peer feedback, language and speaking anxiety in the Thai context, and critical appraisals of existing language anxiety scales. This chapter begins with detailed definitions of forms of anxiety and foreign language classroom anxiety in particular, which was followed by sources and effects of foreign language classroom anxiety, theories of communication apprehension, and public speaking anxiety, providing details about their sources and effects on speaking performances. It then deals with research studies into language and speaking anxiety in the Thai context and gives a presentation of the critiques of existing language anxiety scales, revealing discrepant results using these tools and their factors analysis available. This chapter concludes with the concept of microteaching, the theory of peer feedback, including online peer feedback and blog-based peer feedback,

presenting advantages and disadvantages of these types of feedback in EFL research studies, which was followed by peer feedback on speaking performance, video-based feedback, and a presentation of research studies into speaking anxiety reduction using video-based feedback. Most previous research studies employed peer feedback to improve L2 writing. Conversely, few research studies employed video-based feedback to improve L2 speaking performance, and very few used video-based peer or/and instructor feedback on discussion board in blog to improve public speaking performances. Therefore, the present study proposes to shed light on previous research studies in developing a Video-Based Blog Peer Feedback Model for anxiety reduction in EFL public speaking.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This chapter presents the development and the pilot tryout of a preliminary 25-item PSCAS and the development and the pilot study of a VBPF Model.   It then discusses the pedagogy behind a Video-Based Blog Peer Feedback Model for anxiety reduction in EFL public speaking in the main study, followed by the restatement of the research questions, research method, instrumentations, data analysis, and research framework, respectively.

3.1 The Development of a Public Speaking Class Anxiety Scale (PSCAS)

3.1.1 Item Adoption and Adaptation of Existing Language Anxiety Scales

This section deals with item consideration and selection with minor changes in the way the statements of the existing language anxiety scales were presented.

The consideration for item selection to be included in a PSCAS was based on the studies on the FLCAS using factor analysis to refine foreign language classroom anxiety done by Aida (1994), Pérez-Paredes and Martínez-Sánchez (2000-2001), and Tóth (2008), discussed in the literature review in Chapter II. According to the findings of these studies, the items analyzed as measures of speech anxiety, communication apprehension, and anxiety related to speaking English in a classroom context,

considered as foreign language classroom speaking anxiety in the FLCAS, were Items # 1, 3, 4, 7, 9, 12, 13, 16, 18, 20, 21, 23, 24, 27, 29, 31, 33 (Aida, 1994; Pérez-Paredes and Martínez-Sánchez, 2000-2001; Tóth, 2008). These items with minor changes in wordings (for example, "speaking the foreign language" being replaced by "speaking English") were included to give a PSCAS face validity and reflect speaking anxiety in a public speaking class accordingly.

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

Item # 3 "I tremble when knowing that I am going to be called on to speak English."

Item # 4 was omitted because it was a learning process-related anxiety (Pérez-Paredes and Martínez-Sánchez, 2000-2001) and teacher-related anxiety (Tóth, 2008), which does not tap speaking anxiety in particular.

Item # 7 "I keep thinking that other students are better at speaking English than I."

Item # 9 "I start to panic when I have to speak English without preparation in advance."

Item # 12 "In the speaking class, I can get so nervous I forget things I know."

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

Item # 16 "Even if I am well prepared, I feel anxious about speaking English."

Item # 18 "I feel confident while I am speaking English."

Item # 20 "I can feel my heart pounding when I am going to be called on to speak English."

Item # 21 "The more speaking tests I have, the more confused I get."

Item # 23 "I always feel that the other students speak English better than I do."

Item # 24 "I feel very self-conscious while speaking English in front of other students."

Item # 27 "I get nervous and confused when I am speaking English."

Item # 29 was omitted because it is related to students' fear of not understanding their teacher (Pérez-Paredes and Martínez-Sánchez, 2000-2001), which was called receiver anxiety (Tóth, 2008).

Item # 31 "I am afraid that other students will laugh at me while I am speaking English."

Item # 33 "I get nervous when the language teacher asks me to speak English which I have prepared in advance."

3.1.2 Item Selection and Consideration with Minor Changes in Wordings of the Personal Report of Communication of Apprehension-24

The selected Items # (19, 20, 21, and 23) were included in a PSCAS based on the studies of the PRCA-24 using factor analysis by Kearney, Beatty, Plax, and McCroskey (1984). As indicated by the results, the dimension of a public speaking situation referred to as "Stage Fright" on the PRCA-24 comprised Item # 19, 20, 21, 23. These items were mainly used to measure feelings in relation to giving speech and a presentation and, importantly, they elicited public speaking anxiety in relation to "Stage Fright." Thus, they all were adopted with minor changes in wordings accordingly.

Item # 19 "I have no fear of speaking English."

Item # 20 "Certain parts of my body feel very tense and rigid while speaking English."

Item # 21 "I feel relaxed while speaking English."

Item # 23 "I face the prospect of speaking English with confidence."

3.1.3 Item Selection and Consideration with Minor Changes in Wordings of the Personal Report of Public Speaking Anxiety-34

Items # 33 of the PRPSA-34 was selected to be included in a PSCAS. As the PRPSA was the extraction version of the PRCA-24, many items on this scale were similar to that of the PRCA-24; therefore, only Item # 33 was considered because it was relevant to speaking in the classroom setting. Minor changes in wordings were made as follows:

Item # 33 "I feel anxious while waiting to speak English."

3.1.4 Item Selection and Consideration with Minor Changes in Wordings of the Speaker Anxiety

The items selected to be included in the PSCAS were Items # 5, 7, 9, 11, 20, and 22. These items were found relevant to speaking anxiety in the classroom setting, especially in a public speaking class. Thus, they were included with minor changes in wordings as follows:

Item # 5 "I look forward to expressing my ideas in English."

Item # 7 "I enjoy the experience of speaking English."

Item # 9 "I want to speak less because I feel shy while speaking English."

Item # 11"I dislike using my voice and body expressively while speaking English."

Item # 20 "I have trouble to coordinate my movements while speaking English."

Item # 22 "I find it hard to look the audience in the eye while speaking English." Accordingly, items were rearranged as illustrated in Table 3.1.

Table 3.1 Preliminary 25-Item PSCAS

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I tremble when knowing that I am going to be called on to speak English.					
3	I start to panic when I have to speak English without a preparation in advance.					
4	In a speaking class, I can get so nervous I forget things I know.					
5	I feel confident while I am speaking English.					
6	I feel very self-conscious while speaking English in front of other students.					
7	I get nervous and confused when I am speaking English.					
8	I am afraid that other students will laugh at me while I am speaking English.					
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.					
10	I have no fear of speaking English.					
11	I can feel my heart pounding when I am going to be called on.					
12	I feel relaxed while speaking English.					
13	It embarrasses me to volunteer to go out first to speak English.					
14	I face the prospect of speaking English with confidence.					
15	I enjoy the experience of speaking English.					
16	The more speaking tests I have, the more confused I get.					
17	Certain parts of my body feel very tense and rigid while speaking English.					
18	I feel anxious while waiting to speak English.					

Table 3.1 Preliminary 25-Item PSCAS (Continued)

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
20	I dislike using my voice and body expressively while speaking English.					
21	I have trouble to coordinate my movements while speaking English.					
22	I find it hard to look the audience in my eyes while speaking English.					
23	Even if I am very well-prepared I feel anxious about speaking English.					
24	I keep thinking that other students are better at speaking English than I					
25	I always feel that the other students speak English better than I do.					

In conclusion, the item adoption and adaptation of existing language anxiety scales took into consideration the critical appraisals of existing language anxiety scales, namely, Foreign Language Classroom Anxiety Scale (FLCAS), Personal Report of Communication Apprehension (PRCA-24), Personal Report of Public Speaking Anxiety (PRPSA-34), and Speaker Anxiety Scale (SA) as discussed in Chapter II. The items primarily selected from the four existing scales were those belonging to the speaking component from factor analyses available and partly from the researcher's consideration.

3.2 Pilot Tryout of a PSCAS

3.2.1 Content Validity

All of the items were validated by three teachers of English with over ten years of teaching experiences, one assistant professor and other two assistant professors with PhD. They were asked to judge whether each of the items in a PSCAS measured the speaking component being studied in the classroom setting. It was recommended that ungrammatical points and some wordings that sounded awkward be changed and an English native speaker proofread the revised content. After the English native speaker proofread all the items, he suggested that two items namely, Item # 24 "I keep thinking that other students are better at speaking English than I" and Item # 25 "I always feel that the other students speak English better than I do" be deleted because they indirectly measure speaking anxiety, but directly measure self-perceived ability or self-efficacy instead. In addition, 32 third year students in the B.A (English) program, who were taking the public speaking course with the researcher were asked to read through the items of the Thai version and help make comments if they found the items confusing. Of the thirty-one students, ten students made comments on the Thai version, but some of them said the Thai wordings of a PSCAS were explicitly clear. Some students recommended that minor changes of the wording of Items # 6, 8 and 14 be made because they sounded unclear. Thereafter, the two items were omitted as suggested by the English native speaker and the Thai version wordings of some items were revised as suggested by the students.

3.2.2 Reliability and Construct Validity

3.2.2.1 Internal Consistency

To establish the internal consistency of a PSCAS Cronbach's alpha was used. Gravetter and Wallnau (1996) assert that the calculating of reliability of the questionnaire items using coefficient (α) is appropriate when the items are not scored right versus wrong. The internal consistency coefficient of the questionnaires completed by 76 second year students in B Ed. (English) program turned out to be .84, considered acceptable based on the broadly acceptable reliability coefficient of .70 (Fraenkel & Wallen, 1993).

3.2.2.2 Construct Validity

Because the main purpose of the development of a PSCAS was to construct one-dimensional measure of speaking component in the public speaking class, a factor analysis was employed to help select items to be included. Theoretically, a factor analysis is used to identify underlying variables, or factors, which account for the pattern of correlations within a set of observed variables. A factor analysis is commonly used for data reduction to identify a small number of factors explaining most of the variance which were observed in a much larger number of variables. As such, the Principal Axis Factoring method of extraction was conducted to examine the factor structure of the preliminary 23-item public speaking class anxiety scale. An analysis was performed on responses to the preliminary 23-item public speaking class anxiety scale by the subjects (N= 76), second year Thepsatri Rajabhat University students in the B. Ed. (English) program. The majority of these participants were women. The criteria used to determine the number of common factors to retain, including the eigenvalue >1 criterion, the factor loading >.4

criterion, the amount of common variance explained, and conceptual interpretability of the factor structure.

The initial run of a factor analysis using varimax/orthogonal rotation showed an ambiguous structure, which could be justified by the fact that dimensions of anxiety experience were expected to covary. As thus, an oblique rotation (Oblimin) was employed to increase interpretability of the factors. Based on an oblique rotation in the second run, it showed that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy attained a .78 value, which was far greater than the acceptable value of .6 and the Bartlett test of sphericity was $p = .00$, which was significant. Thus, the two tests (Bartlett test of sphericity and KMO the measurement of sampling adequacy) confirmed the suitability of the data and showed an acceptable level of reliability.

The oblique rotation (Oblimin) produced six-factor with the Eigenvalue greater than one. The six –factor solutions accounted for 70.7% of the total variance. Table 3.2 shows the six extracted factors accounted for 70.7% of the total variance.

Table 3.2 Factor Loadings, Communalities, Initial Eigenvalues and Percents of Variance for Six Principal Axis Factoring on a PSCAS

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	h2
Item							
1		-.223	.431*		-.225	.379	.616
2	.370		.111	-.148	-.561	.378	.812
3	.220		-.118		-.124	.749**	.701
4	-.117		.239			.613**	.459
5		.629**		-.322	-.274	-.175	.647
6	.351			-.593		.209	.817
7	.198	-.113		-.404	.217	.435*	.766
8	.629**		.121		-.174		.470
9			.569*	-.132	-.157	.140	.458
10		.795**		.105	.101		.650
11	.703**			-.100			.624
12		.619**					.427
13	.624**	-.186	.110		.108		.536
14	-.129	.792**	-.140				.792
15		.387		.343			.300
16		-.228		-.131		.249	.292
17	.568*		-.190	-.170	.147	.261	.656
18	.574*	-.214	-.142	-.272			.616
19			.257	-.728			.761
20	.114			-.192	.248	.418*	.433
21	.800**				.196	.186	.699
22	.189		.202	-.238	.648**	.177	.757
23	.209		.817**		.365		.905
Initial Eigenvalue	8.634	2.102	1.630	1.544	1.271	1.091	
% of variance	37.537	9.137	7.085	6.712	5.526	4.745	

% of the total variance accounted for by the solution 70.742

* = appreciable loading (.4-.6)   ** = high loading (>.6)

The first factor, accounting for 38% of the variance, received strong loadings (>.6) from four items, appreciable loadings from two items, and acceptable loading from 2 items. Those items with strong loadings (Items # 8, 11, 13, 21) and appreciable loadings (Items # 17, 18) were related to communication apprehension demonstrated by (a) fear of negative evaluation as evidenced by feeling of being less

competent than others (Item # 8) and anxiety over being called on (Item # 11); (b) nervousness while waiting to speak English (Item # 18); (c) bodily reactions towards speaking English (Items # 17, 21); and (d) anticipated anxious behavior (Item # 13). Two items with marginal loadings (>.3) described feelings of less competent than others (Item # 6), anxiety over being called on (Item # 2), and the other items obtained low loadings (Items # 3, 7, 20, 22, 23) and negative loadings (Items # 4, 14).

Factor Two, accounting for 9.1% of the variance, was molded around the speaking component with strong loadings (Items # 5, 10, 12, 14), which were reflective of comfort in speaking English. The only item related to comfort in speaking English received marginal loadings (Item # 15). The other items received low loadings (Items # 1, 7, 13, 16, 18) and negative loadings (Items # 7, 16).

Factor Three, which accounted for 7.08% of the variance, received strong loadings (>.6) from one item and appreciable loadings (.4-.5) from 2 items. The strong loadings (Item # 23) and appreciable loadings (Items # 9 and 1) were indicative of test anxiety as evidenced by fear of inadequate performance in speaking English. The other items obtained low loadings (Items # 2, 4, 8, 13, 19, 22) and negative loadings (Items # 3, 18, 17, 14).

Factor Four, which accounted for 6.7% of the variance, received only positively marginal loadings from one item (Item # 15), which seemed to be related to comfort in speaking English. The other items received low and negative loadings. Thus, in view of this, no label was attached to this factor because it did not seem to define an important dimension of the public speaking class scale.

One item (Item # 22) loaded strongly, one marginally (Item # 23), six low (Items # 7, 10, 13, 17, 20, 21) and 6 negatively (Items # 1, 2, 3, 5, 8, 9) on Factor

Five, which accounts for 5.5% of the variance. As there was only one item with strong loadings, there was no label attached to this factor.

The last factor, accounting for 4.7% of the variance, obtained strong loadings from two items (Items # 3, 4), appreciable loadings from two items (Items # 7, 20), and marginal loadings from two items (Items # 1, 2). The other items, namely Items # 6, 8, 16, 17, 22 received low loadings and the only item (Item # 5) received negative loading. The items with strong loadings (Items # 3, 4) and with appreciable loadings (Items # 7, 20) were indicative of anticipated anxious behaviors in speaking English, which are informative for communication apprehension.

As the aim of a factor analysis was to select items representing a measure of speaking anxiety in a public speaking class, in a practical sense, only items with positively appreciable loadings (loading of .40) found in a factor analysis were included in a PSCAS. That is to say, there were four factors molding around the speaking component, in which factor one (communication anxiety in a public speaking class) was the main construct, whereas the other factors were considered as subcomponents. Factor One was indicative of (a) fear of negative evaluation as evidenced by feelings of less competent than others (Item # 8) and anxiety over being called (Item # 11), (b) nervousness while waiting to speak English (Item # 18), (c) bodily reaction towards speaking English (Items # 17, 21), and (d) anticipated anxious behavior (Item 13); Factor Two was reflective of comfort in speaking English, which was informative of the speaking component in a public speaking class (Items # 5, 10, 12, 14); Factor Three was related to test anxiety, which was indicated by fear of inadequate performance in speaking English (Items # 1, 9, 23); and Factor Six was indicative of anticipated anxious behaviors in speaking English (Items # 3, 4, 7, 20), which were informative of

communication apprehension in public speaking class. Thus, the construct of public speaking class anxiety consisted of elements of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English, which molding around the speaking component in a public speaking class.

3.2.3 Levels of Public Speaking Class Anxiety Using a PSCAS

According to the literature review, there were no precise guidelines to analyze the responses given to the existing foreign language anxiety scales. To analyze levels of anxiety using the FLCAS, Liu and Jackson (2008) suggested multiply the point of the 33 item five-point Likert scale giving only a value of 5 (Strongly Agree), and then subtracting the total multiplied scores from the total items of the scale (36). Thus, the FLCAS total multiplied scores were 180 from which was subtracted from 36; scores higher than 144 were categorized as high anxiety, between 144-108 as medium anxiety, and less than 108 as low anxiety. Likewise, a PSCAS comprised 17 items, each of which was answered on a five-point Likert scale, ranging from 5 "Strongly Agree" to 1 "Strongly Disagree." Thus, the total multiplied scores of a PSCAS were 85 and then subtracted by 17; scores higher than 68 were categorized as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. To reveal levels of anxiety requiring the determination of the mean, Liu and Jackson (2008) suggested adjusting the values assigned to different alternatives from "Strongly Disagree" to "Strongly Agree." Namely, the items expressing positive attitudes had the values assigned to their alternatives reversed, so that the response "Strongly Disagree" received a score of 5 instead of 1 and vice versa. As such, Items # 4, 8, 10, 12, of a PSCAS had the values reversed. In terms of anxiety levels based on mean, it revealed that mean scores which fall within the interval of 3-4 were categorized as medium

anxiety level, below 3 as low anxiety level, and above 4 as high anxiety level, respectively.

3.3 A Framework of the Development of a PSCAS

To have a big picture of how a PSCAS was developed, a framework of its development was proposed. As presented earlier, the development of a PSCAS started with doing literature review on most widely used existing language anxiety scales to articulate their critical appraisals, and in so doing to justify the development of a PSCAS, then the adoption and adaptation of the items to be included. Following that, content validity was done, a pilot tryout was conducted, and the reliability and the construct validity were established to obtain the items to be included in the final version. Figure 3.1 shows a framework of the development of a PSCAS.

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┌─────────────────────────────────┐
│  Critical Appraisals of FLCAS, PRCA- │
│      24, PRPSA-34, and SA        │
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              ⇩
┌─────────────────────────────────┐
│  Item Adoption and Consideration with │
│     Minor Adaptation in Wordings │
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              ⇩
┌─────────────────────────────────┐
│         Content Validity         │
└─────────────────────────────────┘
              ⇩
┌─────────────────────────────────┐
│          Pilot Tryout            │
└─────────────────────────────────┘
              ⇩
┌─────────────────────────────────┐
│   Reliability and Construct Validity │
└─────────────────────────────────┘
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┌─────────────────────────────────┐
│         Final Version            │
└─────────────────────────────────┘
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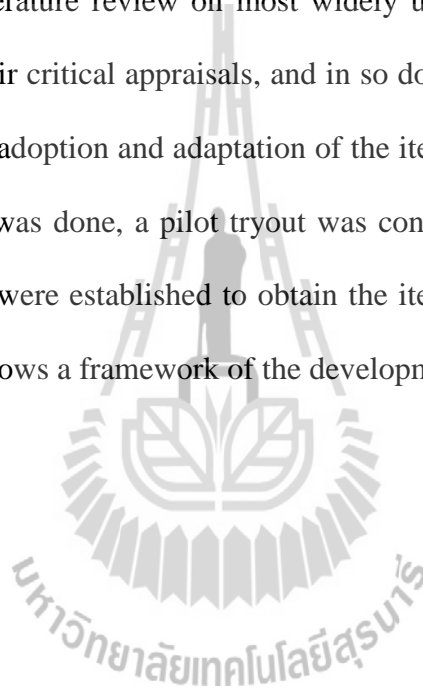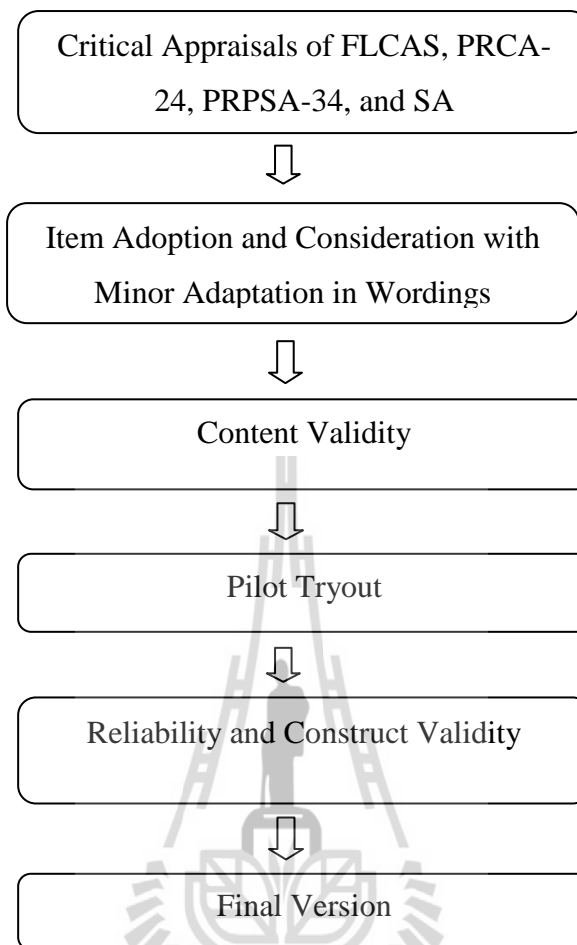
Figure 3.1 A Framework of the Development of a PSCAS

3.4 The Development of a Video-Based Blog Peer Feedback Model (VBPF Model)

3.4.1 Rationales for the Development of a VBPF Model

Language learning strategies come into play to help reduce in-class anxiety. However, there is disagreement over how to reduce such anxiety using the number of these activities in English oral presentations in front of a classroom (Chapman, n.d.). Because of the advent of weblogs and accumulated evidence indicated sound benefits using peer interaction, peer feedback, and video feedback, the present study aimed at

combining all these aspects as a means for anxiety reduction in public speaking class. As such, a Video-Based Blog Peer Feedback Model for EFL public speaking anxiety reduction was proposed according to the following rationales.

1. The need to reduce anxiety in the EFL public speaking class is crucial and could yield pedagogic merits in a classroom. There is a need for research studies into effects of anxiety reduction if foreign language anxiety is not a stable factor (MacIntyre & Gardner, 1991).

2. Individual development could arise from higher mental functioning development derived from other people's experiences through social interaction (Vygotsky, 1978).

3. "Online peer feedback allows higher degrees of interactivity between students and offers teachers better possibilities to monitor and guide this interactive process" (Gehringer, 2001; Trahasch, 2004 cited in Pol et al., 2008, p. 36) and "peer response activities can help students gain confidence and reduce apprehension, allowing them to see peers' strengths and weaknesses" (Zeng, 2006 p. 2).

4. "The anonymous peer feedback ensures students' comfort and honesty in their feedback, increases participants' open and honest responses, and helps to reduce validity and reliability concerns of nonrandom, and no control group design" (Hoyle et al., 2002 cited in Stasio, 2010 p. 36.)

5. Blogs have been demonstrated by EFL research studies to be an effective integrated tool for online peer feedback on writing (Dippold, 2009), but few studies focus on speaking. Hall (n.d. cited in Kavaliauskienè, Anusienè, & Mažeikienè, 2006) proposed the following implications of using weblogs in EFL:

First, EFL teachers can make use of weblogs to raise language awareness and promote language development. Second, learners' motivation can be enhanced using weblogs because they offer the novelty and diversity feasible learning activities. Third, participating in one's own learning, learners can overcome the fear of making errors and enhance self-esteem. Fourth, weblogs provide enjoyable learning environment with various activities, attracting many students to author their own websites. Fifth, feedback can be given by teachers and also by learners, and finally learners can reflect their performance and achievement. (p. 222)

6. Video-enhanced learning is considered as a blended approach in pedagogic technology because it incorporates various components of course delivery and students' learning (Fill & Ottewill, 2006) and blogs contribute share understandings among people connected in a blog. Thus when a blogger posts a certain video or music clip, image, etc., it enables people belonging to that blog to decode the appropriate semantics a blogger intends the audience to receive (Davies & Merchant, 2007).

7. The effect of blog in peer feedback on EFL pedagogy is still in its infancy (Chih Sun, 2009); therefore, blog-based peer feedback should be further investigated.

In the EFL context of Thailand, there have not been research studies that aim at developing a model for EFL public speaking class anxiety reduction in the classroom using video-based peer feedback with anonymity through the class blog as a key feature. To address the gap of research into foreign language classroom anxiety, a VBPF Model was proposed for EFL public speaking class anxiety reduction.

3.4.2 Need Analysis Assessment

Students' need analysis is an attempt to make students aware of their learning needs (Rizvi, 2005). Thus, need analysis assessment was used here to obtain students' relevant information about their perception of video-based blog peer feedback in the public speaking class so that a researcher could use it to develop a Video-Based Blog Peer Feedback Model used in the main study. The needs analysis questionnaire (see Appendix F) in the present study is a 25-item Linkert-type scale with three possible responses ranging from 'Agree' to 'Disagree.'' The questionnaires were administered to 44 third year students in the B. Ed. (English) program at Thepsatri Rajabhat University, Lop Buri, prior to the main study. Table 3.3 illustrates students' perception of video-based blog peer feedback in a public speaking class.
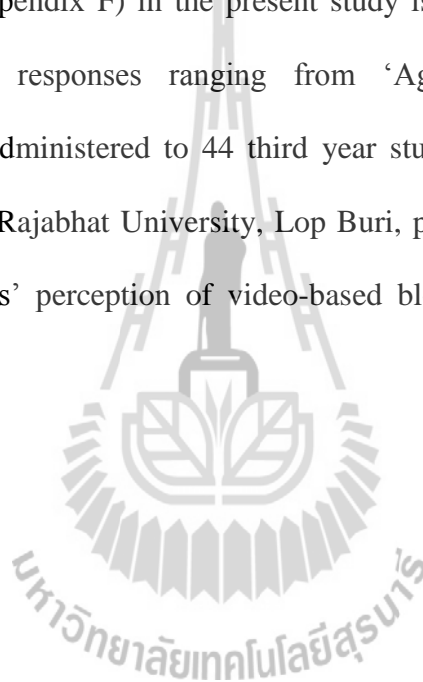
Table 3.3 Students' Perception of a VBPF Model

Agree	Neutral	Disagree
1 The use of weblog in learning a public speaking		
61.4%	36.4%	2.3%
2 Video-recording of public speaking performance for self-feedback and revision		
52.3%	47.7%	-
3 To learn types of speeches		
81.8%	18.2%	-
4 To know about the components of each type of speeches and practice writing a speech script before giving a speech		
81.8%	15.9%	2.3%
5 To learn ways and techniques to succeed giving a speech		
95.5%	4.5%	-
6 To be able to participate in a group discussion		
72.7%	27.3%	-
7 Public speaking skills to get a good job		
90.9%	9.1%	-
8 Ability to speak with competence and confidence		
77.3%	22.7%	-
9 To be able to participate in a classroom seminar		
81.8%	15.9%	2.3%
10 To present a well-organized, dynamic speech		
70.5%	29.5%	-
11 To be able to know strengths and weaknesses of over all public speaking performance		
88.6%	11.4%	-
12 Less emphasis on lectures		
20.5%	47.7%	31.8%
13 More small group work		
65.9%	34.1%	-

Table 3.3 Students' Perception of a VBPF Model (Continued)

Agree	Neutral	Disagree
14 More individualized teaching		
75%	25%	-
15 Less emphasis on textbook		
22.7%	65.9%	11.4%
16 Clear course objectives		
88.6%	11.4%	-
17 Involvement in assessment		
79.5%	20.5%	-
18 Variety of assessment methods		
77.3%	18.2%	4.5
19 The use of visual aids in giving a speech		
77.3%	22.7%	-
20 To know learning progress		
97.7%	2.3%	-
21 Enough time for practice and do good quality of work		
93.2%	6.8%	-
22 Techniques to help reduce speaking anxiety		
88.6%	11.4%	-
23 Opportunities to revise and improve speaking		
93.2%	6.8%	-
24 Practice giving a speech with the contents relevant to daily life		
88.6%	11.4%	-
25 Anonymous peer feedback for speaking development		
86.4%	6.8%	6.8%

Obviously, the results of the small-scale needs analysis survey presented in Table 3.3 gave crucial information about students' perception of a video-based blog peer feedback in a public speaking class. As indicated in Table 3.3, 44 students responding to the questionnaires showed a consensus on most of the items. More than 90% of the students wanted to learn ways and techniques to succeed in giving speeches, learn public speaking skills to get a good job, know their learning progress, have enough time for practice and do good quality of work, and have an opportunity to revise and improve speaking. More than 80% of the students wanted to learn types of speeches, know about the components of each type of speeches and practice writing speech scripts before giving a speech, be able to participate in a classroom seminar, know strengths and weaknesses of overall public speaking performance, and have clear course objectives. More than 70% of the students wanted to be able to participate in a group discussion, have an ability to speak with competence and confidence, present a well-organized, dynamic speech, have more individualized teaching, involve in an assessment, have a variety of assessment methods, and use visual aids in giving a speech. This information was later used to determine components, which were included in the development of a proposed Video-Based Blog Peer Feedback Model used in the main study.

3.4.3 Existing Models Taken into Consideration for the Development of a VBPF Model

In developing a Video-Based Blog Peer Feedback Model for EFL public speaking anxiety reduction, three existing models were taken into considerations: VEBA Model, GIAS Model, and ACPO Model.

