USING OCS MODULE TO IMPROVE WORKING ADULTS’ CONFIDENCE LEVEL IN SPEAKING ENGLISH: A CASE STUDY IN PENANG

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USING OCS MODULE TO IMPROVE WORKING
ADULTS’ CONFIDENCE LEVEL IN SPEAKING
ENGLISH: A CASE STUDY IN PENANG

by

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MENGGUNAKAN MODUL OCS UNTUK MENINGKATKAN TAHP
KEYAKINAN DIDI Pekerja Dewasa Dalam Kemahiran Berucap
DALAM BAHASA INGGERIS: KAJIAN KES DI PENANG

ABSTRAK


Mereka juga telah ditemubual oleh penyelidik. Temubual telah dijalankan sebanyak 4 kali sepanjang 12 minggu dijalankan bertujuan melihat perkembangan dan peningkatan tahap keyakinan mereka dari semasa ke semasa. Hasil kajian daripada pemerhatian, laporan penilai, laporan pemain peranan, data temubual, jurnal reflektif
and naratif, didapati ketiga-tiga pekerja dewasa telah menunjukkan peningkatan dalam keyakinan diri pada penghujung program ini jika dibandingkan dengan minggu pertama penglibatan mereka. Oleh itu, boleh dikatakan bahawa dengan bantuan modul OCS, tahap keyakinan pekerja dewasa Malaysia telah meningkat selepas menyertai program ini.
ABSTRACT

There are many ways to improve Malaysian working adults’ confidence level in speaking English and one of the ways is through modules. Through a widespread literature review, it is shown that oral tasks in modules managed to improve one’s confidence level in speaking English. Therefore, in this study, it is expected to improve working adults’ confidence level through oral communication skill (OCS) module. This is because the module offers them the opportunity to reduce anxiety level and improve the fluency of their speeches, willingness to communicate and non-verbal cues. This study with a case study design was conducted to study the effectiveness of Public Speaking Programme in improving Malaysian working adults’ confidence level in speaking English. Three working adults were chosen in this study to use the OCS Module throughout the period of 12 weeks. The working adults’ performances were recorded and were observed by the researcher. Their performances were evaluated by the evaluator and the role-players (timer who recorded the time of the working adults’ presentations and ah-counter who counted the number of fillers made by the working adults). They were also interviewed by the researcher. The interviews were done for four times throughout 12 weeks in order to check on their level of confidence from time to time. They were also asked to write reflective and narrative journals throughout the 12 weeks. At the end of the research, they were required to fill in the post-experience feedback form, which will be used to improve the module for future use. The findings from observation, evaluator’s reports, role-players’ reports, interview data, narrative and reflective
journals revealed that all the working adults improved on their confidence level towards the end of the programme compared to the first week of the programme. Thus, it can be said that with the help of OCS Module, the working adults’ confidence level had improved after joining the programme.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

The ability to communicate is one of the most important skills an individual can possess. With the focus on communication, there is also inference that spoken activities can be more authentic and meaningful (Zarina Mustafa, 2010). Communication can also be defined as the process of transferring information and mutual understanding between two or more people (Keyton, 2011). Communication can be divided into two parts, which are oral and written. In this research, the elements of communication that involved would be oral communication.

Oral communication involves two skills which are productive skills and receptive skills. Speakers need productive skills when speaking and listeners need receptive skills when listening and understanding the message delivered by the speakers (Byrne, 1986). Staab (1992) also stated that oral communication skills mean both speaking and listening. This skill is an important tool that helps us in our daily lives. Both speaking, and listening are integrated skills that support each other in developing a good communication. Brown (1994) agreed as he mentioned that listening skills can be developed indirectly by integrating it into speaking. Communication is not only the exchange of ideas between people, but it is also an exchange of meaning and understanding. As for Rahman (2010), he added, besides involving speaker and receiver, oral communication also involves symbols and gestures that go along with the spoken words. Even though speaking and listening skills are closely related, this study only focuses on speaking.
One of the factors that influences one’s oral communication skill is confidence level. Confidence is a person’s judgement of his or her ability to execute successfully a behaviour required to produce certain outcomes (Bandura, 1986; Gibson & Dembo, 1984). Such beliefs can be considered as a crucial moderator between an individual’s knowledge and skills, and his/her behaviours (Emmer & Hickman, 1999). Different people have different level of confidence. In language learning, especially speaking, participants’ confidence is one of the important aspects (Kelly & Watson, 1986). Dornyei (2001) suggested the ways to promote participants’ confidence were through giving and providing experience of success, giving encouragement to the learners and reducing anxiety. Gander (2006) added that individuals appear to be most satisfied and successful when they have achieved high proficiency where they feel confident in their work.

The globalisation of world markets needs employees with the capabilities of working in and with various cultures. Thus, these workers do not only need technical knowledge, but they must also be able to communicate in English. Hence, dynamic personalities, or individuals who are skilled and efficient in both soft skill and hard skill are needed. Undoubtedly, most international and local organizations, particularly in Asia, set English language proficiency as one of the main criteria for the recruitment of fresh staff. This globalised era also confirms that the ability to speak English is essential for both individual and working environment (Ayokanmbi, 2011; Marina & Rajpasit, 2014; Pratoomrat & Rajprasit, 2014).

Due to the above scenario, this study is designed to develop Oral Communication Skill (OCS) Module for Malaysian working adults aimed at improving their
confidence level to speak English. Further explanation on the design and the development of the module are discussed in chapter four. Secondly, the study attempts to explore the extensiveness of the module in improving Malaysian working adults’ confidence level to speak English in terms of fluency, anxiety, non-verbal cues and willingness to communicate. Thirdly, the study also sets out to explore the feedback from the users of the module to improve it for future use.

1.2 Background of study

1.2.1 English Oral Communication in working environment

English is very crucial in the working environment. In Japan, there is a trend of making English their official in-house language. Japan’s biggest online merchant, Rakuten, has taken the initiatives in making English the organisation’s official language. The CEO said, “No English, no job” (Greig, 2010; Ping, 2013). In Beijing, to learn English is part of an official drive in converting the Chinese capital into a „world city‟. The government implemented a programme of reinforcement calling for all-pre-schools to introduce English within five years. Police officers and civil servants are also required to pass English tests (Greig, 2010; Ping, 2013). With huge populations, the non-native English-speaking countries are putting efforts to meet the demand of English language.

The employers and government agencies in Malaysia also conduct job related training in English for their employees. This is to help the employees to be more competent in communicating in English whilst working. These days, employers require communication skills besides academic qualification and this idea is supported by Mansour and Dean (2016). They suggested that there are ten main
skills which are greatly emphasized by organisation when hiring employees and one of the skills is communication skill.

Referring to Fitzpatrick and O’dowd (2012), some institutions offer courses which have conventionally been called “business English” and “English for specific purposes” that mainly focused on developing future workers’ skills in the classic business tasks of formal presentations, letter and email writing, formal negotiations and so forth. However, recent studies portray the importance of English for informal interaction and socializing in work settings. English learners are urgently required to be sensitized to communicative strategies for establishing relationships and maintaining rapport in the workplace (Kassim & Ali, 2010; Forey & Nunan, 2002). In meetings, the ability to take part in discussions is considered much more vital than carrying out formal presentations.

English is fast establishing its presence as the official language in the business and corporate sector. Businesses and organisations have understood the importance of English as a tool required for the expansion of business, image building and survival skill in today’s era of globalisation where local businesses are constantly facing intense competition both from local and foreign companies. Realising the importance of English, therefore business strategies and organisations have taken some efforts or initiatives to improve their command of English. Overall, it is obvious that in Malaysian workforce context, the function of

English is both obvious and dominant. Candidates with academic qualification, technical skills and good proficiency in English, have higher chance to secure
employment easier and faster than those who just possess qualifications with no proficiency in English. In general, employers are searching for potential candidates who are, while fulfilling certain requirements, able to speak and write in both Malay and English languages. Therefore, it can be concluded that English plays a vital role in the working environment in Malaysia (Asada, 2017).

1.2.2 Factor affecting oral communication in English

Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Studies show that no language learning activities will be carried out successfully without it (Huitt, 2004 & Khodadad, 2003, cited in Hayti 2008; Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language (FL) learners who have general self-confidence perform well and most likely believe themselves to be capable learners. On the contrary, when there is low self-confidence, learners suffer from uncertainty, insecurity, fear and social distance (Rubio, 2007, p.7). Among the four language skills, the achievement of oral performance is thought to be highly associated with self-confidence. FL learners can’t speak the language or express themselves freely and fluently without some degree of it (Brown, 1994). Thus, the main objective of this paper was to examine the connection between general self-confidence and learners’ academic achievement on an oral presentation test.

Referring to Hye Sook (2004) and Arango (2015), who supported the above idea, one of the personal factors, which may cause poor oral performance is self-confidence. Self-confidence can be a negative influence when the language learners
having thought of oneself as deficient and limited in the target language. On the other hand, high self-confidence can positively interrelate with oral performance. Therefore, to be able to speak in English, people must be confident to try and practise.

1.3 Statement of Problem

Globally, employers need employees who can speak good English as they require their staff to communicate within international marketplace (Wijewardene, Yong & Chinna, 2014). In several countries, such as USA, UK, Canada and Australia, English is the mother tongue of millions of people. In some countries like India, France and Pakistan, it is their second language. English has broken down barriers which segregate people and brought about unity and interdependence (Benju, 2009).

Consequently, by learning to speak English, one can upgrade his profession achievement and economic status. At the same time, one can use their valuable skill to contribute to community and country (Baker & Westrup, 2003; Ulfier, 2015). Hence, it is necessary for working adults to practise speaking good English for favourable working environment.

In Malaysia context, English is used for some tertiary education and quite widely as the language of business, where many firms are still dominated by Chinese or Indian personnels, often with code switching into Malay and variation between standard and more localized forms according to situation and conversational partners (Jantmary & Melor Md. Yunus, 2012). According to Hairuzila Idrus, Rohani Salleh and Muhammad Ridhuan Tony Lim Abdullah (2011), companies function in a highly competitive environment. That being so, in hiring new employees, companies
struggle to choose the right employees with the right skills. In order to stay ahead of competitors, companies these days are more inclined to value people who have variety of skills and personal qualities, in addition to technical expertise that they already possessed. Studies showed that 75% of long term job success depends on soft skills and only 25% on technical knowledge (Klaus, 2010; Robles, 2012). As such in the job market today, people with high self-efficacy in performing the tasks required and communicating effectively are highly preferred by employers and the importance of having self-efficacy in the workplace was also highlighted by Kurose (2013). Despite the importance of having good soft skills in working environment is obvious, very few studies have been conducted to explore this issue.

Undeniably, communication competency are amongst the most required skills by employers (Zedeck & Goldstein, 2000). For example, during interviews, employers have begun to assess communication. As such, low confidence level and inability to speak well in English can lower one's chances of being hired as an employee in a company (Zeigler, 2007). To have more advantage in the job market in Malaysia, employees are left with no choice but to show their potential through adding value to their hard skills with soft skills in English language (Chung & Ching, 2018). According to Mansour and Dean (2016), employers these days demand employees to have both soft or non-technical skills and technical skills. This indicates that, the employers since many years ago until present days, still need employees who are not only knowledgeable but also able to communicate impressively.

Referring to Seyed Mohammad and Manijeh Masoudi (2015), in the context of workplace communication in Malaysia, having powerful communication skills is the
way to be successful and that effective communication skills are seen as essential and an additional advantage. Oral communication skill in English is a crucial skill for workers especially at management level in order to carry out tasks efficiently at the workplace (Stivers, Campbell & Hermanson, 2000). In a study by Kassim and Ali (2010), between 71% to 80% of the respondents reported about the importance of oral communication skills in multinational companies. They ranked the usage of oral communication skills in multinational companies as follows; telephone conversation, informal work-related discussions, meetings, giving oral presentations, explaining and demonstrating to subordinates and other colleagues. Higher Institutions in Malaysia are looking forward to generating creative managers in different fields to meet the needs of thriving resources in various situations.

Despite knowing the importance of having good oral communication skill at workplaces, Kassim and Ali (2010), reported, yet many staff, including those in the HRD sector in Malaysia, still face problems in communicating well in English and often face problems speaking fluently in meetings, delivering public speaking and giving oral presentations. A study was conducted on HR multinational companies in Malaysia to examine their English communication needs. From the findings and discussions, it was established that communication problems at the workplace are strongly connected to low proficiency in English language. The problems faced by the existing working adults in multinational companies include speaking in English and subsequently, they have problems in expressing views and ideas at the workplace (Tajuddin, 2015).
In Malaysia, most non-native speakers do not practise speaking English in their daily life. This is due to several factors including anxiety. Anxiety is one of the major problems that lead to low self-confidence and fear of making mistakes. For instance, studies in Asian context revealed that one of the biggest problems faced by Asian is fear of disgrace when making mistakes (Meihua Liu, 2006; Hillson, 1996; Jackson, 2002; Nimat, 2013). Therefore, Asians who speak English as their second or third language avoid speaking English as they are afraid of making mistakes and being laughed by others. Another research also indicated that immediate questions, fears of making mistakes and negative evaluation are the major causes of anxiety (Burk & Gurbuz, 2014). According to Krashen’s Theory, to encourage successful language learning, anxiety level must be decreased. Hence, one must be involved in speaking activities so as to lower anxiety and boost the level of confidence.

Thus, it is very crucial for the working adults in Malaysia to be involved in English speaking activities consistently. Despite various English language training programmes having been developed by English Language and Preparatory Programme Unit (UBIPP) for employees to cater the needs of different level of employees at workplaces (government and private sectors) and also for the public (Mohd. Zulkifli Mohd Yunus, Abdul Halim Abdul Raof, Rozairina Abdul Rahman & Adib Muliyani Mohd Amin, 2010) there are yet many working adults who need to improve on their English competency at their workplaces.

Therefore, in the dearth of sufficient literature on adaptation in the context of Malaysia and lack of well-developed modules and trainings that can be deployed to improve Malaysian working adults” confidence level, the present study is developed
to help with the improvement as the module was created and tested among working adults in Penang, Malaysia. Accordingly, it is essential to conduct this research to expand Oral Communication Skill (OCS) Module that adapts the Toastmasters programme which requires participants learn-by-doing the tasks in the module. The concept of learn-by-doing, repetition and watching others are focused on. This research is also to study the extensiveness of the module in helping to improve Malaysian working adults’ confidence level to speak English.

1.4 Preliminary study

To find out working adults’ problems and needs when communicating in English, a preliminary study was done. A set of 20 survey questions adapted from Lashley (2007), Knell and Yanping (2012) focus on attitude, confidence and anxiety) were distributed to 100 Malaysian working adults from different fields of jobs such as engineers, lecturers, teachers, doctors, nurses and administrative staff.

From the results, 65% of working adults stated that their feeling towards communicating in English is moderate, not too good or not too bad and 20% stated that they feel good when communicating in English. As for the aspect that makes English communication difficult for them, 45% stated vocabulary, 30% mentioned sentence construction and 25% stated pronunciation. 100% of the working adults in the context of this study took the initiative to speak English and they watched English TV programmes to help them do better in speaking, thus we can see their initiatives to improve their oral communication in English. 82% used direct translation when they cannot think of any English word. 91% of working adults welcome others to correct their mistakes to improve themselves in the future.
As for avoidance, 94% stated that sometimes they avoid communicating in English, 63% admitted that they feel anxious that their pronunciation is not correct, 96% worried that they make too many grammatical mistakes and 89% mentioned that they feel shy speaking in English. In the aspect of interest, it was found that 80% would like to improve on speaking compared to listening, reading and writing. 100% of the working adults in the context of this study know English well but do not perform well in speaking and often think of how they can improve their English-speaking proficiency. 90% need to improve their English for work need.

From the data above, it can be concluded that, working adults in Malaysia need good English oral communication skill and to be more confident and motivated in speaking in English.

1.5 Objectives of the Research

The objectives of this study are:

1. To study on Malaysian working adults’ confidence level in speaking English after using the newly developed OCS Module, in terms of:

   a) fluency,
   b) willingness to Communicate
   c) non-verbal Cues
   d) language anxiety

2. To elicit feedback from participants on the newly developed module, in terms of:

   a) the stages of the module
   b) objectives of the module
   c) the evaluation provided
d) the most and least satisfactory features

e) the most useful aspects of the module

f) the usefulness of the module to you in work and professional life

g) changes to be made to meet the needs of future participants

1.6 Research Questions

1. To what extend can the newly developed OCS Module help in improving Malaysian working adults” confidence level in speaking English in terms of:

a) fluency?

b) willingness to communicate?

c) non-verbal cues?

d) language anxiety?

2. What are participants” feedbacks on the module, in terms of:

a) the stages of the module?

b) objectives of the module?

c) the evaluation provided?

d) the most and least satisfactory features?

e) the most useful aspects of the module?

f) the usefulness of the module to you in work and professional life?

g) changes to be made to meet the needs of future participants?
1.7 Significance of the Study

This research should be significant to employers as it aims to develop a module and to study to what extent the module can help in improving Malaysian working adults’ confidence level in speaking English. It was found that confidence is closely related to the way people communicate. Therefore, the module is specially designed to alleviate confidence in speaking English. Although there have been studies on the use of modules in improving English proficiency, this study is of high significance as the newly developed OCS Module is designed by the researcher to help working adults becoming more confident to speak English. Hence, this study is crucial to uncover the potential of the use of this module in boosting confidence to speak English among the Malaysian working adults. Since this study is carried out in the Malaysian setting, it is significant as it adds the findings to the current studies of using a module.

As this study aims to establish and investigate to what extent the OCS Module can help on improving Malaysian working adults’ confidence level in speaking, it is able to provide an insight into the real phenomenon of the use of module in improving confidence and it utilizes the qualitative approach in obtaining the findings. Thus, insights of the working adults’ preferences and experiences in using the module to increase confidence in speaking English can be obtained from them through post-experience feedback forms. Such findings like this from this study will be useful to serve as information on how to further use or improve this module.

This module is specially designed to help participants to maintain interpersonal relationships with people around them. It will be a great platform for people to mix
around with other people because members learn by doing. Chiang (2001) found that, more than 90 percent of the participants admitted that they got to know their friends better upon joining a public speaking programme. The activity emphasizes on important communication such as listening to jokes, learning more about other people, expressing their own views and thoughts, and sharing experiences (Chiang, 2001). This idea is also supported by Nikitina (2011) who mentioned that public speaking can be used to expand social circles, build strong relationships and make new friends.

At the same time, participants’ presentations can be improved as well. This skill can help participants to gain respect and admiration from other people. Besides, when participants work together and participate actively in groups to achieve the same objective, which is to be a confident speaker, the friendly and supportive environment will help them to expand participants’ leadership skill (Toastmasters, 2012)

The study findings will also benefit the working adults and the employers. Employees are expected to be able to speak fluently and confidently and this will be an advantage to them as employees when communicating with colleagues, clients and increase the chance of them getting promotion. As for the employers, having employees who can speak English can ease the communication between companies especially when dealing with international companies. Therefore, using a module in improving working adults’ confidence to speak English will be able to facilitate working adults as it fulfils the working environment’s demand and increase the chances of getting better jobs or better positions.
In addition, the module developer will be better equipped with the insights and information gained from the findings of this study. The developer will be able to design and create a better module with more activities areas that can be focused on. It is valuable and beneficial to gain views, insights and opinions from first hand users as their views, insights and opinions are real and genuine. Thus, this information will be able to equip the developer with important criterias when designing and developing the module for the working adults to achieve optimal effects.

By gaining the insights of developing and using OCS Module, the findings could contribute to the future research on using OCS Module to improve confidence in speaking different languages used in Malaysia such as Malay, Tamil and Mandarin. This is because the use of module in improving confidence is still new and researches that have been carried out on this domain are scarce. Hence, it provides good platform for future research to study to what extent can OCS Module help in improving Malaysian working adults’ confidence level in speaking other languages.

1.8 Limitations of the Study

In the procedure to introduce and implement the module to improve oral communication skill, there are several unavoidable limitations. Firstly, in this study, five employees were taken from one urban office or factory in Penang and thus they do not represent the entire population of the employees which include those in suburban and rural work places in Malaysia. The findings of this research should not be generalized beyond the scopes of chosen participants as different employees have different background and exposure towards English language.
Secondly, since this study involves working adults, everyone involved has different commitment and different amount of free time. Some employees might put whole efforts into preparing themselves to use the module but some employees might not be able to do the same due to tight working schedule. Their preparations will influence their performances. The duration of the intervention was limited. Only 12 tasks (one task in a week) are carried out on the employees over three months. If all the participants were given more time, they would be able to make better preparations. Thus, the results would be more convincing and consistent.

Thirdly, this study only focuses on fluency and not accuracy. In the process of observing the participants’ improvement on confidence level to speak English, the accuracy of pronunciation, grammar and vocabulary is not taken into consideration. Therefore, the outcome might be different if the accuracy of participants is evaluated.

Fourthly, this study only focused on fluency, willingness to communicate, anxiety and non-verbal cues. Hence, the findings cannot be generalised to the other elements of confidence level in speaking English.

Lastly, the design of this study is a case study employing a qualitative design, involving only three Malaysian working adults around Penang Island. Hence, the findings of this study cannot be generalised to represent the entire population of the Malaysian working adults.
1.9 Operational definitions

In this section, a definition for the key terms applied in this study is provided. Although quite several definitions have been offered for each term, only the definition which is applied and considered as the basis in this research is introduced here.

a) Oral communication skill

Yamani (2013) defined oral communication as an interactive process in which an individual alternately takes the role of speaker and listener while Maguire (2013) defined oral communication as information spoken by mouth and the use of speech. In the context of this study, only the component of speaking is focused on.

b) Confidence

In Salih Abdallah Ahmed Abdallah (2015), confidence means having low anxiety and the belief in one’s own capabilities to successfully perform an activity (Brown, 2007 & Clement, 1994). In Hebaish (2012), Brown (1994) stated that an individual who speaks English as foreign language cannot speak the language fluently without having some degree of it. Mehmet Asmali (2016) stated that one’s willingness to communicate in English depends on one’s confidence and Wolf (2016) pointed that non-verbal is an indicator of confidence and it is very important in communication. In the context of this study, confidence is explored by studying speaker’s non-verbal cues, anxiety, fluency and willingness to communicate.
c) Fluency

Fluency can be defined as the rapid, smooth, lucid and efficient translation of thought or communicative intention into language (Abiet, 2012) and Gráf (2015) added that another indicator for fluency in speaking is the pauses in speech. In the context of this study, fluency refers to the ability of the speakers to speak with less fillers, suitable speech rate with a few or no long pauses between words.

d) Fillers

Fillers are discourse markers used by people when they think and/or hesitate during their speech (Erten, 2014). During oral communication, speakers are highly likely to use expressions such as well, I mean, actually, you know, let me think to create a delay that enables them to continue the conversation during times of difficulty (Richards & Schmidt, 2012). In Santos, Alarcón and Pablo (2016), fillers are expressions like „well, erm, you see,” used in speech to fill in pauses. In the context of this study, fillers refer to the expressions like „well, ah, erm, and you know”.

e) Speech rate

Speech rate can be defined as the number of words spoken divided by the time taken by the speaker to speak (Pellowski, 2007). In the context of this study, speech rate refers to speaking with suitable rate which is around 160-200 wpm for conversational/discussion activities and 140 to 160 wpm for individual speech.

f) Anxiety

In a research done by Delleman (2014), anxiety can be defined as a negative emotion or state in which worry occurs and there are feelings of uneasiness, tension, and
nervousness. According to Lababidi (2016), anxiety that is associated with learning a second language is referred to as language anxiety. In the context of this study, the meaning of anxiety is focused on the feeling of tense and discomfort when speaking in English.

**g) Non-verbal cues**

Non-verbal communication involves body language, gestures, tone of voice and facial expressions that co-operate with speech (Lindh, Pooler, Tamparo & Dahl, 2009). In the context of this study, the non-verbal cues involved are facial expressions, vocal variety, eye contact and body gestures.

**h) Willingness to communicate**

Willingness to communicate (WTC) can be defined as the intention to communicate (Dörnyei, 2005, Peng & Woodrow, 2010). In the context of this study, participants’ WTC can be seen through the way they ask questions, give feedback, contribute ideas and take turns to speak.

1.10 Summary

This chapter discussed the issues regarding oral communication skill in Malaysia and highlight the problem statement of the issue of enormous number of Malaysian working adults who are weak in speaking English. Thus, this emphasizes on the importance of using appropriate material to build confidence in speaking English.

Hence, this chapter, through its objectives and research questions, aimed to develop OCS Module to improve Malaysian working adults” in speaking English and to find
out to what extent OCS Module can help in improving fluency, anxiety, non-verbal cues and willingness to communicate among Malaysian working adults in speaking English. This study is also sought to find out the benefits and drawbacks of using this module.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Given that a significant research cannot be conducted without a thorough understanding of the literature in the field, this chapter aims to gain further insights from earlier studies conducted on the subject matter which helps in delimiting the research problem, figuring out the important variables relevant to the topic, building module based on the theoretical framework. In line with Cooper’s taxonomy of literature reviews (1988), research outcomes and methods have been selected as the focus of the literature review in the current study, with the aim to develop the research rationale and identify methodological strengths and weaknesses in a body of research.

As for the coverage of the literature review, this study applied an exhaustive with selective citation approach by reviewing only the pivotal articles in the field and bounding the scope to papers published in peer-reviewed journals, and conferences, indexed in International academic databases namely EBSCO, Oxford University Routledge, Sage, Scopus, Taylor & Francis, and Wiley Online Library, as well as the relevant books and chapters available online or in hard copies. The literature reviews cover the areas of communication skills, speaking skills, confidence level, fluency, accuracy, willingness to communicate, anxiety, Toastmasters International, oral tasks, IDEAL concept, instructional design
models and the theories involved in the research. Besides, this chapter also includes the conceptual frameworks of this study.

### 2.1 Definition of Communication skills

Communication provides messages that you will deliver to others and others will deliver to you and that messages strongly influence you to see yourself. If you can communicate well, people will have positive perception towards you and the positive labels and responses will produce good feeling within yourself. Thus, we can see that a good communicator not only can influence others but he or she can also influence her perception towards them (Kelly & Watson, 1989). People use positive and negative responses in communication to influence each other (Corson, Heath & Bryant, 2000). Most effective leaders around the world are persuasive leaders as they use their persuasive communication to influence others (Nelson, 2011).

Communication can also be defined as technical process of transferring and receiving information. This process involves several elements such as information sources (message), transmitter (encode the message) and receiver (decode the message) (Baker, 2010). Fiske (2002) agreed that communication involves transferring and receiving codes and signs which is the practice of social relationship. Fiske also stated that communication is a social interaction through messages. Steinberg (1995) also has the same idea of communication which he considers communication as sending and receiving messages from one person to another. He also mentioned that communication involves interpretation and meaning of the message transmitted. According to Sen (2007), ideas and
thoughts are abstract. People must express them in concrete ways. People must encode the message in words, sign or symbols to communicate with others. Sen (2007) also stated that communication is a process that involves several steps in achieving specific goal. This process requires sender (speaker) and receiver (listener) to pay attention in achieving understanding in communication.

Communication can be divided into two components which are verbal and non-verbal. Verbal communication happens when the message is spoken. Non-verbal communication involves body language, gestures, tone of voice and facial expressions that co-operate with speech (Lindh, Pooler, Tamparo & Dahl, 2009). Non-verbal communication is a communication without the use of words which involves body movements, gestures and expression that accompany spoken messages (Bhardwaj, 2008). Verderber and Sellnow (2011) agreed that non-verbal communication involves all signals that accompany the message. The signals include eyes, face, gestures, voice and appearance (Verderber & Sellnow, 2011). Non-verbal communication is the first type of communication that one learns since born. This can be seen when a baby learns to smile.

Non-verbal communication also usually used to express feelings and emotions (Lindh, Pooler, Tamparo & Dahl, 2009). Non-verbal communication can also be regarded as a type of communication to express spontaneous thoughts and feelings (Lewis, 2007). Experts tell us that 70% of communication is non-verbal. The tone of voice communicates 23% of the message and only 7% of the messages are actually communicated by the spoken words (Lindh, Pooler,
Tamparo & Dahl, 2009). However, in Borg (2010), it seems that much more percentage of non-verbal used in communication. Scientific analysis in the field of neuro-linguistic programming (NLP) research has found that people communicate in three ways which are 55% with body language, 38% using the tone of voice and 7% in spoken form that can be summed up to 93%. Hence, it can be summarised that the major part of communication is non-verbal cues and their roles are undeniably important. In this study, the non-verbal cues are vocal variety, facial expressions, eye contact and gestures.

Facial expression is considered one of the most important non-verbal communicator (Lindh, Pooler, Tamparo & Dahl, 2009). Schmidt and Cohn (2001) also agree that facial expressions could play significant role in human communication. Facial expression is believed to be an important indicator of our attitudes, state of mind and relationship to others as most communication that one participates involves face to face situation. Through facial expression, one can indicate if he or she is happy or sad (Beck, Bennett & Wall, 2002).

Each aspect of the face anatomy sends a meaningful non-verbal message. The movement of eyebrow indicates non-verbal cues as well. One can express his or her variety of feelings such as surprise, puzzlement, worry, amusement and questioning using non-verbal messages reflected by the position of the eyebrow (Lindh, Pooler, Tamparo & Dahl, 2009). Morries (1994) suggests that there are two essential elements that are closely related to facial gestures are the smile and the frown as these two elements are good indicator of our feelings (Beck, Bennett & Wall, 2002).
Body gesture is also vital. Management Consultant, Austin, says people can try to believe or understand certain message by seeing the body language even if they do not know whether to believe what they hear and see (Bhardwaj, 2008). Body language can be said to be the window to one’s subconscious thoughts and it is the key to reading one mind. There are two important things related to body language. Firstly, one must take care of their own body movement as others will observe their gesture. Secondly, one must be aware of others’ body language to read others’ minds. It is difficult to falsify body language as it can portray one’s true feelings since body language is the most trusted indicator to express feelings, attitudes and emotions. One body sends out signals outside one’s conscious awareness and absolutely without one’s permission. Therefore, it is stated earlier that one could not falsify body language (Borg, 2010). Besides using facial expression and body language to communicate, one also makes noises other than words. One uses variety of tones when one speaks or when one wants to stress some ideas. Sometimes, one pauses in order to search for ideas. Tone of voice is significant as it can be an indicator of the sender’s intention when the sender is uttering the message (Beck, Bennett & Wall, 2002).

Non-verbal communication such as body gesture is the most visible component of communication. Thus, for people from different background, non-verbal communication can be misinterpreted (Bhardwaj, 2008). There must be congruency between verbal and non-verbal communication. Non-verbal communication is easily misinterpreted. Therefore, one needs to give careful observation for congruency between verbal and non-verbal communication in order to strengthen the message (Lindh, Pooler, Tamparo & Dahl, 2009). Several
investigators have claimed that gestures (non-verbal) are produced, not for communicative purpose but to facilitate speech production (Alibali & Heath, 2001; Rauscher, Krauss & Chen, 1996; Rime & Shiaratura, 1991). According to Alibali and Heath (2001), in Cohen (1977) and Cohen and Harrison (1973), four studies also reported that speakers gesture more when interacting face to face in order to aid listener’s comprehension.

Eye contact is also one of the most important non-verbal cues. In communication, eye contact should not be disregarded. The impact of eye contact on social interactions is significant. While we discuss on the other nonverbal cues in communication, eye contact seems to be noticeable compared to the rest as it can influence the likeability and attractiveness of a person as perceived by another (Bohannon, Pelz, Herbert & Rantannon, 2013).

Nevertheless, verbal communication also plays significant role in communication even though the percentage involved is much less than non-verbal cues. Verbal communication includes speech communication (Littlejohn & Foss, 2008). According to Gouran (1990), “speech communication” is related to speech making and delivery of speech. This means, the speaker also known as communicator who produces speech to communicate with others and to comprehend the speech communication, the receiver needs to pay attention to the speech as communicating is closely related to what one perceives as message to be and how he or she likely to respond to the message. The interpretation will influence the response made by the listener. Hence, the speech produced is very important in communication (Gouran, Wood & Phillips, 1990).
2.2 Oral communication skills

The exchange of ideas between two or more people either orally or in writing is known as communication. Artwright (1994) regards communication in education as „learn by doing approach” in teaching where both participants and teachers are involved. In the presence of listener, verbal communication takes place as listener responds to the speakers’ communication. Byrne (1986) defines oral communication as a two-way process that happens when both speaker and listener are involved. Oral communication comprises two skills which are productive skills of speaking and receptive skills of understanding. From the definition, it is obvious that these two skills which fall under oral communication category are inseparable as these skills are closely connected. This study involves both skills. When a participant speaks, other participants listen. However, as the main objective is to improve confidence in speaking English, data from speaking element will be collected and analysed.

2.2.1 Oral communication in business industry

These days, communication skills are becoming essential in business industry, thus, it is essential for graduates to acquire (Wardrope, 2002; Freihat, 2012). However, research also stated that “graduates often start their career with incompetent oral communication skills” (Gray, 2010, p. 40; Alshare, 2011). Therefore, this is a skill that they need to have in order to excel in their career. Furthermore, studies proved that communication skills are extremely crucial for graduates from various areas (Alshare, Lane, & Miller, 2011, p. 186). For
instance, according to research by Mohammad (2011), participants with English majors also ought to develop their communication skills for challenges in the future. Similarly, science graduates also must possess have good communication skills in order to deal with professional issues in future (Noblitt, Vance, & Smith, 2010). In addition, National Association of College and Employers (NACE) (2014) reported, communication skills are assessed together with other vital categories such as decision making, problem-solving and technical knowledge related to the job. In Malaysia context, Human Resource Management (HRM) in one of the most demanding sectors in the management level. Therefore, it is crucial for HR managers to be able to communicate effectively as it is their responsibility to hire and interview new recruits.

In a research conducted by Freihat (2012), 24 business companies were involved in completing the surveys towards communication in the workplace. The objective is to identify the most vital communication skills for business graduate employees. It was found that several components of communication skill such as persuading, presentation, negotiation and explaining were imperative in the workplace (p.172-173). Another study by Maes (1997) was done to find out which communication skills were essential in employees’ daily activities in the company and there were two experiments in that study. After doing the first experiment, it was found that oral communication is the most important competency and after doing the second experiment, it was found that there were four crucial elements in communication skills; which include; 1. following instructions, 2. listening skills, 3. conversational skills, and 4. providing feedback. This indicates that all these skills are very significant in the working world.
Therefore, it is necessary for workplaces to put efforts in overcoming employees’ speaking problems and improve the oral communication skills of employees. Hamouda (2013) stated that there are many speaking problems which can be discussed as below:

*Incomprehensible Input*

Lack of understanding would be one of the reasons why people were reluctant to participate in discussion. It was found that most people do not know what to say and that makes them feel anxious. This finding is like the finding of the research done by Han (2007) who stated that one of his participants in the interview said, “I will only take part if I know what to speak”. Akkakoson (2016), added that, the incomprehensible input experienced by people can cause avoidance to speak. He also agreed that anxiety is the factor which strongly influences people’s comprehension. On the contrary, in Xu (2011), some researchers mentioned that language anxiety can be „helpful” and „facilitating‘ and this can be done by keeping the students alert (Scovel, 1978). Hence, anxiety is not always harmful and not always affecting performance because people have the power to shift the role of anxiety in improving their performance.

*Shyness*

Shyness is another factor that influences people’s participation. According to McCroskey (1992), shyness is an attitude that is highly related to social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension.
More recently, Haidara (2016) noted that, shyness is one of the psychological factors affecting English speaking performance. Krashen (1998) added that shyness can cause a person giving up on speaking that language. As such, it is very crucial to eliminate shyness when learning to speak other languages as the effect of shyness can negatively influence one’s performance.