3.4.3.1 VEBA Model

Virtual Experience-Based Approach (VEBA), developed by Brahmawong (2006), is an innovative experiential learning system designed and developed for student-centered teaching and learning process via eLearning for eLearning graduate students. It was first applied for both Master and Doctoral degrees, at the College of Internet Distance Education, Assumption University in 2006. VEBA makes use of Project Casework Approach (PCW) developed by Dr. Gunter Tharun, former Director of Asia and Pacific Based Carl Duisberg Gesellschaft, South East Asia Program Office in early 1980s to create VEBA packages comprising a virtual scenario, technical and academic information, rules and regulations, and seminar manuals. In the seminar, graduate students study the provided virtual scenario and perform the assigned tasks along seven steps: (1) Analyze the situation by studying the provided virtual scenario created in advance to render real life experiences to graduate students based on the Project Casework Approach (PCW); (2) Set objectives of what they are assigned to accomplish, i.e. one of the eight competencies illustrated above, such as develop an education system or an HRD system; (3) Determine two-three alternatives or options toward accomplishing the assignment; (4) Compare the alternatives or options using relevant techniques such as SWOT, Costs, Return on Investment (ROI), Break Even Point (BEP), Payback Period, and Cash Flows; (5) Select and justify the best alternative or option; (6) Write the action plan in the form of the project with details as set forth in the objectives; and Step (7) implement and evaluate the project. However, in order to use VEBA, a set of VEBA-PCW packages needs to be developed along the eight logical steps for VEBA packages production.

In creating a virtual experience-based scenario, the VEBA Model employed learning principles comprising two learning theories: Stimulus-Response (S-R) Theories and Field Theories. The S-R Theories say that learning occurrence is the result of given appropriate stimulus (S), the student' appropriate responses (R) to the stimulus, and the appropriate reinforcement (Re) received by the student. That is to say, within these theories, a topic of content must be taught to the students via an effective multi-media package using appropriate and well designed content presentation in well-thought logical orders and in a sequential step-by-step manner. Thus, this learning process involves each student engaged in active learning, and requires them to complete the works assigned by the instructor who later checks outcomes as well as gives feedback in order to help them improve learning. In terms of Field theories, the learning occurrence is due to the students' need to learn and active engagement to learn. Most importantly, such learning must take place in an appropriate environment, physical, psychological as well as social states.

3.4.3.2 GIAS Model

GIAS Model is developed from the four classical Buddhist psychological principles: (1) Gradual approximation (The Dhamma is well-expounded by the Blessed One: *Sawakato pakata dhammo*): allowing the students to learn step by step via reflection and critical thinking; (2) Immediate Feedback (To be seen here, now, and timeless: *Santitigo Agaligo*): allowing the students to get immediate feedback; (3) Active participation (Inviting all to come and see, leading forward: *Ahipassigo Opanayigo*): challenging the students to actively involved in their learning activities; and (4) Success Experience (To be seen by the wise for themselves: *Pajattangway Titappo Winyu Hiti*): letting the student gain success

experience from what they have learned. The GIAS Model leads to creating these four conditions to facilitate effective learning (Brahmawong, 2009).

According to VEBA, virtual environments can be created based on the four conditions needed: (1) active participation requires students to get actively involved in the learning process by discussing, performing, and completing all the activities and assignments provided in the class in forms of group process, problem solving and case studies; (2) Immediate feedback requires the instructor and members of other groups to provide either immediate or slightly delayed feedback for an improvement of the activities and performances done before; (3) Success experience is a condition reflecting the feedback given as a reinforcement to help them correct their mistakes and improve their work and simultaneously push them to further successes in learning; and (4) gradual approximation, a condition referring to the process of peer-directed learning in which the students are gradually directed to progress along bits of knowledge and experience.

3.4.3.3 ACPO Model

In making use of the courseware production process, the ACPO Model is employed making use of the three organizers: A-Advance organizers, C-Concurrent organizers and P-Post Organizers. ACPO Model should be integrated in order to help the students become aware of what knowledge or experience they are expected to derive, how they derive it, in what way and which process, for what outcomes, and in what learning situation the outcomes should be transferred. The Advance organizers help the students to be aware of the learning plan at the beginning of a lesson so that they know topics, concepts, main ideas, objectives, learning activities, instructional media, learning resources, as well as evaluation process. The

Concurrent organizers helps the students gain knowledge, have know-how and hand-on experiences. The Post organizers come up with generalization and conclusion of what the students have learnt so that they can apply it to different situations.

Based on the above aforementioned literature review, there has not been any published study in which video feedback has been used as a model to specifically help reduce anxiety in the EFL public speaking context. The present study; therefore, aims at addressing the gap mentioned using a proposed model with a consideration on existing models and components including a class blog, video recordings and anonymous peer feedback to help reduce public speaking class anxiety in Rajabhat University context.

3.4.4 A Draft Model of a VBPF Model

Based on the three organizers of the courseware production process and the four conditions for the production of virtual environment of VEBA, a VBPF Model for EFL public speaking class anxiety reduction was developed with the composition of components of:

1. Skills Enhancement (The Advance organizers)

2. Train and Practice (The Concurrent organizers: active participation)

3. Video-recording (The Advanced organizers: active participation)

4. Video-based Blog Peer Feedback (The Concurrent organizers:

   immediate feedback

5. Revision (The Post organizers: success experiences)

This draft model was validated by Prof. Dr. Chaiyong Brahmawong, a renowned expert in Instructional Systems Design and English Language Teaching field in Thailand.

3.5 Pilot Study of a VBPF Model

The purpose of the pilot study was to examine the students' overall perceptions of video-based blog peer feedback and in terms of learning effectiveness, as well as students' suggestions for improving the video-based blog peer feedback system prior to the main study. This pilot study was conducted with 9 second year Bachelor of Education Program (English) students at Thepsatri Rajabhat University. The contents of the pilot study included the procedures of the pilot study, lesson plan, data collection and analysis, summary of findings, as well as conclusion and implications.

3.5.1 Procedure

The procedure comprised the following processes:

3.5.1.1 The study plan, teaching plan, and materials were prepared.

3.5.1.2 The public speaking class blog was created and designed for the purposes for uploading video clips of public speaking performances and for giving feedback.

3.5.1.3 The books, namely "A Pocket Guide to Public Speaking (2nd Edition)" by Dan O' Hair, Hannah Rubenstein, and Rob Stewart (2007); "Speaking of Speech" by David Harrington and Charles LeBeau (2009); "English for Presentation" by Marion Grussendorf (2007); and "Effective Presentations" by Jeremy Comfort with York Associates (1995), were reviewed and parts of the contents in these books were adopted as information sheets used in the pilot study.

3.5.1.4 The study plan was set to last fifty minutes per period, covering eighteen class periods, taking entirely fifteen hours plus three extra days out class video-based blog peer feedback for all the sessions of the pilot study. Thus, the study plan was as follows:

Table 3.4 A Study Plan of the Pilot Study

Period	Activities	Contents	Tools/Materials
1-3	•Orientation •Lecture	•Objectives of the Study •Types of speeches •Speech layouts •Presentation formats •How to give effective speeches	•Pilot study plan •Information sheet
4-6	•Script Writing	•Informative Speech •Demonstrative Speech	•Presentation format guidelines •Sample speech
7-9	•Speech giving (1st time)	•Speech giving •Face- to- face feedback	•Visual aids
10-12	•Video recording	•Speech performance recording	•Visual aids •Video recorder
3 days	•Out-class peer feedback	•Video-based blog peer feedback	•Public speaking class blog
13-15	•Speech giving (2nd time)	•Speech giving •Face- to -face feedback	• Visual aids
16-18	•Data collection •Data Analysis	• Semi-structure interview • Transcription	•MP 3

      3.5.1.5 Readiness was assured by reserving the conference room of the Resources Center, which provided a projector as well as other necessary equipment.

      3.5.1.6 The samples were recruited on a voluntary basis. The pilot study was conducted during a school vacation when none of the students were consistently present. Therefore, there were only nine volunteers available, which might affect the results of the pilot study in terms of generalisability.

3.5.1.7 The appointment for the orientation meeting and participation in the pilot study was made in advance as agreed by the researcher and the subjects.

3.5.1.8 Data collection was conducted using the subjects' responses from the interview to elicit students' overall perception of video-based blog peer feedback, students' perceptions of video-based blog peer feedback in terms of learning effectiveness, and students' suggestions of improving video-based blog peer feedback.

3.5.2 Lesson Plan

The class of nine samples of the pilot study covered eighteen class periods spending fifteen hours for the whole lesson and took place within two weeks apart.

In the first week of the lesson, the first three periods were devoted to the orientation and the lecture on types of speeches, speech layouts, and presentation format guidelines. The fourth period to the sixth period were allocated for writing scripts of both informative and demonstrative speeches, each of which lasted 2-4 minutes. The topic assigned for informative speech was "One's Province Recommended for a Visit" and that for the demonstrative was "How to Make…… (Name of a dish)." At this stage, the sample speeches of the two types were provided. The samples wrote their script for the informative speech in the fourth period and that of the demonstrative speech in the fifth period. The sixth period was left for the researcher to check for grammatical accuracy of the completed scripts and for the samples' scripts revision under the researcher's supervision. The other three periods were devoted to giving both informative and demonstrative speeches with the use of visual aids in class, which took place one day apart from writing speech scripts. In this session, the samples were given face-to-face feedback from peers after giving

speech so that they could use them to revise their speaking performance before being video-recorded.

In the second week of the lesson, during the first three periods (tenth to twelfth), the samples were introduced to the public speaking class blog designed for video-based blog peer feedback and given the sample peer feedback forms, central email address, and instructions for how to give video-based blog peer feedback. Then, they gave both informative and demonstrative speeches with visual aids, and their speech performances were video-recorded. After this session, the researcher posted the samples' video-recorded speech performances on the public speaking class blog and asked the samples to spend three days for giving peer feedback based on the peer feedback form available on the blog. The thirteenth to the fifteenth periods were allocated for giving the same speeches in class and face-to-face feedback after the intervention of video-based blog peer feedback. The last three periods, namely the sixteenth and the eighteenth, were devoted to data collection, when the samples were asked to have an individual semi-structure interview with the researcher.

3.5.3 Data Collection and Analysis

As stated earlier, the main purpose of the pilot study was to elicit the students' overall perceptions of video-based blog peer feedback, student's perceptions of video-based blog peer feedback in terms of learning effectiveness, and students' suggestions of improving video-based blog peer feedback. The interview was conducted in Thai so that students could comfortably express their ideas, which resulted in information anticipated. The interview questions comprised ten items. The interview was then transcribed. The findings are described as follows.

3.5.3.1 Students' Overall Perceptions of Video-based Blog Peer Feedback

According to the interview, all nine students expressed that video-based blog peer feedback helped them become more confident in giving oral presentations, overcome stage fright because they felt they were better prepared after receiving comments from friends, and enhance their motivation to learn public speaking. Of nine students in the pilot study, one student said:

> Video-based blog peer feedback provided me opportunities to speak in front of an audience. Knowing that my speech would be video-recorded, I prepared more carefully and made use of my friends' comments. I felt more confident then.
>
> [Student 1]

Another student liked the way in which video-based blog peer feedback provided her a practice of speaking English, which made gain courage to speak English and speaking confidence.

> It was a real practice of speaking English and a way to recognize my speaking performances through others' comments, which made me fearless of giving oral presentations, thereby reinforcing my speaking confidence.
>
> [Student 7]

One student said that video-based blog peer feedback better prepared her for speaking English, which made her gain courage to speaking English and improve speaking performance. She said:

It was a good way of learning in which I learnt the contents first and then got practice speaking English. It was a practice of speaking English which improved my speaking performance and enhanced my courage to speak English in public. It was training even it took a short duration of time, but it covered skills used to speak English.

[Student 9]

Another student expressed that video-based blog peer feedback was an unusual way of practice speaking English, motivating her to learn public speaking.

I liked this way of studying because it was a novel way of getting students practice speaking English. Usually I used only a power point in oral presentations, but with a weblog it made students want to learn more.

[Student 4]

3.5.3.2 Students' Perceptions of Video-based Blog Peer Feedback in Terms of Learning Effectiveness

For students' perceptions of video-based blog peer feedback in terms of learning effectiveness, all the nine students asserted that video-based blog peer feedback enabled them to see their own speaking performances so they were able to understand their own strengths and weaknesses and able to address them. In addition, video-based blog peer feedback enabled them to improve weaknesses through learning from others' strengths by watching videos on blog repeatedly, become more critical thinkers through both giving and receiving feedback and save their faces. One student stated that video-based blog peer feedback was an appropriate way to help see their own speaking performances and learn from others' strengths and weaknesses. She asserted:

Video-based blog peer feedback was helpful in that everyone was able to view his/her own speaking performances and their strengths and weaknesses. They then made comparisons and learn the "Do's" and "Don'ts" of public speaking.

[Student 2]

In terms of giving comments on video-recorded performances posted in weblog and accepting others' comments, the students realized that speaking through others' eyes was an activity that helped them see their own performances, thereby being able to improve them. One student said:

I had positive attitudes towards peer feedback. Without feedback from friends, I would not have known how my speaking performance was. When I was nervous while giving a presentation, I did not see how well performed. My friends' comments helped me see my weaknesses, which led to an improvement.

[Student 8]

There were critical thinking skills gained through giving and receiving feedback. Students reported that they had to think carefully before giving comments on their friends' speaking performances because they had to give both negative and positive feedback. One student revealed:

It was a practice of giving comments on ones' performances because in reality when we assessed ones' performances we did not look at negative points, but also positive points. We had to think carefully so that they could actually make use of comments.

[Student 6]

With anonymous feedback, feedback receivers were protected from losing face when receiving feedback. Another student said:

I felt good when I did not know who gave me feedback because if my friends gave me negative comments I would feel embarrassed. This would make me speculate whether they like me or not and consequently I would dislike them.

[Student 4]

3.5.3.3 Students' Suggestions

For video-based blog peer feedback intervened in the pilot study, the students suggested that more out-side class time be allocated for the practice of speaking and for the preparation of visual aids before giving speeches and having those speeches recorded. One student revealed:

The time provided was too short so there was not enough time to learn the script. The duration of time for learning scripts and self-preparing before video-recording speaking performance should be allocated more.

[Student 5]

The view mentioned above was attributed to the fact that the students were only available altogether on particular dates to join the pilot study because some students had part-time jobs so they faced time constraints to practice speaking English and prepare visual aids before video-recording and giving their speeches.

Another suggestion was that feedback should have been given with careful decision making so that friends received frank comments for actual improvement. One student stated that:

Peer feedback should have been given with a careful decision making so that friends could adopt frank comments to actually improve speaking and improve it in the right way.

[Student 3]

Based on the view mentioned above, despite the fact that students gave anonymous feedback to peers, they thought peer feedback might not be true without careful consideration of what one says. This led to the notion of more intensive peer feedback training in the main study.

3.5.4 Summary of the Findings

The major findings of this pilot study were mainly discussed on the students' overall perception of a video-based blog peer feedback and its learning effectiveness using it.

With regard to the students' overall perception, it was found that students reported that video-based blog peer feedback helped students gain more confidence in giving oral presentations, reduce communication apprehension through better preparation after receiving feedback from peers, and reinforce motivation to learn public speaking.

For the learning effectiveness of video-based blog peer feedback, students said they were able to recognize their own speaking performances, understand their strengths and weaknesses and then improve them, improve their own weaknesses through learning from others' strengths, think critically before giving feedback, and preserve their faces when receiving feedback.

3.5.5 Conclusions and Implications

Based on the students' suggestions, video-based blog peer feedback needed improving in terms of time allocation for learning scripts and self-preparing before giving speech and recording speaking performances. This suggestion was taken into consideration when the duration of time for each component of video-based blog peer feedback was allocated in the main study. In terms of having frank comments for

feedback, students received more intensive training to give feedback on sample recorded speech performances so that they would be familiar with the contents provided in a feedback form and have an opportunity to try giving comments consistently based on such contents.

3.6 Main Study

3.6.1 Pedagogy behind a VBPF Model for Anxiety Reduction in EFL Public Speaking

The construction of a VBPF Model for anxiety reduction in EFL public speaking in the present study was based on "Social Constructivism" Theory.

Social Constructivism

The theory of social constructivism, most frequently associated with Vygotsky, gives a focus on the role of social interaction and the development of the cognitive skills. This expanded into the development of a theory called "Social Constructivism" emphasizing on an individual's mental development with the help of peers via social interactions (Galloway, 2001). Thus, it has had an impact on both pedagogy and curricular designs (Jones & Brader-Araje, 2002).

In terms of language learning, "Social Constructivism" is about the real learning of students that occurs when they construct their knowledge actively through participation in discussion and related activities rather than receiving knowledge passively from teachers. Thus, "meaning making" arising from the participation in discussion and related activities in language is used over times. Here knowledge construction by its nature is treated as discursive, relational and conversational (Ferdig & Trammell, 2004). As knowledge is appropriated and transformed using

students' own strategies in a social domain, students then publicize it, leading to subsequent reflection, analysis, revisitation, and revision of their conceptual artifacts. This social interaction enriches learning experiences and provides opportunities for feedback, and consequently contributes to learners engaging in a quest for his/her knowledge construction and meaning making. Based on this theory, video-based blog peer feedback becomes collaborative learning in a sense that students give feedback on their friends' video-recorded public speaking class performances posted in the class blog in order to bring about knowledge exchanges, offering formative effects to help their friends obtain potential to develop new knowledge and better understanding of their public speaking class performance.

3.6.2 Restatement of Research Questions

The present study has four research questions as stated in Chapter I. To recapitulate, the research questions are.

1. As measured by a Public Speaking Class Anxiety Scale, at what level is public speaking class anxiety manifested by the third year Bachelor of Education Program (English) students at TRU before and after the intervention of a Video-Based Blog Peer Feedback Model?

2. How does a Video-Based Blog Peer Feedback Model help affect public speaking class anxiety levels? To what extent?

3. How does a Video-Based Blog Peer Feedback Model affect the students' public speaking class performances in terms of improvements? In what ways?

4. What are the students' perspectives towards the video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness?

Answers to all the research questions are discussed in Chapter IV.

3.6.3 Research Method

In undertaking the research, whatever research approach is used should take into consideration the following three framework elements: philosophical assumptions about what constitutes knowledge claims; general procedures of research called strategies of inquiry; and methodology, the detailed procedures of data collection, analysis, and writing. Each element is framed differently by qualitative, quantitative and mixed method. A mixed method approach is a combination of qualitative and quantitative methods arising from their development with the acceptance perceived in social and human sciences (Creswell, 2003). This research approach bases itself on employing data collection associated with both forms of data in a single study. In data collection, this paradigm calls for sampling strategies identified and the methods used to determine data validity. Data analysis for this approach is based on types of research strategies used in the procedures standing between the quantitative approach with descriptive and inferential numeric analysis, and qualitative with description and thematic text or image analysis.

The present study employed the mixed method; the data were subjected to rigorous study in both the qualitative and quantitative dimensions.

3.6.4 Research Design

3.6.4.1 Pedagogical Context

Thepsatri Rajabhat University is a community-based university situated in Lop Buri Province offering various fields of study. It provides both weekday and weekend programs for students who would like to pursue either a bachelor degree or a master's degree in particular fields of study. The university offers a two- semester year, each of which lasts sixteen weeks in an academic year. With regard to English

language, it offers a bachelor's degree in three programs: B.A. in English, B.A. in English (International Program), and B. Ed. in English. According to the Curriculum (2006) of TRU, "2102301 Public Speaking" is an elective course that all the programs choose for their students to be enrolled with the consideration that it can enhance speaking skills, considered one of the most important skills for English major students. It is a 3-credit course containing theoretical and practical components, giving a focus on a practice of prepared public speeches in various situations for several purposes with the appropriate use of language, tone, voice projection, eye contact, gestures, and visual aids.

After teaching speaking and writing courses at this university for almost three years, the researcher found that students majoring in English were reluctant and nervous to speak English in a speaking course, which resulted in unsatisfactory speaking performances at the end of the semester. The present study partly aimed to investigate students' speaking anxiety levels, thereby reducing them using a developed innovative tool.

3.6.4.2 Population and Samples

Purposive sampling was employed in the present study because there was only one public speaking class offered in the same duration of time of the present study's experiment. The sample size was set so that it should not have been too big to control and that should have been adequate to ensure the validity of the results. The entire samples; therefore, were 40 third year students in the B. Ed. (English) program at Thepsatri Rajabhat University. All students were enrolled in a "2102301 Public Speaking" course in the first semester of the academic year 2011 starting from 13th June 2011 to 4th October 2011.

3.6.5 Instrumentations

This section presents the instruments used in the main study and in-depth details of their application.

3.6.5.1 Analytical Scoring Rubric

In order to examine the effects of a VBPF Model on public speaking class anxiety reduction and speaking performance improvement of 40 third year students in B. Ed. (English program) at TRU, the students' public speaking class performance of both informative speech and demonstration speech before and after the intervention of a VBPF Model were rated using analytical scoring rubrics designed by the researcher. Thus, the scores obtained before and after the intervention of a VBPF Model were computed using Paired- Sample T Test to examine whether there were differences in terms of speaking performance after the intervention of a VBPF Model.

In assessing speaking performance, the elements to be assessed should be taken into consideration. White (2009) postulates that public speaking is giving performance of a presentation in front of group of audiences so as to show skills and talents. Thus, students' oral presentation should be assessed based on a form of performance-based assessment to elicit their specific skills and competencies (Stiggins, et al., 1985). Regarding speaking, speaking skills crucial for students to learn at both the levels of basic and advanced are: (a) recognition ability to speak when appropriate; (b) speaking clearly and expressively; (c) presenting understandable ideas in an organized pattern; (d) listening attentively; (e) selecting and using more appropriate and effective way of communication; (f) structuring message appropriately; (g) identifying others' perceptivity level to their message;

and (h) presenting and supporting information using illustrations and examples (Morreale et al., 1993). Pribyl, Keaten and Sakamoto (2001) say that techniques in delivering speech include vocabulary usage, syntax, figures of speech, stylistic arrangement, posture, eye contact, gestures/body language, use of note cards, and voice inflection and quality. These components could be viewed through video-recorded public speaking class performances, which gave a global view of each speaking performance or a small dimension of speaking ability, which might be appropriate or inappropriate for an effective speech. Pedagogically, when a speech or an oral presentation is assigned in a class, speaking performance is usually assessed utilizing analytical scoring rubrics appropriate at a basic level (Dunbar, Brooks, & Kubicka-Miller, 2006). For scoring rubrics, an analytic rating system is used to score each component of speaking performance, or a rubric can rate it holistically for its overall impression (Pomplun, Caps & Sundbye, 1998). According to Dunbar, Brooks, and Kubicka-Miller (2006), to assess public speaking performance using analytical scoring rubrics, the speaking competencies included the choice of a topic, communicating the purpose of the speech, using appropriate support materials, organization, language use, vocal variety, correct articulation, grammar, pronunciation and using appropriate nonverbal behavior. Each competency can receive a score of "excellent = 3 points," "satisfactory =2 points," and unsatisfactory = 1 point," respectively. The analytical scoring rubrics used in the main study were developed based on the literature described above and adapted from the scoring rubrics of Morreal, Sherwyn and Michael (1994); Patri (2002); and O' hair Rubenstein and Stewart (2007). See Appendix J for rubrics.

3.6.5.2 Preconceived Coding Categories of Definitions of Public Speaking Competencies

It is axiomatic that no two raters hear the same message while assessing speaking performance because speaking performance assessment comprises multi-componential phenomena; therefore, the development of preconceived coding categories of definitions of public speaking competencies can be helpful. To clarify, in assessing public speaking performance, it requires a negotiation of meanings of such multi-componential phenomenon to help raters gain consistent perceptions of speaking performance. As such, descriptive categories encompassing speaking competencies adopted from O'Hair, Rubenstein & Stewart were proposed as shown in Appendix K.

3.6.5.3 Inter-Rater Training

Because of the uniqueness and complexity of an individual, the assessment of either written performance or oral performance has long been a difficult task for raters. This phenomenon brings about rater bias referring to scoring severely or leniently and is defined by Engelhard (1994, p. 98) as "the tendency on the parts of raters to consistently provide ratings that are lower or higher than is warranted by student's performance" (cited in Wang, 2010). Inter-rater training is a process in which evaluators are trained to get familiar with and have insights into rating criteria so as to promote more consistency of individual scoring between two or more raters and whether or not it includes the researcher (Lombard, Duch, & Bracken, 2003). Orr (2002) states that successful functioning of speaking assessment and the correct and consistent application of the rating scale mainly depends on a system for training and standardizing the oral examiners. To achieve rating accuracy improvement, Smith (1986) proposes the following three training methodologies:

1. Rater Error Training: presenting raters with examples of common rating errors such as leniency, halo, central tendency, and contrast errors, and alerting raters to potential biases such as the similar-to-me effect.
2. Performance Dimension Training: familiarizing raters with the dimensions and rating scale by which the performance is rated.
3. Performance Standards Training: providing raters with a frame of reference for rating performance by providing feedback on practice ratings compared to "true" ratings assigned by trained experts. (p. 3)

In addition, Alderson (1991) states that some highly recommended and frequently used procedures to heighten the consistency of rater-based scores were (a) a set of criteria and explicit rating scale for the raters developed by the test constructors for the use as a basis for the raters' evaluation; (b) the rater training such that the raters know how to interpret and use the scale; and (c) inter-rater reliability, in which at least two independent raters would score each candidate, and their scores would be averaged. To overcome the degree of discrepancies in rating speech, the inter-rater training was conducted prior to the main study. There were two raters who have been teaching English at TRU and the inter-rater training was conducted prior to the main study accordingly.

First, before the inter-rater training process started, the two raters were asked to read the preconceived coding categories of definitions and the proposed analytical scoring rubric provided so as to ask them to check whether wordings as well as contents made sense. Here the wordings and the contents were discussed among the two raters and the researcher and the unclear points were clarified. Finally, a discussion was held in order to reach an agreement and gain the same understanding.

Second, the inter-rater training started with scoring two samples of video-recorded informative speech performances. Here the proposed analytical scoring

rubrics were used. After finishing scoring, inconsistent scores with discrepancy by 1.0 between two raters were found. The inconsistent scores were caused by differences in interpreting the wordings and the contents in the scoring rubric while assessing speaking performance. Thus, video-recorded speaking performance was replayed along with a discussion to view misinterpreted performance. After the discussion, everyone reached an agreement and agreed to change some wordings of the criteria content in order to have clearer definitions of such speaking performance.

Third, the second session of the training was scoring the other two samples of video-recorded informative speech performances. In this session, the scores from each rater were found comparatively equal, but there were still minor discrepant points in performance interpreting. Thus, the points were discussed again to reach an agreement.

Fourth, the third session was scoring two samples of video-recorded demonstration speech performances using the same proposed analytical scoring rubrics. The scores of the two raters were found a bit discrepant because each rater seemed to interpret speaking performance based on the criteria in the same directions. Again, to reach an agreement, video-recorded demonstration speech performance was replayed a long with a discussion.

Finally, in the last session, the other two samples of demonstration speech performance were scored using the same scoring rubric. The scores of the two raters were found somewhat consistent. Then the two raters and the researcher discussed the points again. The training lasted three hours.

3.6.5.4 Inter-Rater Reliability

In calculating inter-rater reliability, the number of reliability coders must be two or more whether the researcher is included or not (Lombard, Duch & Bracken, 2003). To measure rater agreement, Cohen's Kappa statistic is preferred to simple agreement percentages because it yields more correctness for random chance agreement (Bakeman & Gottman, 1986). A range of Kappa coefficient as the rule of thumb varies from 0 to 1.00 with a better reliability based on larger values. Freiss (1981) states that Kappa scores ranging from .40 to .60 indicates fair agreement, .60-.75 indicates good agreement and over .75 is considered excellent agreement (May, O'Neill, & Sharma, 2008). As such, the inter-rater agreement in the present study was processed based on Kappa. To ensure the reliability of the raters' assessment, the researcher operated SPSS to calculate Kappa to examine the agreement of the two raters in the rater training.

Table 3.5 Inter-Rater Agreement

Symmetric Measure

	Value	Asymp. Std	Approx.T$_b$	Approx. Sig
Measure of Agreement Kappa	.868	.117	4.489	.000
N of Valid Cases	16			

As illustrated by Table 3.5, inter-raters' agreement of the inter-rater training achieved was .868, indicating high reliability of raters' agreement.

3.6.5.5 Questionnaire

In order to examine the students' perspectives towards a VBPF Model in terms of overall opinions, learning attitudes, and learning effectiveness, a survey questionnaire (see Appendix L) was developed for use in the main study.

A questionnaire was selected to be one of the instruments used to examine the students' perspectives towards a VBPF Model. A development process of generating a questionnaire was illustrated by Figure 3.2.
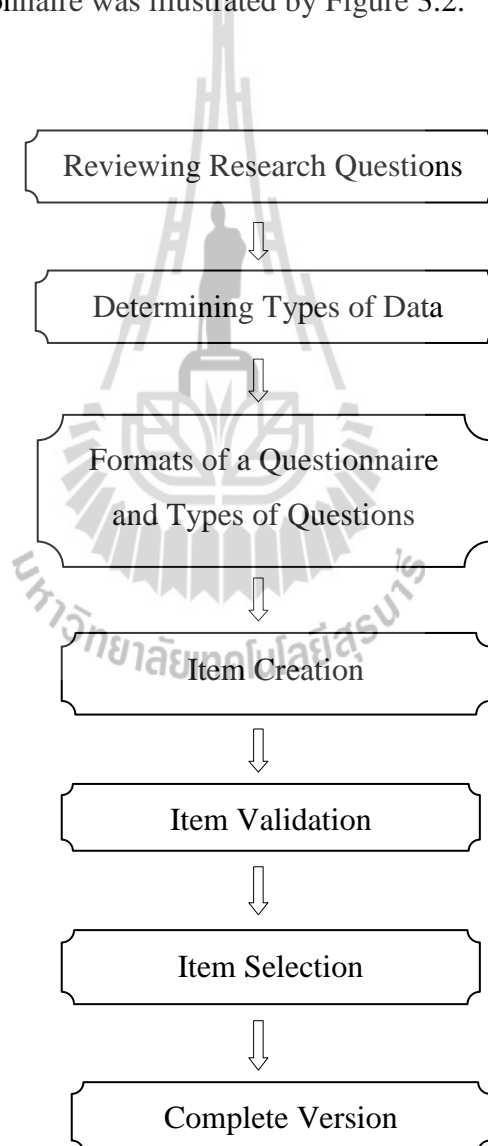
Figure 3.2 A Development Process of Questionnaire (Modified from Arsham, n.d.)

3.6.5.6 Interview

The present study employed a 15-item semi-structured interview with the intention to triangulate the data obtained from the quantitative method to examine how a VBPF Model helped affect public speaking class anxiety levels, public speaking performance improvements, and to investigate students' perspectives towards a VBPF Model in a public speaking class. The data from questionnaires may not provide enough to discover such answers, thus analyzing data derived from the interview may help check the accuracy of such answers.