**Fear of Making Mistakes and Being Laughed at**

Another factor that causes people to avoid and feel reluctant to speak is the fear of making mistakes. This opinion is supported by Cheng (2000) who stated that this factor is closely related to certain aspects of Eastern culture. Eastern people have high desire to be right and fear of disgrace. There was a study on this matter and from the findings, it was found that 50.31% of the participants frequently expressed that they feel afraid, and even panic due to the fear of making mistakes in front of classmates. While 55.46% of participants expressed their anxiety of making mistakes as they think their mistakes make them feel incompetent. Other than that, 67.92% of participant agreed with the statement “I am afraid of being seen as foolish if I make too many errors when I speak in front of others”. They think this will distort their image in front of their friends. Fear of being laughed at was one of the causes that contribute to the passivity of participants to take part in the class discussion. More than 41% of participants announced that they are not keen to participate in the class discussion because they are afraid of being laughed at (Liu, 2005). This shows that, feeling afraid of making mistakes has been a common issue in English communication and it is one of the contributing factors which affects speaking performance (Al-nakhalah, 2016).
Lack of Confidence

Low confidence level is another issue that influence people’s participation communication. In university, participants (78.62%) do not feel confident speaking in front of the class. More than half of participants (54.72 %) agreed with the statement: "I never feel quite sure of myself when I am speaking English in my class." Lack of confidence makes them believe their language skills to be weaker than those of others in class. Hence, those who have lack of confidence refused to speak to others and this happened ever since they were in universities.

Comparison with Peers

People constantly compared themselves with people around them, feeling inferior to others. Such negative thinking put serious impediments in their language development; these make them more aware of their flaws and weaknesses and consequently drive them passive in communicating with others in English. Those who consider others as their superiors with respect to their performance do not have a high opinion of themselves and this perception might lead them to experience language anxiety (Kayaoğlu & Sağlamel, 2013). Hembree (1988) and Price (1991) seems to support this argument as they asserted that those who have language anxiety often compare their speaking performance with others. In the context of this study, gathering all working adults who have the same goal to improve their speaking confidence by using OCS module should help to lower their language anxiety and avoid comparing themselves with others.
**Lack of Practice**

Participants rarely practise speaking English and as a result, they become very nervous when they start talking (Sui, 1996). More than half of EFL learners did not have much time to practise oral English. Therefore, it is very challenging for them to get used to English oral practise. Another factor contributing to lack of rehearse is the ethnicity issue. For example, in the words of Ting and Mahadhir (2011), in Malays community, the use of English language is especially low among themselves. This happens commonly in Malaysia and some might regards speaking English as „too westernised” and „showing-off”. To avoid being labelled, some people choose to speak their mother tongue instead of English.

**Poor Pronunciation**

Poor pronunciation is one of the reasons people prefer to be silent. In the past research, it was found that pronunciation is a huge element of stress for people. Thaher (2005) reported that people feel embarrassed and fear of being laughed at due to incorrect diction. This is because, when a person speaks incorrectly, they may be judged as incompetent, uneducated or lacking in knowledge (Gilakjani, 2012). Therefore, to avoid being judged and labelled as incompetent, some people rather keep quiet than speaking with imperfect pronunciation.

**Lack of Vocabulary**

It was identified that one of the reasons student feel reluctant to speak English is due to lack of vocabulary knowledge. According to Cortazzi and Jin (1996), participants act as silent listeners instead of active participants in the oral English
classroom causing to poor vocabulary. 47.16% of participants mentioned that they do not have precise vocabulary to express their thoughts (item, 46). As learners can process only a limited amount of information at a time (Lightbown and Spada, 2006: 39), the subjects (80%) expressed that many words do not appear when there is a need to speak in a hurry.

Lack of Fluency

Thaher (2005) disagreed that lack of fluency in English is a big problem for English as Second Language (ESL) learners. The present study showed that 74.21% of participants struggled with their fluency and expressed that they hesitate to take part because they can't respond promptly and fluently. More than 55.97% of participants become nervous to join the oral communication activities since they are unable to speak in complete sentences. From the findings above, it is clear that fluency in English is very significant for ESL learners as it can affect not only the speaking performance but also communication process as disfluency can cause listeners to be confused and unable to comprehend the message. Yang (2014) arrived at a similar conclusion saying that fluency is necessary in maintaining the communicative ideas more effectively. Therefore, people should not disregard the fluency aspect when speaking.

Speaking Skills

In the context of this study, even though both speaking and listening processes are involved as both skills are closely related to each other in oral communication process, data collection and data analysis only concentrate on the speaking
process. Speaking can be defined as a process of producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The context in which speaking takes place influences the style and the content of the message. Speaking usually happens naturally and it is evolving. Sometimes, speaking is predictable because people know the style of speaking which occurs continuously in certain situations (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

In general, skill means the ability to carry out tasks and speaking skill can be defined as the ability in performing speaking activity. Speaking skill can be said as a productive skill and it is closely related to reading skill. When one reads, she or he can boost their knowledge on vocabulary and vocabulary is vital in speaking (Dash, 2013) as speaking requires a person to choose the precise vocabulary to convey messages to listeners. According to Ann (1999), one must be able to predict and provide suitable feedback of specific discourse.

The form and meaning of speaking depend on the context in which it happens including the speaker, surroundings, intentions and their collective experiences. According to Burns and Joyce (1997), language functions often happen at specific times. For example, to invite people to party or make an appointment. Speakers not only must be able to produce specific components of language like grammar, pronunciation or vocabulary, but must also be able to comprehend the context of the situation and the method producing language.
Speaking has a variety of sections including two major dimensions which are accuracy and fluency. Accuracy happens when there is the perfect use of vocabulary, grammar and pronunciation whereby fluency can be defined as the ability to keep going on when speaking and fluency is closely linked to speech rate (Harmer, 2001).

Other skills which are necessary to make verbal communication impressive including gestures or body language in order to enhance the meaning of the message delivered, producing the suitable sounds, stress patterns, rhythmic structures and intonations of the language, assessing characteristics of the target audience and highlighting key words or important messages in speech to maximize the listeners’ understanding (Brown, 1994).

### 2.3 The Importance of Speaking Skills

Speaking is a productive skill and it is not a simple skill as it involves more than just pronouncing words. Many people especially language learners consider speaking skill as a skill to quantify how well they comprehend a language. Fluency is one of the criteria which many people focus on when they deal with speaking ability. Some people think speaking is the most important skill as they can gain the skill and gauge their level and ability in speaking when they communicate with other people. Language learners need to identify three areas of knowledge. The first is the mechanics of language. This area includes pronunciation, grammar, and vocabulary. In this area, learners will use the right words in correct order with the correct pronunciation. The second area is the
language function. This area includes transaction and interaction. In this area, the clarity of message need to be understood by the learners. The third area is the social, cultural and norms of the language which involves turn-taking, rate of speech, length or total of long pauses. In this area, learners need to understand the role of other speakers or listeners and the purpose of the communication (Hossain, 2015).

2.3.1 Characteristics of A Good Speaker

Good speakers are speakers who can predict and construct the expected designs of specific discourse situations. They must also be able to handle distinct components such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). Good speakers must be able to reply with normal pattern of script using correct vocabulary and highlight certain words to clarify the meaning or to enhance the clarity of interaction. The use of facial expressions and body language are also vital as an indication of feelings and emotions towards the message of the interaction. Besides, good speakers should also be able to focus on the rate of speech and grammar structures in helping the listeners to achieve great understanding (Brown, 1994).

2.4 Confidence level

Researchers have stated that highly motivated learners with great level of confidence can speak easily while learners that have low level of confidence are usually unable to develop their speaking skills (Dörnyei, 2001; Krashen, 2002; Viswat & Jackson, 1993). According to Makiko Ebata (2008), the level of confidence greatly influences the ability of a person to achieve their goals and
also to pursue their accomplishment in target language. „Self-confidence can be described as the foundation of a building and if they are not strong enough, even the best technology will be insufficient to build solid walls over them (Dörnyei, 2001, p.87).

In Hoang Tuan and Ngoc Mai (2015), a research done by Park and Lee (2005) projected that second language learners’ anxiety, self-confidence and speaking performance are closely connected. The subjects of their study were 132 Korean college participants who enrolled in the English conversation classes. The results of their study showed that learners’ anxiety level were related to their oral performance in negative ways. Tanveer (2007) investigated the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result has also shown that anxiety level is negatively related to oral performance. The findings showed that participants’ feeling of stress, anxiety or nervousness may delay their language learning and performance abilities. He added that the anxiety directly influences the performance.

MacIntyre, Clément, Dörnyei, and Noels (1998) studied the effects of self-confidence on oral performance. The results of their study indicated that the learners’ confidence determine the willingness to communicate. Park and Lee (2005) also investigated the relationships between L2 learners’ anxiety, self-confidence and oral performance. They concluded that self-confidence affected significantly on L2 learners’ oral performance. They mentioned that if the
learners had great level of confidence, they would have presented greater oral performance.

In short, in the context of this study, confidence means an individual who is capable of speaking English fluently, without hesitation, without having fillers (Brown, 1994 & Hebaish, 2012), having low anxiety (Salih Abdallah Ahmed Abdallah, 2015), willingness to communicate (Mehmet Asmali, 2016) and able to use non-verbal cues effectively when speaking (Wolf, 2016).

2.5 Accuracy
Accuracy can be defined as the ability of the learner to produce grammatically and phonologically correct sentences not only in speaking but also in writing. The study of accuracy has a long tradition which is strongly connected to language teaching and second language acquisition (SLA) research. It mainly deals with error and norm concepts. According to Ellis (2008), accuracy can be defined as the ability to avoid making mistakes and errors in performance. The understanding of errors has changed significantly – from the initial intolerance of errors in the process of language-learning through periods in which errors were indications of the developmental stages, to the current view of errors as innovations.

2.6 Fluency
Fluency can be defined as a proficiency level in communication. It is the skill to produce written and spoken sentences with good flow, efficiency, without pauses or a breakdown of communication. Brown (2007) explained that fluency is linked to the flow of natural language and that in many courses, it is best achieved
with good and correct phonology, grammar or discourse which can lead to more purposeful speech. Fluency is a complex component which consists of two dimensions. First, the range of actual production and second, the effect it has on the speakers. Several indicators of fluency are speech rate, pauses, length of the speech and hesitation phenomena Götz (2013). In the context of this study, only a small selection of those indicators were selected to be looked into and these are pauses between words, speech rate and number of fillers.

2.7 Fluency vs Accuracy

In the context of this study, the view that accuracy is more important than fluency is challenged. Therefore, this study focuses mainly on fluency in the aspect of rate, number of fillers and long pauses between words are the components considered in the fluency aspect.

According to Srivastava (2014), accuracy and fluency are the two facets which strongly influence the success of English language learners in the future. It is a challenge faced by language learners these days, whether to concentrate on accuracy or fluency. In general, language instructors and facilitators must deal with mixed students having different language background and language skills, different world views, age levels, experiences and point of view. Some people can produce accurate sentences in speaking and writing but avoid speaking in public. On the other hand, some people are fluent but not accurate. Every student wants to be accurate and fluent in speaking and writing at the same time but there are many kinds of learner and differences in learning environment that makes the process of teaching and learning very challenging and interesting. It is a communal problem with language facilitators that they prefer concentrating on grammar aspect instead of speaking aspect. They believe, in learning a second
language, grammar is the most essential aspect to learn primarily but if we observe how a child learns his mother tongue or L1, we will discover that children learn simple words or sentences first by listening or repeating in different settings. Eventually they start speaking fluently at the age of three or four, then they can express most of the things related to the area of their knowledge without knowing the grammar rules. They start learning the rules of grammar when they enter pre-schools or primary schools.

In conclusion, accuracy and fluency both are the important elements in learning any languages and in the context of second language, there should be gradually shifted from fluency-based activities to accuracy-based activities. A language facilitator should try to make his/her classes learner-centred, every activity should be contextual and task-oriented. The focus should be more on fluency ahead of accuracy as in the case we learn our first language (Srivastava, 2014).

2.8 Rate

Speaking rate can be described as the rate at which a speaker executes the articulators’ movements required for speech production (Crystal & House, 1982, 1990; Robb, Gilbert, Reed, & Bisson, 2003). Wood (2001) agreed to this and defined the speech rate is an important indicator in measuring fluency. This idea is also supported by Nation (1989), Arevart and Nation (1990) who mentioned that measurement of words per minute is connected to fluency. Starkweather, Gottwald and Halfond (1990) stated that in a research, a person reduced the speech rate when he or she tried to produce fluent speech. Kiely (1997)
mentioned that, on average, people speak between 125-160 words per minute. People will sound more confident and natural if they speak within that range. However, if people exceed that range, it indicated that they want to finish the line as soon as possible and it shows that they are insecure. On the other hand, if people speak too slowly, it appears that they are not certain and unsure about what words to use and are searching for ideas.

In the context of this study, the participants’ speech rate was counted during individual oral presentations (IOP) as speech rate is an indicator to measure fluency. When the participants present their speeches, their speech rate will determine if they are confident, insecure or uncertain of what they talk about.

2.9 Fillers

According to Smith and Clark (1993) and Clark, Fox and Tree (2002), filled pauses such as “uh” and “um” serve a pragmatic role as markers of impending hesitation on the part of the speaker. There are researchers who view filled pauses as a sign of hesitation without any lexical meaning and are distinct from silent pauses as they have audible sounds.

In planning process, people speech contains „ums” and „uh” which are the signs of hesitation. Tree (1995) estimated about 6% of words spoken are influenced by some form of disfluency. The use of filled pauses, or conversational fillers, such as um, uh, like, you know is a type of disfluency. The fillers such as um and uh symbolise a hesitation on the part of the speaker. The occurrence of hesitation such as fillers is most likely to occur at the beginning of an utterance due to planning process (Barr 2001; Beattie 1979; Maclay & Osgood 1959).
Fillers are discourse markers used by speakers when they think and/or hesitate during their speech (Erten, 2014). Fillers are “expressions like well, erm, you see, used in speech to fill in pauses” (Bygate, 1987). During oral communication, speakers are highly likely to use expressions such as well, I mean, actually, you know and let me think, to show a delay enabling them to continue the conversation during times of difficulty. (Richards & Schmidt, 2012). In the context of this study, fillers are counted as filled pauses which are gaps filled by such expressions as um, er and mm.

Maclay and Osgood (1959) have done the first studies on Uh and Um. Other researchers added to this previous work concluded that such fillers are called filled pauses (Tottie, 2011). In research, it is not easy to determine when a filler is used as an indication of uncertainty or hesitation. This process shows how complex the brain is and its mechanisms to express meaning in an utterance. The use of fillers can be an advantage as it gives chance for people to rearrange their thoughts, to get relaxed and to indicate that they want to continue speaking. However, overusing fillers might appear as not being competent as it could interrupt the process of getting messages across in a clear and efficient way (Santos, Alarcon & Pablo, 2016). A competent and confident speaker should be able to speak without overusing fillers in order to have smooth speech and communication.
2.10 **Relationship between confidence and fluency**

Confidence can be defined as having strong belief, firm trust, feeling certain about something and having no fear. Level of confidence differs between people. Some people in the same situation could have different level of confidence and some who are not in the same situation may also have different level of confidence. They are very confident in a familiar environment but lose their confidence level when they involve in unfamiliar environment (Sander & Sander, 2000). While, fluency can be defined as the flow of speaking exemplify by a rate, repetitions in sounds, syllables, words and phrases. This may be go along with excessive tension and struggle behaviour (Asha, 1993).

According to Berger (1997), more hesitancy in a student’s speech shows that the student’s level of confidence is low. This idea is supported by Guillot (1999) as he mentioned that fluency is very important in speaking as it reflects the participants’ level of confidence. Thus, participants need to speak fluently to show that he or she is confident. Speech fluency influence one’s confidence level and self-esteem. High confidence level and good self-esteem contribute to better opportunities in life. On the other hand, individuals who are unable to speak fluently always feel uncertain and are often unsure about how to engage and react while communicating with others.

Brennan and Williams (1995) stated that, in their study, listeners rated the speakers as being less confident when the speech of the speaker initiated by
silence and less confident still when that silence has fillers. In other words, this phenomenon can also be called as disfluencies. According to Oviatt (1995) and Shriberg (1996), disfluencies happens more before longer utterances and when the speaker is unfamiliar with the speech topic (Bortfield, 2001; Merto & Mansur, 2004). This idea is supported by Filmore (1979) as he mentioned that a fluent speaker is a speaker who can fill time with the content of the speech with few pauses. According to Filmore, a fluent and confident speaker also does not have to stop many times to search for ideas or think of how to deliver the content of the speech.

2.11 Willingness to communicate

It was found that one’s confidence in English communication strongly influences their willingness to communicate (WTC) in English. In the study done by Mehmet Asmali (2016), the ones who were confident to communicate in English were the ones who were more willing to communicate in English. Clément (1980) stated that one’s self-confidence in his language ability and his anxiety level can better predict his language achievement and consequently the use of his language. It has been shown by Clément (1986) in his study with Francophone students in Canada, self-confidence is positively connected to the oral language production of students.

According to McCroskey and Baer (1985), willingness to communicate can be defined as one’s strong desire to be involved in communication. WTC can also be defined as readiness of an individual to get verbally involved using a second or
foreign language (MacIntyre, 1998, p. 547). According to Dörnyei (2003), to be competent in the L2 may not be sufficient. One must not only able to communicate but must also be willing to communicate in the L2. Research has shown that a learner’s WTC varies directly to how frequently the learner actively engages in communicating in the L2 (Clément et al., 2003; Yashima, 2004). Therefore, MacIntyre (1998) propose that WTC in L2 should be conceptualized as the main goal of language instruction and as a comprehensive conceptual framework to describe, explain and predict L2 communication behaviour. He added, to reflect a level of success in language learning and language training, learners should be observed on their willingness to take advantage of opportunities to adopt a second language.

What would an instructor or facilitator do for her or his learners for them to willingly speak the L2? Obviously, a language programme that leads learners to be willing to communicate can be considered successful. Investigating the issue from the reverse view leads to an interesting question: Can a language programme be considered successful if it fails to promote WTC among its students?

There are several factors which strongly influence one’s WTC: The number of people involved in communication, the degree of intimacy, formality level and the topic of discussion. The change of the language of communication instantly affects most of the factors leading to a person’s willingness to get involved and maintain communication. In the context of this study, the researcher considered all the following factors in developing the module to ensure maximal WTC among the participants.
2.12 Anxiety

Most ESL participants would have difficulty in speaking in front of an audience as a result of anxiety. It may cause extreme anxiety, panic, emotional withdrawal and depression. Normally, anxiety will induce the participants to be less confident and unwillingness to take any kind of risk (Nelli & Teron, 2008). According to Porhola (1997), there are several symptoms of anxiety that can be observed by the educators such as vocal variety, unnecessary movements, eye contact with audience, distracting mannerism, rate of speech, long pauses between words, fluency of speech, speech rate, number of fillers, the feelings of the participants whether they feel tense while waiting for their turn to speak and whether they are comfortable to speak English in front of audience.

One’s anxiety level is closely related to one’s confidence level. According to Ayu Rita and Nadhia Dalila (2007), one of the causes of anxiety would be lack of self-confidence. When people experience lack of self-confidence, they will feel more anxious and thus, they have the higher chance to speak with distracting mannerisms. Philip (1992), demonstrated that there is connection between anxiety and oral presentation. According to Philip, the performance of participants depends on their anxiety level as the participants’ performance in oral presentation will be deficient if they feel more anxious. Anxiety also can relate to public speaking draw from the feelings of insecurity. In a study done by Ivars and Catalayud (2000), the results show that the measure of confidence in public speaking is significantly connected to anxiety. The feelings of low confidence scores in public speaking are high scores in state of anxiety.
Many participants have difficulty in speaking the second language especially in the English class as they feel as if they are forced to speak in the second language. Krashen, who was interviewed by Young (1992), mentioned that speaking can cause high anxiety level. This is due to the expectation from teachers who often anticipate participants to perform beyond their capabilities. Some participants are afraid of making mistakes. This kind of participants will try to avoid speaking in English most of the time and they will keep quiet during English lesson. Anxious participants tend to think about the negative evaluations from other people and this will become worse if they could not manage to control their anxiety. In this context, teachers should make learning context less stressful by using suitable methods that can help participants to reduce their anxiety level as this can help the participants to perform well in the second language. Aida (1994), Chen (2001), Cheng (1999) and Gardner (1992) also mentioned that teachers should support the participants and should try to make the learning environment as nonthreatening as possible. It shows that participants’ anxiety level can be reduced in a supportive class and they can become more confident to be involved in English.

Nguyen & Tran (2015) added, one’s speaking performance can also be influenced by two factors which are topical knowledge and preparation. In their research, it was found that, speaking performance was affected by topical knowledge. Topical knowledge can be defined as the speakers’ knowledge of relevant topical information. For those who have topical knowledge, the speaking performance is much better than for those who have none. Secondly, the preparation for speaking. If the speaker does not prepare or is given little time to prepare, the speaking performance and confidence will be affected.
In Porhola (1997), there were many anxiety traits proposed in his enthusiasm scale but in the context of this study, comfort and tense are the main significant traits considered to study the anxiety of the participants when using the OCS Module. The present study focuses on the relationship between anxiety (comfort and tense) and their confidence level. The level of anxiety is lower when they feel comfortable and do not feel tense.

2.13 Toastmasters International Programme

Toastmasters International programme is a meeting based on public speaking programme which has been helping people worldwide from various backgrounds and education levels to be a good speaker (Toastmaster, 2005).

Toastmasters International programme is a meeting implementing on “learn-by-doing” concept in which every learner is obliged to speak. They will be given individuals roles in the meeting. For example, the toastmasters of the programme or the master of ceremonies, the timekeeper, the ah-counter, the evaluator, the grammarian, the table-topic master, the speaker, the vote-counter and the joke master.

Toastmaster of the programme is responsible in welcoming members, establishing friendly environment and being a leader of the meeting. The Toastmasters of the programme must conduct and handle the meeting from the beginning till the end. The responsibilities of the role-players are: The timekeeper will keep track of time taken by speakers whilst they are presenting their speech, the ah-counter will count the fillers made by participants and remind them to be aware of the fillers produced by them when they present the speeches, such as, hmm, em”s, you
know”s, like”s, and other fillers, the evaluator gives an evaluation based on an evaluation guide to motivate the speakers and provides constructive feedbacks. The grammarian points out grammatical mistakes and inaccurate pronunciation in a constructive manner, the table topic master prepares the topics and provides the participants with the chance to practice presenting impromptu speeches where participants will have to think and speak spontaneously, the speaker presents prepared speeches, the vote counter gives out ballot papers and counts the vote for an award and the joke master keeps the audience and the speakers delighted by performing jokes (Toastmaster, 2005).

Toastmaster International programme is a public speaking programme which has been helping men and women worldwide from asserted backgrounds and education levels to be good speakers. It is a programme where one will get the ability to communicate, to persuade and to lead. It is not a formal programme. There are no instructors, no tests and no grades will be given to speakers’ performances. In Toastmasters International programme, members learn by reading the manual and help each other to give constructive feedback. The members of the programme would be able to learn the arts of speaking, listening and thinking skills which are crucial in advocating self-actualization, improvisation of leadership potential, expansion of human understanding and self-enhancement (Toastmaster, 2005). Therefore, by frequent participation and active involvement in roles, learners would be able to develop leadership skill besides improving their confidence level. Toastmasters International is a programme that would help learners polish their speaking and listening skills. At the same time, learners will be able to boost their level of confidence and improve
their presentation skills. Since 1924, more than 4 million people worldwide have improved their confidence in speaking due to their participation in Toastmasters programmes. Toastmasters International is a world leader in communication and leadership development. Today, the membership is around 270,000. These members improve their speaking and leadership skills by attending one of the 13,000 programmes in 116 countries that make up our global network of meeting locations (Toastmaster, 2005).

According to Kuo and Chen (2009), in recent study, results showed that Toastmasters Programme is one of the effective ways to assist learners to master English speaking skill in a pleasant way. In another study, the findings showed that by assimilating the Modified Toastmasters Programme into junior high school English classroom, learners could learn from each other amongst their levels.

In Toastmasters meeting, learners are given abundant of input, which can be learnt from Toastmaster meetings and would exhibit productive output when they act as role players (Shahrina Md. Nordin & Zullina Hussain Shaari, 2005). According to Nobuyushi and Ellis (1993), at the end of a Toastmasters meeting, outstanding presenters will be given awards namely grammar award, best speaker award, best evaluator award, best table topic speaker award and best role player award. Such awards are necessary in motivating the learners to cultivate positive attitude. Success in second language learning is influenced by positive attitudes (Gardner, 1985). Furthermore, development of correct habits is related to positive reinforcement and thus, resulting in language acquisition (Skinner, 1957).
As reported by Shahrina and Zullina (2005), a study on implementing the Toastmasters culture in the second language classroom was conducted at UTP in Professional Communication Skills classes throughout July-December 2004 semester. At the end of the semester, each participant answered a questionnaire and few numbers of participants were interviewed. The entrants were 65 engineering learners from UTP who joined for a Professional Communication Skills course. Throughout the weekly verbal presentation classes, participants acted out multifarious roles endorsed in the Toastmasters meetings. At the closing of the semester, each participant was requested to answer a questionnaire that converged upon learners’ perception of the Toastmasters and a handful number of learners were selected for interviews. Feedbacks received from 90% of the questionnaire respondents revealed that the meetings were productive and fascinating. They established that those meetings succeeded in improving their skills in speaking out loud and listening as well as boosting-up their self-confidence.

The Toastmasters meetings are assumed to be interesting and most of the learners expressed that through meetings, they can develop better relationship with others. The activity strengthens significant communication such as listening to jokes, learning more about friends, expressing their own thoughts and views, as well as sharing experiences (Chiang 2001).

Toastmaster programme can train one to be a better leader by extending a conducive and supportive atmosphere in which one can rehearse speech
presentation and gather response gradually. This programme will also serve to improve confident, to disseminate precise and concise message and to train one to be a good listener. These can be accomplished with the aid of solid and excellent training materials.

The success of Toastmaster programme is one of the solids reason why OCS Module is partly based on the Toastmaster Programme. It is proven that many people around the world have improved tremendously when participating in Toastmaster programme. There are few elements from the programme that are inserted in the module such as the implementation of “learn-by-doing” concept and the roles given to the users weekly (timer, ah-counter and evaluator). Therefore, it is expected the OCS Module users will be able to improve their confidence level to speak up after using the module for 12 weeks similar to great improvement achieved by the participants of Toastmaster Programme. The role-players play important roles in improving the participants’ performances (Toastmaster International, 2010). The details are as follow:

2.13.1 Timer

A person who acts as a timer plays vital role in monitoring the timing. In the context of this study, fluency is one the main components. Thus, to keeping track of the timing is very crucial as it will be used to calculate speech rate and fillers which are linked to fluency.
2.13.2 Ah-counter

The purpose of having a person to be an „Ah-Counter“ is to jot down words and sounds used as a “crutch” or “pause filler” by anyone who speaks during performing tasks. Words may be inappropriate interjections such as and, well, but, so and you know. Sounds may be ah, um and er. These fillers are closely linked to fluency and it is very significant for the participants to be aware of fillers.

2.14 Activities in improving Confidence Level to Speak English

To improve on confidence level in speaking English, there are many language activities that can be applied by educator or facilitator in helping learners. This study develops a module which consists of three sections of language activities which are pair work, small-group discussion and individual oral presentation.

2.14.1 Why OCS Module consists of three sections?

OCS Module is designed specifically to improve Malaysian working adults’ confidence in English Oral Communication Skill. In this module, there are three sections involved which are pair work, small-group discussion and oral presentation. The three sections have been arranged one after another. There are 4 tasks under each section. The first section would be pair-work, followed by small-group discussion and oral presentation.

Sections in the module were arranged step by step so the participants can improve gradually. Some participants are very shy and not well-exposed in English communication. Therefore, this module is designed to help them “warming-up” themselves with pair work and small group discussion before doing individual oral presentations.
According to Donough (2004), pair work and small group discussion provide participants with more time to speak the target language and promote self-directed learning. Participants may feel less anxious and more confident. From the research, the small-scale investigation found that Thai EFL participants who had more participation in pair and small group discussion showed improved production of target forms.

Pair work and small-group discussion must be done before oral presentation due to several reasons. Below are the reasons:

- Instructor will be able to monitor participants in participant-centred interactions.
- If they do presentation straight away, they might be afraid to speak out alone in front of people and they might feel insecure and afraid their utterance may not be understood, may not be on track or may not be correct.
- When anxiety level is lowered and their self-confidence is increased, it is very probable that participants will become more fluent (Katchen, 1996).
- Greer (1999) identifies a key means of lowering participants’ anxiety. “When participants see what is expected of them, it is likely that they will fall into a rhythm, their anxiety will decrease and they will be more motivated.

**Pair-work**

Pair work offers the feeling of relaxation. Thus, it is proven that feeling relaxed improves self-confidence and encouraging them to speak out. The level of relaxation is linked to fluency.
In this module, pair work has been chosen to be in the first level and followed by small group discussion. This is because instructor can reduce and eliminate anxiety and foster a less confrontational atmosphere by encouraging pair work for mutual support and reassurance (Burden, 2004).

Pair work is an important component of the communicative approach, and is also a form of collaborative learning. Moon (2000) defines pair work as a strategy “to organize them (participants) in ways that will maximize opportunities for learning” (p.53). Pair work means that participants collaborate with their pairs to accomplish tasks and reach its aim. Lightbown and Spada (1999) stated that in an interactive environment, participants are able to advance to a higher level of knowledge and performance than they would be capable of independently. Working in pairs could help to promote meaningful interaction between the participants and as a result that will increase their interest. This view is agreed by Lightbown and Spada (1999) when they stated that “positive attitudes and motivation are related to success in second language learning” (p. 56). Hence, introducing pair work is an effective strategy that could lead to success in language learning because it helps to increase participants’ interest in term of the oral tasks.

Pair work is therefore a valuable method to implement in English communicative learning environments, and it has many advantages. Another advantage of pair work is that it gives participants more opportunities to use the language.
It is “valuable in providing more opportunities for participants to get more language exposure”, according to Moon (2000, p.54). Hence, participants in pairs get the chance to interact frequently with the language and to express their ideas. Nunan (2003) states that “pair work can be used to increase the amount of time that participants get to communicate in the target language during lessons” (p. 55).

**Small-group discussion**

After completing pair work level for 4 weeks, participants will move on to the second level which is small group discussion. According to Sato (2003), group work can help achieve the two goals which are anxiety reduction and meaningful communication for the purpose of fostering speaking ability. The literature argues that group work creates a comfortable atmosphere and the intimate community necessary for participants to take risks in speaking. However, it is good when the participants are comfortable as it can ease their performance and thus prepare them for the next level which is individual oral presentation.

Sato (2003) added that group work allows participants to take the initiative in controlling their communicative discussion, thus, reducing anxiety, facilitating responsibility, creating community, and smoothing the progress of fluency as a result. Above all, group work, with fewer participants creates an intimate atmosphere.
Secondly, group work typically creates a sense of security. As discussed, participants are afraid of looking silly in front of other participants though they do have a desire to improve their English. However, once they are in a small group, where they realize their peers feel the same, Doyon believes, there is a tendency for participants to try to use more of their target language (p. 19).

Thirdly, group work allows participants to participate more and to do so more actively. In Tsui's study (2001), "It was found that...group work provides more opportunities for participants to initiate and control the interaction, to produce a much larger variety of speech acts and to engage in the negotiation of meaning" (p.122). Along the same lines, Lee points out that being responsible for their peers’ learning in a group makes participants more active (1999, p. 7). Moreover, some Japanese EFL experts such as Akita also see the great potential benefits for group work in Japan: "Japanese may act extremely shy individually, but in a group, they can act extrovertly" (quoted by Greer, 2000, p. 189). This could be because, when they are in group, they might feel like the attention not given to only them but to the rest of the group members as well. Therefore, they might not feel anxious and this would make them feel more comfortable to speak and be extrovert.

**Individual Oral Presentation**

The objectives of the module are to improve motivation and confidence level in speaking in English. Therefore, after completing tasks in pair work and small group levels, participants were required to do individual oral presentation skill.
It was expected that participants will be able to present well as individual after completing eight tasks as pair and in group. They were expected to be able to present confidently in front of audience in this final level.

According to Brooks and Wilson (2014), one of the advantages of using oral presentations in the learning environment is the opportunity that they encourage participants to use their L2 to communicate with others in a natural way. If the activity is properly guided, participation in oral presentation allows interactions with others in enjoyable manner. This is because presentations require presenters to use only English to present an idea to one or more interlocutors. This type of communication is one of the most important levels in communicative language teaching and learning.

Oral presentations have been shown to be very successful with in improving participants” L2 skills and increasing their self-sufficiency. For instance, Girard, Pinar and Trapp (2011) found that using oral presentations in their learning environment lead to better interaction and participation, an increased interest in learning, and noticeable improvements in their participants” communication and presentation skills. King (2002) adds that oral presentations have been shown to help narrow the gap between language study and language use, require participants to use all four language skills in a naturally integrated way, encourage participants to become active and independent participants.
For most language instructors/facilitators the five major benefits to using oral presentations in the learning environment are participants-centered, require the use of all four language skills, provide participants with realistic language task, have value outside the language learning environment and improve participants’ motivation.

One of the main advantages of using presentations in the learning environment is that oral presentations are participant-centred. When participants are instructed to give a presentation, it is one of the few times in the language learning environment that the participants themselves can control directly both the content and the flow of the learning environment (Apple & Kikuchi, 2007). This is because the presenters have the freedom to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to the audience. With little or no intervention from the teacher, a properly guided presentation can result in multiple opportunities for participants to improve their English.

Interactions between the presenters and the audience provide both sets of participants with many opportunities to practise their English abilities with other participants in an authentic manner. Oral presentations also provide participants with a process-driven activity that requires them to use English, not just while they are presenting, but also while they are preparing to present.
Another benefit of oral presentations is that they require participants to use all four language skills; writing, reading, speaking, and listening. Most facilitators/instructors recognize the spoken component of presenting, as participants are required to speak when doing presentations. However, properly structured presentations also require participants to research and plan out their presentation. This requires participants to use their L2 reading and writing skills. Participants also have the opportunity to practise their writing skills when they are asked to give presentations that include some type of visual component. When they are preparing for these presentations participants will have to write out the appropriate information on their poster or in their PowerPoint slides.

The final benefit of using oral presentations in the language learning environment is that they can provide participants with additional motivation to communicate in English. Oral presentations do more than just give participants an opportunity to practice language skills; they also give participants an opportunity to teach something to their peers. If the activity is properly guided, participants will be able to work independently to produce an effective presentation. This can lead to higher levels of motivation for the participants involved, as they can see the end-product of their hard work when they are successful in the presentation that they give. One of the joys of teaching a presentation is seeing participants gain confidence, self-esteem, and independence while they are working independently to produce and give a good presentation (Brooks & Wilson, 2014).
Nadia (2013) in her research mentioned that the research focused particularly on participants’ oral presentation as one of the discussion that are used in oral expression to improve participants’ oral proficiency. It was hypothesized that if participants do so much presentation in oral expression with the learning environment, then their speaking skill will improve.

Participants need to develop speaking skill in to speak fluently and communicative in their presentation. According to Thornbury (2008, p.94) “whether or not participants will have to give presentation or talks in “real life,” the experience of standing up front of audience and speaking is a great preparation for real life speaking”. Oral presentation develops speaking skill and on the other hand, there is no oral presentation without speaking.

One can say that a good oral presentation depends on careful preparation and the participants’ awareness towards the rules of oral communication that make their speaking more effective. To conclude, oral presentations are very useful for participants’ English learning; this activity can apply to the participants of all levels to help them improve their speaking and presentation skills. Participants’ oral presentation if well prepared, organized, and delivered will improve their confidence level to speak in public and will benefit them in their future work (Nadia, 2013).

### 2.14 Impact on countries

Developing economies and countries increasingly recognise the economic value of producing big numbers of graduates who can communicate in English. Countries with a low proficiency in English have regularly nominals levels of
exports per capita. Aiming on improved language skills, integrating English into
the curriculum from the primary or even pre-school years, becomes a spotlight in
foreign investment, further increasing the need for English speakers; and a strong
export sector in services helps create a middle class, strengthening spending and
developing the national economy. In both, developed and developing countries,
English creates opportunities in many job sectors such as for the investor, the
academician, the civil servant and the teacher, otherwise, it is impossible.