The present study employed a semi-structured interview (see Appendix N) to examine students' perspective towards a VBPF Model for anxiety reduction in the public speaking class.

3.6.6 Data Collection and Analysis

In sum, there were four types of data collected: (a) the students' responses to a PSCAS; (b) the change in students' scores for public speaking class performances of both informative and demonstration speeches before and after the intervention of a VBPF Model; (c) the students' responses to the questionnaires to examine the students' perspectives towards a VBPF Model; and (d) informants' responses to the semi-structured interview.

Quantitatively, to answer Research Questions (1), "As measured by a PSCAS, at what level is public speaking class anxiety manifested by the third year Bachelor of Education Program (English) students at TRU before and after the intervention of a Video-Based Blog Peer Feedback Model?;" (2), "How does a Video-Based Blog Peer Feedback Model help affect public speaking class anxiety levels? To what extent?;" and (4), "What are the students' perspectives towards a Video-Based Blog Peer

Feedback Model in terms of overall opinions, learning attitudes, and learning effectiveness?," percentage, mean (M) and standard deviation (SD) were operated to determine levels of public speaking class anxiety and students' satisfaction of experiencing a VBPF Model. To answer Research Question (3), "How does a Video-Based Blog Peer Feedback Model affect the students' public speaking class performances in terms of improvements? In what ways?," the Paired-Sample T Test was operated to examine whether there was any substantial changes of public speaking class performance using the two sets of the scores before and after the intervention of a VBPF Model.

Qualitatively, verbatim transcripts were produced of interviews and content analysis was done to identify categories of responses.

3.6.7 The Research Framework of the Present Study

The present study comprised four phases:

Phase 1: Development of a Public Speaking Class Anxiety Scale (PSCAS)

Phase 2: Development of a Video-Based Blog Peer Feedback Model (VBPF)

Phase 3: Video-Based Blog Peer Feedback (Action Research)

Phase 4: Effects of a Video-Based Blog Peer Feedback Model (VBPF)

To have a clear picture of the entire study, the research framework was proposed as illustrated in Figure 3.3.
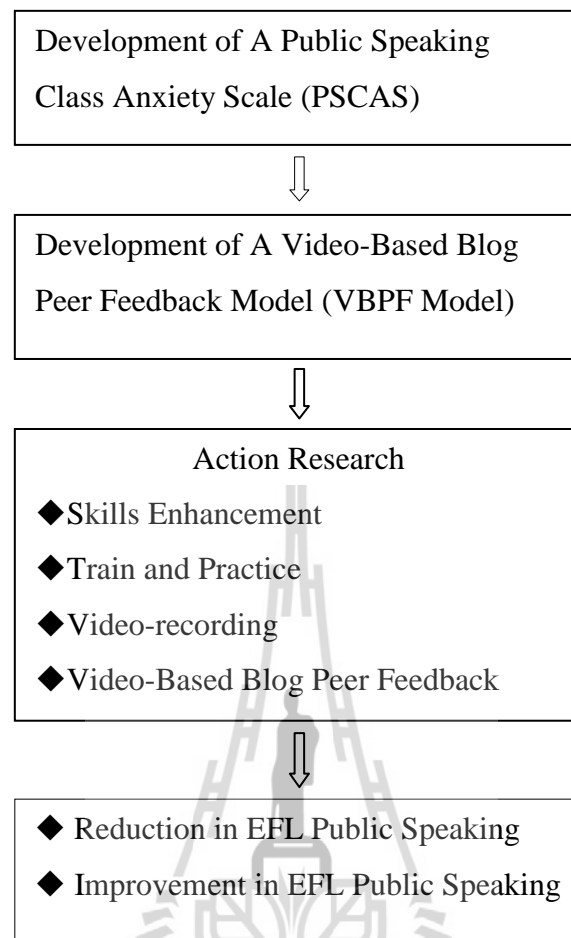
Figure 3.3 Research Framework

3.7 Summary

This chapter gives detailed presentation of the development and the pilot tryout of a preliminary 25-item PSCAS including item adoption and adaptation of existing language anxiety scales, content validity, reliability and construct validity, and a presentation of a framework of the development of a PSCAS. Also, it demonstrates the development of a VBPF Model covering rationales for the development, need analysis assessment, existing models taken into consideration for the development, and a VBPF draft model, followed by the pilot study of a VBPF Model including the findings, the implications and limitations, and suggestions the

pilot study reflected. It then illustrates methodology used in the main study with the first focus on the pedagogy behind a VBPF Model for anxiety reduction in EFL public speaking, followed by research questions, research method, and research design. Then the instrumentations covering public speaking class performance assessment, including analytical scoring rubric, preconceived coding categories of definition of public speaking competencies, inter-rater training, and inter-rater reliability, questionnaire, interview, data collection and analysis, and a research framework are discussed.

CHAPTER 4

DATA ANALYSES AND RESULTS

Introduction

This chapter deals with both quantitative and qualitative data analyses to investigate the effect of the proposed Video-Based Blog Peer Feedback Model in a public speaking class. Thus, it first gives a presentation of the results revealing prior public speaking class anxiety levels (Research Question 1), how and to what extent a VBPF Model helps affect public speaking class anxiety levels (Research Question 2), how and in what ways a VBPF Model affects students' public speaking class performances in terms of improvements (Research Question 3), and students' perspectives towards video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness (Research Question 4). Then, it reports qualitative data analysis of students' perspectives towards a Video-Based Blog Peer Feedback Model, and finally ends with discussion of the findings in relation to previous findings.

4.1 Students' Public Speaking Class Anxiety Levels

4.1.1 Results to Research Question 1

As measured by a Public Speaking Class Anxiety Scale (PSCAS), at what level is public speaking class anxiety manifested by the third year Bachelor of Education program (English) students at TRU before and after the intervention of a Video-Based Blog Peer Feedback Model?

The third year Bachelor of Education Program (English) students' public speaking class anxiety levels were measured by a PSCAS before and after the intervention of a VBPF Model. The data collected from the 17-item questionnaire were calculated by adding the points of the 17-item five-point Likert scale to identify levels of public speaking class anxiety and computed using SPSS to operate descriptive statistics to determine students' public speaking class anxiety levels based on the mean. The Cronbach's Alpha of Reliability analysis of the first administration turned out to be .89 and that of the second was .91, indicating a high internal reliability of a PSCAS.

The interpretation of public speaking class anxiety levels of the present study replicated Liu and Jackson's (2008) suggestions as discussed in Chapter III. Table 4.1 displays students' public speaking class anxiety levels before and after the intervention of a VBPF Model.

Table 4.1 Students' Public Speaking Class Anxiety Levels Before and After the Intervention of a VBPF Model

	N	Public Speaking Class Anxiety Levels		
		High	Medium	Low
Before Video-Based Peer Feedback	40	7.5%	67.5%	25%
After Video-Based Peer Feedback	40	5%	65%	30%

According to the interpretation of the results found in data analysis of the first administration of a PSCAS, it was found that 7.5% of the students were categorized as high anxiety, 67.5% of the students as medium anxiety, and 25% of the students as

low anxiety. However, the second administration of a PSCAS after the intervention of a VBPF Model reported that 5% of the students were categorized as high anxiety, 65% of the students as medium anxiety, and 30% of the students as low anxiety.

In addition, the students' public speaking class anxiety levels based on the determination of mean were reported. Table 4.2 demonstrates overall mean scores of students' public speaking class anxiety levels before and after the intervention of a VBPF Model.

Table 4.2 Descriptive Statistics of Public Speaking Class Anxiety Levels before and After the Intervention of a VBPF Model

	N	Min.	Max.	Mean.	SD
Before Video-Based Peer Feedback	40	2.00	4.24	3.30	.61
After Video-Based Peer Feedback	40	1.41	4.06	3.10	.64

As illustrated by Table 4.2, the descriptive results of the students' responses to the survey questionnaire demonstrated a holistic mean score of 3.30 before the intervention of a VBPF Model and 3.10 after the intervention, indicating that students were categorized as medium anxiety based on Liu and Jackson's (2008) suggestions. Clearly, there was a minor decrease in mean values after the intervention of a VBPF Model, indicating students' public speaking class anxiety level was alleviated.

4.2 Effects of a Video-Based Blog Peer Feedback Model

4.2.1 Results to Research Question 2

How does a Video-Based Blog Peer Feedback Model help affect public speaking class anxiety levels? To what extent?

To answer this research question, the scores of a PSCAS before and after the intervention of a VBPF Model were computed and operated descriptive statistics to determine percentages and mean values to examine how a Video-Based Blog Peer Feedback Model may have helped affect public speaking class anxiety and to what extent it did. Table 4.3 illustrates percentages and mean values of the responses of the PSCAS before and after the intervention of a VBPF Model.

Table 4.3 Descriptive Statistics for Public Speaking Class Anxiety Levels

1) I never feel quite sure of myself while I am speaking English.						
	SA	A	N	D	SD	M	SD
Before	12.5	32.5	25	27.5	2.5	3.25	1.08
After	2.5	35	37.5	22.5	2.5	3.12	.882

2) I start to panic when I have to speak English without preparation in advance.						
	SA	A	N	D	SD	M	SD
Before	40	40	12.5	5	2.5	4.10	.981
After	20	55	15	10	-	3.85	.863

3) In a speaking class, I can get so nervous I forget things I know.						
	SA	A	N	D	SD	M	SD
Before	20	50	22.5	2.5	5	3.77*	.973
After	15	30	35	17.5	2.5	3.37*	1.03

4) I feel confident while I am speaking English.						
	SA	A	N	D	SD	M	SD
Before	-	20	60	17.5	2.5	3.02*	.697
After	7.5	25	57.5	10	-	2.70*	.757

Table 4.3 Descriptive Statistics for Public Speaking Class Anxiety Levels

(Continued)

5) I get nervous and confused when I am speaking English.

	SA	A	N	D	SD	M	SD
Before	15	42.5	17.5	22.5	2.5	3.45	1.08
After	2.5	40	37.5	15	5	3.20	.911

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

	SA	A	N	D	SD	M	SD
Before	10	20	27.5	22.5	20	2.77	1.27
After	10	17.5	22.5	27.5	22.5	2.65	1.29

7) I get nervous when the language teacher asks me to speak English which I have prepared in advance.

	SA	A	N	D	SD	M	SD
Before	27.5	37.5	12.5	15	7.5	3.62*	1.25
After	12.5	35	22.5	22.5	7.5	3.22 *	1.16

8) I have no fear of speaking English.

	SA	A	N	D	SD	M	SD
Before	-	30	45	25	2.5	2.95	.749
After	7.5	22.5	47.5	17.5	5	2.90	.955

9) I can feel my heart pounding when I am going to be called on.

	SA	A	N	D	SD	M	SD
Before	35	40	12.5	10	2.5	3.95*	1.06
After	22.5	32.5	25	17.5	2.5	3.55*	1.08

10) I feel relaxed while I am speaking English.

	SA	A	N	D	SD	M	SD
Before	2.5	12.5	52.5	32.5	-	3.15	.735
After	5	17.5	60	12.5	5	2.95	.845

Table 4.3 Descriptive Statistics for Public Speaking Class Anxiety Levels

(Continued)

11) It embarrasses me to volunteer to go out first to speak English.

	SA	A	N	D	SD	M	SD
Before	15	42.5	27.5	12.5	2.5	3.55	.985
After	7.5	40	30	20	2.5	3.30	.966

12) I face the prospect of speaking English with confidence.

	SA	A	N	D	SD	M	SD
Before	10	45	35	7.5	2.5	2.47	.876
After	10	52.5	35	2.5	-	2.30	.686

13) Certain parts of my body feel very tense and rigid while I am speaking English.

	SA	A	N	D	SD	M	SD
Before	12.5	42.5	25	15	5	3.42	1.05
After	10	32.5	35	17.5	5	3.25	1.03

14) I feel anxious while I am waiting to speak English.

	SA	A	N	D	SD	M	SD
Before	20	50	15	12.5	2.5	3.72	1.01
After	22.5	45	15	12.5	5	3.67	1.11

15) I dislike using my voice and body expressively while I am speaking English.

	SA	A	N	D	SD	M	SD
Before	-	10	22.5	55	12.5	2.30	.822
After	-	7.5	42.5	42.5	7.5	2.50	.751

16) I have trouble to coordinate my movements while I am speaking English.

	SA	A	N	D	SD	M	SD
Before	-	25	45	25	5	2.90	.841
After	5	17.5	45	27.5	5	2.90	.928

17) Even if I am well prepared, I feel anxious about speaking English.

	SA	A	N	D	SD	M	SD
Before	22.5	47.5	12.5	15	2.5	3.72*	1.06
After	15	42.5	17.5	17.5	7.5	3.40*	1.17

* moderate changes of mean value

As we can see in Table 4.3, based on the percentages and mean scores, students expressed a decline of the level of agreement with negative statements in a PSCAS and an incremental increase in positively worded items, namely Items 4, 8, 10, and 12. For in-depth discussion, the results of a descriptive statistics were presented according to the construct of the PSCAS in Chapter III in the section of reliability and construct validity in which a factor analysis of the PSCAS was performed.

In terms of communication apprehension, which was the main construct of a PSCAS, students revealed a slight decrease in the fear of negative evaluation as evidenced by feeling of less competent than others, indicated by Item 13, "I am afraid that other students will laugh at me while I am speaking English" (30%, 27.5%), (M = 2.77, 2.65) and by anxiety over being called, indicated by Item 9, "I can feel my heart pounding when I am going to be called on" (75%, 55%), (M = 3.95, 3.55). Also, students reported a slight decrease in nervousness while waiting to speak English, indicated by Item 14, "I feel anxious while I am waiting to speak English" (70%, 67.5%), (M = 3.72, 3.67) and bodily reaction towards speaking English, indicated by Item 13, "Certain parts of my body feel very tense and rigid while I am speaking English" (55%, 42.5%), (M = 3.42, 3.25) and Item 16, "I have trouble to coordinate my movements while I am speaking English" (70%, 62.5%), (M = 2.90, 2.90).

For the dimension of test anxiety, which was a subcomponent of a communication apprehension, it was found that students reported a moderate decrease in the fear of inadequate performance in speaking English, indicated by Item 1, "I never feel quite sure of myself while I am speaking English" (45%, 37.5%), (M = 3.25, 3.12), Item 7, "I get so nervous when the English teacher asks me to speak

English which I have prepared in advance" (65%, 47.5%), (M = 3.62, 3.22), and Item 17, "Even if I am very well prepared, I feel anxious about speaking English" (70%, 57%), (M = 3.72, 3.40).

One sub-component of communication apprehension in a public speaking class found was anticipated anxious behaviors in speaking English. Based on the results, students illustrated a slight decrease in this aspect, indicated by Item 2, "I start to panic when I have to speak English without preparation in advance" (80%, 75%), (M = 4.10, 3.85), Item 3, "In a speaking class, I can get so nervous I forget things I know" (70%, 45%), (M = 3.77, 3.73), Item 5, "I get nervous and confused when I am speaking English" (57.5%, 42.5%), (M = 3.42, 3.20), and Item 15, "I dislike using my voice and body expressively while I am speaking English" (10%, 7.5%), (M = 2.30, 2.50).

The last aspect of speaking component in a public speaking class was comfort in using English. In this aspect, the percentages of students' agreement on response to questions slightly increased except Item 8 and mean scores decreased. Here, to determine mean values, the values of rating scores of all the items in this aspect were reversed to obtain precise results because they were all positively worded items as discussed in Chapter III. The results revealed that students reported a moderate increase in comfort in using English as indicated by Item 4, "I feel confident while I am speaking English" (20%, 32.5%), (M = 3.02, 2.70), Item 8, "I have no fear of speaking English" (30%, 30%), (M = 2.95, 2.90), Item 10 "I feel relaxed while I am speaking English" (15%, 22.5%), (M = 3.15, 2.95), and Item 12, "I face the prospect of speaking English with confidence" (55%, 62.5%), (M = 2.47, 2.30).

Obviously, there was a slight decrease in percentages and mean values for most of the items as a whole after the intervention of a VBPF Model, indicating there were minor changes in public speaking class anxiety. However, some items showed quite moderate changes of percentages and mean values possibly showing that a VBPF Model may have helped students (a) reduce anticipated anxious behaviors in speaking English, indicated by Item 3, (70%, 45%) and (M = 3.77, 3.37); (b) reduce anxiety over being called to speak English, indicated by Item 9 (75%, 55%) and (M = 3.95, 3.55); (c) reduce the fear of inadequate performance in speaking English, indicated by Item 7, (65%, 47.5%) and (M = 3.62, 3.22), 17 (70%, 57.5%) and (M= 3.75, 3.40); and (d) gain comfort in speaking English, indicated by Item 4, (20%, 32.5%) and (M = 3.02, 2.70). Accordingly, the results confirmed that there was a trace of public speaking class anxiety reduction after the intervention of a VBPF Model.

4.2.2 Results to Research Question 3

How does a Video-Based Blog Peer Feedback Model help affect the students' public speaking class performances in terms of improvements? In what ways?

With regard to this research question, the students' overall public speaking class performances for both informative speech and demonstrative speech were compared using Paired-Sample T Test to investigate overall public speaking class performances in terms of improvements and for each competency after the intervention of a VBPF Model. The results were illustrated as follows.

4.2.2.1 A Comparison of Performances of Informative Speeches and Demonstrative Speeches Before and After the Intervention of a VBPF Model

As mentioned in Chapter V, students had to follow the five components of a VBPF Model one in which they had to give an informative speech entitled "One's Province Recommended for a Visit" and a demonstrative speech entitled "How to Make (Name of a Dish)." While they were giving these two types of speeches and at different times their public speaking class performances of both types were video-recorded for two raters' assessment, and then were posted on the public speaking class blog for peer feedback. Students' public speaking class performances of both types were video-recorded again after they were revised based on their friends' comments and scored by two raters. The students' scores obtained from the two raters before and after the intervention of a VBPF Model for each type of the speech were computed and Paired-Sample T Test was operated to determine significant changes in terms of overall public speaking class performance and for each competency. Table 4.4 demonstrates a comparison of overall informative speech and demonstrative speech performances before and after the intervention of a VBPF Model. Clearly, as shown in Table 4.4, there was no significant difference ($p > 0.05$) between informative speech performances before and after the intervention of a VBPF Model, but there was a significant change between demonstrative speech performances before and after the intervention of a VBPF Model.

Table 4.4 A Comparison of Performances of Informative Speeches and Demonstrative Speeches Before and After the Intervention of a VBPF Model

Speech	Mean		M.D	t	Sig.(2-tailed)
	Before	After			
Informative	16.56	16.78	-.225	-.615	.542
Demonstrative	17.46	18.85	-1.38	-6.658	.000*

The negative mean difference and t-value referring to the scores before the intervention of a VBPF Model are lower than those of after the intervention of a VBPF Model.

* $p < 0.05$

As shown in Table 4.4, the results indicated that a VBPF Model helped improve students' overall demonstration speech performance. Interestingly, there was no significant difference for informative speech performance after the intervention of a VBPF Model, but there was a significant change for demonstrative speech after the intervention. The mean value of 17.46 for demonstrative speech before the intervention of a VBPF Model changed to 18.85 at the level of p value less than 0.05 ($t = -6.658$, $p = .000$) after the intervention of a VBPF Model, demonstrating students' significant improvements of overall demonstrative speech performance after the intervention of a VBPF Model.

4.2.2.2 Public Speaking Class Competency

Public speaking class competency of both informative and demonstrative speeches was assessed in terms of the following components: introduction, body, conclusion, organization, grammar, voice delivery, eye contact, gestures and facial

expressions, and visual aids. These assessments were made with speeches given before and after the intervention of a VBPF Model to investigate how a VBPF Model helped affect the students' public speaking class performances in terms of improvements. The scores that each component received from two raters for each type of speech before and after the intervention of a VBPF Model were computed and subjected to a Paired-Sample T Test. Table 4.5 illustrates a comparison of public speaking class competency between informative and demonstrative speeches before and after the intervention of a VBPF Model.

Table 4.5 Students' Public Speaking Class Competency between Informative Speeches and Demonstrative Speeches Before and After the Intervention of a VBPF Model

Speaking Competency	Informative			Demonstrative		
	M. D	t	Sig.	M. D	t	Sig.
Introduction	-.087	-1.022	.313	.425	.749	.459
Body	.112	1.651	1.07	-.087	-1.740	.090
Conclusion	-.112	-2.157	.037*	-.312	-6.296	.000***
Organization	.025	.339	.736	-.112	-2.040	.048*
Grammar	.000	.000	1.00	-.075	-1.637	.110
Voice Delivery	.037	.476	.637	-.225	-3.636	.001**
Eye Contact	-.112	-1.221	.229	-.075	-1.062	.295
Gestures/Facial Expressions	-.150	-2.149	.038*	-.200	-3.569	.001**
Visual Aids	.062	.797	.430	-.162	-2.481	.018*

The negative mean difference and t-value referring to the scores before the intervention of a VBPF Model are lower than those of after the intervention of a VBPF Model.

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

A comparison of public speaking class competency between informative speeches and demonstrative speeches after the intervention of a VBPF Model as presented in Table 4.5 revealed that a VBPF Model was significantly effective in improving public speaking class competency for informative speeches in only two components: conclusion ($t = -2.175$, $p = .037$) and gestures and facial expressions ($t = -2.149$, $p = 0.38$). By contrast, a VBPF Model had significant effects on the improvement of public speaking class competency for demonstrative speeches in five components: conclusion ($t = -6.296$, $p = .000$), organization ($t = -2.040$, $p = .048$), voice delivery ($t = -3.636$, $p = .001$), gestures and facial expressions ($t = -3.569$, $p = .001$), and visual aids ($t = -2.481$, $p = .018$).

4.2.2.3 The Relationships between Public Speaking Class Performances and Anxiety Levels

The relationships between public speaking class performances and anxiety levels before and after the intervention of a VBPF Model was consistent with the theoretical view in foreign language classroom anxiety research that high anxiety leads to low foreign language classroom performance and vice versa. See Appendix W and Appendix X for students' public speaking class performances and their anxiety levels. However, some students reported on scores that did not correspond to their public speaking class anxiety levels

4.3 Students' Perspectives towards Video-Based Blog Peer Feedback

4.3.1 Results to Research Question 4

What are the students' perspectives towards video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness?

At the end of the course in which a VBPF Model was used in a public speaking class, 25-item post intervention questionnaires were administered to 40 students to elicit their perspectives towards video-based blog peer feedback in the aspects of overall opinions (Items1-6), learning attitudes (Items7-16), and learning effectiveness (Items17-25). The survey questionnaire had five responses ranging from "Strongly Agree" to "Strongly Disagree." The collected survey questionnaire obtained a Cronbach's Alpha of .925, indicating the survey questionnaires' accepted high internal consistency. Table 4.6 reports a mean value of the students' perspectives towards video-based blog peer feedback in the three aspects.

Table 4.6 Mean Values of Students' Perspectives towards Video-based Blog Peer Feedback

Aspects	N	Mean	SD
Overall Opinions	40	4.02	.478
Learning Attitudes	40	3.96	.453
Learning Effectiveness	40	4.07	.446

According to Table 4.6, students revealed a holistic mean value of 4.02 for their overall opinions about video-based blog peer feedback, 3.96 for their learning attitudes, and 4.07 for their learning effectiveness, displaying the high levels of agreement regarding the statements in the survey questionnaires.

To obtain in-depth details about students' perspectives in the three aspects, the percentages and mean values of the survey questionnaire in the three aspects were discussed item by item as follows.

Table 4.7 Descriptive Statistics for Students' Perspectives towards Video-based

   Blog Peer Feedback

SA	A	U	D	SD	M	SD
Overall opinions about video-based blog peer feedback						
1 Video-based blog peer feedback is an interesting activity.						
27.5	62.5	10	-	-	4.17	.594
2 It is easy to give feedback on video-recorded public speaking class performances through the class blog.						
12.5	35	45	7.5	-	3.52	.816
3 Using video-based blog peer feedback is free from time limitations.						
37.5	27.5	35	-	-	4.02	.861
4 Anonymous instant peer feedback on video-recorded public speaking class performances through the class blog is a good new dimension of pedagogic peer feedback.						
47.5	47.5	5	-	-	4.42	.594
5 The great advantage of video-based blog peer feedback is its convenience to give feedback any place or time.						
30	57.5	10	2.5	-	4.15	.699
6 A blog has a capacity of uploading video-recordings of public speaking class performances.						
15	57.5	25	2.5	-	3.85	.699
Learning attitudes towards video-based blog peer feedback						
7 Video-based blog peer feedback makes me confident to speak English correctly.						
12.5	60	27.5	-	-	3.85	.622
8 Video-based blog peer feedback helps me speak English with confidence.						
15	50	32.5	2.5	-	3.77	.733
9 I find myself motivated through video-based blog peer feedback.						
20	62.5	15	2.5	-	4.00	.679
10 I think I prefer to take a public speaking course using video-based blog peer feedback to giving feedback in a classroom.						
15	50	35	-	-	3.80	.686
11 It is very interesting to take a public speaking course by means of video-based blog peer feedback.						
20	70	7.5	2.5	-	4.07	.615

Table 4.7 Descriptive Statistics for Students' Perspectives towards Video-based

Blog Peer Feedback (Continued)

SA	A	U	D	SD	M	SD
12 I am interested in integrating a class blog with video-recorded public speaking class performances and instant peer feedback to reduce speaking anxiety.						
17.5	65	15	2.5	-	3.97	.659
13 Peer comments on public speaking class performance clips posted in the class blog motivate me to collaboratively participate in learning.						
27.5	52.5	20	-	-	4.07	.693
14 I enjoy giving feedback on my friends' public speaking class performance clips posted in the class blog.						
20	65	15	-	-	4.05	.597
15 I enjoy receiving feedback on my public speaking class performance clips posted in the class blog from my friends.						
20	57.5	17.5	2.5	2.5	3.90	.841
16 I am more careful about my mistakes when I know that my public speaking class performance clips will be posted in the class blog.						
25	62.5	10	2.5	-	4.10	.671
Learning effectiveness of video-based blog peer feedback intervention						
17 Video-based blog peer feedback makes my oral presentation improve more.						
30	57.5	10	2.5	-	4.15	.699
18 Video-based blog peer feedback improves my public speaking class competency.						
27.5	62.5	7.5	2.5	-	4.15	.662
19 I have recognized more strengths and weaknesses of my public speaking class performance through video-based blog peer feedback.						
32.5	60	7.5	-	-	4.25	.588
20 Video-based blog peer feedback improves my use of gestures while speaking English.						
20	62.5	17.5	-	-	4.02	.619
21 I could correct my weaknesses of public speaking class performance through video-based blog peer feedback.						
22.5	60	17.5	-	-	4.05	.638
22 Video-based blog peer feedback has helped me improve my speaking skills.						
22.5	72.5	5	-	-	4.17	.500
23 Video-based blog peer feedback has improved my public speaking class performance.						
20	67.5	12.5	-	-	4.07	.572

Table 4.7 Descriptive Statistics for Students' Perspectives towards Video-based

Blog Peer Feedback (Continued)

SA	A	U	D	SD	M	SD
24 My nervousness while speaking English was reduced after I experienced the intervention of video-based blog peer feedback.						
22.5	52.5	25	-	-	3.97	.697
25 I could speak English with confidence in a real situation after experiencing video-based blog peer feedback.						
15	52.5	32.5	-	-	3.82	.675

• Descriptive Statistics

The descriptive statistics results of the students' perspectives towards a VBPF Model in terms of overall opinions, learning attitudes, and learning effectiveness were analyzed as follows.

In Aspect 1, students' overall opinions about a VBPF Model, obtained moderately high mean values, ranging from 3.52 to 4.42, which indicated that students exhibited a high level of agreement with the survey statements. Specifically, Item 4, "Anonymous instant peer feedback on video-recorded public speaking class performances through the class blog is a good new dimension of pedagogic peer feedback," received a high mean value of 4.42 (95%), revealing that students highly valued anonymity when giving feedback on their friends' video-recorded public speaking class performances posted on the public speaking class blog. Item 1, "Video-based blog peer feedback is an interesting activity," also obtained a high mean value of 4.17 (90%), indicating that students showed a moderately high agreement with this item, followed by Item 5, "The great advantage of video-based blog peer feedback is its convenience to give feedback any place or time," obtained a high mean value of 4.15 (87.5%), and Item 3, "Using video-based blog peer feedback is free from time

limitations," obtained a high mean value of 4.02 (65%), indicating that students valued

a VBPF Model for being convenient, being free, and having no time limit.

In Aspect 2, learning attitudes towards a video-based blog peer feedback,

received moderately high mean values, ranging from 3.77 to 4.10, which indicated

that students had positive attitudes towards using a VBPF Model in a public speaking

class and that they agreed that using a VBPF Model in a public speaking class was

motivating, collaborative, and enjoyable. Particularly, Item 16, "I am more careful

about my mistakes when I know that my public speaking class performance clips will

be posted on the class blog," obtained a moderately high mean value of 4.10 (87.5%),

indicating that students were very careful about making mistakes while giving speech

because they knew that their public speaking class performance clips would be posted

on the public speaking class blog. Item 13, "Peer comments on public speaking class

performance clips posted in the class blog motivate me to collaboratively participate

in learning," obtained a moderately high mean value of 4.07 (80%), indicating that

students expressed a strong preference to collaboratively give comments on their

public speaking class performance clips on the public speaking class blog. Similarly,

Item 9, "I find myself motivated through video-based blog peer feedback," obtained a

moderately high mean value of 4.00 (82.5%), illustrating that a VBPF Model

motivated students in learning public speaking. In addition, Item 11, "It is very

interesting to learn public speaking course by means of video-based blog peer

feedback," received a moderately high mean value of 4.07 (90%), reporting that

students expressed strong interest in studying public speaking by mutually giving

feedbacks on their friends' public speaking class performance clips posted on the

public speaking class blog. In accordance with Item 11, Item 14, "I enjoy giving

feedback on my friends' public speaking class performance clips posted on the class blog," obtained a moderately high mean value of 4.05 (85%), manifesting that students found giving feedback on their friends' public speaking class performance clips an enjoyable activity.