Asia is now the rapides growing market for publishers” English language content.
There is a huge demand in developing countries such as China, Indonesia and
Malaysia that reflects the high status these societies place on education and
especially English language learning and shows these two sectors as areas of
significant growth. Interviews with English language students in six cities
(Muscat, Cairo, Rome, Madrid, Kuala Lumpur and Ho Chi Minh City) uncover
the variety of ways in which courses impact on their lives – an impact that
surpasses the obvious linguistic goals of accuracy and fluency. They reported,
studying English enabled them to be more competitive in the job market and to
progress well in the working environment. Globally, there is huge demand and
need for English in the state and public education systems, especially in
developing economies (British Council, 2013).

Therefore, it is very crucial for English exposure in many developed and
developing countries especially for the working adults as it is one of the factors
that affect the economy and the development of a country. The development of
OCS Module is expected to solve speaking English problem faced by Malaysian working adults due to low level of confidence. Therefore, in conducting the research, the researcher has adopted IDEAL concept.

2.15 IDEAL Concept

2.15.1 Identify potential problems.

English is considered as a bonus point to the workers especially in government sectors. This is because, English is not fully needed in their daily duties at the workplace. Employees who can interact in English will have better chance to get promoted. Referring to Hairuzila Idrus, Rohani Salleh and Muhammad Ridhuan Tony Lim Abdullah (2011), companies these days operate in a highly competitive environment. In hiring new employees, employers struggle to choose the right employees with the right skills. However, surprisingly, there were also Malaysian working adults who never use English at all in speaking. This portrays that even though they know the importance of English language, the language is still not used as a daily language (Aishah Musa and Samsiah Bidin, 2011).

2.15.2 Defining and representing problems.

The researcher identified problems faced by Malaysian working adults in speaking English. It was found that most of them have low confidence level due to several factors such as lack of practise, afraid of making mistakes and the influence of mother tongue. Therefore, an initiative has been taken and it is expected that it could solve the problem faced by Malaysian working adults.
2.15.3 Exploring possible strategies.

Preliminary study has been done to find out more about the problem and one of the strategies is to develop a module adapted from Toastmaster Programme. This is because the programme is a well-established public speaking programme emphasising on „learn-by-doing” concept. The programme is proven to be effective and has helped a lot of people in building up their self-confidence. In the present study, learn-by-doing concept can be defined as learning from experiences which directly influenced by one”s own actions, learning from watching others perform, reading others” instructions or descriptions, or listening to others” instructions. Besides learn-by-doing concept, this study also emphasizes on „deliberate practice” concept which requires repetition and feedback to improve current performance (Coughlan, Williams, McRobert & Ford, 2013).

2.15.4 Acting on strategies.

Further research on possible tasks to be inserted in the module has been done. The researcher found that three types of speaking activities are commonly used. There are pair-work activities, group discussion and individual oral presentation. These steps are arranged in order starting from pair-work as warm up activity, followed by group discussion and individual oral presentation. OCS Module users who are Malaysian working adults, must carry out the activities for 12 weeks. Their progress for 12 weeks was recorded and evaluated to study to what extent OCS Module can help in improving their level of confidence.
2.15.5 **Looking back and evaluating the effect of activities.**

For 12 weeks, the users’ progress will be evaluated and after completing all the tasks for 12 weeks, the users of the module will be given post-experience feedback form to help the researcher make improvements that will ensure future working adults have the best possible experience. There are several aspects being considered in developing the module to meet the needs of future participants.

2.16 **The Use of Instructional Design Model in Developing Module**

According to Link (2014), instructional Design Model is a systematic process. For example, the output from one model phase provides the input for another phase. It is a process which showcase how the knowledge, information or skills will be taught. ISD model origins can be tracked to the application of a system approach by the military since in World War II. In the context of this study, ISD is used by the researcher in developing OCS Module.

The first step is to determine three important things. First, determining the subject who will be using the module. Then, determining the real problem which cause the need to develop the module. Thirdly, selecting appropriate process to design solutions in solving the problems.

Instructional design consists of three components which are analysis, strategy selection and on-going evaluation. The employment of the instructional design provides the opportunity for the researcher to collaborate and team-up with experts in linguistic field to work and develop the materials from different
perspectives and ideas. Some of the instruction design models widely used are ADDIE model, Dick and Carey model, Gagne”s Nine Steps of Instructional and ASSURE model.

2.16.1 ADDIE model

ADDIE Model is a model used in designing and developing learning material. According to Reiser & Dempsey (2007), this model is very basic and can easily be applied in designing and developing a learning material. ADDIE Model represents five essential elements which are the Analysis, Design, Development, Implementation and Evaluation. The most important element in this model is the Analysis (Sugie, 2012). Nada (2015) defined the ADDIE Model as:

ADDIE model is one of the most common models used in the instructional design field a guide to producing an effective design. This model is an approach that helps instructional designers, any content’s developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model on any instructional product. In fact, the elements made by following the ADDIE model can be used in any environment as online or face-to-face. In addition, this systematic process is represented in the acronym ADDIE, which stands for the important components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in ADDIE model is related to and interacts with each other (p.68).
Figure 2.1. ADDIE Model (Gagné, Wager, Golas, and Keller, 2005)

**Analysis phase**

Analysis stage is the most vital phase in this process. When instructional designers (educators in the education field) do the analysis phase before creating the plan, developing, or even implementing, they really save huge amount of courses, effort, and time. In order to conduct the analysis phase they have to analyse four things, like they have to analyse the learners (location, skills and needs), develop an instructional analysis (providing the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed to specify the end desired result), and analysis’s learning objectives (how to measure the attainment of goals). That means educators must be clear about their goals and where they want their learners to be.

**Design phase**

Design phase is the next step in ADDIE model. This phase is about applying the instruction. In fact, the educators in this step think about how designing instruction can really be effective in ways which facilitate people’s learning and
interaction with the materials you create and provide. Furthermore, in designing phase, the educators evolves and focuses on designing assessment for (his/her) topic, select a form of the course, and creating their own instructional strategy.

**Development phase**
This phase depends on the first two phases, which are the analysis and the design phase. That mean, if they did these phases correctly the development will be easier. In this third phase, the educators integrate the technology with the educational setting and process.

**Implementation phase**
This phase is about transforming their plan into action. To go through this phase, they have to consider three major steps, which are training the instructors, preparing the learners, and organizing the learning environment. With these three steps they can display their course in very active and authentic ways to achieve the implementation phase.

**Evaluation Phase**
The final process in ADDIE model is evaluation phase. It is very important to evaluate each step to make sure that they achieve their goals using the instructional design and materials to meet the needs of the learners. Additionally, when we talk about evaluation, we talk about two types of evaluation, which are formative evaluation and summative evaluation. First, formative evaluation is a continuing process that we do as we are working on our instructional materials in each phase on ADDIE model. There are three basic processes of formative evaluation, which are one to one, small evaluation group, and trial in the field.
When doing the evaluation, they need to choose learners who have the similar features to their real learners and evaluate the materials based on those features.

ADDIE model and ASSURE model are almost the same. ADDIE is more suitable for program development and ASSURE is suitable for material development.

2.16.2 Dick and Carey model

Besides ADDIE Model, one of the most commonly used instructional design model is Dick and Carey Model. This model is used in designing and developing learning materials. Other than that, this model is also known as the system connecting the educators, learners, teaching materials and the education setting. It is one of the factors which affect the learners’ learning effectiveness (Dick, Carey, & Carey, 2005). There are input and output in every stage of the process.

![Figure 2.2](image)

*Figure 2.2. The Systematic Design of Instruction (Dick, Carey & Carey, 2008)*
“Dick and Cary” (D&C) model and ASSURE model seem to have the same basic components. The ASSURE model groups multiple components from the D&C model into one and some are intertwined. The connections are shown in the table below:

Table 2.1

*Comparison between ASSURE and DICK & CAREY*

<table>
<thead>
<tr>
<th>ASSURE’s components</th>
<th>DICK &amp; CAREY’s components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse learners</td>
<td>Instructional goals (1), instructional analysis (2), entry behaviours &amp; learner characteristics (3)</td>
</tr>
<tr>
<td>State objectives</td>
<td>Performance objectives (4)</td>
</tr>
<tr>
<td>Select materials</td>
<td>Criterion-referenced test items (5),</td>
</tr>
<tr>
<td></td>
<td>instructional strategy (6), instructional materials (7)</td>
</tr>
<tr>
<td>Utilise materials</td>
<td></td>
</tr>
<tr>
<td>Require learners’ participation</td>
<td></td>
</tr>
<tr>
<td>Evaluate &amp; revise</td>
<td>Formative (8) and summative (9) evaluations</td>
</tr>
</tbody>
</table>

It seems as if the D&C is more structured than the ASSURE and it would be more suitable for someone starting to learn instructional design. Therefore, in developing OCS module, D&C is not suitable because in designing OCS module, no specific and detailed instructions needed as some parts of the module are adapted from Toastmasters International Programme.
2.17.3 ASSURE model

Nor Aziah and Sulaiman (2012) stated that, ASSURE model developed by Heinich, Molenda, Russell and Smaldino provides an acronym to help trainers remember the steps they must work through (Heinich, 2001). The ASSURE model applies these six core elements that trainers can use to design and develop the learning environment for their learners. Analyse learners, state objectives, select media and materials, utilise media and materials, require learners’ participations and evaluations & revisions. This model is the most suitable model to be used in developing OCS module as it focuses on the participants’ role in the process as the progress of participants’ performances and confidence level to speak English are the indication of the success of the design and development of the module. Therefore, participants’ role is very important and this suit ASSURE model which focuses on participants’ involvement.

Figure 2.3. ASSURE MODEL (Heinich et al. 2001)
A – Analyse Learners

The first step in the process is that the educator should analyze the characteristics of her learners. There should be a focus on those learners’ attributes which are connected to the learning outcomes desired. The information gathered will assist you in the decisions that you make with respect to the other steps in the process. When you determine the learners” characters, it will guide you in selecting specific approaches and resources to support the learning process.

The analysis of learners should include:

- The general characteristics, such as age, academic abilities, gender, interests, etc.
- Prior competencies
- Learning styles, such as auditory, visual, and tangible

S – State Standards and Objectives

After analysing the learners” attributes, the educators must set standards and objectives for the learning module. These standards consist of a specification of what will the learners achieve at the end of the learning process.

To be more certain about things, these standards will emphasize on what the learner will be able to do as a result of the instruction. An example of this is with medical students. The learners will be able to name at least two databases and two search techniques that they can use in locating medical evidence for particular cases.
The objectives can be used to assess the success of the students, could be for the grading process. Also, educators can use them to inform the learners what they will get throughout and at the end of the class.

The mark of a good set of learning objectives is conformity to the ABCDs of well-stated learning objectives. They are as follows:

- **Audience** – For whom is the objective intended?
- **Behavior** – What is the behavior or performance to be demonstrated?
- **Conditions** – What are the conditions under which the behaviour or performance will be observed?
- **Degree** – To what degree will the knowledge or skill be mastered?

The objectives statement should be formulated with verbs which pinpoint the learning objective. A useful guide on the appropriate verbs to be used can be found in Bloom’s Taxonomy. A learner may know some parts of the material but may not be able to perform well on a test.

**S – Select Strategies, Technology, Media, and Materials**

The second “s” stands for select strategies, technology, media, and materials. Given the learning objectives, it’s necessary to choose instructional strategies, technology, and media which will give the results aimed by the educators.

Once educators have selected their teaching strategy, then it’s time to figure out which technology, media, and materials best support the method of teaching that they use. This ranges from simple tools such as chalk and blackboard to more
sophisticated ones such as power-point presentations. What must be remembered is that the educators themselves are the essential element in delivering the material.

U – Utilize Technology, Media, and Materials

This step in the ASSURE process involves making a plan as to how educators will utilize the technology, media, and materials which they have selected. As with all of the instructional steps, they have to make sure that their plans moving towards achieving the objectives stated earlier.

It’s important to follow the “five p”s” process to achieve this:

*Preview the Technology, Media, and Materials*

This means that it’s important to plan in advance just how they are going to be used. It’s good to do a dry run of the lesson before the actual day of teaching.

*Prepare the Technology, Media, and Materials*

Educators need to gather all of the things that they will need to use during teaching process. They must be working properly. For example, if power point slides are to be used, then the text and the graphics much be created for each screen.

*Prepare the Environment*

There is some minimal preparation required to set up the learning environment. Simple things like making sure that educators have enough desks are important.
Also, if they have control over the situation, they should prepare a conducive environment for the learners.

*Prepare the Learners*

First, educators need to clearly inform the learners as to what the learning objectives are. This will help the learners to create a mental map of what they need to absorb. Next, it’s also important to inform the learners on the assessment criteria.

*Provide the Learning Experience*

This is where all the planning takes effect. Educators should be prepared to conduct the lesson with every prior step of the process in mind.

**R – Require Learner Participation**

This step belongs within earlier steps. This needs to be figured out both at the class level and the individual level.

The most basic step that educators can take is requiring participation of the learners in class discussions. A more sophisticated approach would require the students to prepare questions and comments at home and then bring into the class. Educators might even try to allow students individually to be a class leader.

Beyond this, educators need to maximise learners’ participation in the learning process especially in speaking. How will they learn the information and techniques included in a lesson?
E – Evaluate and Revise

The last step in the ASSURE process is just as important as all of the others. In this step, educators evaluate the impact of their teaching on learners’ learning. This includes an evaluation of their teaching strategies and the technology, media, and materials that they used.

The final step in the evaluation should focus on feedback from the learners. Was their experience positive overall? Do they feel that they have reached your objectives and their own personal objectives? How will you determine whether the learning process was effective?

2.17 Theories underpinning the Use of OCS Module

There are a lot of theories when it comes to communication skills, which are constructive theory, behavioral theory, cognitive theory and so forth. In this case study, Oral Communication Skill (OCS) module was introduced. Three theories which support this idea includes behavioral, cognitive and deliberate practice. The theories have been chosen based on several reasons. Skinner behavioral theory focuses on the change of behavior through reinforcement and Piaget’s cognitive theory is used as therapy to reduce anxiety in participants.
Figure 2.4. Theoretical Framework
2.17.1 Behavioral Theory

Operant conditioning is the base on which B.F. Skinner discover human behavior in 1938. In operant conditioning, learning takes place when there is an obvious change in the behavior of the participants after the instruction has been delivered. Operant conditioning emphasizes on the concept of reinforcement. There are three important components involved which are the stimulus, response and reinforcement. According to Burton, operant conditioning is based on "a functional and the connection between the stimuli that lead to a response (antecedents), the stimuli that follow a response (consequences), and the response (operant) itself" (1981, p. 50).

This study is closely related to operational conditioning in behavioral theory because according to Lefrancois (2011), behavioral theory is an idea that people act in response to stimuli or reinforcer. In operational study, there are two types of reinforcer known as positive reinforcer and negative reinforcer. Positive reinforcer also known as reward is a type of reinforcer that will encourage the probability of a behavior while negative reinforcer is a type of reinforcer that will reduce the probability of a behavior.

By using Oral Communication Skill Module (OCS Module), participants would be dealing with both reinforcers which are positive and negative reinforcers. Positive reinforcers will happen whenever the evaluator gives comments, praise and applause to the speakers after they present their speeches successfully. The positive comments or praise and applause received by speakers will help boost their confidence and at the same time they will be motivated to present better in their
upcoming speeches. However, the speakers will also experience negative reinforcement when the evaluator point out their mistakes in their speech and give constructive feedbacks to the speakers to enhance themselves in their upcoming speeches. The participants would be aware of their mistakes and they will try not to repeat the same mistake in the future. According to Klimova (2016), feedback play important role in educational process since it can significantly elevate both learner and educator’s performance. Therefore, providing feedback at the end of the performance is good for learners. As such, it is also closely related to cognitive development in cognitive theory.

2.17.2 Cognitive Theory

In the year 1936, Piaget observed and described children at various ages. His theory includes phases of children from birth through adolescence include language concept, scientific reasoning, moral development and memory. There are four stages in this theory. The first stage is the sensory motor period. This stage includes child from birth to two years. During the sensory motor stage, infants think using their senses which are eyes, hands and other senses. The second stage is the preoperational stage which involves children age between two to seven years. According to Piaget, children at this age obtain representational skills especially in language. They are self- oriented, and they only view the world from their own point of view. The third stage is called concrete operations. This stage involves children age between seven to 12 years. In this stage, children can accept opinion from others and manage to consider more than one opinion at the same time. The fourth stage is called formal operational and this stage focus on adolescent to adulthood. In this stage, a person can reason hypothetically and good in problem solving. Other than that, they can develop hypothesis and create rules about abstract
things and no longer tied to the concrete. Earlier in this stage, they face difficulties in receiving ideas from others but as they grow older, they start to learn to accept the ideas of others. Adolescents and adults can think about ideas and can tag along arguments and they can deal with various statements. In this stage, they also begin to think and consider possible outcomes and effects of their actions (Smith, Cowie & Blades, 2003).

This study will focus on the fourth stage of cognitive development which involves the abstract things. In the context of OCS module, the abstract things can be regarded as the ability to deal with non-verbal cues (facial expression, hand gestures, tone of voice and eye contact) and to accept ideas, comments and feedback from the evaluator. Since those elements are only existing in idealized form but not in concrete form, it is very reasonable for the elements to be labelled as abstract things.

Participants also will get the chance to present impromptu speech and concurrently, they can practice their abilities to tag along with arguments and various statements. Thus, they can improve on their quick-thinking skill. In the stage of preparing their speech, they will begin to think of possible outcomes and effects of their presentations to themselves and others in the club.

2.17.3 K. Anders Ericsson's Theory of Deliberate Practice

According to Ericsson, Krampe and Romer (1993), deliberate practice (DP) can be defined as a highly-structured activity, the definite goal of which is to improve performance. Specific tasks are designed to overcome weaknesses, and performance
is carefully observed to provide feedback for ways to improve it further. It is also claimed that DP requires effort and is not inherently enjoyable. Individuals are motivated to practice because performance can be improved by practicing. Furthermore, involving in deliberate practice generates no financial rewards. Therefore, an understanding of the long-term effects of DP is significant. Campitelli and Gobet (2011) stated that DP involves attention, rehearsal and repetition. It leads to new knowledge or skills that can later be developed into more complex knowledge and skills.