Finally, in Aspect 3, learning effectiveness of video-based blog peer feedback intervention obtained moderately high mean scores, ranging from 3.82-4.25, demonstrating that students exhibited a high level of agreement with the survey statements. Interestingly, Item 19, "I have recognized more strengths and weaknesses of my public speaking class performance through video-based blog peer feedback," obtained a moderately high mean score of 4.25 (92.5%), showing that students highly valued the components of video-recording and giving feedback of a VBPF Model because they could perceive their own speaking performance skills through video clips and peers' feedback. Importantly, Items 22, 17, 18, 23, and 20 obtained high mean values of 4.17 (95%), 4.15 (87.5%), 4.15 (90%), 4.07 (87.5%), and 4.02 (82.5%) , respectively, indicating that students reported their sense of improvements of public speaking class skills after the intervention of a VBPF Model. They revealed that a VBPF Model helped improve their presentation skills, public speaking competency, and gestures and postures while speaking English. In line with these items, Item 21, "I could correct my weaknesses of public speaking class performance through video-based blog peer feedback," obtained a moderately high mean value of 4.05 (82.5%), confirming that students felt they could self-correct their public speaking class skills using a video-based blog peer feedback. In terms of public speaking class anxiety, Item 24, "My nervousness while speaking English was reduced after I experienced the intervention of video-based blog peer feedback," also

obtained a moderate mean value of 3.97 (75%), and Item 25, "I could speak English with confidence in a real situation after experiencing video-based blog peer feedback," obtained a moderate mean score of 3.82 (67.5%), suggesting that students were somewhat likely to describe a moderate reduction in their public speaking class anxiety after they were exposed to a VBPF Model in a public speaking class.

In conclusion, when considering each aspect of video-based blog peer feedback, students valued anonymous instant peer feedback for a good new dimension of pedagogic peer feedback in the aspect of overall opinions, they had a strong agreement in the aspect of learning attitudes that video-based blog peer feedback made them more careful about their mistakes when they knew that their public speaking class performance clips would be posted on blog, and in the aspect of learning effectiveness, they recognized more strengths and weaknesses of their public speaking class performances through video-based blog peer feedback. As a whole, students expressed a strong preference in using a VBPF Model in a public speaking class. Students said that video-based blog peer feedback changed their attitudes on learning public speaking and that (a) learning public speaking through video-based blog peer feedback was interesting, enjoyable, motivating, and collaborative, (b) this way of learning was convenient, and free from a time limit and places, and (c) it helped them improve overall public speaking skills to some degree. This ensured that the students expressed that they found a VBPF Model satisfactorily.

4.4 Students' Perspectives towards a Video-Based Blog Peer Feedback Model: Qualitative Data Analysis

This part aims at eliciting students' perspectives towards a VBPF Model in a public speaking class using a qualitative method. Thus, the main focus is on a report of the results of a qualitative data analysis to examine how a VBPF Model may have helped affect public speaking class anxiety and possibly improve public speaking class performances. The transcribed data from the interviews with 30 subjects were content analyzed, the theme and categories were identified, respectively.

4.4.1 Effects of a VBPF Model on Public Speaking Class Performance

The three categories were identified: effects of peer feedback on public speaking class performance, effects of self-feedback on public speaking class performance, and effects of a VBPF Model on public speaking class anxiety reduction.

4.4.1.1 Effects of Peer Feedback on Public Speaking Class Performance

Many students asserted that they gained improvements on public speaking class performances through peer feedback on their video-recorded public speaking class performances posted in the class blog. They said that normally they did not notice their own mistakes while speaking English in front of friends and in reality their mistakes could be informed through the eyes of their friends. Thus, their peer feedback acted as a mirror reflecting their public speaking class ability, helping them to improve it at the same time. Because of peer feedback, many students accepted that they could correct their weaknesses in terms of pronunciation and body language. Importantly, they stated that they had courage to speak English, dared to

make mistakes while speaking English, spoke English more, overcame shyness and nervousness while speaking English, and finally gained speaking confidence gradually through peer feedback. The premises for such these views were as follows.

Peer feedback, according to their statements, helped students know their own overall public speaking class performances. Student 17 revealed that peer feedback helped her understand more clearly about her speaking skills than her own understanding and this really helped her improve her speaking skills. She said:

> Peer feedback helped me improve my speaking skills. My friends made a lot of comments on my speaking performance. I made some mistakes while I was speaking English in the front of the class room. I might speak unconsciously and did not know what made me embarrassed and shy and how my eye contact was. The audience members who were sitting in front of me and listening to my talk could observe and see clearly so they could make comments on my speaking and this really helped me improve my weaknesses.

Like Student 17, Student 21 stated that she sometimes did not know how well she spoke English in front of her friends and only her friends really knew. Likewise, Student 15 expressed his views towards peer feedback in relation to improvement of public speaking class performance. He said:

> My speaking skills improved a lot using peer feedback. I sometimes was not aware of my speaking skills. When my friends gave feedback on my speaking performance and let me know my weak skills, I knew what I should do to improve them.

In addition, Student 34 asserted that peer feedback could help her improve speaking skills because her friends gave different feedback so she knew different kinds of mistakes she made while speaking English. She then pondered over the mistakes and learned how she made them. She recounted that:

> Peer feedback helped me improve speaking skills because each of
> my friends saw my speaking performance in different aspects.
> That prompted me to look at all mistakes again more carefully and,
> in the end, understood the mistakes.

Peer feedback helped students improve their pronunciation. Student 31 reported that her pronunciation improved because of peer feedback. She recognized that she had made some pronunciation mistakes through feedback, so she consulted a dictionary for correct pronunciation. She said:

> I knew that I mispronounced some words through peer feedback,
> so I consulted a dictionary for a correct pronunciation of those
> words and this helped me improved my pronunciation.

Regarding body language in public speaking class, Student 27 said that peer feedback helped him improve the use of gestures while speaking English. He recalled:

> I observed my English speaking before taking this course using a
> VBPF Model and noticed that it had changed. Before taking this
> course I spoke English without using gestures and after I learnt from
> peer feedback, together with the contents of the scoring rubrics used
> as criteria for public speaking class performance, I knew how to
> improve my gestures while speaking English.

With respect to speech volume, Student 28 said that peer feedback on the video clips made her recognize the loudness and softness of her speaking voice. She explained:

> My speaking skills improved after receiving peer feedback. Once I
> spoke very softly and my friends made comments on this aspect,
> so I increased my speech volume as recommended and it
> apparently improved. Also, at the beginning, I did not feel
> confident. I was very anxious and worried, but later, after more
> practice, I became more confident, less worried, and more
> articulate.

Obviously, peer feedback helped students recognize their mistakes while speaking English and focus correctly on what should be done to improve public speaking skills. In brief, the students were able to point specific improvements in their public speaking performance which they freely attributed to video-based blog peer feedback.

4.4.1.2 Effects of Self-Feedback on Public Speaking Class Performance

Not only peer feedback helped students improve public speaking class performances, but also did self-feedback. Since students' public speaking class performances were video-recorded and posted in the class blog, students could view their performances repeatedly and recognized their own mistakes, leading to the revision of those mistakes, which led to the improvement on measures of public speaking class performance. Students attributed the effects of video-based blog peer feedback to self-feedback as follows.

Student 35 said:

A VBPF Model saved time. I could recognize my own public speaking performances, my strengths and weaknesses, and tried harder to improve myself. The need for improvement was my own desire to do a better job.

Similarly, Student 15 revealed that viewing his video clips helped him recognize his behaviors while speaking English. Thus, he could improve his speaking skills through observing himself in a video. He narrated:

Video-recording was a convenient and easy way of learning because it helped me recognize my overall behaviors while speaking English through viewing myself in a video. This enabled me to revise my speaking performance accordingly.

Student 18 was another student who claimed that video-recordings helped her self-correct her weaknesses because the availability of the videos in online allowed her to view her speaking performance repeatedly as many times as she wanted. She said:

> I liked video-recording because I could view my own speaking performance, so I knew how it was. Simultaneously, I knew how my friends' speaking performances were too. By comparing my speaking performance to my friends,' I knew how to revise my speaking and to adopt my friends' strengths to improve my speaking.

Likewise, Student 31 said that she could view her own speak performance through video and compare it to her friends'. Thus, she adopted her friends' strengths to revise her speaking. She said:

> I saw myself in a video and the mistakes I had made. Then, I compared my speaking performance to the others' and saw how I could use others' strengths to improve myself.

It was apparent from the students' accounts that students recognized the strengths and weaknesses of their public speaking class performances through viewing themselves repeatedly. Also, they sometimes compared their performances to their friends' and adopted the friends' strengths to help revise their speaking, resulting in their self-perception of an improvement in their individual public speaking class performances.

4.4.1.3 Effects of a VBPF Model on Public Speaking Class Anxiety Reduction

Students claimed that a VBPF Model yielded positive effects on their public speaking class anxiety reduction. They stated that a VBPF Model helped reduce public speaking class anxiety and enhance speaking confidence as follows.

Student 35 said that she found herself successful in taking this course using a VBPF Model because her speaking anxiety was reduced. Consequently, she dared to speak English more. She recounted:

> I became less anxious than before. Previously I had never given speech, so I was nervous and worried when I spoke English because I was afraid that I would make a lot of mistakes. After experiencing a VBPF Model, I felt speaking English was not as tough as I thought and that I could do it. I spoke up, expressed my ideas, and used various tones and more gestures while speaking.

Student 21 also said that her speaking anxiety was reduced because a VBPF Model provided practices on making a speech outline that she could follow. This made practice easy before delivering.

> Now when speaking English in front of the class, I was much less nervous than the first time because I was accustomed to it. When I learnt speech outlines, I could even speak much more.

Similarly, Student 25 concluded that her speaking anxiety was reduced because she understood how a speech should be prepared and she practiced speaking English repeatedly. Consequently, she gained more confidence.

> I was always anxious when I had to rehearse a speech script, but now I am getting much better, more confident after a lot of practice and learning a speech convention: the Introduction, the Body, the Conclusion, together with the language used in each part. This made it easy for me to remember what I wanted to say in my presentation.

Student 20 stated that her speaking anxiety was reduced because of repeated practice helping make improvement on pronunciation and use of gestures. She said:

> Before taking this class, I did not speak English very well. Currently, I have managed to calm down. I am less anxious and less afraid in front of the class because I had already spoken English many times. I think I can apply what I have learned to my daily life. I was now can pronounce new words correctly and use gestures appropriately.

Student 27 asserted that his speaking anxiety was reduced after experiencing a VBPF Model. He realized that public speaking was no longer a dreadful activity after repeated speaking practices. He said:

> After taking this public speaking class using a VBPF Model, I found public speaking an easy and not quite a dreadful activity. Formerly, I thought public speaking was impossible for me because I felt nervous and found myself trembling while speaking. Now I knew that if I was well-prepared, I would not experience anxiety trigger.

Student 28 said that she gained speaking confidence after experiencing a VBPF Model in the public speaking class. She explained:

> I used to be afraid to come out to the front of the class and speak because I thought my friends would laugh at me when I made mistakes. Actually, that was only my imagination; no one laughed at me. Instead, their comments helped me a lot. After practicing many times, I became more confident. I used my hands to help convey meanings.

Student 36 went even further to say that a public speaking class using a VBPF Model made her love to speak English and helped her to learn pronunciation and voice projection, which in turn, made her gain confidence to speak English. She stated:

> I was no longer shy to speak English and I tried to do it more now. I noticed that my friends spoke English very well and I wanted to speak like them, so I tried very hard to practice. Before that I feared to speak English and felt nervous, but now my anxiety was reduced. I loved speaking English more than before and I was not afraid of making mistakes or incorrect pronunciation. I spoke English better because I had to learn how to pronounce correctly and how to project voice appropriately.

Finally, Student 18 asserted that her speaking anxiety was reduced after experiencing a VBPF Model because she learnt more techniques in speaking and received feedback as a reflection to help her know what she had to improve her speaking. She said:

> It seemed that I felt less anxious than before. Before that I did not know how to prepare myself for a speech, especially when I had to speak English. After experiencing a VBPF Model in this course I learned techniques before speaking and adopted them in speaking and I found myself more confident and brave to speak English. Peer feedback helped me recognize strengths and weaknesses.

In conclusion, students repeatedly expressed that a VBPF Model was effective for reducing their personal levels of public speaking class anxiety. With a VBPF Model, they practiced speaking English repeatedly, spoke English based on the provided guidance, and adopted techniques to reduce anxiety, which helped them gain more speaking skills, resulting in speaking confidence.

4.4.2 Preference for Use of a VBPF Model

The category: preference for use of a VBPF Model as an innovative way to motivate speaking practice emerged as a finding of the content analysis to examine students' perspectives towards a VBPF Model.

4.4.2.1 Preferences for Use of a VBPF Model as an Innovative Way to Motivate Speaking Practice

Many students preferred to use a VBPF Model in a public speaking class. They expressed that a public speaking class with the use of a VBPF Model was an innovative way of learning public speaking, incorporating video-recording, blog, and peer feedback to make them recognize their own strengths and weaknesses of speaking performances. Specifically, some students expressed that a public speaking class with the use of a VBPF Model was an innovative way of learning to help them broaden their learning experiences. Also, they thought it was innovative way of learning public speaking to encourage their friends to give feedback on public speaking performance, which helped them learn new things. Importantly, they

revealed that they had never experienced this innovative way of learning public speaking before. Student 28 expressed her preference for use of a VBPF Model in a public speaking class that a VBPF Model in a public speaking class was a modern way of learning public speaking she had never experienced before. She recounted:

> It was a modern way of learning public speaking. If I gave speech in the front of the class, my friends could watch me only one time; if I was video-recorded, my friends could view me repeatedly as they wanted. Also, I was able to view myself repeatedly to notice my mistakes while speaking. This way of learning was very convenient and I could send feedback immediately.

Student 17 found a public speaking class with a VBPF Model an interesting way of learning public speaking that broadened her learning experiences. She said:

> I liked this way of learning public speaking because it was the new way I had never experienced in any courses before. I could acquire knowledge and gain more learning experiences through having my speaking performance video-recorded, getting my video-recorded speaking performance clip publicized in blog, and being allowed to replay a video to view it repeatedly.

Student 30 gave the impression that using a VBPF Model in a public speaking class resembled a real public speaking. Importantly it was a new paradigm of learning public speaking. She accounted:

> It was a good and new method of learning because it was not only speaking in the classroom. My public speaking class performance was posted in blog so that my friends could watch it. It was right that I was studying a public speaking and that my public speaking class performance was posted in blog, resembling a public speaking situation with a broader audience. This was good for me because I could get a lot of feedback, so I could learn from comments and make use of them to help improve my speaking performance. With repeated reviewing of my speaking performance, my friends could take time to give me complete comments on my speaking.

Student 38 confirmed that she had preference for use of a VBPF Model in a public speaking class because it helped train her to be a good listener and good speaker in a speaking class. She also said that this way of learning public speaking was innovative and that she had never accessed a website and experienced video-recording in any English courses before. She said:

> It was an innovative way of learning public speaking I had never experienced before. It helped train me to be a better speaker and listener. That is to say, in a public speaking class, I was both a speaker and listener. When I was speaking, my friend listened to me and gave comments on me, and while they were speaking, I listened to them and gave comments on their speaking too. This way of learning was more modern than any other ways I had ever taken before because in other courses I did nothing about website and normally when I had some kinds of recordings, it was just a voice recording, not the speaker's face or gestures, whereas with a VBPF Model I could see the real presentation. Better yet, when my friends could not attend the class, they could watch the videos and make comments.

Student 2 expressed her preference for use of a VBPF Model as a medium of learning public speaking. She found that a VBPF Model helped her get more practice in speaking English and made her work harder to look for information needed for each speech. She elaborated:

> This way of learning public speaking encouraged students to speak English and express ideas. It was unlike learning in normal classes where I studied only theories without putting speaking into practice. When my public speaking class performance was video-recorded, I spoke English more in front of my friends because I felt confident. This way of learning public speaking helped me improve my pronunciation, and the more I received feedback from my friends, the better I got. I had to work hard to look for information for each speech and I had to regularly practice speaking English before the recording. I used my friends' feedback to help improve my speaking performance. Never before had I been so active in practicing speaking English.

Student 15 preferred learning public speaking using a VBPF Model because it was a novel method of learning that helped him learn to practice speaking English by himself and know his strengths and weaknesses of speaking performance through his friends' comments. He thought that the model was face-saving, which resulted in ease of giving critiques to friends. He explained:

> It was a new mode of learning making students learn to look for knowledge and practice speaking English on their own. It was such a good learning method in making students know their strengths and weaknesses and got them to speak again and again. Also, video-recording was a good thing for peer feedback. If this was to be done face-to-face, my friends might not feel comfortable to give me comments frankly.

Student 12 considered a learning process employing a VBPF Model as an interactive way that allowed students to share ideas in learning. He said:

> It was a new learning method and a new mode of learning I had never experienced in any other courses. It allowed students to interact and share ideas in learning, which was a good thing. In the future if possible, I would employ this teaching method in my class because I liked using technology in teaching.

As a whole, students expressed preferences for use of a VBPF Model in a public speaking class. They liked the aspects of video-recording, posting video clips of public speaking class performances online, and having peer feedback on these clips posted online anonymously using a central email address. These learning activities reflected the use of technology in learning public speaking which they had never experienced in any other courses. As such, they found this learning method motivational and, for the most part, positive.

4.5 Discussion

4.5.1 Research Question 1: As measured by a PSCAS, at what level is public speaking class anxiety manifested by the third year Bachelor of Education Program (English) students at TRU before and after the intervention of a Video-Based Blog Peer Feedback Model?

Overall, the students (third year Bachelor of Education Program at TRU) manifested a medium level of public speaking class anxiety before and after the intervention of a VBPF Model. The findings of the present studies coincided with Tasee's (2009) findings in the study of factors affecting English major students' anxiety in speaking English in which 963 students majoring in English at Rajabhat Universities in the Thai context reported experiencing speaking anxiety at the moderate degree as a whole. They were also in line with research studies into language anxiety conducted in a Thai context as discussed in the Language and Speaking Anxiety in the Thai Context section of Chapter II, in which the Thai students reported speaking anxiety higher than any aspects of anxiety in language learning, confirming the existence of speaking anxiety expressed by the Thai students. Horwitz (1995) stated that although students manifested little stress in the other aspects of language learning, many students specifically experienced anxiety to speak publicly in the target language. These conclusive results confirmed the suitability of a PSCAS developed to measure public speaking class anxiety used in the main study. Aida (1994) said that "the use of a specific measure of oral skills may yield more profound relationships between language anxiety and achievement" (p. 163).

4.5.2 Research Question 2: How does a Video-Based Blog Peer Feedback Model help affect public speaking class anxiety levels? To what extent?

In terms of anxiety reduction in EFL public speaking, most of the third year Bachelor of Education Program (English) students were categorized as medium anxiety after the intervention of a VBPF Model. Thus, there were no significant changes in public speaking class anxiety levels after the intervention of a VBPF Model based on means values distribution suggested by Liu & Jackson (2008); however, there was a slight reduction of a mean value after the intervention of a VBPF Model (M = 3.30, 3.10). Although there was no a clear-cut change in public speaking class anxiety levels after the intervention of a VBPF Model, the present study had taken a step further to reduce foreign language classroom anxiety as stated by MacIntyre and Gardner (1991) that the investigation of the effects on anxiety reduction was crucial and needed if foreign language anxiety was not a stable factor.

Arguably, although percentages and mean values for most of the items of a PSCAS decreased insignificantly after the intervention of a VBPF Model, some specific items showed moderate changes in mean values which indicated that there was a trace of public speaking class anxiety reduction using a VBF Model in those particular domains. Therefore, based on the repeated practices of giving speeches, a VBPF Model possibly had an effect on a trace of overall public speaking class anxiety reduction of some particular domains accordingly.

First, a VBPF Model had an effect on the reduction of anticipated anxious behaviors in speaking English and anxiety over being called to speak English, namely students' agreement with the statement of Item 3, "In a speaking class, I can get so nervous I forget things I know" decreased as indicated by percentages of 45% and a

mean value of 3.37 and Item 9, "I can found my heart pounding when I am going to be called on" as indicated by percentages of 55% and a mean value of 3.55. These findings confirmed that a VBPF Model had an effect on public speaking class anxiety reduction by creating a less anxious classroom atmosphere, which resulted in a decrease in students' nervousness to speak English in a public speaking class. Thus, the finding was congruent with Bourhis and Allen's (1995) study using a meta-analysis to investigate the role of video-taped feedback, revealing that video-recording feedback enhanced greater skill acquisition by making students able to see and hear their own speaking performances, making students enjoy and find the experience of viewing themselves in a video clips valuable.

Second, a VBPF Model had an effect on the reduction of a fear of inadequate performance in speaking English. That is to say, students tended to disagree with the statement of Item 7, "I get so nervous when the English teacher asks me to speak English which I have prepared in advance" as indicated by percentages of 47.5% and a mean value of 3.22 and Item 17, "Even if I am very well prepared, I feel anxious about speaking English" as indicated by percentages of 57.5% and a mean value of 3.40, demonstrating that students lost some sense of nervousness to speak English regardless of any mistakes, which consequently resulted in comfort in speaking English. These findings were consistent with that of Chu Shi's (2010), which revealed that blended learning using video-based blogs for ESL public speaking enhanced student learning satisfaction by motivating them to learn. Another reason their reduced nervousness to speak English could be attributed to the challenges they would like to take to speak English and to be video-recorded in their own public speaking class. Video-recording public speaking class performance could help

students recognize their own oral skills through feedback reflecting their speaking performances obtained from their group members and through viewing their own public speaking class performances repeatedly. Tan, Ladyshewsky and Gardner (2010) found that learning environments with a supportive peer assistance system of interactive feedback helped learners reflect their own professional and evidence-based practice. This was confirmed by Murofushi' s (2004) statement that students were aware of their mistakes through viewing video-recordings of their performances and self-corrected them, which later enabled them to address their weaknesses.

Lastly, a VBPF Model helped enhance comfort in speaking English as demonstrated by the increase of agreement with the statement of Item 4, "I feel confident while I am speaking English" as indicated by percentages of 32.5% and by the decrease of mean values of 2.70. The findings implied that a VBPF Model raised students' awareness of their own public speaking class skills and it promoted students' development through collaborative learning in which peer feedback and video-recorded feedback were the main focus. Thus, students could identify the strengths and weaknesses of their own public speaking class performances, thereby improving it later. In line with such views, recognizing strengths and weaknesses of their own public speaking performances helped enhance students' self-esteem so they could overcome a fear of making errors when speaking English. Fasawang (2011) found that peer tutoring in speaking English created a relaxing informal learning atmosphere, which had a positive effect on reducing the students' anxiety at Bangkok University in Thailand.

4.5.3 Research Question 3: How does a Video-Based Blog Peer Feedback affect the students' public speaking class performances in terms of improvements? In what ways?

According to Table 4.4 discussed above, it was reported that there was no substantial change in terms of students' overall public speaking class performances between two informative speeches before and after the intervention of a VBPF Model. On the contrary, there was a marked change in terms of students' overall public speaking class performances between two demonstrative speeches after the intervention of a VBPF Model. This could be implied that the longer duration of the exposure to a VBPF Model might have a positive effect on a substantial change of students' overall public speaking class performances after the intervention of a VBPF Model. Moreover, types of speeches probably interfered in changes of students' public speaking class performances after the intervention of a VBPF Model because informative speech aimed at informing audience with a heavy content load. On the contrary, demonstrative speech aims to show how to do something with a light content load. Thus, this probably affected students' public speaking class performances when considering about the level of difficulty of each speech type.

With regard to the aspect of public speaking class competency of two informative speeches and two demonstrative speeches after the intervention of a VBPF Model, it was found that there was a significant effect on improvement in particular components, among them conclusion ($t = -2.175$, $p = .037$) and gestures and facial expressions ($t = -2.149$, $p = 0.38$) between two informative speeches and conclusion ($t = -6.296$, $p = .000$), organization ($t = -2.040$, $p = .048$), voice delivery (t

= -3.636, *p* = .001), gestures and facial expressions (*t* = -3.569, *p* = .001), and visual aids (*t* = -2.481, *p* = .018) between two demonstrative speeches.

Clearly, there were no marked changes of public speaking class competency in the components of introduction, body, grammar, and eye contact between the two types of speeches after the intervention of a VBPF Model. The fact that no changes were found in the component of introduction could be due to its fixed format regardless of speech types. For the component of body, no changes were found could be implied that feedback may not have been sufficiently constructive. The findings were congruent with Tuzi's (2004) that students could do overall revisions at a macro-level through e-feedback as well as subsequent revisions based on ideas given by peers. In addition, Dippold (2009) stated that some of the feedback comments made by students provided little constructive advice for fellow students with regard to their task performances because students perceived in themselves a lack of expertise and specific guidance. In terms of the component of grammar, students failed to make their peers recognize their syntactic errors in speaking. This could be concluded that students perceived in themselves not proficient enough in grammar so they failed to give comments on it. Otoshi and Heffernen (2008) revealed that undergraduate Japanese students did not put serious emphasis on the correctness of language so they accepted grammatical errors by their peers in assessing their peers' oral presentation. Specifically, undergraduate Japanese students gave a priority on clarity of speech and voice quality for major criteria of an effective English oral presentation. The component of eye contact was found unchanged could be attributed to the fact that students recalled speech scripts while speaking and simultaneously monitored the slideshows on the computer. This might lead to the students' lack of eye contact

while giving speeches. Notwithstanding these findings, students' comments assisted their peers in certain key components, as described above.

In terms of the relationships between students' public speaking class performances and their anxiety levels, the students' anxiety levels corresponded to their public speaking class performances as a whole. That is to say, those with a high anxiety level score poorly and vice versa. However, some students reported on scores did not correspond to their anxiety levels. The findings matched the results found by Liu and Littlewood (1997) that anxiety could be triggered by students with high expectations of their own high performance. These students had a strong desire to speak English well and when they had to speak English they had a strong wish to speak it well so they perceived a sense of anxiety just because they did not think they were performing well enough despite the fact that they had adequate actual performance. Thus, this could be a factor affecting inconclusive results of the correlation of students' public speaking performances and anxiety levels; however, as a whole, there seemed to be a negative relationship between speaking performances and anxiety levels.

4.5.4 Research Question 4: What are the students' perspectives towards the video-based blog peer feedback in terms of overall opinions, learning attitudes, and learning effectiveness?

First, students gave preference to anonymous instant feedback on video-based blog peer feedback, considered as a good new dimension of pedagogic peer feedback. This was because many students did not dare to give frank comments to peers when they felt unprotected. Thus, the aspect of anonymity in peer feedback yielded benefits for peers because they could receive honest and constructive comments on their

performances, which later they could really correct whatever weakness informed in comments and did not lose face when receiving negative comments from friends. Thus, the use of anonymity in peer feedback could contribute to a balanced participation in the feedback process.

Second, students strongly agreed that video-based blog peer feedback helped them be more careful about mistakes when they knew that their speech performance video clips would be posted in the class blog. Since students had to receive feedback on clips of their public speaking class performances and these clips were viewed by all friends through the class blog, students carefully worked through the mistakes in their public speaking because they did not want to obtain negative evaluation from friends.

Lastly, students strongly agreed that video-based blog peer feedback helped them recognize more strengths and weaknesses of their public speaking class performances. In particular, peer feedback via blog provided students different perspectives on their performances and afforded them the opportunity to compare their tasks to their fellow students' tasks (Dippold, 2009).

With regard to findings of students' perspectives towards video-based blog peer feedback as a whole, it was found as follows.

First, students reported that they found learning public speaking through video-based blog peer feedback interesting, enjoyable, motivating and collaborative. This could be attributed to the fact that video-based blog peer feedback was an innovative way of language learning, arousing students' interests and motivation. As said by Guardado and Shi (2007), online peer feedback offered the possibility of a less threatening environment, which enhanced a greater participation in peer feedback

process, so this might facilitate students' interests in and commitment to their speaking tasks in a public speaking course. Likewise, students liked video-based blog peer feedback because they had never experienced such method in other courses before.

Second, they found learning public speaking using video-based blog peer feedback convenient and free from limits of time or places. Such this finding was consistent with pedagogic literature regarding online peer feedback that online peer feedback provided freedom of time and places, which facilitated students' learning and reinforced students' attitudes towards giving feedback (Wen & Tsai, 2006). In addition, it was found that video-based blog peer feedback was an alternative to reinforce collaborative learning because of its advantage of allowing students to give feedback anytime and anywhere.

Third, students stated that video-based blog peer feedback helped improve public speaking class skills as a whole. Apparently, students could address their weaknesses of public speaking class performances based on their peers' comments on one hand and on viewing their own performances on the other. Chu Shi (2010) stated that the advantages of blended learning using video-based blogs in public speaking class was that students could correct their own weaknesses by viewing their own performances and learning from others' strengths through watching videos in blogs repeatedly.

4.6 Summary

This chapter discusses the results and discussion of the experiment and the results of content analysis from interview data transcription. Quantitatively, it reported on levels of public speaking class anxiety measured using a PSCAS before and after the intervention of a VBPF Model; how a VBPF Model has helped affect public speaking class anxiety levels as a whole and in each aspect; how a VBPF Model has affected students' public speaking class performances in terms of improvements as a whole and at each component of speaking competency; and students' perspectives towards video-based blog peer feedback in the aspects of overall opinions, learning attitudes, and learning effectiveness. With respect to the effectiveness of a VBPF Model, the results of the data analysis illustrated a trace of public speaking class anxiety reduction and positive effects of a VBPF Model on students' public speaking class performances although there was no significant difference between students' scores of two informative speeches after the intervention of a VBPF Model. Qualitatively, this chapter reports on how a VBPF Model was seen by participants to help reduce public speaking class anxiety and simultaneously improve public speaking class performances, and students' perspectives towards a VBPF Model. Based on the students' responses in the interview, students described positive effects of a VBPF Model on public speaking class performances in terms of peer feedback, self-feedback, and public speaking class anxiety alleviation. In addition, they often said that a VBPF Model in a public speaking class was innovative.

CHAPTER 5

DETAILS OF KRIANGKRAI PUBLIC SPEAKING CLASS ANXIETY SCALE (KRIANGKRAI PSCAS) AND KRIANGKRAI VIDEO-BASED BLOG PEER FEEDBACK MODEL (KRIANGKRAI VBPF MODEL)

Introduction

This chapter presents the details of Kriangkrai Public Speaking Class Anxiety Scale, thereafter shall be referred to as Kriangkrai PSCAS which includes the dimensions of communication anxiety in a public speaking class and how to determine public speaking anxiety levels using Kriangkrai PSCAS. In terms of the proposed Kriangkrai Video-Based Blog Peer Feedback Model, thereafter shall be referred to as Kriangkrai VBPF Model, this chapter presents the details of five components of Kriangkrai VBPF Model, which are followed by a presentation of the diagram and the flowchart process of Kriangkrai VBPF Model to be used in the main study.

5.1 A Proposed Public Speaking Class Anxiety Scale (Kriangkrai PSCAS)

5.1.1 The Dimensions of a Public Speaking Class Anxiety Scale

A Public Speaking Class Anxiety Scale (Kriangkrai PSCAS) comprises four dimensions: fear of negative evaluation, comfort in speaking, test anxiety, and

communication apprehension. Each dimension consists of subcomponents each of which assesses speaking anxiety in a public speaking course. The first dimension, labeled as fear of negative evaluation, consists of subcomponents of feeling of being less competent than others (Item # 6), anxiety over being called (Item # 9), nervousness while waiting to speak English (Item # 14), bodily reactions towards speaking English (Items # 13 and # 16), and anticipated anxious behavior (Item # 11). The second dimension, comfort in speaking, consists of Items # 4, 8, 10, 12. The third dimension, labeled as test anxiety, includes a subcomponent of fear of inadequate performance in speaking English (Items # 17, 7, 1). The last dimension, communication apprehension, comprises a subcomponent of anticipated anxious behaviors in speaking English (Items # 2, 3, 5, 15). All the dimensions are informative of communication anxiety in a public speaking class, which is the main construct of public speaking class anxiety scale. Table 5.1 illustrates items included in Kriangkrai PSCAS

Table 5.1 Kriangkrai PSCAS

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I start to panic when I have to speak English without a preparation in advance.					
3	In a speaking class, I can get so nervous I forget things I know.					
4	I feel confident while I am speaking English.					
5	I get nervous and confused when I am speaking English.					

Table 5.1 Kriangkrai PSCAS (Continued)

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
6	I am afraid that other students will laugh at me while I am speaking English.					
7	I get nervous when the English teacher asks me to speak English which I have prepared in advance.					
8	I have no fear of speaking English.					
9	I can feel my heart pounding when I am going to be called on.					
10	I feel relaxed while I am speaking English.					
11	It embarrasses me to volunteer to go out first to speak English					
12	I face the prospect of speaking English with confidence.					
13	Certain parts of my body feel very tense and rigid while I am speaking English.					
14	I feel anxious while I am waiting to speak English.					
15	I dislike using my voice and body expressively while I am speaking English.					
16	I have trouble to coordinate my movements while I am speaking English.					
17	Even if I am very well prepared, I feel anxious about speaking English.					

5.1.2 Levels of Public Speaking Class Anxiety using Kriangkrai PSCAS

The levels of public speaking class anxiety measured using Kriangkrai PSCAS

could range from high, moderate to low. To identify the levels of public speaking

class anxiety, the total scores of Kriangkrai PSCAS are multiplied and then subtracted

by 17; scores higher than 68 were categorized as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. In terms of public speaking class anxiety levels requiring the determination of the mean, the items with positive attitudes have the values assigned to their alternatives reversed; mean scores which fall within the interval of 3-4 were categorized as medium anxiety level, below 3 as low anxiety level, and above 4 as high anxiety level, respectively.

5.2 A Proposed Video-Based Blog Peer Feedback Model (Kriangkrai VBPF Model)

A proposed Kriangkrai VBPF Model for EFL public speaking anxiety reduction comprised five components: (1) Skills Enhancement; (2) Train and Practice; (3) Video-recording; (4) Video-based Blog Peer Feedback; and (5) Revision. The first component, "Skill Enhancement" allowed students to become acquainted with background knowledge about public speaking, including types of speeches, general speech layout, presentation format guidelines, and how to give an effective speech. The second component, "Train and Practice" prepared students to make use of the information taught in component one. The third component, "Recording" was done with the purpose of recording public speaking class performances for posting in the class blog so that students could view their friends' performances repeatedly. This would make it possible for their feedback to be precise and accurate. The fourth component, "Video-based Blog Peer Feedback" allowed students to be trained in giving feedback on sample video-recorded public speaking performances and specifically to make comments on their friends' video-recorded public speaking class performances posted in the class blog. From peer feedback,

students could recognize their strengths and weaknesses and later make improvement on it. The last component, "Revision," required more speaking practice and revision based on suggested comments by friends.

Video-based blog peer feedback was processed through the class blog designed by the researcher to be used for the intervention of Kriangkrai VBPF Model and also as a community for a public speaking class. In the class blog, students could have access to a course syllabus, handouts for each session of the course, proposed presentation format guidelines of both informative and demonstration speeches, instant peer feedback form, peer feedback summarizing form, individual video-recorded public speaking class performance, and sample video clips of speech performances by professionals. Students were asked to visit http://englishpublicspeakingclass. blogspot.com and use a central email address to gain anonymity in giving feedback.

5.2.1 Components of Kriangkrai VBPF Model

The followings were the components of Kriangkrai VBPF Model with a brief introduction, followed by detailed descriptions.

5.2.1.1 Skills Enhancement

The "Skills Enhancement" allowed students to be acquainted with types of speeches, general speech layout, presentation format guidelines for both informative speech and demonstration speech, and how to give an effective speech, respectively. The detailed descriptions of the component "Skills Enhancement" were as follows.

A. Types of Speeches

Before giving speech, it was essential to know each type of speech so that speakers could convey precise information to achieve speaking purposes. The definitions of each type of speeches are as follows (Jane, 2008-2012 n.p.):

- Informative Speech
  Informative speech is given so as to provide useful and helpful information on a given topic to audience.
- Persuasive Speech
  Persuasive Speech is given when helping audience make a decision about a topic, that is, to exercise your influence over audience so as to make them take action whether in changing their beliefs on an issue or engaging them in some sort of activities.
- Ceremonial Speech
  Ceremonial Speech is a speech with content regarding a fictional speech of introduction, toast, or eulogy given to individual or individuals with whom audience are familiar.
- Demonstrative Speech
  Demonstrative Speech is a speech given in order to show audience on how to do something, make something, and or how something works.
- Narrative Speech
  Narrative Speech is given with an aim to tell a story in a series of events.

B. General Speech Layout

Speech layout was very important for speakers because it could help them prepare the contents, fill in the details of an outline, and ease the writing process of a subject of their choices (see Figure 5.1).

General Speech Layout

Introduction I'd like to talk today about…
Outline I've divided my talk into…
Part I Let's start with… So that covers…
Part II That brings me to… Let's leave that there…
Part III/IV etc …and turn to…
Summary To sum up…
Conclusion In conclusion…

Figure 5.1 General Speech Layout (Comfort & Associates, 1995 p. 23)

C. Presentation Format Guidelines for Informative and Demonstrative

Speeches

To quote Maguire (n.d.), in a small class setting with forty students or fewer

than that, types of speeches to be considered in a public speaking class are informative

presentation and demonstration or "how to" speech. The present study adopted the two

types of speeches in the main study because they were mainly considered suitable in

terms of contents corresponding to students' perceived ability and familiarity. This

would help students ease learning the contents of a speech script before giving the

speech. Besides, the number of students in the class was close to the recommended

class size as suggested by Maguire. As such, the topic assigned for informative speech

was "One's Province Recommended for a Visit" and that for demonstration was "How to Make (Name of a Dish)." The presentation formats of the two types of speech were outlined and given to students to help them write their scripts. The presentation format guidelines were presented by Figure 5.2 and Figure 5.3.

Name_____Topic_____

Introduction

Good morning/afternoon. My name is_____. Today, I'd like to introduce _____. This information will help you _____. I've divided the information into four parts:

First, what's there to see?

Second, what's there to do?

Third, what's there to eat?

And fourth, getting around the_____.

Body

Your body provides clear and logical main parts and detailed information.

Conclusion

The conclusion summarizes main parts of the presentation.

Thank you for your attention.

Figure 5.2 A Proposed Presentation Format Guideline for Informative Speech

(Adapted from Harrington & LeBeau, 2009 p. 10-11)

Name_____Topic_____

Introduction

Good morning/afternoon. My name is_____. Today, I'd
like to demonstrate how to make _____. This demonstration
will help you _____.   I've divided the demonstration into three
parts:

First, what ingredients you need.

Second, how to cook.

And third, how to serve.
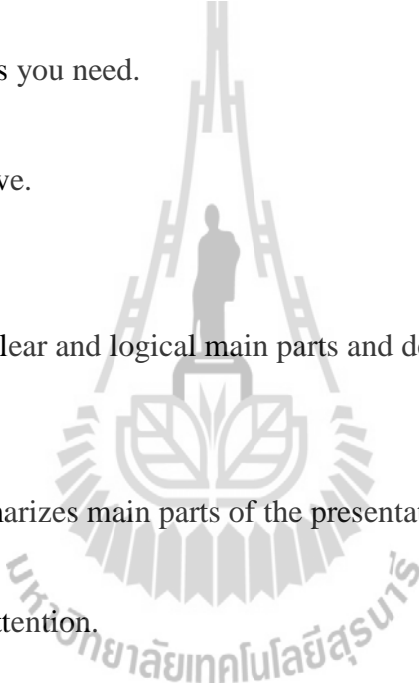
Body

Your body provides clear and logical main parts and detailed information.

Conclusion

The conclusion summarizes main parts of the presentation.

Thank you for your attention.

Figure 5.3 A Proposed Presentation Format Guideline for Demonstration Speech

(Adapted from Harrington & LeBeau, 2009 p. 26-27)

D. How to Give an Effective Speech

To achieve an effective speech, it is necessary to have insights into how to link ideas using connectors, maintaining an impressive appearance that deals with nervousness while speaking, and designing successful presentation aids.

• Linking Idea

In order to speak effectively, speakers should know how to link ideas using connectors in order to make utterances flow thoroughly in speech. Examples of common connectors include the following (Comfort et al., 1995 p. 21):

I. Sequencing/Ordering

firstly…secondly…thirdly…
then..next..finally/lastly…
let's start with…
let's move/go on to…
now we come to…
that's brings us to…
let's leave that…
that covers…
let's get back to…

II. Summarizing

to sum up
in brief
in short

III. Concluding

in conclusion
to conclude

IX. Digressing

by the way
in passing

XI. Generalizing

usually
generally
as a result

IV. Giving reasons/causes

therefore
so
as a result
that's why

V. Contrasting

but
however

VI. Comparing

similarity
in the same way

VII. Contradicting

in fact
actually

VIII. Highlighting

in particular
especially

X. Giving Examples

for example
for instance
such as

• Tips for Giving Impressive Appearance while Giving Speech

Impressive appearance while giving speech could help speakers exercise influences over audience, attracting audience to what was being presented. Grussendorf (2007, p. 15) provides a typical set of guidelines for managing one's appearance while speaking:

I. How should you stand?
  Straight but relaxed
II. What should you do with your hands?
  Keep hands by your side
III. How can you emphasize something?
  Move and lean forward to show that something is important
  Use a pointer to draw attention to important facts
IV. What should you do when you feel nervous?
  Hold a pen or cards in your hands
V. How should you keep eye contact with the audience?
  Make eye contact with each individual often
  Spread attention around the audience
VI. How fast you should speak?
  About 20% more slowly than normal
VII. How should you express enthusiasm?
  By raising voice level
  By making hand or arm gestures for important points

• How to Deal with Nervousness

The American author Mark Twain once put it like this: "There are two types of people: those that are nervous and those that are liars." So, once the speaker can accept that (almost) everybody who gives a presentation - whether formal or informal, long or short, to strangers or colleagues - is nervous then you just need to find ways to deal with nervousness and even learn how to use it to your advantage. Grussendorf (2007, p. 14) provides tips for dealing with nervousness. According to these statements, it is vital to reduce nervousness in public speaking in order to have

an effective speech; therefore, it is well worth adopting the following tips to deal with

nervousness while giving speech.

I. Prepare well. "Failing to prepare is preparing to fail"
Preparation is a key to a successful presentation. Nothing will
relax you more than knowing exactly what you want to say and
having practiced saying it. Make sure you practice your talk
until you feel at home with it-then you can concentrate on other
things.

II. Learn to relax. Doing stretching and breathing exercises
before you talk can help you to reduce nervousness. One
example: before your presentation, sit comfortably with your
back straight. Breathe in slowly, hold your breath for about
five seconds, then slowly exhale. You can relax your facial
muscles by opening your eyes and mouth wide, then closing
them tightly.

III. Check out the room. Make yourself familiar with the place
where you will be speaking. Arrive early, walk around the
room, and make sure everything you need for your talk is there.
Practice using any equipment (e.g. microphone, video,
projector, OHP) you plan to work with.

IV. Know your audience. If possible, greet your audience as
they arrive and chat with them. It will be easier to speak to
people who are complete strangers.

V. Concentrate on message. Try to focus on the message and
your audience-not on your own fears.

VI. Visualize success. Imagine yourself speaking to your
audience in a loud and clear voice. Then visualize the
audience applauding loudly at the end of your talk as you smile.

• **How to Design Presentation Aids**

Presentation aids are important components in giving speeches because

they could help speakers achieve speaking purposes. To achieve speaking purposes,

the contents of speeches must be organized in a clear order and the points must flow

together. Designing presentation aids to make the organization of a speech clear and

understandable and help it flow together should involve these general design

principals (O'Hair, Rubenstein, & Stewart, 2007 p. 306).

A. Presentation aids should be as simple and uncomplicated
   as possible.
     1. Rather than using full sentences, state your points in
       short phrases.
     2. Construct your text in active verb form.
     3. Follow the eight-by-eight rules: Don't use more than
       eight words in a line and eight lines on one
       presentation aid.
B. To help maintain continuity, carry any key design
   elements-color, font, uppercase and lower cases letters,
   styling (boldface, underlining, italics)- throughout each aid.
C. Integrating typefaces and fonts effectively is important in
   designing presentation aids. Several general rules apply
   in this regard.
     1. Most text for on-screen projection should be a minimum

       of 18 points or larger. Titles should be 36 points or
       larger.
     2. Check that the lettering stands apart from the
       background.
     3. Use a typeface (font) that is easy to read and doesn't
       distract from the message.
     4. Don't overuse boldface, italics, or underlining. Use
       them sparingly to call attention to important items.
     5. Use both uppercase and lowercase type.
D. The following brief guidelines can help you incorporate
   color effectively:
     1. Use bold, bright colors to emphasize important points.
       a. Warm colors such as yellow, red, and orange move
         to the foreground of a field and thus are useful for
         highlighting.
     2. Use softer, lighter colors to de-emphasize less important
       areas of a presentation.
     3. Keep the background color of the aid constant.
       a. The best background colors are lighter, more
         neutral colors, such as tan, blue, green, and white.
       b. For typeface and graphics, use colors that contrast
         rather than clash with the background color.
     4. Limit the number of colors you use. Two or three are
       sufficient for simple presentation.
     5. Software packages often provide templates in which the
       color is pre-selected.

5.2.1.2 Train and Practice

The "Train and Practice" component is aimed at getting students to make

use of knowledge that was taught in the first component and put it into practice. In

this study, it provided students the opportunity to practice writing 2- 4 minute speech

script of the topic assigned in a class and revise it based on the researcher' comments in terms of the suitability of contents and overall grammatical accuracy. After in-class speech script writing for three periods, students were allowed to rehearse the script out of class for one week. Then they were asked to try giving the speech based on the script rehearsed and simultaneously giving oral feedback to their friends' live speaking performance in a class for three periods. Here students were asked to adopt comments made by the researcher and friends for their speaking performances revision and outside-class speech rehearsal for one week before recording their speaking performances for online peer feedback.

5.2.1.3 Recording

The Recording component had a purpose to record public speaking class performance for online peer feedback. Fill and Ottewill (2006) posited that video streams can be made potentially most useful if they are blended with other components of the student learning experience. As such, recorded public speaking class performances were posted in the class blog for online peer feedback. Recording in this component was done four times. The first recording was made for informative speech performance on the topic "One's Province Recommended for a Visit" before the intervention of video-based blog peer feedback and the second one with the same topic after the intervention. Likewise, the third recording was made for demonstration speech performance on the topic "How to Make…(Name of a Dish)" and the last one with the same topic was made after the intervention. Students' recorded public speaking performances of the two types of speeches before and after the intervention of video-based blog peer feedback were rated by two raters outclass to examine the

effects of Kriangkrai VBPF Model on public speaking class anxiety reduction and speaking improvement.

5.2.1.4 Video-based Blog Peer Feedback

The "Video-based Blog Peer Feedback" component comprised the following processes.

A. Group Division. There were 45 students who were enrolled in "2102301 Public Speaking" in semester 1/1011 at Thepsatri Rajabhat University. Thus, it was necessary to divide students into groups because giving feedback on everyone's recorded public speaking performances consumed a great deal of time, thereby resulting in tiredness which affected the quality of feedback. Because it was hard to have equal group members, only 40 students were purposively chosen as samples in the main study. Therefore, 40 students were divided into 5 groups, each of which comprised 10 members who were 5 dominant and 5 poor students. The dominant students received a GPA of 2.5 or higher, whereas the poor scored below that. All members in each group shared their own email addresses for receiving instant peer feedback sent by their friends using the central email address.

B. Peer Feedback Training. Video-based blog peer feedback provided students training in giving feedback so as to acquaint them with the contents of the online peer feedback form. The training had a purpose to get students to reach the same agreement in giving feedback, which resulted in a quality of video-based blog peer feedback. Based on the literature described, biases in a peer feedback process can arise if peers are not given training in peer feedback. Saito & Fujita (2004) reported that a number of biases in relation to peer assessment such as friendship bias and collusive bias have been found in research studies. Many students found peer

feedback defensive, and they felt discomfort and thus uneasy to contribute on peer

feedback process (Amores, 1997). For a checklist peer feedback form, marking may

be a matter of subjectivity. In this sense, subjectivity may involve an under-

estimating or over-estimating of their peers' language skills, giving an impact on the

validity of peer feedback (Patri, 2002). In oral testing, the oral "message" conveyed

by the speaker is assessed, facilitating a greater degree of subjectivity. To reduce

subjectivity of peer feedback given on public speaking class performances, students

should be given adequate training and practice to reduce potential inconsistencies in

conjunction with subjectivity (Patri, 2002). Zeng (2006) concluded relevant ideas to

help conduct peer feedback training are as follows:

> 1. According to Saito and Fujita (2004), to go through the peer
> feedback procedure, it needs three steps: training by modeling – telling
> the major items to comment- making comments, each of which is
> equally important to the success of the activity.
> 2. Sargent (1997) goes through "training by modeling, including
> showing major items to comment- grouping-commenting and
> monitoring-teacher's reflecting," two more step than those from Saito
> and Fujita.
> 3. Hansen and Liu (2004) declare that to do effective peer feedback
> needs more stages than usually people think about it, including "before
> peer response" which includes 13 steps, "during peer response" and
> "after peer response. " (p. 3)

As such, there was training in giving feedback on sample video-recorded

public speaking class performances in the present study. The training began in the 6th

week of semester 1/2011. In the training process, the students were introduced to the

contents of the feedback in feedback forms and then they were asked to try giving

feedback on sample recorded public speaking class performances. After finishing

giving feedback, they were asked about problems they found and then related issues

were discussed in order to reach an agreement.

C. Video-based Blog Peer Feedback. Students had to give feedback on their friends' public speaking class performances of both informative and demonstration speeches posted on the class blog using a central email address created by a researcher. Guardado & Shi (2007) stated that online feedback can be synchronous form of using chat system interaction or asynchronous form of using email, and bulletin-board posting. Both feedback forms provide formative and summative comments to individual student or groups with a project work in a coursework. Leung and Csete (2006) suggest the benefits of an instant feedback mode:

- Formative feedback, with prompt closing of the feedback loop
- Developmental (aiming at improvement rather than verdict)
- Time-efficiency (quick to set up, administer, and fill-in for students)
- short time frame (from teacher to set up to help students feedback to their peers)
- convenient (for students and peers – access any-time, any-place. (p. 2)

The present study adopted an instant feedback form through the file sharing website Media fire posted in a class blog for students to download and send it to their friends using a central email address (eslmagicthaiguy2010@gmail.com) after finishing giving feedback. The aspect of using a central email address was to assure anonymity, which brought about honest comments and the quality of online peer feedback (Figl, Bauer, & Kriglstein, 2009). For an instant online peer feedback form used in the present study (see Figure 5.4), contents contained in this form conformed to speaking competencies of the analytical scoring rubrics used by two raters for scoring students' public speaking class performances. Based on this an instant online peer feedback form, students had alternative choices of opinions they thought
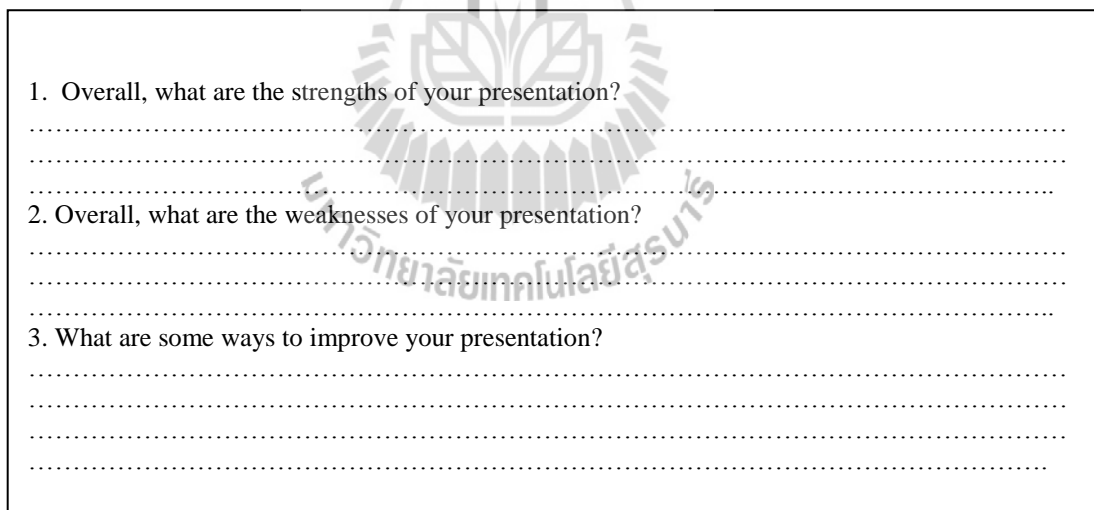
corresponded to their friends' speaking performances. Any choices they thought untrue to their friends' recorded public speaking class performances posted in a class blog could be deleted. Moreover, an instant online peer feedback form allowed students to give additional comments beyond the contents provided so students could freely making any comments they thought could help their friends improve their speaking performances.
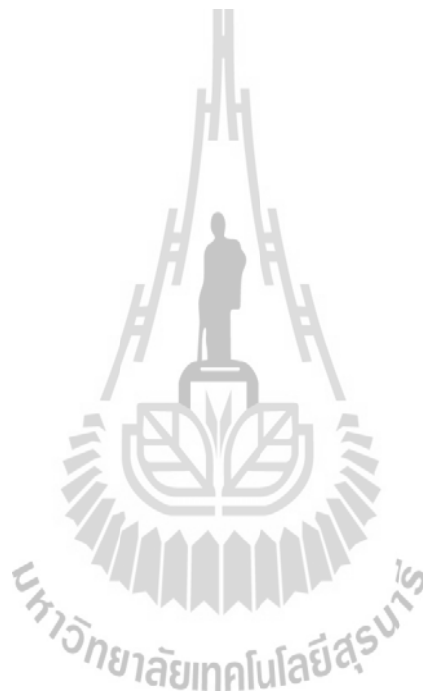
Presenter's Name:………………………. Presentation Topic:……………………………..
Introduction
1. The introduction established the purpose of the presentation and captured the audience's attention.
  not true somewhat true always true
 2. The introduction provided clear preview of content to be presented.
  not true somewhat true always true
Body
3. The body provided main points and detailed information.
  not true somewhat true always true
4. The main points were clear and logical.
  least little moderate a lot most
Conclusion
5. The conclusion summarized main points of the presentation.
  not true somewhat true always true
Organization
6. The presentation provided clear organizational pattern.
  not true somewhat true always true
Language Use
7. The loudness of voice was appropriate while speaking.
  least little moderate a lot most
8. The speaking rate was varied to convey mood or emotion.
  least little moderate a lot most
9. The formation of word sounds was clear.
  least little moderate a lot most
10. The words were clear and forceful to make an audience hear and understand.
  least little moderate a lot most
11. The speaker used appropriate pauses to emphasis points or draw attention to key points while
  speaking.
  not true somewhat true always true
12. The speaker used various ranges of sound from high to low and low to high to convey the meaning
while speaking.
  not true somewhat true always true
Manner
13. The speaker looked relaxed and confident while speaking.
  least little moderate a lot most
14. The speaker used eye contact to scan an audience from one listener to another and pause to make eye
  contact.
  not true somewhat true always true
Interaction
15. The speaker used facial expressions to convey emotion and build rapport with an audience.
  not true somewhat true always true
16. The speakers used his/her hands and arms to gesture to help clarify meaning
of his/her words.
  not true somewhat true always true
Visual Aids (Microsoft Power Point)
17. The power point slideshow was organized in a clear order.
  not true somewhat true always true
18. The content presented via power point flowed together with no congestion.
  not true somewhat true always true
Additional Comments
1. What did you like best about the presentation?
2. What did you like least about the presentation?
3. What are suggestions for improvement for this presentation?

Figure 5.4 Students' Peer Feedback Form (Modified from O'Hair, Rubenstein

& Stewart, 2007, p. 85; Patri, 2002 p. 128)

D. Peer Feedback Summarizing. To help students find out their strengths, weaknesses and what improvements they had to make based on peer feedback, students were asked to summarize comments made by their friends receiving through email in a peer feedback summarizing form (see Figure 5.5). Students had to analyze comments regarding their own public speaking class performances in order to know what improvement they should have made for next speech. According to Falchikov (2005), the last phase of implementing feedback should come up with improvements and modification. In addition, students were asked to submit their photocopied completed peer feedback summarizing form to the researcher when they had a second recording, which was a way to monitor video-based blog peer feedback process.

1. Overall, what are the strengths of your presentation?
……
……
………..
2. Overall, what are the weaknesses of your presentation?
……
……
………..
3. What are some ways to improve your presentation?
……
……
……
……

Figure 5.5 Students' Peer Feedback Summarizing Form

5.2.1.5 Revision

In this component, students had more speaking practice and revision through summarizing comments made by their friends because they had to have a second recording of public speaking class performances, which was later rated again by two raters outclass.