The characteristics of DP are considered important. According to Pelley (2013), DP is a focused effort designed to improve performance. It is most effective when guidance is provided at least in the beginning level. Learners are encouraged to do self-directed learning, therefore, guidance provided in the beginning of the process is very helpful as learners will know what needs to be improved. DP requires a lot of repetition together with focus. It requires continuously available feedback.

In the context of this study, the characteristics of DP are applied. Working adults (the participants), who use the OCS Module need to constantly rehearse and practise performing tasks for 12 weeks. There are no trainers involved throughout the process, but guidelines are provided. This way, the participants know what needs to be improved. The repetition takes place when they must repeat every main activity (pair-work, small-group discussion and individual oral presentation) for four times each. Throughout the duration of 12 weeks, they continuously get constructive
feedback from the evaluator. This way, they can always improve their performance for the upcoming weeks.

2.17.4 L2 Linguistic Confidence

This study adopts Clément’s social context model of second language (1980) to support one of the theoretical models which is K. Anders Ericsson's Theory of Deliberate Practice. This model focuses on the importance of L2 confidence in bringing out the desire for future communication. Clément (1980) describes linguistic self-confidence as a powerful facilitating process in a multicultural setting that influences a person to use the language of another speech community. In a multi-ethnic context, a positive attitude on the L2 learners’ part would lead them to seek contact with the target L2 community members.

According to this model, the quality and quantity of interaction influences self-confidence. For example, if the quality and quantity of interaction with the L2
community are relatively frequent and pleasant, self-confidence and competence in using the L2 would develop (Noels & Clément, 1996; Noels, Pon & Clément, 1996). On the contrary, it means that anxiety may cause students to avoid native speakers (Allen & Herron, 2003) and thus, negatively affect the quality of potential future communication (MacIntyre & Gardner, 1994a, 1994b).

The connection between the Clement model L2 Linguistics Confidence and K. Anders Ericsson’s theory of deliberate practice is the quantity of interaction. The theory emphasizes on practices and repetition as it stated that the performance will be better by practising. In other words, it means the more frequent one practises, the better one’s performance will be (Ericsson, Krampe & Romer, 1993). This can be supported with Clement model which also stated that one’s confidence level will improve if one frequently interact. Hence, the frequency of interactions and practices is very important in improving performance and confidence (Noels & Clement, 1996; Noels, Pon & Clement, 1996).
2.18 Conceptual framework of research

Figure 2.6. Conceptual Framework
As illustrated on the conceptual framework, the OCS Module was designed and developed. The design was adapted by Toastmasters International learn-by-doing concept in improving the confidence of Malaysian working adults’ confidence in speaking English in terms of fluency, anxiety, non-verbal cues and willingness to communicate. Hence, the module relies on the concept to achieve effective process of learning. The concept stated that participants learn better when they get to perform tasks by themselves (Reitan, 2015). Thus, the module is integrated with the idea of having evaluator and role-players to provide feedback at the end of their performances based on the guidelines provided.

The approach of the OCS module is being deemed as communicative language approach, which participants use and attempt in real-life context at their workplace. Participants’ responses in using the OCS module will be explored and documented via journal entries and interviews. The responses obtained by the participants will be analysed according to the themes being set earlier (non-verbal cues, anxiety, fluency and willingness to communicate). The findings from the participants will be contributing back to the designation and development of the application in the effort to edit and modify the module to suit the working adults’ needs in the future as well as informing the readers. Researchers, future users on the suitability and possibility of using the OCS module as a material to improve confidence in speaking English.

2.19 Summary of the Chapter

This chapter of the literature review gave insight on the oral communication skill, confidence level, the speaking skills problems among working adults and the impact on the county. Reviews from previous literatures are also discussed and presented in
several subtopics. Next, few instructional design models are also showed and the explanation for each model is also provided. Finally, the theories supporting this study are also presented and discussed in detail. All the aspects mentioned are vital and highlighted in this chapter to show the importance of conducting the research on the use of OCS Module in improving Malaysian working adults’ confidence level to speak English.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The objective of this study is to look at the use of OCS Module to improve Malaysian working adults’ confidence level in speaking English. This study examined closely the participants’ fluency, anxiety, willingness to communicate and non-verbal cues when carrying out oral performance. In addition, participants’ post-experience feedback and narrative journals on using the module were also being explored.

This chapter presents the research methodology employed in this study – the main elements such as research design and the data collection procedures used. Discussion on the sampling method and sample size was carried out in depth. The description of the data analysis procedures, validity and reliability of the instruments used in the data analysis were provided.

To fulfil the research objectives stated above, the qualitative case study would be the most suitable approach. This chapter dealt with issues such as (i) research approach, (ii) research design, (iii) methods of data collection and (iv) the components in data triangulation.
3.1 Research Approach

A research approach is basically about the way a research is being conducted. The research approach employed in this study is the qualitative approach. Yilmaz (2013) explains that qualitative approach provides in-depth description of the phenomenon from the views of the people involved. Main reasons and purposes of this decision to employ qualitative approach are:

- It tries to comprehend how social experience is created and given meaning,
- Allows this study to be conducted in its natural setting involving genuine research samples who are the working adults in Penang and to gain in-depth comprehension of the research scenarios and its significance through the responses from the research sample,
- Much about social practices as about experience (Silverman, 2016),
- Focus on the importance of listening to, respecting and amplifying the voices and meanings of communities who previously might not have felt or heard (Gair & Luyn, 2016).

According to Hancock, Ockleford and Windridge (2009), some qualitative data can be dealt with in a quantitative way. If an idea appears in the data frequently, it may be possible to count on how often it appears. It may be practical or even desirable to present some of the results quantitatively using tables and figures. However, it must be made clear that these figures do not represent a statistical sample. In this research, the number of fillers counted by the ah-
counter (a person in-charged of counting fillers made by the research samples) and the number of words per minute spoken by the subjects to determine the speaking rate were presented in a quantitative way.

In qualitative studies, one of the most essential elements is the researcher (Bogdan & Biklen, 1992). Therefore, the researcher was needed to foster close relationship with the research participants (Borg & Gall, 1989). As the researcher had experience in Toastmasters International and has basic knowledge on how it should be conducted, the researcher explored the use of OCS Module to improve Malaysian working adults’ confidence level to speak English. Next, the discussion on the method used in the qualitative approach – the case study will be highlighted.

3.2 Case study

Case study research is an in-depth investigation in which the researcher has little control over the events (Yin, 2009). The focus of case study is on a contemporary phenomenon within real-life context which involves working adults in Penang.

Creswell (2007) added that:

Case study is a qualitative approach in which the investigator explores a bounded system (a case) … through detailed, in depth data collection involving a multiple source of information (e.g. observation, interview, audio-visual material, and documents and reports), and reports a case description and case-based themes. (p.73)
Based on the above definition of case study given by Creswell (2007), the objectives of using the approach of case study in the context of this study have been clearly highlighted. The employment of case study approach in this study could help in obtaining the answers to the research questions which were explanatory and descriptive in nature. Other reasons of case study employment are:

- usage of extensive, multiple sources of information in data collection to provide the detailed in-depth pictures of the research participants’ responses (Creswell, 2007),

- to explore the research participants’ progress using OCS module in authentic environment which may not be captured through experimental or survey research (Zaidah, 2003),

This research employed triangulation technique which involves observation, interview, evaluation and journal writing to facilitate the validation of data. This research can be categorised as exploratory instrumental case study which begins with research questions and problems related to Malaysian working adults’ lack of confidence to speak English. The researcher tried to solve the problems by developing an instrument which is called Oral Communication Skill (OCS) Module. Throughout the data collection process, the researcher explored to what extent OCS Module can be used in solving the problem.

3.3 Role of researcher

Yin (1994) mentioned that, the researcher has very little control in a case study. This goes with the definition of the case study which can be defined as a process and empirical
inquiry to investigate an existing event within its real-life context. In this study, the researcher is known as the field researcher who will be involved and interacting with the sample of the study in the research setting. In this case, the sample of the study is a group of Malaysians working adults in various fields, wanting to improve their level of confidence to speak English.

In Yin (1994), in general qualitative study, there are four types of researchers. They are:

a) Complete participant
b) Participant as observer
c) Observer as participant
d) Complete observer

In the present study, researcher’s role is an observer as participant. Merriam and Tisdell (2015), stated that the role of the observer as participant is to observe and interact close enough with other participants to establish an insider’s identity without participating in those activities constituting the core of group’s membership.

In the beginning, the researcher was involved in explaining the tasks in OCS Module to improve Malaysian working adults’ confidence level in speaking English. Researcher who is the observer-as-participant has the advantage to conduct the study and to collect the data as the researcher has greater knowledge and better understanding in the field of this study. Even though the researcher is the observer-as-participant in this study, the researcher does not work in the institution where the learners were chosen from. The learners were only introduced to
the researcher after they were selected to participate in this research by recommendation of people. However, the researcher is a trained TESOL (Teaching English to Speakers of Other Languages) language instructor who has been working in a private language centre in Penang and before the research started, the researcher attended the Universiti Sains Malaysia (USM) subjects’ Toastmasters Club to gain experience and widen knowledge on the Toastmasters Competent Communicator Programme. Hence, the researcher has a great advantage of having the knowledge and experience in the field of this study and can conduct/facilitate the use of OCS Module. The role of the researcher as the observer-as-participant is aimed to be able to collect data by interacting with the Malaysian working adults to obtain in-depth information (Råheim, Magnussen, Sekse, Lunde, Jacobsen & Blystad, 2016).

3.4 The Sampling of Research Participants

The sampling of the research participants discussed on the (a) the purposive sampling, (b) the size of the research sample, (c) the relationship between the researcher and the research participant.

3.4.1 Purposive Sampling

The choice of sampling for this research’s participants was purposive sampling. Gay and Airasian (2003) defined purposive sampling as a kind of sampling that selects the learners who possess certain criteria in fulfilling the research objectives. More recently, Polit and Beck (2017) noted that purposive sampling is all about the selection of participants according to the researchers’ view about what potential participants will be most informative. Hence, purposive sampling is a non-random sampling, criteria-based sampling. In this study, the
criterion was the involvement of participants from different English language proficiency levels. In this study, the participants were chosen based on the Malaysian University English Test (MUET) speaking score (45 marks) and on three categories of English proficiency, which were the advance level, intermediate level and low level of English language proficiency participants. Besides, the participants must also possess bachelor’s degree as their minimum qualification to ensure that all participants have the basic knowledge of English. Thus, purposive sampling was the chosen sampling method in this study as this sampling can deliver informative results based on the in-depth and detailed opinion of the selected participants and data given by them. Merriam (2009), stated that the data collected by the selected participants for the purposive sampling in a research can provide clearer and more detail viewpoint and perception related to the study.

3.4.2 The Research Participants

The researcher selected 10 Malaysian working adults from few government sectors in Penang (archaeology and business offices), Malaysia based on the recommendation of the other researchers in USM. The 10 adults were recommended based on criteria and requirements required by the researcher as mentioned earlier. However, only data from three participants were collected and analysed due to the inconsistence attendance by the other seven participants. The researcher also sought for the consent and permission from the selected working adults to be willingly involved in this research. Seeking consent and permission are crucial aspects in a qualitative research to ensure that the participants selected would readily and willingly disclose information. In this study, a part of the information needed is in the form of opinions, views and experiences of the working adults in using OCS Module to improve confidence level in Speaking English.
The various levels of English proficiency of Malaysian working adults used in this study is to enable researcher to explore the progress and voices of various levels of English language proficiency level Malaysian working adults in using OCS Module to improve their confidence level to speak English. The rationale of selecting Malaysian working adults to be the research participants in this study is that having effective communication skill is very important in working environment. According to Seyed Mohammad and Manijeh Masoudi (2015), in the context of workplace communication in Malaysia, having effective communication skills is the key to succeed and that effective communication skills are crucial and an additional advantage. However, Kassim and Ali (2010), reported that many working adults, including those in the Human Resource Department sector, have difficulties in communicating well in English and often face problems speaking fluently in meetings, delivering public speaking and executing oral presentations. This indicated that Malaysian working adults are suitable to be selected as the research participants in this study.

Table 3.1

Sampling for Data Collection

<table>
<thead>
<tr>
<th>Research Participants</th>
<th>Level of English Language Proficiency (MUET Speaking Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant A (PA)</td>
<td>Low (13/45)</td>
</tr>
<tr>
<td>Participant B (PB)</td>
<td>Intermediate (21/45)</td>
</tr>
<tr>
<td>Participant C (PC)</td>
<td>Advance (36/45)</td>
</tr>
</tbody>
</table>
3.4.3 The Sample Size

The sample size of this study is small, having only three Malaysian working adults in total, but this sample size is believed to be able to show the feedback of the working adults in using OCS Module to improve confidence level to speak English. The sample size in a qualitative study is very much depended on the redundancy information that one could be obtained from the working adults, as the information obtained is rich enough to fulfil the research objective (Law, 1998). In the context of this study, the small sample size is sufficient as there are more than three methods used to collect data such as interviews, observation, evaluation, journal writing and feedback forms. Therefore, the in-depth information and data gathered from the methods mentioned are believed to be adequate to answer the research questions. According to Gay and Airasian (2003), big numbers of participants is not required in a qualitative case study as the massive and rich input obtained from the few participants would be sufficient to furnish the researcher with the in-depth data needed for the research.

3.5 The Relationship between the Researcher and Research Participant

In this study, research participants were introduced to the researcher through recommendation of other researchers after they have volunteered to participate in this study based on the criteria and requirements set by the researcher. Therefore, researcher believes that the participants are calmer to voice out their opinions in the interviews as the researcher who is a total stranger to the participants, gives no threats to them, participants will be less nervous, unlike facing their colleagues, bosses and friends. It is crucial that the researcher is not related, as the connection
between the researcher and the research participants may influence the participants’ responses in a research (Law, et.al., 1998).

3.6 Research Design

Referring to figure 3.1, the focus of case study is on a contemporary phenomenon within real-life context and in the context of this study, the investigation will be on Malaysian working adults’ confidence level to speak English. The basic method to collect data is to use multiple sources of evidence and this process is called triangulation process which involves observation of participants’ non-verbal cues, interview, weekly evaluation on their performances and journal writing.

This study was designed to develop OCS Module and check if it can be used in improving Malaysian working adults’ confidence level to speak English. The subjects carried out tasks in the module. This module’s aim is to offer supportive and positive learning environment in which each member has the chance to build up oral communication skill, which in turn cultivate self-confidence and personal development. Being a participant using this module means more than simply making a commitment to personal growth as each person who joined this research and use the module was making a commitment to the program, to oneself and to the other participants. In this research, members learnt by doing and by watching fellow club members as the others who are there for the same reason which is to improve communication. The best learning will hail from discussion, preparing and presenting speeches based on the tasks in the module. The module has 3 sections of oral tasks designed to improve confidence level in speaking English.
Figure 3.1. Framework of Research Design

Week 1-4: Observation, role-players’ report, interviews and journal writing for activities

Week 5-8: Observation, role-players’ reports, interviews and journal writing for small group discussion.

Week 9-12: Observation, role-players’ report, interviews for oral presentation skill, narrative journal and post-experience feedback form

Data analysis

Findings, interpretation, recommendations, implications and conclusion
3.7 Research Matrix

A research matrix is a way to put all the essential aspects of a research together. It helps the researcher to look at the research holistically, considering every important aspect of the study.

The research matrix for the present study, consisting of the research objectives and the research questions to look at the instruments, data collection and data analysis as found in Table 3.2

Table 3.2

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Instruments &amp; data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent can OCS Module in improving working adults’ confidence level in speaking English in terms of:</td>
<td></td>
</tr>
<tr>
<td>1a) fluency</td>
<td>Ah counter - counting rate and fillers.</td>
</tr>
<tr>
<td></td>
<td>Evaluator – long pauses between words</td>
</tr>
<tr>
<td>1b) willingness to communicate</td>
<td>Observation, evaluation and interview: asking questions, giving feedback, turn-taking.</td>
</tr>
<tr>
<td></td>
<td>-Narrative journal</td>
</tr>
<tr>
<td>1c) non-verbal cues</td>
<td>Observation</td>
</tr>
<tr>
<td>1d) anxiety</td>
<td>Observation and interview question</td>
</tr>
<tr>
<td>2) What are the participants’ feedback on the module?</td>
<td>Post-experience feedback form</td>
</tr>
</tbody>
</table>
3.8 Credibility and Trustworthiness

The best-known criteria for trustworthiness are credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Trustworthiness also means validity in data collection and the confidence of the reader towards the data collected.

Credibility is the equivalent of internal validity in quantitative research and is associated with the aspect of truth-value. Approaches to ensure credibility are prolonged engagement, persistent observation, triangulation and member check.

In a qualitative study, the researcher would study a much smaller sample and conduct extensive observations and in-depth interview with each research subject. The researcher uses various criteria to analyse whether the data collected in qualitative research is to be trusted as accurate and unbiased. One way to do this is by using the concept of triangulation which involves using several measurement alternatives (Babbie & Rubin, 2009). In the context of this study, triangulation is important to show the connection between the criteria and to strengthen the findings.

In the context of this study, various strategies were followed in ensuring the trustworthiness of the findings and the data collection procedures. Thus, basic strategies to ensure the validity and reliability of the research such as the strategies to enhance internal validity proposed by Merriam (2001) were employed:
1) In ensuring the validity of the data, the data were collected through the four methods namely interviews, observation, evaluation of weekly performances and journal entries. This enables the researcher to triangulate different data sources of information.

2) Moreover, the interviews, observation, the evaluations and journals were collected several times throughout the research as to help the researcher build up an in-depth understanding of the area under study.

In terms of reliability, according to Merriam (2001), it deals with “the extent to which research findings can be replicated and yield the same result” (p.205). However, in social sciences, as the research dealt with human behaviour which is never static, the reliability aspect was considered problematic. This is because if the research was to be replicated and it involved different subjects, the result might be different as human beings are different in nature. Thus, instead of focusing on the possibility of the research to produce the same result, the focus was to ensure that the results were dependable or consistent with the data collected. Triangulation with multiple methods is one of the strategies suggested by Merriam (2001) that was employed in strengthening the dependability of the data.

However, interraters were employed to avoid researcher’s bias and misinterpretation of the data collected through observation. Even though it might not ensure the ultimate reliability of the findings, but it has the potential to at least increase the rigor.
3.9 Interrater reliability

Interrater reliability is one of the possible ways to ensure the reliability of the data in research (Boslaugh, 2008). It is a method of comparing the observations of multiple “raters” or judges. It is always used in psychological and behavioural evaluations. Instead of getting multiple ratings from one individual, interrater reliability uses multiple individuals to observe or evaluate the actions of an individual and then examine the extent of agreement among the judges. If the ratings of the judges do not agree, then the measure is not valid and the information may need revision. If the judges do agree, this can be considered as a supportive evidence that the measure is a valid one. For sure, we do not expect perfect agreement. Therefore, there are several statistical methods have been developed to evaluate interrater reliability. In the context of this study, the researcher will be using a method called Cohen’s Kappa or also known as Kappa. Kappa usually removes the effect of agreement due to chance. It provides a more accurate estimation of how well the raters agree and the interpretation of the statistic is more subjective.

In this study, an initiative was taken to avoid researcher’s bias and misinterpretation of the data collected by employing interrater’s evaluation of the observation and evaluation for 19 items. Even though it might not ensure the ultimate reliability of the findings, but it has the potential to at least increase the rigor.

\[
\text{kappa} = \frac{\hat{p}_o - \hat{p}_e}{\left(1 - \hat{p}_e\right)}
\]

where \( \hat{p}_o \) is the observed proportion of agreement and \( \hat{p}_e \) is the proportion expected by chance.

*Figure 3.2.* Kappa Coefficient (Cohen, 1960)
According to Prasad (2009) as applied in his research: for Cohen’s Kappa, Capozzoli, McSweeney, and Sinha (1999, p.6) stated that:

Values greater than 0.75 or so may be taken to represent excellent agreement beyond chance, values below 0.4 or so may be taken to represent poor agreement beyond chance, and values between 0.4 to 0.75 may be taken to represent fair to good agreement beyond chance.

Table 3.3
Kappa Values Description

<table>
<thead>
<tr>
<th>Kappa Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0</td>
<td>No inter-rater reliability</td>
</tr>
<tr>
<td>0.0 – 0.19</td>
<td>Poor inter-rater reliability</td>
</tr>
<tr>
<td>0.20 – 0.39</td>
<td>Fair inter-rater reliability</td>
</tr>
<tr>
<td>0.40 – 0.59</td>
<td>Moderate inter-rater reliability</td>
</tr>
<tr>
<td>0.60 – 0.79</td>
<td>Substantial inter-rater reliability</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Outstanding inter-rater reliability</td>
</tr>
</tbody>
</table>

In the context of this study, from the calculation, the average of both results for all three participants’ evaluation made the total reliability $k > 0.75$. For participants A, B and C, the total reliability values, $k$ are 0.82, 0.85 and 0.76 respectively. The calculations are shown below:
Participant A
\[
P_0 = \frac{18}{19} = 0.947
\]
\[
PC = \left(\frac{15}{16} \times \frac{16}{19}\right) + \frac{12}{361}
\]
\[
= 0.698
\]
\[
K = \frac{(0.947 - 0.698)}{(1 - 0.698)}
\]
\[
= 0.82
\]

Participant B
\[
P_0 = \frac{18}{19} = 0.947
\]
\[
PC = \left(\frac{15}{19} \times \frac{14}{19}\right) + \frac{20}{361}
\]
\[
= 0.637
\]
\[
K = \frac{(0.947 - 0.637)}{(1 - 0.637)}
\]
\[
= 0.85
\]

Participant C
\[
P_0 = \frac{17}{19} = 0.895
\]
\[
PC = \left(\frac{14}{19} \times \frac{12}{19}\right) + \frac{35}{361}
\]
\[
= 0.562
\]
\[
K = \frac{(0.895 - 0.562)}{(1 - 0.562)}
\]
\[
= 0.76
\]

3.10 Ethical Consideration

Important steps were also taken into considerations by the researcher in ensuring that the ethics of conducting the researcher were followed. First and foremost, the participation was entirely voluntary. They were also informed that they were free to incline or withdraw from the research at any time without any punishment or fine.
In making sure that the confidentiality of the subjects was preserved, they were assigned with pseudonyms.

3.11 Pilot Study

According to Kim (2010), the main advantage of conducting a pilot study is that it gives researcher an opportunity to adjust and revise the main study. Therefore, to establish the reliability, the pilot study was conducted to learn about the research process and OCS module. Furthermore, through the pilot study, the researcher managed to prepare herself for the actual data collection procedure especially in conducting the observation and interview.

Besides, this was also helpful for the researcher in improving the instruments. The current instruments were tested with four subjects from various workplaces. Purposive sampling is followed in selecting the participants for the pilot study. The researcher chose the subjects of the pilot study according the requirements for real participants of the study so that the instruments would be practical and valid. Moreover, efforts were made to ensure that the pilot study was done under conditions like those that exist during the real project. It was also to make sure that participants chosen for the pilot study were excluded from the purposive sampling of the main study. This step would ensure that no subjects were chosen twice.

Besides testing the OCS module, from the pilot study also, the researcher tested the usage of other useful material for the program such as the use of camcorder for recording purpose. This included its suitability as a tool to record the subjects”
performances as one of the ways to ensure the success of the recording process and the safety of the data. A pilot study is very important in every research. Although a pilot study cannot eliminate all systematic errors or problems, it reduces the likelihood of making errors. Researchers can use pilot study to check if there is any misleading questions or instructions. Researchers can also ask the subjects for feedback to identify ambiguities and tough questions (Nashwa Ismail, Kinchin, Edward, 2018).

As for this research, a pilot study was done on 1st March 2016 in Universiti Sains Malaysia (USM). The pilot study involved four working adults as the subjects. After completing the pilot study, the researcher received comments and suggestions from the subjects. After taking into considerations the comments and suggestions given by the subjects, the design of the module was changed and few new aspects were also added. The pilot study only involved 2 out of 3 parts of the module. The 3rd part of module which is the individual oral presentation could not be piloted as that part will be focusing more on progress. The interview questions prepared also could not be piloted as the interview session was designed to check on subjects” progress weekly. Pilot study report was prepared, and the subjects were required to fill up the form (Appendix H). The additional aspects and changes are as below:

**Additional aspects**

a) The use of English Language needs to be mentioned clearly in the instruction.

b) Ice-breaker session will be held before the program starts to introduce the subjects to one another.
c) Participants are encouraged to ask more questions during pair-work and small group discussion.

d) Topic for group discussion will have to be determined one week earlier.

Changes

I. Pair-work section:

Initially, the pairs should talk for 1-2 minutes for four weeks (different topic every week) to the same partner. However, after completing the pilot study, it was found that it is not practical for the working adults (subjects) to just attend a very short session for four weeks. So, instead of talking about one topic each week, the researcher has decided that the pairs have to talk about few other topics each week to different partners for four weeks. The objective of the pair-work is to get them acquainted with the module, program and other subjects.

3.12 Planning of The Research

After getting permission from the faculty, the researcher started to ask recommendation of research participants from the other researchers. The three participants were selected based on the criteria laid down by the researcher – (i) Malaysian working adults aged 25-35, (ii) At least possess bachelor’s degree (education level), (iii) Taken MUET, (iv) Participants represented the three levels of language proficiency; advance, intermediate and low.
After meeting with the participants, they were then being briefed on the process of the study. First, the researcher briefed the participants on the use of the OCS Module developed by the researcher. The participants were given one module each and used for 12 weeks. The researcher explained that the study would be conducted for the duration of 12 weeks where the researcher would be meeting the participants once a week after working hours at one of the tutorial rooms in USM, Penang (booked by the researcher for observation purpose. The researcher explained to the participants that they would be interviewed, and their performances would be recorded for data collection process. Besides, every observation session would also be audio-recorded. In addition, the working adults were also required to write reflective journal twice a month. At the end of the research, they were required to answer post-experience feedback form and write a narrative journal about their experience using OCS Module. However, the researcher has assured the participants that their identities, audio-recording of the interviews, video-recording of their performances and the learners’ journals and form were highly confidential, only can be accessed by the researcher herself to protect the participants’ privacy.

3.12.1 Research Instruments

Nine instruments: i) Oral Communication Skill (OCS) ii) evaluation guidelines (Appendix A), iii) interview questions (Appendix B), v) reports from role players: timer, ah-counter (Appendix C), vi) video recording, vii) speech transcription, viii) reflective journal writing, ix) post-experience feedback form (Appendix D) and (x) narrative journal.
3.12.1 (a) **Oral Communication Skill Module**

The OCS is divided into three different sections which focus on three different language activities which are “pair-work conversational skill”, “small group discussion skills” and “individual oral presentation skill” as these three skills are the most important skills needed by them. Working adults got the chance to practise speaking about themselves, their hobbies, their countries, festivals and other issues which interest them. The duration of the module is 12 weeks and within this period, the participants were required to perform those tasks once a week.

3.12.1 (b) **Evaluators’ reports**

For the whole study, every participant was evaluated by evaluators at the end of every task for 12 weeks using evaluation guidelines. The subjects were evaluated based on several criteria such as taking turns to speak, body language, vocal variety and eye contact. The evaluation guidelines helped the evaluator to observe something in particular. Below would be the detail explanation on the evaluation for every section:

a) **Pair-work**

The subjects were evaluated on willingness to communicate (asking questions and giving feedback), non-verbal cues (facial expression, hand gestures, eye contact), timing (weekly), anxiety (comfort and tense) and fluency (filler and long pauses between words).
b) Small group discussion

The subjects were evaluated on willingness to communicate (taking turn, ideas contribution), non-verbal cues (facial expression, hand gestures, eye contact), timing (weekly), anxiety (feeling of tense and comfort) and fluency (filler and long pauses between words).

c) Individual Oral Presentation

The subjects were evaluated on non-verbal cues (facial expression, hand gestures, eye contact), timing (weekly), speech rate, fluency (filler, long pauses between words and transitions) and anxiety (feeling of tense and comfort).

3.12.1 (c) Observation

Observation refers to the process of making careful and accurate measurement. During the observation, the researcher studied a series of occurrences or incidents that were related to the research questions and research objectives. The observation helped the researcher to enrich the research findings. In this study, the researcher observed the subjects’ presentation based on the components in the evaluation guidelines and ticked on the guidelines. By using the guidelines (based on well-established rubrics), it would be easier for the researcher to indicate whether the subjects improve on their confidence level in speaking skill. Besides ticking on the guidelines, the researcher also took additional notes. While observing, the researcher wrote and provided more explanation beyond the points in the guidelines. For instance, when describing vocal variety, the researcher not only mentioned the performance criteria (poor, satisfactory, good or excellent), but the researcher explained more by providing examples in details.
3.12.1 (d) Evaluation guidelines

According to Bargainnier (2013), to measure a performance, can be challenging without the appropriate measurement tool. Rubrics are tools that can assist trainers or instructors to come to similar conclusions about construction of higher-level conceptual knowledge, performance skills, and attitudes. Rubrics are designed to guide instructors in measuring ability to use and apply factual, conceptual, procedural, and metacognitive knowledge (Angelo, 2002, Anderson & Krathwohl, 2001, Bloom, 1956). Rubrics are the tools that provide the criteria and levels of performance to assess student work that is not traditional (i.e., performances, portfolios, papers, teamwork, etc.). When used for assessment, rubrics help both learner and instructor identify strengths and areas for improvement in the learning process.

The rubric must have clear criteria. O’Neill and Gately (2014) states that, to ensure that the criteria are necessary and, as a set, sufficient for meeting the targeted achievement, user must be careful in using it. The criteria should define a comprehensive set of behaviours that make up the performance. The criteria defining each level of performance must be significant and should be mapped to the same scale. It is important to clearly define what will be measured before deciding on the performance criteria. Thereafter, it is important to research the best criteria (or best practices) in the areas to be measured before developing the criteria.

In the context of this study, the researcher had compared and reviewed more than five well-established evaluation rubrics used to assess speaking in major tests such
as IELTS and TOEFL, also in conversation classes at universities. Therefore, all the criteria found in all the three sections evaluation guidelines in this study are necessary and sufficient to measure their confidence level to speak English after performing activities in OCS Module.

3.12.1 (e) Interviews

The interview session can be considered as an important instrument as it helped the researcher to acquire further clarification on the learners” personal thoughts of the confidence level. This was indeed essential to enrich the data as well as for the triangulation process. All the subjects were interviewed for 6 times (after 1st and 4th activities in each section). According to King and Horrocks (2009), interview is one of the most frequently used methods when generating data. To ensure the accurate results, the researcher had to ask the same questions in each interview. However, the researcher had to keep in mind that the interview remains flexible in case any new issues arise while the process of interviewing is taking place (Dawson, 2002). Interviews allow the researcher to obtain information and data. Interviews also provides a valuable way to gather complementary data. Interviewers can explore and probe subjects” responses to gather more in-depth data about their experiences and feelings. They can examine attitudes, interests, feelings, concerns and values more easily than they can through observation (Gay, Mills & Airasian, 2006).

In this study, the researcher did semi-structured interviews to collect qualitative data. As the interviews are semi-structured, the questions posed to the subjects are not
necessarily according to the arrangement of the questions and new questions were also added based on the subjects’ responses. According to Kvale (1996):

Semi-structured interview has a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is an openness to changes of sequences and forms of questions to follow up the answers given. (p.124)

In the context of this study, the aim of the interview is also to clarify the information obtained from the observation and evaluator’s report. The first interview was done after the 1st activity. The second interview was done after the 4th activity. The third interview was done after the 5th activity, the fourth interview was done after the 8th activity, the fifth interview was done after 9th activity and the last interview was done after 12th activity. The questions which were asked in the interviews covered the issue of confidence level in speaking skill and were adapted from “State Anxiety Scale” (Porhola, 1997) in his study “Trait anxiety, experience, and the public speaking state responses of Finnish university subjects” (Appendix E). Porhola (1997) studied on trait anxiety during public speaking and he stated that public speaking state anxiety (also stage fright, audience anxiety, state anxiety, speech anxiety) has raised the most apprehension among researchers interested in state responses of subjects in public speaking situations. The interview questions were validated by two lecturers (experts) in the field of English Language teaching and qualitative study. Modifications on the questions had also been made based on their suggestions.
A tape recorder was used to record the interviews. There are many advantages for using tape recorder in an interview; it enables the researcher to concentrate on listening to what the participants say whilst at the same time maintaining eye contact. Tape recording also provides the researcher with a complete record of the interview for analysis, including what is being said and interaction between interviewer and interviewees. Finally, the researcher will have plenty of useful quotations for reports (Dawson, 2002; Bryman, 2008).

In developing the interview protocol, the questions were classified into several sections to serve as a guide and later assist the researcher in transcribing and analysing data. The sections include aspects such as: 1) performance 2) tense feelings when speaking in front of audience 3) feelings after presentation and 4) level of confidence after joining the program and 5) willingness to communicate.

**Interview questions on Confidence.**

1. How do you find yourself performing the task? What is your opinion on your performance?
2. Do you feel tense before your turn to speak in front of audience? Can you describe in detail why do you feel that way?
3. Do you feel comfortable speaking English in front of audience during your speech? Why?
4. Are you confident to speak English after joining this program? If yes, how confident, are you?
5. How would you react if you are called to speak English?
3.12.1 (f) Role players’ reports.

The idea of having role players derived from the adaptation of Toastmasters International programme as the programme emphasized on the idea to help giving feedback to the participants. Technically, the role players are timer and ah-counter. The timer (a person who kept the time of the presenters) and the “aah” counter (a person who counted the fillers made by the presenters) are the participants themselves. In the beginning, the researcher briefed them about the roles and every participant got the chance to become role-players every week.

Reports from the role-players are equally important to the study and to the participants. The reports were reported out loud to every participant at the end of their performance every week, so they know what to improve on the following weeks. These reports were also collected and analysed by the researcher at the end of the study to analyse to what extent OCS Module can help improving Malaysian working adults’ confidence level.

In this study, the role-players (timer, ah-counter and the evaluator) are in-service educators from private sectors who have more than 3 years teaching experience and are familiar with Toastmasters International program. Therefore, they were chosen to be a part of this study as their experience and knowledge can be an advantage to smoothen the data collection and data analysis processes.
3.12.1 (g) Video Recording

The use of video recording is very significant, and the use of mechanical recording devices provides better flexibility than observations done by hand (Smith, 1981, Lesmes, Leguizamon & Cuervo, 2015). Besides, by using video recording, the evaluator can play back as many times as possible to watch and to ensure what they intend to observe. In this study, each subject’s performance in all three sections (pair-work, small group discussion and individual oral presentation) were recorded weekly as the evaluator had to view the recording and analysed the subjects’ performance and non-verbal cues based on the evaluation guidelines. The video recording was very important as it helped the evaluators to detect the subjects’ non-verbal cues. Since non-verbal cues are also part of the research elements, it is very crucial for the researcher to have great close-up when analysing the data to ensure reliability. The video recordings were analysed by interraters to avoid biasness and misinterpretation of the data collected.

The video recordings and interrater are only used for the data analysis of this study. As for the participants in the study, general feedback/evaluation were given on the same day of their performance based on the live observation. Same goes to the future participants of OCS Module (when it is implemented at workplaces), participants are to be observed and evaluated on the same day of their performance and general feedback/evaluation based on the live observation to be given at the end of their performance.
3.12.1 (h) Transcripts

The interview sessions done were recorded. The answers for interview questions were analysed by the researcher to check on the subjects’ level of confidence. The performance of every subject was recorded and transcribed by the researcher. The transcript was used to count the words in every speech presented by each subject and divided by the time taken by the subjects to present their speeches to determine the speaking rate of each subject.

3.12.1 (i) Journal writing

The journals, which are reflective journal writing and narrative journal methods were found to be highly suitable and appropriate for this research because it allows the researchers access to data that would not otherwise have been available (due to time constraints) and to a deeper degree of reflection from the interviewees.