5.2.2 Intervention Through Kriangkrai VBPF Model

To clearly see how an intervention to reduce public speaking anxiety was implemented using Kriangkrai VBPF Model. Figure 5.6 presents the key components as they occurred. Also, the three stages of input, process, and output using Kriangkrai VBPF Model is presented by the flowchart process in Figure 5.7.
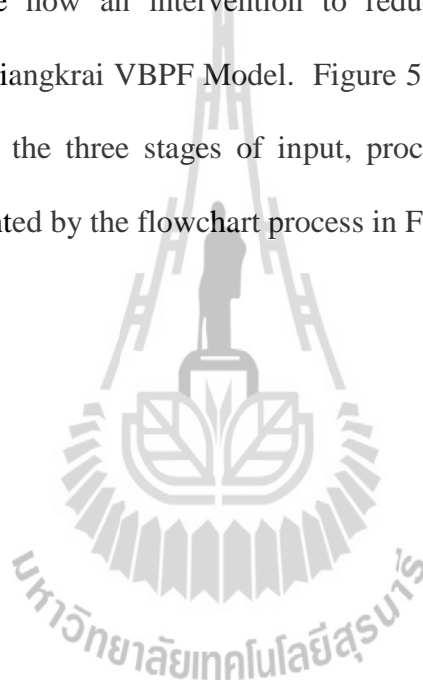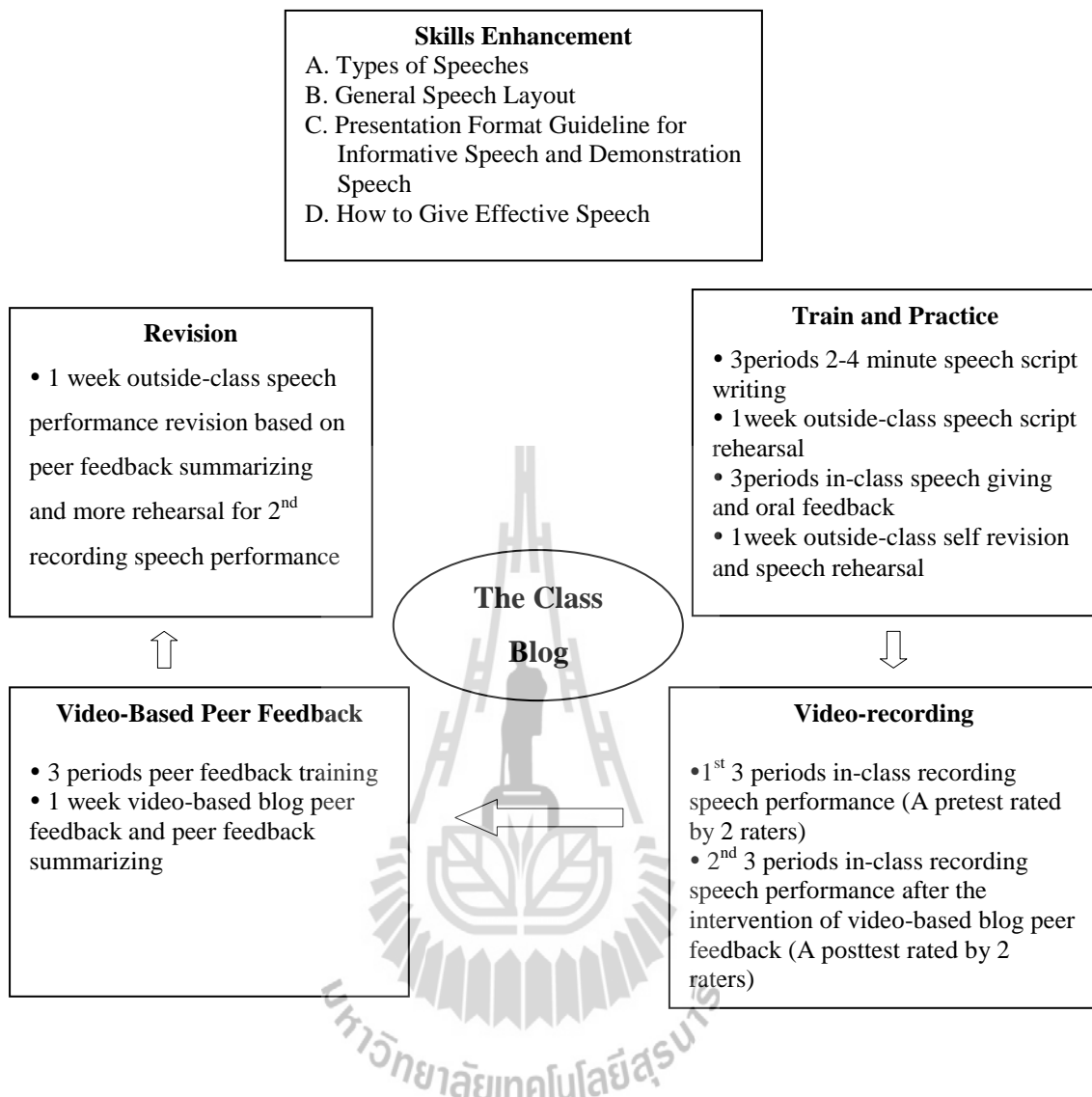
Figure 5.6 A Diagram of Kriangkrai VBPF Model

Present A 5-period Lecture

(1) Types Of speeches

(2) General Speech Layouts

(3) Presentation Format Guidelines

(4) How To Give An Effective Speech: Linking Ideas, Tips For Giving Impressive Appearance, How To Deal With Nervousness, And Designing Presentation Aids

(5) 1 Period Watching Speech Performance Of Speaking Speech DvD

2.1 Write Speech Script

- 3periods 2-4 minute speech script writing, revising, and editing

- 1week outside-class speech script rehearsal

2.2 Give Speech

- 3periods giving speech on the assigned topic and receiving oral feedback by an instructor and peers

- 1week outside-class self-revision and speech rehearsal

2.3 Video-record Speech Performance

- 3periods 1st video-recording speech performance

- 3periods 2nd video-recording speech performance after the intervention of video-based blog peer feedback

2.4 Intervene Video-Based Blog Peer
   Feedback

-3 periods peer feedback training

-1week outside-class giving feedback on video-recorded speech performances posted in the class blog and outside-class peer feedback summarizing

Revise Speech Performance According to Peer Feedback Summary

- 1week outside-class speech performance revision based on peer feedback summary and speech rehearsal for 2nd video-recording speech performances

1.0 Input Stage — Skills Enhancement

2.0 Processing Stage — Training, Practicing, Video-recording, and Video-based Blog Peer Feedback

3.0 Output Stage — Revision

Figure 5.7 A Flowchart Process of Kriangkrai VBPF Model

5.3 Summary

The present chapter deals with the details of Kriangkrai PSCAS and Kriangkrai VBPF Model. It first illustrates the dimensions of communication anxiety in a public speaking class to be measured by Kriangkrai PSCAS and how to determine public speaking class anxiety level using it. In the part of Kriangkrai VBPF Model, the five components of the model including detailed information are presented, and the diagram and the flow chart process used in the main study are followed, respectively.
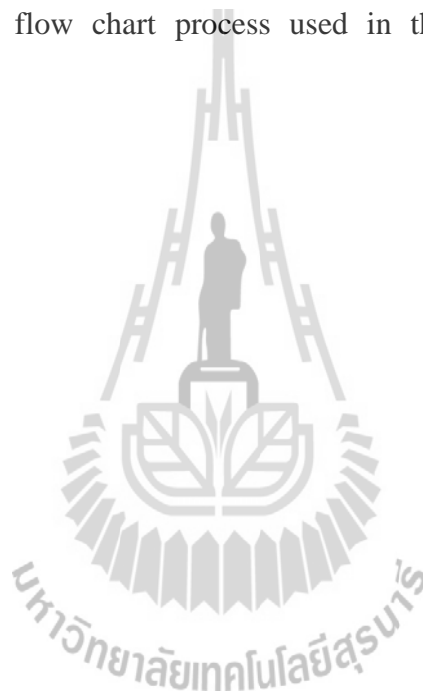
CHAPTER 6

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Introduction

This chapter presents the conclusions, pedagogical implications, limitations, and recommendations for future research. The conclusion covers findings of the present study, and the pedagogical implications demonstrate inferences drawn from the study which may be beneficial to EFL speaking learning and teaching. Finally, limitations are identified and recommendations are made for future investigations.

6.1 Conclusions of the Study

The present study investigated how a VBPF Model affected anxiety levels in EFF public speaking. Regarding the public speaking class anxiety levels of 40 third year students in the B. Ed. (English) program at Thepsatri Rajabhat University before and after the intervention of a VBPF Model, a PSCAS was developed to measure such anxiety. The scores of the responses to the PSCAS were summed and computed using descriptive statistics to determine levels of public speaking class anxiety. A VBPF Model was developed to help reduce public speaking class anxiety and simultaneously to improve public speaking performance. The model was used to intervene with 40 third year students in the B. Ed. (English) program, who were enrolled in a public speaking course for one semester. The scores of public speaking class performances before and after the intervention of a VBPF Model between two

informative speeches and two demonstrative speeches by two raters were computed using Paired-Simple T Test to examine how a VBPF Model helped affect public speaking class anxiety levels and public speaking class performances in terms of improvements. In addition, the students' perspectives towards video-based blog peer feedback in the aspects of overall opinions, learning attitudes, and learning effectiveness were investigated using a survey questionnaire. The scores of the responses to the perspectives survey questionnaires were computed using descriptive statistics to examine students' perspectives in the three aspects of video-based blog peer feedback. Lastly, interviews with randomly selected 30 third year students in the B. Ed. (English) program were conducted to elicit students' perspectives on how a VBPF Model affected public speaking class anxiety levels and public speaking class performances in terms of improvements using a qualitative method. According to the present study, an analysis of the collected data revealed the following results.

1. With the employment of summing and descriptive statistics, most of the students (67.5% before and 65% after the intervention of a BBPF Model) were categorized as having medium anxiety. The developed PSCAS yielded a .89 Cronbach's alpha after being administered to the samples before the intervention of a VBPF Model and .91 after the intervention, demonstrating a good internal consistency.

2. There were no significant changes of anxiety levels after the intervention of a VBPF Model. However, a VBPF Model, to some extent, (a) affected public speaking class anxiety as evidenced by anticipated anxious behaviors in speaking English and anxiety over being called to speak English by creating a less anxious classroom atmosphere resulting in a decrease in students' nervousness to speak

English in a public speaking class; (b) affected public speaking class anxiety as evidenced by a fear of inadequate performance in speaking English. It helped students gain courage to speak English without a concern over mistakes, which resulted in students' increased self-confidence in speaking English and helped enhance confidence in speaking English by raising students' public speaking class skills awareness through promoting the development of collaborative learning using peer feedback and video-recorded feedback.

3. There were no substantial changes in terms of public speaking class performances with regard to improvements between two informative speeches after the intervention of a VBPF Model, but there were marked changes between two demonstrative speeches. In terms of public speaking class competency, a VBPF Model had positive effects on the components of conclusion and gestures and facial expressions between the informative speeches and the components of conclusion, organization, voice delivery, gestures and facial expressions, visual aids between the demonstrative speeches. Regarding the relationships between public speaking class performances and anxiety levels, the results of the present study proved the assumption described in the theory of foreign language classroom anxiety that high language classroom anxiety results in low foreign language classroom performance and vice versa were true.

4. According to the three aspects of video-based blog peer feedback, in the aspect of overall opinions, students preferred the feature of anonymous instant feedback. Regarding learning attitudes, they found that video-based blog peer feedback helped them be more careful about mistakes when they knew that their video-recorded public speaking class performances would have been posted online

and, in the aspect of learning effectiveness, they found video-based blog peer feedback could help them recognize strengths and weaknesses of their speaking performances. As a whole, students preferred using video-based blog peer feedback in a public speaking class because it was interesting, enjoyable, motivating and collaborative, free from limitations of time and place, and helped them improve in their public speaking class.

5. Qualitatively, students responded that a VBPF Model had positive effects on public speaking performance in terms of peer feedback and self-feedback. Also, they found a public speaking class with the intervention of a VBPF Model effective in motivating them to practice speaking English more and to practice on the very features where they had been weak. Thus, this gave them better performances, which had the results of boosting their confidence, which in turn alleviated their anxiety.

6.2 Pedagogical Implications

Some implications for EFL speaking instruction stem from the findings of this research.

First, technology should be implemented as an instructional strategy or learning strategy to help boost the self-confidence of learners and lower their anxiety in an EFL speaking class. Technology-integrated teaching and learning reflects a low anxiety classroom atmosphere which is considered an important prerequisite to language learning success. Horwitz, Horwitz, and Cope (1991) stated that it was educators' responsibility to help anxious students find ways to deal with situations where anxiety provocations existed and create a less stressful learning context for them.

Second, to obtain greater benefits of using peer feedback in EFL speaking class, self-feedback should be included. Some students may not rely on only peer feedback because they sometimes think it is not true for them, but if they can also reflect upon themselves at the same time using self-feedback, it will help reinforce their EFL speaking improvement.

Third, the aspect of anonymity in peer feedback yields maximum benefits for EFL speaking improvement. Anonymity facilitates frank comments, which students actually make use of them to improve speaking.

Fourth, to encourage students to give constructive comments, very extensive and intensive peer feedback training should be provided to students. Since giving a presentation comprises multi-faceted language characteristics, and is a complicated task, an insight into such language characteristics will ease giving feedback.

Finally, to reinforce students' positive attitudes towards technology-enhanced teaching and learning, the availability of internet access should be taken into consideration, and appropriate technology should be made available to students without time and place limitations.

6.3 Limitations and Recommendations

6.3.1 Limitations

The present study examined how a VBPF Model affected anxiety levels in EFL public speaking. The limitations existing in the present study are concluded accordingly. First, the study was conducted with the samples in the Thepsatri Rajabhat University context; thus, the findings cannot be generalized beyond this context of Rajabhat University. Second, video-recording is time-consuming, so it is not practical for a large

population size. Third, uploading videos to a weblog requires high speed Internet and takes a long time; consequently, it can affect the learning process using this instructional medium in a context where Internet access is not reliable. Finally, using the same email address and password to send instant peer feedback at the same time for a large number of students can affect logging in to use such an e-mail address.

6.3.2 Recommendations

Recommendations for future research are made as follows.

First, future research related to EFL speaking anxiety reduction should be conducted in a broader educational context rather than a single Rajabhat University campus.

Second, to measure EFL speaking anxiety, the development of scale based on widely used existing language anxiety scales should be done because there are not any scales considered suitable to measure all dimensions of anxiety across contexts. This study is only a step forward in developing a PSCAS to measure EFL public speaking anxiety levels; therefore, further modification, refinement, and investigation about this scale is encouraged.

Third, a comparative study to reduce EFL public speaking anxiety using video-based blog peer feedback between a control group and an experimental group should be conducted.

Fourth, combining blog technology and other types of feedback or other technologies can be challenging to help reduce EFL speaking anxiety.

Fifth, a VBPF Model from the present study could be a valuable and effective way to help alleviate anxiety in EFL public speaking; therefore, it should be employed in other EFL courses to improve students' speaking skills.

Finally, to make a VBPF Model more effective, these recommendations should be taken into consideration: (a) lectures on basic grammar and pronunciation should be included in the component of "Skills Enhancement" so that students will have background knowledge on such disciplines and apply it to improve their speeches as well as to make comments on their peers' speaking performances; (b) some websites dedicated to enhance skills in writing, pronouncing, and even skills used in delivering speech should be introduced to students so that they will have an opportunity to learn autonomously to improve their speaking performances; (c) demonstration speech should be intervened first by a VBPF Model because its contents seem simpler than that of informative; this will help students gradually master their speaking skills from a basic stage to the more difficult one, considered suitable to students who do not have a good English background knowledge; and (d) students should not only know their overall speaking performances via peer feedback, but also be informed of their weak performances for each speaking competency of the two types of speeches evaluated by two raters before and after the intervention of a VBPF Model because this will help students recognize and keep a focus on their weak speaking performances so they can exactly improve them for the next speech.

6.4 Summary

This chapter concludes the findings of the present study and discusses pedagogical implications inferring based on the findings. The limitations of the present study are identified and recommendations for the intervention of a VBPF Model and for future research are made.

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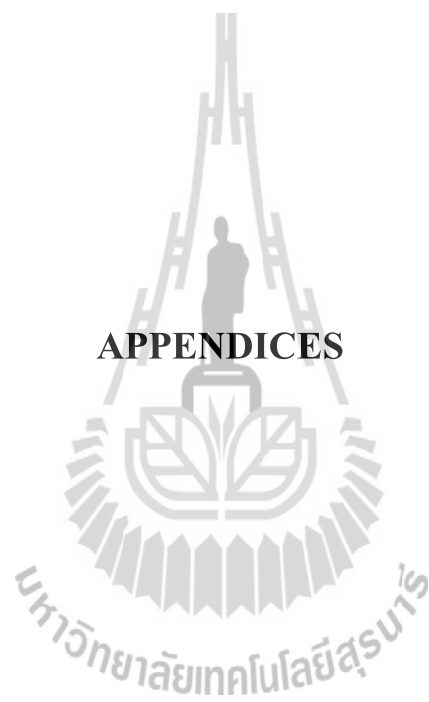
APPENDICES

APPENDIX A

Foreign Language Classroom Anxiety Scale (FLCAS)

by Horwitz et al. (1986)

The following section of the questionnaire aims at finding out about your degree of the language anxiety. We would like to ask you to answer the following questions by simply giving marks from 1 to 5.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

For example, consider the following item. If you strongly disagree with the statement, write "5" in the blank in front of the question: ( ) I don't worry about making mistakes in language class.

Please write one (and only one) whole number in front of each question and don't leave out any of them. Thanks.

( ) 1. I never feel quite sure of myself when I am speaking in a foreign language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 2. I don't worry about making mistakes in language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 3. I tremble when I know that I am going to be called on in language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 4. It frightens me when I don't understand what the teacher is saying in the foreign language.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 5. It wouldn't bother me at all to take more foreign language classes.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 6. During language class, I find myself thinking about things that have nothing to do with the course.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 7. I keep thinking that the other students are better at languages than I am.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 8. I am usually at ease during tests in my language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 9. I start to panic when I have to speak without preparation in language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 10. I worry about the consequences of my failing my foreign language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 11. I don't understand why some people get so upset over foreign language classes.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 12. In language class, I can get so nervous I forget things I know.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 13. It embarrasses me to volunteer answers in my language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 14. I would not be nervous speaking the foreign language with native speakers.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 15. I get upset when I don't understand what the teacher is correcting.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 16. Even if I am well prepared for language class, I feel anxious about it.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 17. I often feel like not going to my language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 18. I feel confident when I speak in foreign language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 19. I am afraid that my language teacher is ready to correct every mistake I make.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 20. I can feel my heart pounding when I'm going to be called on in language
        class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 21. The more I study for language test , the more confused I get.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 22. I don't feel pressure to prepare very well for language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 23. I always feel that the other students speak the foreign language better than I do.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 24. I feel very self-conscious about speaking the foreign language in front of other students.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 25. Language class moves so quickly I worry about getting left behind.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 26. I feel more tense and nervous in my language class than in my other classes.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 27. I get nervous and confused when I am speaking in my language class.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 28. When I'm on my way to language class, I feel very sure and relaxed.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 29. I get nervous when I don't understand every word the language teacher says.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 31. I am afraid that the other students will laugh at me when I speak the foreign language.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 32. I would probably feel comfortable around native speakers of the foreign language.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

( ) 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

1= strongly agree   2= agree   3= neutral   4= disagree   5= strongly disagree

APPENDIX B

Personal Report of Communication Apprehension

(PRCA-24) by McCroskey (1970)

The following questionnaire, developed by James McCroskey, is composed of 24 statements concerning your feelings about communication with other people. Please indicate the degree to which each statement applies to you by marking whether you:

1 – Strongly agree   4- Disagree

2- Agree   5- Strongly Disagree

3- Are Undecided

There are no right wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly, - just record your first impression. Write your responses first ON THIS "FORM". Then, after you are all finished, record the answers on the response sheet. Please turn in this sheet WITHOUT YOUR NAME ON IT. You may keep your response sheet.

Questionnaire

_____1. I dislike participating in group discussions.

_____2. Generally, I am comfortable while participating in group discussions.

_____3. I am tense and nervous while participating in group discussions.

_____4. I like to get involved in group discussions.

_____5. Engaging in a group discussion with new people makes me tense and nervous.

_____6. I am calm and relaxed while participating in group discussions.

_____7. Generally, I am nervous when I have to participate in a meeting.

_____8. Usually, I am calm and relaxed while participating in meetings.

_____9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

_____10. I am afraid to express myself at meetings.

_____11. Communicating at meetings usually makes me uncomfortable.

_____12. I am very relaxed when answering questions at meeting.

_____13. While participating in a conversation with a new acquaintance, I feel very
nervous.

_____14. I have no fear for speaking up in conversations.

_____15. Ordinarily I am very tense and nervous in conversations.

_____16. Ordinarily I am very calm and relaxed in conversations.

_____17. While conversing with a new acquaintance, I feel very relaxed.

_____18. I'm afraid to speak up in conversations.

_____19. I have no fear of giving a speech.

_____20. Certain parts of my body feel very tense and rigid while giving a speech.

_____21. I feel relaxed while giving a speech.

_____22. My thoughts become confused and jumbled when I am giving a speech.

_____23. I face the prospect of giving a speech with confidence.

_____24. While giving a speech I get so nervous I forget facts I really know.

APPENDIX C

Personal Report of Public Speaking Anxiety

(PRPSA-34) by McCroskey (1970)

This was the first scale we developed in our work on communication apprehension. It is highly reliable (alpha estimates >.90) but it focuses strictly on public speaking anxiety. Hence, we moved on to develop the PRCA and ultimately the PRCA-24. This is an excellent measure for research which centers on public speaking anxiety, but is an inadequate measure of the broader communication apprehension construct.

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

_____1. While preparing for giving a speech, I feel tense and nervous.

_____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

_____3. My thoughts become confused and jumbled when I am giving a speech.

_____4. Right after giving a speech I feel that I have had a pleasant experience.

_____5. I get anxious when I think about a speech coming up.

_____6. I have no fear of giving a speech.

_____7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

_____8. I look forward to giving a speech.

_____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

_____10. My hands tremble when I am giving a speech.

_____11. I feel relaxed while giving a speech.

_____12. I enjoy preparing for a speech.

_____13. I am in constant fear of forgetting what I prepared to say.

_____14. I get anxious if someone asks me something about my topic that I don't know.

_____15. I face the prospect of giving a speech with confidence.

_____16. I feel that I am in complete possession of myself while giving a speech.

_____17. My mind is clear when giving a speech.

_____18. I do not dread giving a speech.

_____19. I perspire just before starting a speech.

_____20. My heart beats very fast just as I start a speech.

_____21. I experience considerable anxiety while sitting in the room just before my speech starts.

_____22. Certain parts of my body feel very tense and rigid while giving a speech.

_____23. Realizing that only a little time remains in a speech makes me very tense and anxious.

_____24. While giving a speech, I know I can control my feelings of tension and stress.

_____25. I breathe faster just before starting a speech.

_____26. I feel comfortable and relaxed in the hour or so just before giving a speech.

_____27. I do poorer on speeches because I am anxious.

_____28. I feel anxious when the teacher announces the date of a speaking assignment.

_____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

_____30. During an important speech I experience a feeling of helplessness building up inside me.

_____31. I have trouble falling asleep the night before a speech.

_____32. My heart beats very fast while I present a speech.

_____33. I feel anxious while waiting to give my speech.

_____34. While giving a speech, I get so nervous I forget facts I really know.

APPENDIX D

Speaker Anxiety Scale (SA) by Clevenger

and Halvorson (1992)

Directions: This questionnaire concerns your reactions before, during, and after the speech you just made. Please circle all appropriate answers to indicate your strength from **(1) Strongly Agree to (5) Strongly Disagree.**

1. Before getting up to speak, my body felt strained and tense.

2. I was nervous just before getting up to speak.

3. The thought of giving this speech made me feel tense.

4. I felt good about the prospect of making this speech.

5. I looked forward to expressing my ideas.

6. I faced the prospect of making this speech with confidence.

7. After I began speaking, I soon forgot my fears and enjoyed the experience.

8. I felt relaxed and comfortable while speaking.

9. During the speech, I wanted to talk less because I felt shy.

10. I was reluctant to express myself the group.

11. I disliked using my voice and body expressively.

12. The speaking experience felt very natural to me.

13. I was sometimes at a loss for words.

14. My thought became jumbled and confused at times.

15. At times during the speech I got things mixed up.

16. Sometimes I could not think clearly.

17. I felt poised during the speech.

18. My mouth felt dry during the speech.

19. During the speech, I could feel my heart beating rapidly.

20. I had trouble coordinating my movements.

21. My palms were sweating during the speech.

22. I found it hard to look the audience in the eye.

23. After the speech, my body remained tense and strained for a while.

24. After the speech I felt exhausted.

25. I would have enjoyed answering more questions about the subject from the audience.

26. I would enjoy the chance to present these ideas again.

27. I felt short of breath after the speech.

28. After the speech, I could feel my heart pounding.

29. Parts of my body trembled after the speech.

30. The surroundings made me feel intimidated.

31. Speaking in this situation made me feel uncomfortable.

32. I found the speaking conditions somehow threatening.
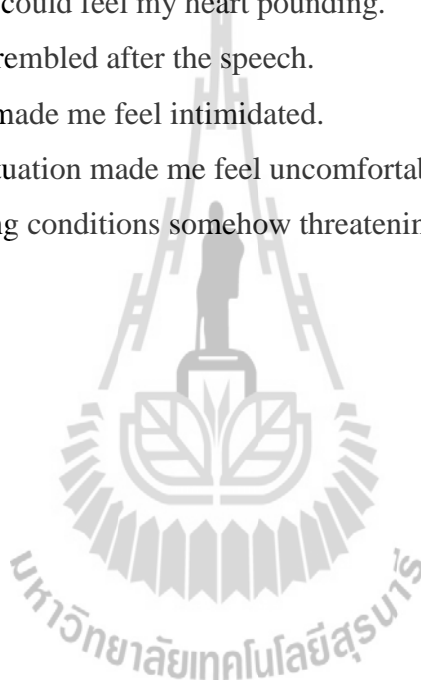
APPENDIX E

A PSCAS (Thai Version)

แบบสำรวจเรื่องความวิตกกังวลในการพูดภาษาอังกฤษวิชาการพูดในที่ชุมชน ของนักศึกษา
วิชาเอกภาษาอังกฤษ (คบ) ปี 3 มหาวิทยาลัยราชภัฏเทพสตรี ลพบุรี

ชี้แจง: แบบสอบถามนี้มี จำนวน 17 ข้อ โปรดอ่านและพิจารณาว่านักศึกษาเห็นด้วยกับข้อความที่
กำหนดหรือไม่ ให้นักศึกษาตอบแบบสอบถามอย่างรวดเร็วโดยใช้ความคิดครั้งแรกของนักศึกษาใน
การเลือกระดับของคำตอบ แล้วทำเครื่องหมาย ✔ ลงในช่องว่างที่สอดคล้องกับความคิดเห็นของ
นักศึกษาเกี่ยวกับความรู้สึกวิตกกังวลในการพูดภาษาอังกฤษในวิชาการพูดในที่ชุมชน นักศึกษาไม่
ต้องเอาใจใส่คำตอบที่ให้นักศึกษาเลือกที่มีลักษณะคล้ายกัน คำตอบที่นักศึกษาเลือกตอบจะไม่มีการ
ตัดสินว่าถูกหรือผิด ข้อมูลนี้จะเก็บเป็นความลับและจะ ไม่มีผลกระทบใดๆต่อการเรียนและผลการ
เรียนของนักศึกษา

นักศึกษามีความเห็นต่อข้อความที่กำหนดให้อยู่ในระดับใด

"เห็นด้วยอย่างยิ่ง" หมายความว่า นักศึกษาเห็นด้วยกับข้อความที่กำหนดให้เป็นอย่างยิ่ง

"เห็นด้วย" หมายความว่า นักศึกษาเห็นด้วยกับข้อความที่กำหนดให้

"ไม่แน่ใจ" หมายความว่า นักศึกษาไม่แน่ใจกับข้อความที่กำหนดให้

"ไม่เห็นด้วย" หมายความว่า นักศึกษาไม่เห็นด้วยกับข้อความที่กำหนดให้

"ไม่เห็นด้วยอย่างยิ่ง" หมายความว่า นักศึกษาไม่เห็นด้วยกับข้อความที่กำหนดให้

ข้อความ	ความคิดเห็น				
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ข้าพเจ้าไม่เคยรู้สึกมั่นใจในตัวเองขณะกำลังพูด ภาษาอังกฤษ					
2. ข้าพเจ้าเริ่มตกใจเมื่อต้องพูดภาษาอังกฤษโดย ไม่ได้เตรียมตัวล่วงหน้า					
3. ข้าพเจ้าตื่นเต้นมากจนลืมสิ่งที่รู้มาในวิชาการพูด ภาษาอังกฤษ					
4. ข้าพเจ้ารู้สึกมั่นใจขณะกำลังพูดภาษาอังกฤษ					
5. ข้าพเจ้ารู้สึกตื่นเต้นและสับสนขณะกำลังพูด ภาษาอังกฤษ					
6. ข้าพเจ้ากลัวเพื่อนนักศึกษาคนอื่นจะหัวเราะเยาะ ขณะกำลังพูดภาษาอังกฤษ					
7. ข้าพเจ้ารู้สึกตื่นเต้นเมื่ออาจารย์ให้ออกมาพูด ภาษาอังกฤษโดยที่เตรียมตัวล่วงหน้ามา					
8. ข้าพเจ้าไม่รู้สึกกลัวการพูดภาษาอังกฤษเลย					
9. ข้าพเจ้ารู้สึกว่าหัวใจเต้นแรงและเร็วขึ้นเมื่อรู้ว่า จะถูกเรียกในวิชาการพูดภาษาอังกฤษ					
10. ข้าพเจ้ารู้สึกผ่อนคลายขณะกำลังพูด ภาษาอังกฤษ					
11. ข้าพเจ้ารู้สึกเขินอายที่จะอาสาออกมาพูด ภาษาอังกฤษก่อนเพื่อนคนอื่นในวิชาการพูด ภาษาอังกฤษ					
12. ข้าพเจ้าเผชิญโอกาสของความเป็นไปได้ที่จะ พูดภาษาอังกฤษด้วยความมั่นใจ					
13. ข้าพเจ้ารับรู้ว่าอวัยวะบางส่วนเกร็งขณะกำลัง พูดภาษาอังกฤษ					
14. ข้าพเจ้ารู้สึกกังวลขณะรอที่จะพูดภาษาอังกฤษ					
15. ข้าพเจ้าไม่ชอบใช้น้ำเสียงและท่าทางเพื่อช่วย สื่อสารขณะกำลังพูดภาษาอังกฤษ					
16. ข้าพเจ้ามีปัญหาในการประสานความ เคลื่อนไหวขณะกำลังพูดภาษาอังกฤษ					
17. ข้าพเจ้ารู้สึกวิตกกังวลในการพูดภาษาอังกฤษ แม้จะเตรียมตัวมาอย่างดีล่วงหน้า					

APPENDIX F

Students' Needs Profile in Public Speaking

There are two parts in this questionnaire.

Part I. Profile

1) Name_____Surname_____

2) Have you ever taken 'Public Speaking' before?   ( )   Yes   ( )   No

3) Grade point average of the present semester_____

Part II. Need Analysis for the 'Public Speaking' (2102301)

Read the following statements and give your comments by making a (√) on any of the options 'Agree', 'Neutral', and 'Disagree.'

Item	Students' Need	Agree	Neutral	Disagree
1	the use of weblog in learning			
2	video-recording of public speaking performance for self-feedback and revision			
3	to learn types of speeches			
4	to know about the components of each type of speeches and practice writing a speech script before giving a speech			
5	to learn ways and techniques to succeed in giving a speech			
6	to be able to participate in a group discussion			
7	public speaking skills to get a good job			
8	ability to speak with competence and confidence			
9	to be able to participate in a classroom seminar			
10	to present a well-organized, dynamic speech			
11	to be able to know strengths and weakness of overall public speaking performance			
12	less emphasis on lectures			
13	more small group work			
14	more individualized teaching			
15	less emphasis on textbook			
16	clear course objectives			
17	involvement in assessment			
18	variety of assessment methods			
19	the use of visual aids in giving a speech			
20	to know learning progress			
21	enough time for practice and do good quality work			
22	techniques to help reduce speaking anxiety			
23	opportunities to revise and improve speaking			
24	practice giving a speech with the contents relevant to daily life			
25	anonymous peer feedback for speaking development			

APPENDIX G

Students' Needs Profile in Public Speaking (Thai Version)

แฟ้มประวัติความต้องการในการเรียนวิชาการพูดในที่ชุมชน (2102301 Public Speaking)

เนื่องจากในภาคการศึกษาหน้านักศึกษาจะได้เรียนวิชาการพูดในที่ชุมชนซึ่งเป็นวิชาบังคับเลือก
สาขาภาษาอังกฤษ (ค.บ. 5 ปี) จึงขอให้นักศึกษาช่วยตอบแบบสอบถามตามความเป็นจริงเพื่อนำ
ข้อมูลมาปรับและ สร้างรูปแบบการเรียนการสอนรายวิชานี้ต่อไป

<u>**ส่วนที่ 1 แฟ้มประวัติ**</u>

1) ชื่อ………………………………………นามสกุล………………………………...........

2) ท่านเคยเรียนวิชาการพูดในที่ชุมชมมาก่อนหน้านี้หรือไม่   ( ) เคย   ( ) ไม่เคย

3) เกรดเฉลี่ยสะสมของภาคเรียนปัจจุบัน………………………..

<u>**ส่วนที่ 2 ความต้องการในการเรียนวิชาการพูดในที่ชุมชน (Public Speaking)**</u>

ให้นักศึกษาอ่านข้อความที่ตามมาต่อไปนี้ แล้วทำเครื่องหมาย (✓)   ลงในช่อง "เห็นด้วย" "ไม่
เห็นด้วย" และ "คิดเห็นเป็นกลาง" ตามความเป็นจริง

ข้อ	ความต้องการของนักศึกษา	เห็นด้วย	คิดเห็น เป็นกลาง	ไม่เห็น ด้วย
1	ใช้เว็บบล็อกช่วยในการจัดการเรียนการสอน			
2	อัดวีดิโอการพูดเพื่อย้อนดูความสามารถและนำมาแก้ไข			
3	เรียนรู้ประเภทของสุนทรพจน์			
4	เรียนรู้องค์ประกอบของสุนทรพจน์แต่ละประเภทและฝึกเขียน สคริปต์ก่อนการพูด			
5	เรียนรู้แนวทางและเทคนิคในการสร้างความสำเร็จในการพูด			
6	สามารถมีส่วนร่วมในการอภิปรายกลุ่มในชั้นเรียน			
7	ทักษะการพูดในที่ชุมชนเพื่อที่จะได้ตำแหน่งงานที่ดี			
8	ความสามารถในการพูดอย่างมีศักยภาพและความมั่นใจ			
9	สามารถเข้าร่วมการสัมมนาในชั้นเรียน			
10	นำเสนอสุนทรพจน์ที่เรียบเรียงเป็นอย่างดีและไม่เจาะจง			

ข้อ	ความต้องการของนักศึกษา	เห็นด้วย	คิดเห็นเป็นกลาง	ไม่เห็นด้วย
11	รู้จุดอ่อนและจุดแข็งและภาพรวมความสามารถในการพูด			
12	มีการบรรยายโดยอาจารย์ผู้สอนน้อยลง			
13	มีการทำงานกลุ่มเล็กๆเพิ่มขึ้น			
14	มีการสอนเป็นรายบุคคลมากขึ้น			
15	เน้นการใช้ตำราเรียนน้อยลง			
16	วัตถุประสงค์การเรียนชัด			
17	มีส่วนร่วมในการประเมิน			
18	มีวิธีการประเมินที่หลากหลาย			
19	ใช้อุปกรณ์ช่วยในการเห็น (visual aids) ประกอบการพูด			
20	รู้ความก้าวหน้าของตัวเอง			
21	มีเวลามากพอในการฝึกเพื่อจะได้ผลงานที่มีคุณภาพ			
22	เทคนิคการลดความวิตกกังวลในการพูด			
23	โอกาสในการปรับปรุงแก้ไขการพูด			
24	ฝึกพูดเนื้อหาที่เกี่ยวข้องกับชีวิตประจำวัน			
25	ให้การวิจารณ์การพูดลับซึ่งกันและกันเพื่อพัฒนาการพูด			
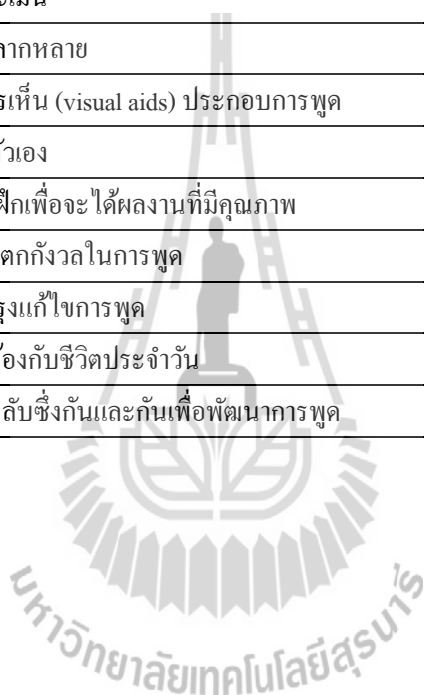
APPENDIX H

Students' Instant Peer Feedback Form (Thai Version)

ชื่อผู้กล่าวสุนทรพจน์........................หัวข้อสุนทรพจน์...............

บทนำ

1. บทนำบอกเป้าหมายของการกล่าวสุนทรพจน์และดึงดูดความสนใจผู้ฟัง

| ไม่จริง | ค่อนข้างจริง | จริง |

2. บทนำบอกโครงร่างเนื้อหาก่อนกล่าวชัดเจน

| ไม่จริง | ค่อนข้างจริง | จริง |

เนื้อหา

3. เนื้อหาคลุมประเด็นหลักและข้อมูลละเอียดครบถ้วน

| ไม่จริง | ค่อนข้างจริง | จริง |

4. ประเด็นหลักถูกกล่าวชัดเจนและเป็นเหตุเป็นผลซึ่งกันและกัน

| น้อยที่สุด | น้อย | ค่อนข้างมาก | มาก | มากที่สุด |

บทสรุป

5. บทสรุปกล่าวประเด็นหลักของสุนทรพจน์ที่กล่าวอีกครั้งหนึ่ง

| ไม่จริง | ค่อนข้างจริง | จริง |

การเรียบเรียงเนื้อหา

6. เนื้อหาในบทสุนทรพจน์ถูกเรียบเรียงชัดเจน

| ไม่จริง | ค่อนข้างจริง | จริง |

การใช้ภาษา

7. ความดังของเสียงเหมาะสมขณะกำลังพูด

| น้อยที่สุด | น้อย | ค่อนข้างมาก | มาก | มากที่สุด |

8. ความเร็วในการพูดหลากหลายเพื่อสื่ออารมณ์และความรู้สึก

| น้อยที่สุด | น้อย | ค่อนข้างมาก | มาก | มากที่สุด |

9. การออกเสียงของคำชัดเจน

| น้อยที่สุด | น้อย | ค่อนข้างมาก | มาก | มากที่สุด |

10. ถ้อยคำที่ใช้ในการพูดชัดเจนและมีพลังทำให้ผู้ฟังได้ยินและเข้าใจ

| น้อยที่สุด | น้อย | ค่อนข้างมาก | มาก | มากที่สุด |

11. ผู้พูดหยุดชั่วขณะอย่างเหมาะสมขณะพูดเพื่อเน้นประเด็นหรือดึงความสนใจผู้ฟังสู่ประเด็นสำคัญ

ไม่จริง   ค่อนข้างจริง   จริง

12. ผู้พูดใช้ความดังของเสียงต่างกันจากสูงไปต่ำและจากต่ำไปสูงเพื่อสื่อความหมายขณะพูด

ไม่จริง   ค่อนข้างจริง   จริง

ท่าทาง

13. ผู้พูดดูผ่อนคลายและมั่นใจตัวเองขณะพูด

น้อยที่สุด   น้อย   ค่อนข้างมาก   มาก   มากที่สุด

14. ผู้พูดใช้สายตามองดูผู้ฟังคนหนึ่งไปยังอีกคนหนึ่งและหยุดชั่วขณะเพื่อสบตาเพื่อแสดงความสนใจผู้ฟัง

ไม่จริง   ค่อนข้างจริง   จริง

การมีส่วนร่วม

15. ผู้พูดใช้สีหน้าสื่ออารมณ์ความรู้สึกเพื่อสร้างความสัมพันธ์กับผู้ฟังกับผู้ฟัง

ไม่จริง   ค่อนข้างจริง   จริง

16. ผู้พูดใช้มือและแขนแสดงภาษาท่าทางเพื่ออธิบายความหมายของคำให้ชัดขึ้น

ไม่จริง   ค่อนข้างจริง   จริง

อุปกรณ์ช่วยนำเสนอ

17. เพาเวอร์พอยนต์ถูกเรียบเรียงเป็นลำดับชัดเจน

ไม่จริง   ค่อนข้างจริง   จริง

18. เนื้อหาในสไลด์นำเนอไปด้วยกันและไม่แน่นเกินไป

ไม่จริง   ค่อนข้างจริง   จริง

เวลา

วิจารณ์เพิ่มเติม

1.   สิ่งที่คุณชอบมากที่สุดของการกล่าวสุนทรพจน์นี้คืออะไร

………

………

2. สิ่งที่คุณชอบน้อยที่สุดของการกล่าวสุนทรพจน์นี้คืออะไร

………

………

3. ข้อเสนอแนะของการปรับปรุงการพูดสุนทรพจน์ครั้งนี้คืออะไร

APPENDIX I

Students' Peer Feedback Summarizing Form

(Thai Version)

1. อะไรคือสิ่งที่ดีของการกล่าวสุนทรพจน์ของคุณโดยรวม

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

2. อะไรคือข้อบกพร่องของการสุนทรพจน์ของคุณโดยรวม

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3. แนวทางในการปรับปรุงการพูดสุนทรพจน์ของคุณครั้งต่อไปคืออะไร

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX J

A Proposed Analytical Scoring Rubric for Public

Speaking Class Assessment

Rating Scale	Speaking Competency	Received Score
Excellent= 3	**Introduction** The purpose is exceptional, clear, identifiable, and captures an audience's attention. The preview of content is clearly stated.	
Satisfactory= 2	The purpose is adequately clear, identifiable and moderately captures an audience's attention. The preview of content is apparently stated.	
Unsatisfactory= 1	The clear and identified purpose is not evident and it does not capture an audience's attention. The preview of content is not apparently stated.	
Excellent= 3	**Body** The body is provided with in-depth information and mirrors the main parts previewed in the introduction logically and clearly.	
Satisfactory= 2	The body is provided with in-depth information, but there is a bit of blurring and the information adequately mirrors the main parts previewed in the introduction logically and clearly.	
Unsatisfactory= 1	The body is provided with in-depth information, but there is some blurring and it mirrors only some parts of the main points previewed logically and clearly.	
Excellent= 3	**Conclusion** The conclusion is very strong, summarizes the main points of the presentation, and provides memorable creative final statements.	
Satisfactory= 2	The conclusion is comparatively strong, summarizes some main points of the presentation, and provides memorable and creative final statements.	
Unsatisfactory= 1	The conclusion ends without summary final statements.	
Excellent= 3	**Organization** The introduction, body, and conclusion exceptionally fit together with clear and logical progression using various cohesions between the main points.	
Satisfactory= 2	The introduction, body, and conclusion clearly fit together with a bit clear and logical progression within and between the main points.	
Unsatisfactory= 1	The introduction, body, and conclusion adequately fit together with unclear and illogical progression within and between the main points	

Rating Scale	Speaking Competency	Received Score
Excellent= 3	**Grammar** The sentences are exceptionally grammatical and flow together easily. Words used have precise meaning.	
Satisfactory= 2	The sentences are clearly grammatical and flow together easily. Words used have precise meaning with a few exceptions.	
Unsatisfactory= 1	Some grammatical errors, incomplete sentences are detected. Words used are somewhat limited and inappropriate.	
Excellent= 3	**Voice Delivery** The speaker exceptionally manipulates appropriate pause, tone, speed, and volume to make the message audible and easily understood, and to convey mood, and emotion. Word and pronunciation are expressed fluently and clearly with a limited number of fillers.	
Satisfactory= 2	The speaker clearly manipulates appropriate pause, tone, speed and volume to make the message audible and easily understood, and to partly convey mood and emotion. Words and pronunciation are expressed fluently and clearly with some fillers.	
Unsatisfactory=1	The speaker manipulates appropriate pause, tone, speed, and volume to make the message audible and easily understood, but not to convey mood and emotion. Word and pronunciation are not expressed fluently and clearly with a number of fillers	
Excellent= 3	**Eye Contact** The speaker consistently uses eye contact to build rapport with an audience and to show exceptional confidence while speaking.	
Satisfactory= 2	The speaker periodically uses eye contact to build rapport with an audience and to show adequate confidence while speaking.	
Unsatisfactory= 1	The speaker does not use eye contact to build rapport with an audience and shows little confidence while speaking	
Excellent= 3	**Gestures and Facial Expressions** The speaker maintains gesture, facial expression to reflect comfort and interaction with an audience and to clarify meaning of words.	
Satisfactory= 2	The speaker maintains gesture, facial expression to reflect some discomfort and interaction with an audience and to clarify meaning of words.	
Unsatisfactory= 1	The speaker maintains reluctant gesture and facial expression that distract an audience's attention.	
Excellent= 3	**Visual Aids (Microsoft Power Point)** The power point is exceptionally clear organized and shows contents flowing together with effective use.	
Satisfactory= 2	The power point is clearly organized and shows contents quite flowing together.	
Unsatisfactory= 1	The power point is not clearly organized and shows contents which do not flow together.	

(Source: Modified from Morreal, Sherwyn & Michael, 1994 p. 14; Patri, 2002 p. 128; & O'Hair, Rubenstein & Stewart, 2007 p. 85-86)

APPENDIX K

Preconceived Coding Categories of Definitions of Public

Speaking Class Competencies

No	Coding Categories	Definitions
1	**Speech Outline**	
	a. Introduction	The introduction establishes the purpose of the speech and shows its relevance to the audience. It serves as a preview of things to come.
	b. Body	The body presents the main points intended to fulfill the speech purpose, with underlying supporting points arranged similarly.
	c. Conclusion	The conclusion ties together the main points and the speech purpose and brings closure to the speech by reminding listeners of what they just learnt or heard, what was important and what if anything they should do with the information.
	d. Main points	The key ideas and major themes of the speech are supported by facts and grounded in sound reasoning.
2	**Organization**	
	a. Unity	A speech contains unity when it contains only those points that are implied by the purpose.
	b. Coherent	A coherent speech is one that is logically organized and can be ensured by adhering to the principle of subordination and coordination-that is, the logical placement of ideas relative to their importance to one another.
3	**Vocal Delivery**	
	a. Volume	The loudness or softness of speaker's voice. The proper volume for delivering a speech is somewhat louder than that of normal conversation depending on the three factors: the size of the room and the number of people in the audience, whether or not the speaker will use a microphone, and the level of background noise.
	b. Pitch	The range of sounds from high to low made by the speaker's voice, and varying pitch, or using inflections to convey meaning is a crucial part of effective vocal delivery

	c. Speaking Rate	It is how rapidly or slowly you speak.
	d. Pause	Important strategic elements of a speech helping enhance meaning by providing a type of punctuation, emphasizing a point, drawing attention to a key thought, or just giving listeners a moment to contemplate what is being said.
	e. Pronunciation	The correct formation of word sounds. That is, you correctly say the words you speak.
	F. Articulation	The clarity or forcefulness with which the sounds are made, regardless of whether they are pronounced correctly.
4	**Grammar**	
	A. Complete sentence	Sentences uttered are not clausal or chunk and does not include run-ons or fragments.
	b. Word choice	Words chosen have clear meaning and are understandable and related to the topic being spoken.
5	**Body Language**	
	a. Eye Contact	It lets listeners know that they are recognized. 1. Poor eye contact is alienating; good eye contact maintains the quality of directness in the delivery. 2. Eye contact indicates acknowledgment and respect and signals that the speaker sees the audience members as unique individuals. 3. Speakers should scan audience or move their gaze from one listener to another, pausing to make eye contact.
	b. Gestures and Body Movements	They help clarify the meaning of the speaker's words.
6	**Presentation Aids (Power Point)**	
	a. Eight-by-eight rule	The rule of design according to which the speaker does not include more than eight words on a line and eight lines on one Microsoft PowerPoint slide or other kind of visual aid.
	b. Effective visual aid	Visual aid helps maintain a close fit between the presentation and aid and should be as simple and uncomplicated as possible.

(Source: Adopted from O'Hair, Rubenstein & Stewart, 2007 p. 218, 219, 284, 290, 307)

APPENDIX L

Questionnaire Survey of Students' Perspectives towards

Video-based Blog Peer Feedback

Read the following statements and give your comments by making a (√) on any of the options "Strongly Agree" to "Strongly Disagree"

Statement	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
I. Overall opinions about video-based blog peer feedback					
1. Video-based blog peer feedback is an interesting activity.					
2. It is easy to give feedback on video-recorded public speaking class performances through the class blog.					
3. Using video-based blog peer feedback is free from time limitations.					
4. Anonymous instant peer feedback on video-recorded public speaking class performances through the class blog is a good new dimension of pedagogic peer feedback.					
5. The great advantage of video-based blog peer feedback is its convenience to give feedback any place or time.					
6. A blog has a capacity of uploading video-recorded public speaking class performances.					
II. Learning attitudes towards video-based blog peer feedback model					
7. Video-based blog peer feedback makes me confident to speak English correctly.					
8. Video-based blog peer feedback helps me speak English with confidence.					
9. I find myself motivated through video-based blog peer feedback.					
10. I think I prefer to take a public speaking course using video-based blog peer feedback to giving feedback in a classroom.					

Statement	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
11. It is very interesting to take a public speaking course by means of video-based blog peer feedback.					
12. I am interested in integrating a class blog with video-recorded public speaking class performances and instant peer feedback to reduce speaking anxiety.					
13. Peer comments on public speaking class performance clips posted in the class blog motivate me to collaboratively participate in learning.					
14. I enjoy giving feedback on my friends' public speaking class performance clips posted in the class blog.					
15. I enjoy receiving feedback on my public speaking class performance clips posted in the class blog from my friends.					
16. I am more careful about my mistakes when I know that my public speaking class performance clips will be posted in the class blog.					
III. Learning effectiveness of video-based blog peer feedback intervention					
17. Video-based blog peer feedback makes my oral presentation improve more.					
18. Video-based blog peer feedback improves my public speaking class competency.					
19. I have recognized more strengths and weaknesses of my public speaking class performance through video-based blog peer feedback.					
20. Video-based blog peer feedback improves my use of gestures while speaking English.					

Statement	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
21. I could correct my weaknesses of public speaking class performance through video-based blog peer feedback.					
22. Video-based blog peer feedback has helped me improve my speaking skills.					
23. Video-based blog peer feedback has improved my public speaking class performance.					
24. My nervousness while speaking English was reduced after I experienced the intervention of video-based blog peer feedback.					
25. I could speak English with confidence in a real situation after experiencing video-based blog peer feedback.					
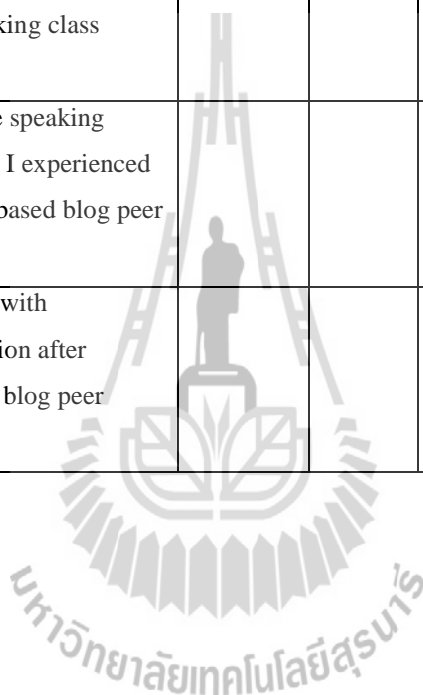
APPENDIX M

Questionnaire Survey of Students' Perspectives towards

Video-Based Blog Peer Feedback (Thai Version)

ชี้แจง: แบบสอบถามนี้มี จำนวน 25 ข้อ โปรดอ่านและพิจารณาว่านักศึกษาเห็นด้วยกับข้อความที่
กำหนดหรือไม่ ให้นักศึกษาตอบแบบสอบถามอย่างรวดเร็วโดยใช้ความคิดครั้งแรกของนักศึกษาใน
การเลือกระดับของคำตอบ แล้วทำเครื่องหมาย ✓ ลงในช่องว่างที่สอดคล้องกับความคิดเห็นของ
นักศึกษาเกี่ยวกับความคิดเห็นที่มีต่อการให้ผลสะท้อนต่อวีดีโอบันทึกการพูดภาษาอังกฤษในที่
ชุมชนบน บล็อก นักศึกษาไม่ต้องเอาใจใส่คำตอบที่ให้นักศึกษาเลือกที่มีลักษณะคล้ายกัน คำตอบที่
ให้นักศึกษาเลือกตอบจะ ไม่มีการตัดสินว่าถูกหรือผิด ข้อมูลนี้จะเก็บเป็นความลับและจะไม่มี
ผลกระทบใดๆต่อการเรียนและผลการเรียนของนักศึกษา

นักศึกษามีความเห็นต่อข้อความที่กำหนดให้อยู่ในระดับใด

"เห็นด้วยอย่างยิ่ง" หมายความว่า นักศึกษาเห็นด้วยกับข้อความที่กำหนดให้เป็นอย่างยิ่ง

"เห็นด้วย" หมายความว่า นักศึกษาเห็นด้วยกับข้อความที่กำหนดให้

"ไม่แน่ใจ" หมายความว่า นักศึกษาไม่แน่ใจกับข้อความที่กำหนดให้

"ไม่เห็นด้วย" หมายความว่า นักศึกษาไม่เห็นด้วยกับข้อความที่กำหนดให้

"ไม่เห็นด้วยอย่างยิ่ง" หมายความว่า นักศึกษาไม่เห็นด้วยกับข้อความที่กำหนดให้

ข้อความ	ความคิดเห็น				
	(5) เห็นด้วย อย่างยิ่ง	(4) เห็น ด้วย	(3) ไม่ แน่ใจ	(2) ไม่เห็น ด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
1. ความคิดเห็นเกี่ยวกับการตอบสนองโดยเพื่อนร่วม ชั้นผ่านวีดีโอบนบล็อก					
1.การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกเป็นกิจกรรมน่าสนใจ					
2. การให้วิจารณ์คำติชมวีดีโอบันทึกการพูด ภาษาอังกฤษผ่านบล็อกเป็นกิจกรรมง่าย					
3. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกสามารถทำได้โดยไม่มีข้อจำกัดด้านเวลา					
4. การให้ออนไลน์วิจารณ์คำติชมที่ไม่เปิดเผยชื่อคือ รูปแบบใหม่ที่ดีของการให้วิจารณ์คำติชมในการสอน ภาษาอังกฤษ					
5. ประโยชน์อันยิ่งใหญ่ของการให้วิจารณ์คำติชม โดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อกคือสะดวกใน การให้วิจารณ์คำติชมที่ใดก็ตาม					
6. บล็อกมีศักยภาพในการบรรจุวีดีโอบันทึกการพูด ภาษาอังกฤษในที่ชุมชน					
2. ทัศนคติทางการเรียนที่มีต่อการให้วิจารณ์คำติชม โดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก					
7. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกทำให้ข้าเจ้ามั่นใจในความถูกต้องในการพูด ภาษาอังกฤษ					
8. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกทำให้ข้าพเจ้าพูดภาษาอังกฤษด้วยความ มั่นใจ					
9. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกกระตุ้นความสนข้าพเจ้าในการเรียนการพูด ในที่ชุมชน					

ข้อความ	ความคิดเห็น				
	(5) เห็นด้วย อย่างยิ่ง	(4) เห็น ด้วย	(3) ไม่ แน่ใจ	(2) ไม่เห็น ด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
10. ข้าพเจ้าคิดว่าชอบเรียนวิชาการพูดในที่ชุมชน ผ่านการให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกมากกว่าการการให้วิจารณ์คำติชมในชั้น เรียนปกติ					
11. การเรียนวิชาการพูดในที่ชุมชนโดยให้วิจารณ์คำ ติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อกน่าสนใจ มาก					
12. ข้าพเจ้าสนใจการบูรณการบล็อกกับการบันทึก วีดีโอการพูดภาษาอังกฤษในที่ชุมชนและการให้ ออนไลน์วิจารณ์คำติชมในการลดความวิตกกังวลใน การพูดภาษาอังกฤษ					
13. การวิจารณ์การพูดภาษาอังกฤษของเพื่อนใน วิชาการพูดในที่ชุมชนผ่านวีดีโอบนบล็อกทำให้ ข้าพเจ้าอยากมีส่วนร่วมในการจัดการเรียนแบบมี ส่วนร่วม					
14.ข้าพเจ้าสนุกกับการให้วิจารณ์คำติชมวีดีโอบันทึก การพูดภาษาอังกฤษในที่ชุมชนของเพื่อนบนบล็อก					
15. ข้าพเจ้าสนุกกับการได้วิจารณ์คำติชมวีดีโอการ พูดภาษาอังกฤษในวิชาการพูดในที่ชุมชนผ่านบล็อก					
16. ข้าพเจ้าระวังในการทำผิดพลาดมากขึ้นเมื่อรู้ว่า วีดีโอบันทึกการพูดภาษาอังกฤษในที่ชุมชนจะถูกวาง บนบล็อก					
3. ประสิทธิภาพทางการเรียนโดยการใช้การ ตอบสนองจากเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก					
17. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกทำให้ข้าพเจ้าพัฒนาทักษะการพูดการ นำเสนอ					
18. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกพัฒนาความสามารถพูดภาษาอังกฤษ					

ข้อความ	ความคิดเห็น				
	(5) เห็นด้วย อย่างยิ่ง	(4) เห็น ด้วย	(3) ไม่ แน่ใจ	(2) ไม่เห็น ด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
19. ข้าพเจ้ารับรู้ถึงความสามารถที่ดีและข้อบกพร่อง ที่ควรปรับปรุงในการพูดภาษาอังกฤษในที่ชุมชนจาก วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอบนบล็อก					
20. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกช่วยพัฒนาการใช้ภาษามือและท่าทางขณะ พูดภาษาอังกฤษ					
21.ข้าพเจ้าสามารถแก้ปัญหาข้อบกพร่องในการพูด ภาษาอังกฤษในที่ชุมชนจากวิจารณ์คำติชมโดยเพื่อน ร่วมชั้นผ่านวีดีโอบนบล็อก					
22. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกช่วยพัฒนาทักษะการพูดภาษาอังกฤษของ ข้าพเจ้า					
23. การให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอ บนบล็อกพัฒนาการพูดภาษาอังกฤษในวิชาการพูด ในที่ชุมชน					
24. ความวิตกกังวลในขณะพูดภาษาอังกฤษของ ข้าพเจ้าลดลงหลังจากผ่านกระบวนการของการให้ วิจารณ์คำติชมวีดีโอบนบล็อกโดยเพื่อนร่วมชั้น					
25. ข้าพเจ้าสามารถพูดภาษาอังกฤษในสถานการณ์ จริงอย่างความมั่นใจหลังผ่านกระบวนการของการ ให้วิจารณ์คำติชมโดยเพื่อนร่วมชั้นผ่านวีดีโอบน บล็อก					

APPENDIX N

Semi-Structured Interview Questions

1. What is your opinion about video-base blog peer feedback?

2. In your opinion, was video-based blog peer feedback negative or positive for your public speaking class?

3. How did you feel when receiving anonymous instant peer feedback on your video-recorded public speaking class performance via your email?

4. How has your video-based blog peer feedback affected your public speaking class performance?

5. Do you like the aspects of video-recording your public speaking class performance and posting on the class blog?

6. Do you like instant peer feedback form to give feedback on your public speaking class performance? Why? Or Why not?

7. Do you think your peer feedback summarizing can help you improve your speaking performance?

8. Do you feel that your peers' comments on public speaking class performance via video-based blog have helped you to improve speaking skill?

9. Are you afraid of having a recording of your public speaking performance posted on the class blog? Why? Or Why not?

10. Do you like the aspect of summarizing comments from your peers to help you realize your strengths and weaknesses and what to be improved?

11. Do you panic when finding your peers give open comments on your public speaking class performance in an aggressive manner?

12. Do you usually understand your peer comments in an instant peer feedback form?

13. Do you benefit from giving feedback on other public speaking class performances via videos in blog?

14. How do you describe your public speaking class anxiety after using video-based blog peer feedback?

15. Do you think you were successful in this public speaking course using video-based blog peer feedback?

APPENDIX O

Sample Students' Informative Speech

Chon Buri Province

Good afternoon everybody, my name is Thanachporn Liamwiriyakul. Today, I would like to introduce Chon Buri, a province about 150 kilometers from Bangkok. This information will help you decide if you want to visit Chon Buri Province during your holiday. I have divided information into four parts:

First, what's there to see?

Second, what's there to do?

Third, what's there to eat?

And fourth, getting around Chon Buri area?

Let's begin with our first point, what's there to see? There is always something to see in Chon Buri. For example, have you ever been to Koh-Larn? It's the largest island near the town of Pattaya. The island has a relaxing atmosphere and beautiful beaches with clear water. In the evenings, the sunset at Koh-Larn is very attractive. In addition, there is also Nongnooch Tropical Garden, covering 500 acres tropical garden. In addition to the beautiful garden, there are many shows that you can watch here, for example an elephant show, a chimpanzee training, and a marital art demonstration.

Second, what's there to do? There are water sport activities such as jet sky, parasailing, and banana boat at Koh-Larn. You can take the photos of beautiful garden and gain knowledge about tropical garden at Nongnooch. Do you like shopping? In Pattaya, there is a huge and famous mall called "Ceantral Festival Pattaya Beach." The mall is opposite to the beach. There are many kinds of shoes, bags, and so forth here. Walking street is another place I would like to recommend visit. The street runs from the south end of the beach road to the Bali Hai Peir. This area has seafood restaurants, live music venues, beer bars, and night clubs.

Third, what's there to eat? At Central Festival Pattaya, there are many kinds of food such as Thai food, Chinese food, and European food to choose from. It's only one place, but full option.

Finally, getting around Chon Buri? You can go around Chonburi by a local bus, a taxi, or you can rent a bike, a motorcycle, and a car to get wherever you want to go.

So visit Chon Buri province to see clear water at Koh-Larn, enjoy the shows at Nongnooch Tropical Garden, play water sports, go shopping at Central Festival Pattaya, eat many kinds of food at Walking Street. I believe you will love Chon Buri for sure.

Thank you for your attention.

Sing Buri Province

Good afternoon everyone. My name is Chonlatit Srimuangpong. Today I would like to introduce my home town, Sing Buri. This information will help you decide if you would like to visit Sing Buri during your holiday. I have divided the information into four parts:

First, what's there to see?

Second, what's there to do?

Third, what' there to eat?

And fourth, getting around Sing Buri?

Let's begin with our first point, what's there to see? There is always something to see in Sing Buri. For example, you can see Heroes of Khai Bang Rachan Monument and Khai Bang Rachan Park. The monument covers an area of around 115 rai and it features an arboretum, sculpture of eleven heroic leaders of Khai Bang Rachan. It is situated magnificently in the garden. In addition, there is Wat Pho Kao Ton, which was built in 1767 and was the strong hold of villagers of Bang Rachan in resisting the Burmese troops. At this temple, you can see "Phra Thammachot Viharn," a hall with four porches. There is Phra Acharn Thammachot, who was among the important leaders of the Bang Rachan villagers inside the Viharn.

Second, what's there to do? You can pay respect to the heroes of Khai Bang Rachan Monument at Khai Bang Rachan and make merit at Wat Pho Khao Ton. At

the temple you can make merit in many ways, for example paying homage to Pra Achan Thammachot and filling water in a holy well. The native people believe that when you ask for something, you must fill water in a holy well, so what you wish will be true.

Third, what's there to eat? Sing Buri has many food shops. I would like to recommend you eat Sing Buri steamed Pla Chon Maela. Also, Sing Buri is well known for its tasty striped snakehead fish and Chinese pork Kun Chiang sausage, which is long famous as a souvenir because it is crispy, less oily and very delicious. So, you can feel its taste here.

Finally, getting around Sing Buri? You can go around the city of Sing Buri by taking a local bus, renting a van, or using your own car to get wherever you want.

So visit Sing Buri you can sight see Heroes of Bang Rachan Monument, make merit at Wat Pho Kao Ton, eat delicious food, namely Plachon Maela, Chinese pork Kun Chiang sausage, and go around in Sing Buri by a local bus, van or your own car. Thank you for your attention.
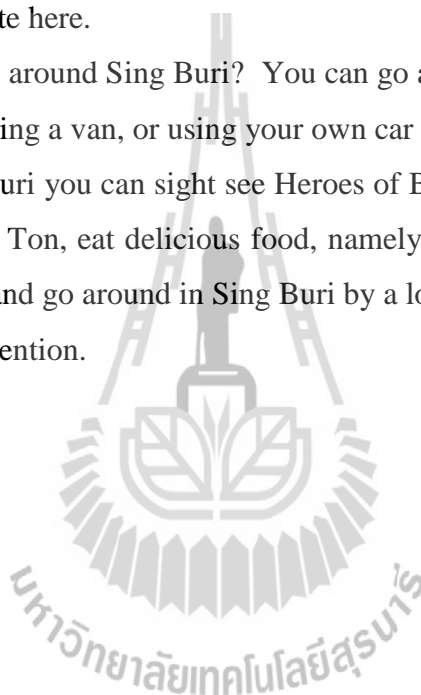
APPENDIX P

Sample Students' Demonstrative Speech

Spicy Sour Prawn Soup

Good afternoon everyone, my name is Chatchon Charoenphunt. Today I'd like to demonstrate how to make a Spicy Sour Soup, which is the most widely known worldwide. I've divided the demonstration into four parts:

First, what ingredients you need.

Second, how to cook.

And third, how to serve.

Let's begin with ingredients you need. In making a Spicy Sour Prawn Soup, you have to prepare:

200 g.	Peeled prawns with thread on back out
100 g.	Straw mushrooms divided into halves
40 g.	Bird chilies
40 g.	Shallots
30 g.	Cut lemon grass into 3 pieces
30 g.	Sliced galangal
30 g.	Sliced long corianders
20 g.	Corianders
10 g.	Kaffir lime leaves
3 cups	Soup stock
4 tablespoons	Fish sauce
4 tablespoons	Lime juice

Second, how to cook. In making a Spicy Sour Prawn Soup, you have to follow these steps. First, put the soup stock in the pot and boil and then add the lemon grass, galangal, kaffir lime leaves, shallots, and coriander roots. Cover the pot until the water begins to boil. Add the prawns, fish sauce, and leave it for two minutes.

Later, add the straw mushrooms in a boiling soup and leave it for one minute. Then remove the pot from the heat. Finally, put the bird chilies, long corianders, and lime juice, and then spoon stir until mixed well and taste like. If you want addition mellow taste, I recommend add condensed milk to taste fresh.

When having finished, transfer a Spicy Sour Prawn Soup to a serving bowl and sprinkle the coriander leaves and then serve with steamed rice.

To make a Thai dish like a Spicy Sour Prawn Soup is not difficult. You just need the ingredients mentioned above, and then cook following the three steps and serve hot. This may be your special dish that makes your family members enjoy eating. Thank you for your attention

Thai Fish Cake

Good afternoon, my name is Khwanlada Thongkumpan. Today I'd like to demonstrate how to make a Thai Fish Cake. I have divided the demonstration into three parts:

First, what ingredients you need.

Second, how to cook.

And third, how to serve.

Let's begin with ingredients you need. In making a Thai Fish Cake you have to prepare:

450 g.	Firm white fish fillets
3 tablespoons	Corn flour
3 teaspoons	Red curry paste
½ cup	kaffir lime leaves
100 g.	Green beans, very finely sliced
1 tablespoon	Fish sauce
1 egg	Yolk
1 teaspoon	Cropped red chilies
½ cup	Oil for frying

Second, how to cook. In making a Thai Fish cake, you have to follow these steps. First, in a mixing bowl, dip your hands into water. Beat the fish fillets against the side of the bowl and beat until it turns sticky. Then, add corn flour, fish sauce,

egg yolk, kaffir lime leaves, red curry paste and red chilies. Combine them for ten seconds or until they well mix together. Second, transfer the mixture to a large bowl and add sliced green beans and mix them together. Finally, shape the mixture into small flat ball with two inch diameter. Heat oil over medium heat in a wok and when it hot flatten a fish ball into a cake and deep fry over a low heat until it becomes gold and remove it from a wok and drain it on a paper towel.

When having finished, transfer a Thai fish Cake to a serving dish and serve it with cucumber relish, sweet chili sauce, and steamed rice.

To make a Thai Fish Cake isn't difficult. You just need the ingredients mentioned above. The cook it following the three steps and serve hot with steamed rice. This may be your special dish that makes you family members enjoy eating. Thank you for attention.
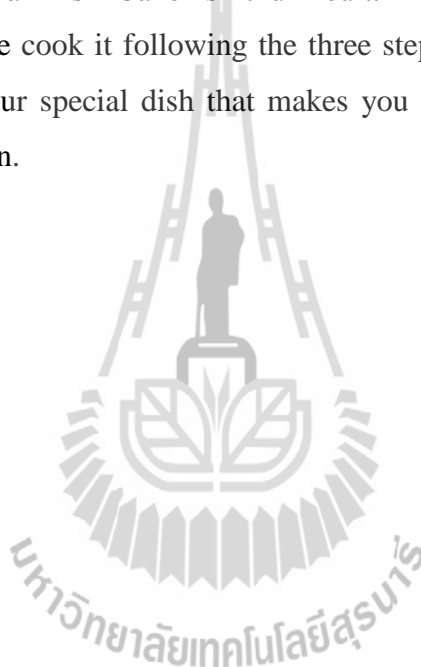
APPENDIX Q

Averaged Scores of Informative Speeches Before

and After a VBPF Model

Students	Before	After
Student 1	19.5	24
Student 2	15.5	20.5
Student 3	12.5	14.5
Student 4	10.5	11.5
Student 5	18	16.5
Student 6	15	16.5
Student 7	21	18.5
Student 8	12	13
Student 9	13	14.5
Student 10	11	11.5
Student 11	10.5	13.5
Student 12	20	15.5
Student 13	14.5	17
Student 14	13	15.5
Student 15	19	17.5
Student 16	15.5	16.5
Student 17	17.5	16
Student 18	24.5	25
Student 19	23.5	24
Student 20	16	18
Student 21	20.5	22
Student 22	15	14
Student 23	17	15.5
Student 24	12.5	14.5
Student 25	18.5	15.5
Student 26	13.5	15
Student 27	17	19
Student 28	19.5	18.5
Student 29	22.5	21
Student 30	21	22
Student 31	13	17
Student 32	15	15.5
Student 33	13.5	15.5
Student 34	19	17.5
Student 35	19.5	20
Student 36	16	14
Student 37	17.5	14
Student 38	18.5	14.5
Student 39	16	13.5
Student 40	15.5	13.5

APPENDIX R

Averaged Scores of Demonstrative Speeches

Before and After a VBPF Model

Students	Before	After
Student 1	22	23
Student 2	18.5	20.5
Student 3	13	16
Student 4	13.5	16
Student 5	17	19
Student 6	13	14.5
Student 7	21	19.5
Student 8	14.5	15.5
Student 9	17.5	19.5
Student 10	12.5	14.5
Student 11	14	14
Student 12	22	20.5
Student 13	17.5	19.5
Student 14	14	17
Student 15	16	16.5
Student 16	14.5	17.5
Student 17	20	19
Student 18	24	25
Student 19	21	24
Student 20	19	21
Student 21	23.5	24
Student 22	18	20
Student 23	19.5	20.5
Student 24	13.5	17.5
Student 25	17	20.5
Student 26	16	17.5
Student 27	22.5	21.5
Student 28	20	20
Student 29	18	20
Student 30	14.5	16.5
Student 31	20.5	21
Student 32	18.5	18.5
Student 33	17.5	19
Student 34	20	21.5
Student 35	18	18.5
Student 36	18.5	20.5
Student 37	13.5	16
Student 38	14	16.5
Student 39	16.5	17.5
Student 40	14.5	15

APPENDIX S

Averaged Scores of Public Speaking Class Competency

1st Recording Informative Speech

Students	I	B	C	O	G	V D	E C	G/ F E	V A
Student 1	3	2	2	2.5	2	1.5	3	1.5	2
Student 2	2	2	2	1.5	1	1	2	2	2
Student 3	1	2	2	1.5	1	1	1.5	1	1.5
Student 4	1.5	1	1	1.5	1	1	1	1	1.5
Student 5	2.5	2	2	2.5	2	1.5	2	1.5	2
Student 6	2	2	1.5	2.5	1.5	1	1.5	1.5	1.5
Student 7	3	3	2	2.5	2	2	2	1.5	3
Student 8	1.5	1.5	1.5	1.5	1	1	1	1	2
Student 9	2	1.5	2	2	1	1	1	1	1.5
Student 10	1	1.5	1.5	1.5	1	1	1	1	1.5
Student 11	1	1.5	1	1.5	1	1	1	1	1.5
Student 12	2.5	2.5	2.5	2.5	2	2.5	2	2	1.5
Student 13	1.5	1.5	2	1.5	1	1.5	1.5	2	2
Student 14	1.5	1.5	1.5	1.5	1	1	1.5	1.5	2
Student 15	3	2.5	2	2	2	2.5	1.5	1.5	2
Student 16	2	2	2	2	1	1.5	1.5	1.5	2
Student 17	2	2	2.5	2	2	1.5	2	2	1.5
Student 18	2.5	3	3	3	2.5	3	2.5	3	2
Student 19	3	2.5	2	2	3	3	3	3	2
Student 20	2	2	2	1.5	2	1.5	2	1.5	1.5
Student 21	2	3	2	3	2	3	1.5	2	2
Student 22	2	1.5	2	1.5	1.5	1.5	1.5	1.5	2
Student 23	2	2	2	2	2	2	2	1.5	1.5
Student 24	1.5	1	2	1.5	1	1	1.5	1.5	1.5
Student 25	2.5	2	2	2	1.5	1.5	2.5	2	2.5
Student 26	1.5	2	2	2	1	1	1.5	1.5	1
Student 27	2	2	2	2	2	1.5	2	2	1.5
Student 28	2	2.5	2	2.5	2.5	2	1.5	1.5	3
Student 29	3	3	2	2	2	2.5	2.5	2.5	3
Student 30	3	2.5	2	2	2.5	3	2	2	2
Student 31	1.5	1.5	2	1.5	1	1.5	1	1.5	1.5
Student 32	1.5	2	2	1.5	1.5	1.5	1.5	1.5	2
Student 33	1.5	1.5	2	1.5	1	1	2	1.5	1.5
Student 34	2	2	2	2.5	2	1.5	2.5	2	2.5
Student 35	2.5	2.5	2	2	2	2	2.5	2	2
Student 36	2	2	2	2	1.5	1.5	1.5	1.5	2
Student 37	2.5	2	2	2	1.5	2.5	1.5	2	1.5
Student 38	2	2	2	2	2	2	2	2	2.5
Student 39	2	2.5	2	1.5	1.5	1.5	2	1.5	1.5
Student 40	2	2	2	2	1.5	1	1.5	1.5	2

APPENDIX T

Averaged Scores of Public Speaking Class Competency

2nd Recording Informative Speech

Students	I	B	C	O	G	V D	E C	G/ F E	V A
Student 1	3	3	2	3	2	2.5	3	2.5	3
Student 2	3	2.5	2	2	2	1.5	2.5	2.5	2.5
Student 3	2	2	2	2	1	1	1.5	1	2
Student 4	1	1	2	2	1	1	1	1	1.5
Student 5	1.5	2	2	2.5	2	1.5	1.5	1.5	2
Student 6	2.5	1.5	2	2	2	1.5	2	1.5	1.5
Student 7	2.5	2.5	2	2	1.5	2	1.5	1.5	3
Student 8	2.5	1.5	2	1.5	1	1	1	1	1.5
Student 9	2	1.5	2	1.5	1.5	1	2	1.5	1.5
Student 10	1	1.5	2	1.5	1	1	1	1	1.5
Student 11	2	1.5	2	1.5	1.5	1	1	1.5	1.5
Student 12	2	1.5	3	1.5	1.5	1.5	1.5	1.5	1.5
Student 13	2.5	2.5	2	2	1.5	1.5	2	1.5	1.5
Student 14	2	2	2	2	1.5	1.5	1.5	1.5	1.5
Student 15	2	2.5	2	2.5	1.5	1.5	2	2	1.5
Student 16	2	2	2	2	1.5	2	1.5	2	1.5
Student 17	2	2	2	2	1.5	2	1.5	1.5	1.5
Student 18	3	3	3	3	2	2.5	3	3	2.5
Student 19	2.5	2.5	3	3	2	2.5	3	3	2.5
Student 20	2	2	2	2	1.5	1.5	2	2.5	2.5
Student 21	2.5	2.5	2	2	2.5	2	3	3	2.5
Student 22	2	1.5	2	1.5	1.5	1.5	1.5	1.5	1
Student 23	2	1.5	2	2	1.5	1.5	2	1.5	1.5
Student 24	2	1.5	2	1.5	1.5	1.5	1.5	1.5	1.5
Student 25	2	1.5	2	1.5	1.5	1.5	2	2	1.5
Student 26	2	1.5	2	1.5	1.5	1.5	2	1.5	1.5
Student 27	2.5	2	2	2	1.5	2	2.5	3	1.5
Student 28	2	2.5	2	2.5	2	1.5	2	2	2
Student 29	2.5	2	2	2	2	2	3	3	2.5
Student 30	2.5	2	2	2.5	2.5	2.5	3	2.5	2.5
Student 31	2	1.5	2	1.5	1.5	2	3	2	1.5
Student 32	2	2	2	1.5	1.5	1.5	1.5	1.5	2
Student 33	2	1.5	2	1.5	1.5	1.5	2	2	1.5
Student 34	2	2	2	1.5	1.5	2	2	2	2.5
Student 35	2	2.5	2	2.5	2	2	2.5	2.5	2
Student 36	2	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Student 37	2	1.5	2	1.5	1.5	1.5	1	1.5	1.5
Student 38	2	1.5	2	1.5	1.5	1.5	1.5	1.5	1.5
Student 39	2	2	2	1.5	1.5	1	1	1	1.5
Student 40	2	1.5	2	2	1.5	1	1	1	1.5

APPENDIX U

Averaged Scores of Public Speaking Class Competency

1ˢᵗ Recording Demonstrative Speech

Students	I	B	C	O	G	V D	E C	G/ F E	V A
Student 1	2.5	3	2	2.5	2.5	1.5	3	2.5	2.5
Student 2	2	2.5	2	2	2	1.5	3	1.5	2
Student 3	2	1.5	1.5	1.5	1	1	1	1.5	2
Student 4	2	1.5	1.5	2	1.5	1	1	1.5	1.5
Student 5	2	2	2	2	2	1.5	2	1.5	2
Student 6	2	1.5	2	2	1	1	1	1	1.5
Student 7	2	2.5	2	2.5	2	2.5	3	2	2.5
Student 8	1.5	2	2	2	1	1	1.5	1.5	2
Student 9	2	2	2	2	1.5	2	2	2	2
Student 10	1.5	1.5	1.5	1.5	1.5	1	1	1	2
Student 11	1.5	2	2	2	1.5	1	1	1	2
Student 12	3	3	2	3	2	2	3	2	2
Student 13	2	2.5	2	2.5	1.5	1	2	1.5	2.5
Student 14	2	1.5	2	2	2	1	1	1	1.5
Student 15	2	2	2	2	1	1.5	1.5	1.5	2
Student 16	2	2	1	2	2	1.5	1.5	1	1.5
Student 17	2	2.5	2.5	2.5	2	2	2.5	2	2
Student 18	2	2.5	2	3	3	3	3	3	2.5
Student 19	2	2.5	2	2.5	2	3	2	2	3
Student 20	2	2.5	2	2.5	2	2	2	2	2
Student 21	2	2.5	2	3	2.5	3	3	3	2.5
Student 22	2	2.5	2	1.5	2	1.5	2	2.5	2
Student 23	2	2.5	2	2.5	2	2	2.5	2.5	1.5
Student 24	2	2	2	1.5	1.5	1	1	1	1.5
Student 25	2	2.5	2	1.5	1.5	1.5	2	2	2
Student 26	2	2	2	2	2	1.5	1	1.5	2
Student 27	2.5	2.5	2	2.5	2.5	2.5	3	3	2
Student 28	2.5	2.5	2	2.5	2.5	2	2	2	2
Student 29	2.5	2.5	1	2.5	2	1.5	2	2	2
Student 30	1.5	1.5	1	2	2	1.5	1.5	1.5	2
Student 31	2.5	2.5	2.5	2	2	2	2.5	2	2.5
Student 32	2	2.5	2	2.5	2	1.5	2	2	2
Student 33	2	2.5	2	2	1.5	1.5	2	2	2
Student 34	2	3	2	2.5	2	1.5	2.5	2	2.5
Student 35	2.5	2	2	2	2	1.5	2.5	2	1.5
Student 36	2	2.5	2	2.5	2	1.5	2	2	2
Student 37	2	1.5	1.5	2	2	1	1	1	1.5
Student 38	2	2	2	1.5	2	1	1	1	1.5
Student 39	2	2	2	2	2	1.5	1.5	1.5	2
Student 40	2	1.5	2	2	1.5	1.5	1	1	2

APPENDIX V

Averaged Scores of Public Speaking Class Competency

2nd Recording Demonstrative Speech

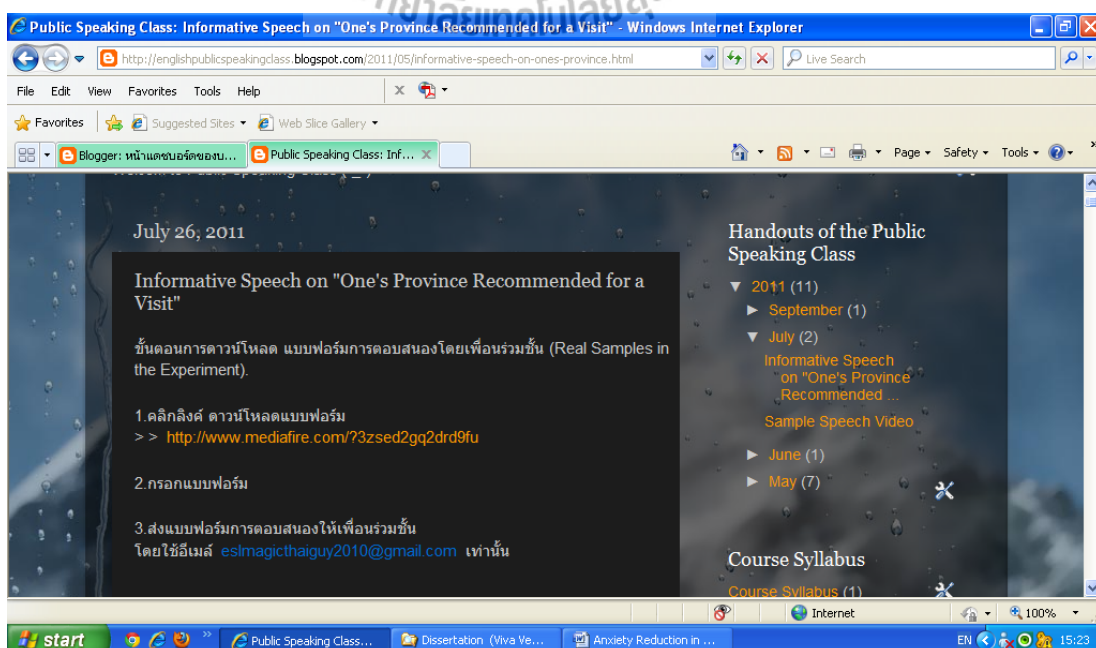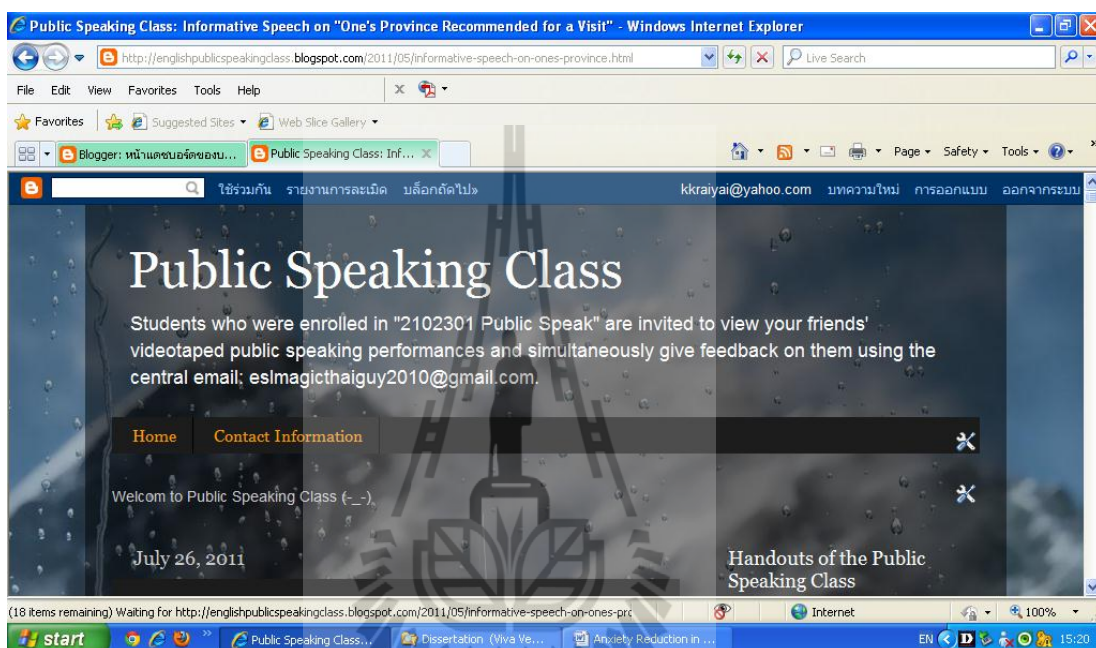| Students	I	B	C	O	G	V D	E C	G/ F E	V A
Student 1	2.5	3	2	3	2.5	2.5	2.5	2.5	2.5
Student 2	2.5	2.5	2.5	2.5	2	1.5	2.5	2.5	2
Student 3	2	1.5	2	2	1.5	1.5	2	1.5	2
Student 4	2	2	2.5	2	1	1	1.5	2	2
Student 5	2.5	2.5	2.5	2	2	1.5	2	2	2
Student 6	2	1.5	2	2	1	1	1.5	1.5	2
Student 7	2.5	2.5	2.5	2	1.5	2.5	2	2	2
Student 8	2	1.5	2	2	1	1	2	2	2
Student 9	2.5	2	2.5	2.5	2	2	2	2	2
Student 10	1.5	1.5	2	2	2	1	1	1.5	2
Student 11	2	1.5	2	1.5	1.5	1	1	1.5	2
Student 12	2.5	2.5	2.5	2.5	2	2.5	2.5	1.5	2
Student 13	2.5	2.5	2	2.5	2	1.5	2	2	2.5
Student 14	2	2	2	2	2	1.5	1.5	1.5	2.5
Student 15	2	2	2	2	2	1.5	1.5	1.5	2
Student 16	2	2	1.5	2	2	2	1.5	2	2.5
Student 17	2.5	2	2.5	2.5	2	1.5	2.5	2	1.5
Student 18	2.5	3	2.5	3	3	3	3	3	2
Student 19	2	3	2.5	3	2.5	3	2.5	2.5	3
Student 20	2	3	2	2.5	2	2	2.5	2.5	2.5
Student 21	2	3	2	3	3	2.5	3	3	2.5
Student 22	2.5	2.5	2	2.5	2	2	2	2	2.5
Student 23	2	2.5	2.5	2.5	1.5	2	2.5	2.5	2.5
Student 24	2	2	2	2	2	1.5	2	1.5	2.5
Student 25	2	2.5	2.5	2.5	2	2	2.5	2.5	2
Student 26	2.5	2	2	2	2	2	1.5	1.5	2
Student 27	2.5	2.5	2.5	2.5	2.5	2	2.5	2.5	2
Student 28	2.5	3	2	2.5	2.5	1.5	2	2	2
Student 29	2	3	2	2.5	2	2	2.5	2	2
Student 30	2	2	2	2	2	2	1.5	1.5	1.5
Student 31	2.5	3	2.5	2	2	2	2.5	2	2.5
Student 32	2	2.5	2	2.5	2	1.5	2	2	2
Student 33	2	2.5	2	2	2	2	2.5	2	2
Student 34	2	2.5	2.5	2.5	2	2	3	2.5	2.5
Student 35	2.5	2.5	2.5	2.5	1.5	1.5	1.5	2	2
Student 36	2	2.5	2.5	2.5	2	2	2	2	3
Student 37	2	1.5	2	2	2	2	1	1.5	2
Student 38	2.5	2	2.5	2	2	2	1	1	1.5
Student 39	2	2	2.5	2	2	2	1	1.5	2.5
Student 40	2	1.5	2	1.5	2	1.5	1	1.5	2

APPENDIX W

Students' Public Speaking Class Anxiety Levels

Before the Intervention of a VBPF Model

Students	Speaking Performance (27 marks)	Anxiety Levels
Student 1	19.5	Low
Student 2	15.5	Low
Student 3	12.5	High
Student 4	10.5	Medium
Student 5	18	Medium
Student 6	15	Medium
Student 7	21	Medium
Student 8	12	Medium
Student 9	13	Medium
Student 10	11	Medium
Student 11	10.5	High
Student 12	20	Low
Student 13	14.5	Low
Student 14	13	Medium
Student 15	19	Medium
Student 16	15.5	Medium
Student 17	17.5	Medium
Student 18	24.5	Low
Student 19	23.5	Medium
Student 20	16	Low
Student 21	20.5	Low
Student 22	15	Medium
Student 23	17	Medium
Student 24	12.5	Medium
Student 25	18.5	Medium
Student 26	13.5	Low
Student 27	17	Low
Student 28	19.5	Medium
Student 29	22.5	Medium
Student 30	21	Medium
Student 31	13	High
Student 32	15	Medium
Student 33	13.5	Medium
Student 34	19	Medium
Student 35	19.5	Low
Student 36	16	Medium
Student 37	17.5	Medium
Student 38	18.5	Medium
Student 39	16	Medium
Student 40	15.5	Medium

APPENDIX X

Students' Public Speaking Class Anxiety Levels

After the Intervention of a VBPF Model

Students	Speaking Performance (27 marks)	Anxiety Levels
Student 1	23	Low
Student 2	20.5	Low
Student 3	16	High
Student 4	16	Medium
Student 5	19	Low
Student 6	14.5	Medium
Student 7	19.5	Medium
Student 8	15.5	Low
Student 9	19.5	Medium
Student 10	14.5	High
Student 11	14	Medium
Student 12	20.5	Low
Student 13	19.5	Low
Student 14	17	Medium
Student 15	16.5	Medium
Student 16	17.5	Medium
Student 17	19	Medium
Student 18	25	Low
Student 19	24	Medium
Student 20	21	Medium
Student 21	24	Low
Student 22	20	Medium
Student 23	20.5	Medium
Student 24	17.5	Medium
Student 25	20.5	Medium
Student 26	17.5	Medium
Student 27	21.5	Low
Student 28	20	Medium
Student 29	20	Medium
Student 30	16.5	Medium
Student 31	21	Medium
Student 32	18.5	Medium
Student 33	19	Medium
Student 34	21.5	Low
Student 35	18.5	Low
Student 36	20.5	Medium
Student 37	16	Medium
Student 38	16.5	Medium
Student 39	17.5	Medium
Student 40	15	Medium

APPENDIX Y

Illustrations of the Public Speaking Class Blog

APPENDIX Z

INFORMED CONSENT

You are invited to participate in a research study. The purpose of this study is to develop a Public Speaking Class Anxiety Scale (PSCAS) to measure speaking anxiety in a public speaking class and to investigate how a Video-Based Blog Peer Feedback Model helps affect EFL public speaking anxiety levels and students' public speaking performances in terms of improvements. This study has been conducted as a partial fulfillment of the requirements for the degree of Ph.D. in English Language Studies at Suranaree University of Technology.

This study involves the administration of a PSCAS, the intervention of a Video-Based Blog Peer Feedback Model, a questionnaire administration, and an interview in "2102301 Public Speaking" course in the first semester of the academic year 2011. The information obtained in the study will be kept confidential. No reference will be made in verbal or written reports that could link you to the study.

Your participation in this study is voluntary. Should you wish to do so, you may withdraw from this study at any time. If you withdraw from the study prior to its completion, your data will be returned to you or destroyed. If you have any questions about this study or its procedures please contact me directly via kkraiyai@yahoo.com.

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature_____ Date_____

Researcher's signature _____ Date_____

(Typed name)

CURRICULUM VITAE

Kriangkrai Yaikhong was born in Lop Buri Province. He graduated Bachelor of Arts in English from Rajabhat Institute Thepsatri, Lop Buri and obtained Master of Arts in English from Srinakharinwirot (Prasanmitr) University, Bangkok. He has experience in teaching of English since 1997 and has worked for Thepsatri Rajabhat University, Lop Buri since 2005. He was granted by the Office of Higher Education Commission, Ministry of Education, Thailand, for full financial support through the "Strategic Scholarships Fellowships for Frontier Research Networks" in English Language Studies at Suranaree University of Technology for his doctoral study. He was chosen by the Office of Higher Education Commission to be a PhD exchange student at Universiti Putra Malaysia for one semester and obtained Postgraduate Certificate in TESOL (with distinction) at University of Essex, England during his study. His academic interests include foreign language classroom anxiety, teaching methodology, second language acquisition, L2 speaking assessment, and technology-enhanced language learning.