According to Jacelon and Imperio (2009), participant diaries also known as journals in this study, are useful source of data that has not been given adequate attention as a data collection strategy for qualitative research. The diaries will be guided by a set of open-ended questions designed to find out more on the subjects’ feelings and preparation. As for narrative journal, it is used to get better understanding on to what extent the OCS Module can help in improving their level of confidence in terms of willingness to communicate. The reflective journal was guided by questions in Jacelon and Imperio (2009) and the narrative journal was guided by questions in Nagy and Nikolov (2007) and Horváth, Lugossy and Lehmann (2015)
In the context of this study, the researcher could find out more about the subjects such as their feelings and preparation. The elements covered in reflective journal writing are:

**REFLECTIVE JOURNAL**

1. How did you prepare for the task? What did you do?

2. How do you feel when preparing for the task and before performing the task?

3. Did you rehearse before you perform?

*Figure 3.3. Template for Participants’ Reflective Journal*

The journal templates were checked and validated by three in-service educators. It is important for the templates to be checked and validated to ensure that the journals serve as the guidance for the participants to note what is needed to be recorded down. Participants were given freedom to record what they wanted to reflect, no restrictions or demand on what the participants should or should not write. They were also given the freedom to write down what they wanted to document. This is to ensure the participants were writing their true feelings and reflections in using OCS Module and how their feelings were when preparing for the tasks.
One of this research’s objectives is to elicit feedback and suggestions from participants on the module. At the end of 12 tasks, participants were required to fill up post-experience feedback form. The elements covered in the form include; the sections, instructions, objectives, organisation, feedback given, evaluation requirement, criteria for evaluation, most and least satisfactory elements, useful aspects, reasons using the module, satisfactory on the module quality and recommendation to improve the design of the module for future users.
There are several reasons on the importance of getting feedback from the participants. Firstly, it is to ensure that problems occurring in modules are picked up and dealt with. Secondly, to gain accurate picture of how participants are finding the module. Thirdly, to identify any issues or confusions participants have with regards to the module, as early as possible in an easy, simple and quick way. Fourthly, it is to improve the module to suit the needs of future participants.

3.13 Data Collection Procedures

The data collection procedure began in early August 2016 and continued until end of October 2016. Before conducting this research, the researcher had obtained the letters of permission from Universiti Sains Malaysia, which served as the setting of this research. The letters are signs of confirmation of the research project to be done in the administration department when the department receives the letter and confirms their acceptance to be part of the research. The researcher was only able to start the data collection once the permission was granted by the office and the subjects.

The subjects were interviewed after their 1st, 4th, 5th, 8th, 9th and 12th activities. The subjects were guided by the researcher and the OCS module throughout twelve activities over three months. The guidance provided was to help subjects to be more organised in carrying out the procedures and activities. Some data were also collected from the transcription of the speech (the word count) to study on the subjects’ speaking rate and the reports from “aah counter” who will count the number of fillers they made in every speech.
3.14 Data Analysis

In conducting the data analysis, the process was performed by referring to the steps as suggested by Creswell (2003). Firstly, in organising and preparing the data for data analysis, the researcher read through the role-players’ report (evaluator, aah counter), transcribed the speeches (to count the speech rate) and interview. For the data analysis process, the researcher read through all the data obtained from the role-players’ report, interviews and journals written by the subjects.

For the transcribed interviews and details from role-players’ reports, the next step was to categorise the data according to themes (fluency, willingness to communicate, anxiety and non-verbal cues). After that, detailed discussion of the themes including specific illustrations and quotations were arranged and displayed systematically.

As for the observation, the analysis involved reviewing the checklist as well as the recorded video. Thus, the researcher described and discussed the observation and later triangulated the findings with those from the interview and document mining. The reliability and validity of the criteria used to measure subjects’ confidence level as the researcher employed inter-rater evaluators.

In the study, the researcher analysed the data collected. The researcher also analysed and interpreted the qualitative data according to the observation, role players’ report, subjects’ responses from the interview sessions and subjects’ journal writing. Then, the researcher summarised the data based on components such as willingness to
communicate (turn taking and idea contribution during pair-work and small group discussion), the time taken by presenters to present their individual oral presentation, pronunciation, body language, facial expression, vocal variety, hand gestures and the number of fillers made when performing all the tasks. These components are important components that will determine whether they improve their confidence level in their oral communication skill from time to time. The researcher analysed the data by counting the number of fillers made by the subject in their speech. Other than that, the researcher also counted the words in the speech presented by every subject and divided the number of words by the time taken by the subject to deliver their speech in order to determine the speaking rate for every subject when performing their oral presentation. This is to determine if the subject manage to improve their oral communication skill in terms of fluency. According to Ritchie, Lewis, Nicholls and Ormston (2013), in order to explore the samples’ behaviour, perspectives, and experiences, the researcher uses the qualitative approach.

There were five methods to be used. Firstly, the researcher watched subjects” performances. The researcher observed the way subjects perform all the activities suggested in the module and the way they communicate. The researcher did video recording to monitor subjects” performance from time to time to check whether the subjects improve on their level of confidence. Then, the participants were evaluated. Next, the researcher interviewed the subjects involved in between 12 weeks of the study to see if subjects improve on their anxiety after using OCS Module. Forth, the researcher counted the words spoken by the subjects and divided it by the number of minutes it took the subject to speak them. This number tells the number of words the subject speaks in a minute. For example, if the subject speaks 700 words in five
minutes, the researcher performed calculation: \( \frac{700}{5} = 140 \). Therefore, the subject spoke at a rate of 140 wpm. This indicated that the subject spoke at an acceptable rate as the suitable rate for people to speak is between 125-160 words per minute (Toastmasters, 2012). Finally, the researcher asked the subjects to give some feedback and write journal entries.

Overall, after collecting all the data, the researcher categorised the data collected based on these themes to comprehend the readers and to give a clearer picture on how each component of this study related to each other. Then, the researcher triangulated the data to strengthen the findings and to show the connection of the data from different categories. The researcher was guided by Anxiety-Enthusiasm Behaviour Scale by Porhola (1997).

### 3.15 Summary

This chapter discussed several elements of the study such as a full description of the research design, research subjects, instruments, procedures in data collection and data analysis. In the section of instrumentation, there was explanation and description on the instruments used in this study and how the instruments measured the components stated in the research questions.

As for the section of analysis, there was explanation on how the researcher analysed the data and how the findings were interpreted to find out to what extent the module could help in improving the subjects’ confidence level in speaking English. It is also
very important to triangulate the data collected to see the connection and the relation in every point gathered. It provided clearer version to readers on how the technique used and the data collected were closely related.
CHAPTER FOUR

DESIGN AND DEVELOPMENT OF MODULE

4.0 Introduction

This chapter presents the design and development of a module in improving confidence to speak English. There are various instructional system design models available which can be used as guidance in designing and developing learning materials. The researcher decides to use the ASSURE model as this is the most suitable model to be used as guidance in designing and developing the module for this study. This chapter also presents the OCS Module at the end.

4.1 Background of the Module Development

The Oral Communication Skill (OCS) Module in this study was designed based on ASSURE model (1999) and some of the elements in the module were adapted from a widely known public speaking programme called Toastmasters International. The name „OCS“ is used for the module as the tasks in the module are prepared to improve confidence in English oral communication skill.

4.2 Design and Development of the Module

The ASSURE”s instructional design model is formulated to design and develop learning materials in aiding the learning process. The ASSURE model focuses on participants” learning styles and constructivism where participants interact with others in their environment to gain knowledge (Kurt, 2015). Therefore, this model is
suitable for developing the OCS Module as the focus is on Malaysian working adults who are the participants in the context of this study. There are six main phases in this model – 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 and 4.2.6. Hence, the researcher need to keep in mind all these six phases while designing and developing the module. The instructional design system model is presented in Figure 4.1:

![ASSURE Model Diagram](image)

*Figure 4.1. ASSURE MODEL (Heinich et al. 2001)*

The model’s design and development process is divided into six main phases:

### 4.2.1 Analyse participant

Analysing participants is the first phase in the designing and developing process of the OCS Module. In Kurt (2015), it is very important in recognising typical characteristics and to determine learning styles to meet their needs. Specific entry competencies also need to be figured out. Therefore, in the context of this study, the researcher did a needs analysis to find out Malaysian working adults’ needs prior to designing and determining sections and topics in the module. The participation and
involvement is based on volunteerism. The characteristics of the Malaysian working adults are: Typical characteristics:

Participants’ Age

The age of the participants is between 25-35 years. This is an average rate of working adults who have completed their bachelor’s degree.

Academic characteristics:

The academic characteristics were divided into three sections as below and justification on findings can be made according to the language proficiency. The categorisation of the proficiency was based on their Speaking score in MUET.

- Participants of low English language proficiency.
- Participants of intermediate English language proficiency.
- Participants of high English language proficiency.

Needs Analysis

In the context of this study, to find out working adults” needs when communicating in English, a preliminary study was conducted. A set of 20 survey questions adapted from Lashley (2007), Knell and Yanping (2012) focusing on attitude, confidence and anxiety were distributed to 100 Malaysian working adults from different fields of jobs namely engineers, lecturers, teachers, doctors, nurses and administrative staff. From the results, it was revealed that working adults in Malaysia need good English oral communication skill, higher level of confidence and motivation when speaking in English. The results showed that 94% of the working adults avoid communicating in English, 63% admitted that they feel anxious that their pronunciation is not correct, 96% worried if they make too many grammatical mistakes and 89%
mentioned that they feel shy speaking in English. In the aspect of interest, it was found that 80% would like to improve on their verbal skill compared to listening, reading and writing. 100% of the working adults in the context of this study know English well but do not perform well in speaking and often think of how they can improve their English-speaking proficiency. 90% need to improve their English for work need. Overall, it can be concluded that, English is significant to Malaysian working adults regardless the field of the jobs. Even though they encounter problems when communicating in English, majority of them have the desire to improve their proficiency for work need.

4.2.2 State objectives

The objective of this module is to improve Malaysian working adults’ confidence level to speak English. Besides this, the design of the module implements learn-by-doing and deliberate practice concepts which aim to improve the oral performance and confidence level of the participants. From the database obtained from Human Resource Department (HRD), it was found that working adults always face problems in speaking fluently due to lack of confidence (Moslehifar & Noor Aireen, 2012). According to Seyed Mohammad and Manijeh Masoudi (2015), in the context of business communication, having effective communication skills is the way to succeed and also seen as crucial and an additional advantage. Hence, this module is designed in such a way to seek Malaysian working adults’ responses on the use of OCS Module in improving level of confidence to speak English by assigning them to perform English oral tasks for 12 weeks and providing constructive feedback at the end of each task every week. Besides, Kassim and Ali (2010), pointed out that many working adults, including those in the HRD sector, have difficulties in
communicating well in English and always face problems speaking fluently in meetings, delivering public speaking and giving oral presentations. Due to this, the OCS module is designed to offer the needs of the working adults which are the skills to speak up, to discuss and to present. These skills can be gained when they undergo three sections of the module which are, pair-work, small-group discussion and individual oral presentation.

4.2.3 Selection of methods, media and materials

Methods, media and materials act as medium that connect the participants and objectives. There are a number of options when selecting materials. Researcher could either use available materials, modify existing materials or design new materials. The existing modules used in many institutions and workplaces are mainly focusing on the speaking skills only. None of the module relates speaking and confidence. Most existing modules focus on the linguistic aspects such as grammar, vocabulary and pronunciation. The objectives are connected to the participants through the tasks when the participants undergo all the tasks in achieving all the objectives.

The OCS module and methods used in assessing the participants are adapted from a widely known public speaking programme called Toastmasters International. The image of Toastmasters International handbook can be found in the appendix (I). In the programme, there are certain roles played by the participants besides presenting speeches. They get the chance to be evaluator, timer and ah-counter. These
important roles play their parts to assess the presenters based on the guidelines provided (Toastmasters, 2005). The objectives of the assessment are to point out the mistakes made by the presenters and give constructive feedback to them, so they won’t repeat the same mistakes in the upcoming weeks. Therefore, besides emphasizing on the three sections (pair-work, small-group discussion, individual oral presentation), OCS module also stresses on the importance of the idea having those roles in assessing the participants. The only difference is, OCS module requires the community to select an experienced person to serve as an evaluator instead of having each participant to play the role of evaluator each week. The selection of evaluator can be made by choosing a person who has high English language proficiency or a person who has experience in Toastmasters or other public speaking programmes.

4.2.4 Utilise media and materials

In the part of module development, the researcher planned how materials will be used. Preview and implementation practice are needed. The researcher designed the module to be used for 12 weeks. Before utilizing the module, it was piloted and validated by a few experts.

The module consists of 12 tasks to improve participants’ confidence level. There are three main sections and each section is designed with different aims that need to be achieved by participants and each activity is on a different level of difficulty. Thus, it is important for participants to perform the tasks in sequential order.

The suggested topics of the module are as follows:
**Activity 1 – Pair work**

I. Self-introduction

II. Personal topic such as family and interests

III. Describing special memory/ songs/ movies

IV. Expressing ideas on topics spoken by their pairs

In preparing each topic for pair-work, needs analysis has been done to find out the needs of working adults in improving their speaking skills. A set of questionnaires consisting topics for pair-work adapted from a research done by Kusumoto (2008) in developing a training program for teachers in Japan. The questionnaires mentioned were given to 100 Malaysian working adults and 98% of them agreed with all the topics. (Appendix G)

The pairs were required to talk about all the topics above each week to different partners for four weeks. The objective of the pair-work was to get them acquainted with the module, program and other working adults (participants).

**Activity 2 – Small group discussion**

I. Festivals in Malaysia

II. Malaysia (example: food or myths in Malaysia)

III. Travelling

IV. Internet
In preparing each topic for small group discussion, based on the experts’ recommendation, the topics chosen for group discussions were taken from International English Language Testing System (IELTS) Speaking Test.

**Activity 3 – Individual Oral Presentation**

I. Topics of own choice

II. Topics of own choice

III. Topics of own choice

IV. Impromptu speech

As for individual oral presentation, the researcher decided not to assign specific title for each task as the researcher would prefer the participants to apply their creativity by choosing their own title to suit the themes or guidelines of the tasks. Based on experts’ recommendation, topics for impromptu were taken from the International English Language Testing System (IELTS) Speaking Test. The examples of topics are:

- Is there some other kind of work you would rather do?
- If you could change your job or profession, what would you do?
- Describe the process of getting a job in your country.
- Describe the company or organization you work for.
- What is your position?
- What do you like about your job?
- What do you dislike about your job?
- Describe your education.
- What kind of school did you go to as a child?
- Did you go to a co-educational school?
- What was your favourite subject as a child?
- Who was your favourite teacher?
- What is the education system like in your country?
- Do you think your country has an effective education system?
Describe your hometown.
What’s special about it?
Where is your hometown located?
Is it easy to travel around your hometown?
What is it known for?
What do people in your town do?
What are the main industries in your hometown?
What problems face your hometown?

The participants started the programme with “Self-introduction” pair work activity. Since it was the first task, the participants started off on an easy subject which is about themselves, personal interests, describing special memories and expressing ideas. The main objective of this level was to develop comfort and confidence. This level was to also eliminate nervousness or discomfort to speak English and to get them acquainted with the module and other participants.

For the second activity, which was small group discussion, all participants in a group of four sat together to discuss about current issues. The ideal number of group members is between 5-8. In the context of this study, there were 8 participants. To increase participants’ involvement in discussion, the researcher divided them into groups of four. They were free to ask and express their own views and opinions on that issue. The main objective of this level was to develop more comfort and confidence to speak English in discussion form. For the final activity, which is individual oral presentation, all participants were required to present a speech individually in front of audience. They were free to choose their own speech topic. The participants focused on main points, word usage, body language, vocal variety and topic research. Towards the end of the program, the participants ended with difficult tasks as they had learnt many skills earlier. In task 12, the participants were
required to present impromptu speeches using all the skills that they have learnt from task 1 to task 11.

4.2.5 **Require individuals’ participation**

Requiring participation from research subjects is the element which makes ASSURE Model differs from the other instructional design models. This stage is the main reason ASSURE Model is chosen to guide the design and development of this module. It requires participation. Therefore, this module is very suitable to be used as it focuses on Malaysian working adults who are the participants of this study. Supposedly, activities planned allow participants to practise the skills. In the context of this study, participants were involved for 12 weeks and OCS Module required the participants to prepare and practise before hand to perform better. This is linked to the theory of deliberate practise (DP). According to Pelley (2013), DP is an effort designed to improve performance. It is most effective when guidance is provided at least in the beginning and very helpful as participants will know what needs to be improved. Deliberate Practice requires a lot of repetition together with focus. Hence, the 12 weeks duration is a good platform for participants to practise. The repetition takes place when they must repeat all main activities which are pair-work, small-group discussion and individual oral presentation for four times respectively.

4.2.6 **Evaluation and validation of OCS module and revision of the module for future use**

To ensure validity of the module, the module was presented to three English language experts (experienced English lecturers from School of Language & Translation, USM, Penang and UITM, Perlis) (Appendix F). Validations from all the experts are very important in ensuring the module is appropriate and suitable to
be used and the objectives of this study are achieved. Besides, all the suggestions and recommendations given by the experts are taken into consideration and some changes have been made prior to the recommendations.

Below are the comments received from the experts:

a) At first, the researcher did not include any suggestion of topics to the participants. One of the experts suggested to insert suggestion of topics to guide the participants.

b) The topics suggested can be taken from IELTS Speaking section.

c) Clearly state the difference between “Topics given” and “Topics of own choice”.

d) Insert time limit for every task given.

Upon completion of all the 12 tasks, participants were required to fill up post-experience feedback form which consists of questions pertaining to the details of the module such as the sections of the module, instructions, organization, assessment methods, most useful aspects and overall quality of the module. One of this research’s objectives is to elicit feedback and suggestions from participants on the module based on the questions asked in the post-experience feedback form. There are several reasons on the importance of getting feedback from the participants.

Firstly, it is to ensure that problems occurring in modules are notified and dealt with. Secondly, to gain clearer picture of the participants’ thoughts towards the module. Thirdly, to identify any issues or confusions faced by participants with regards to modules, as early as possible in an easy, simple and quick way. Fourthly, it is to improve the module to suit the needs of future participants.
4.4 Summary

In this chapter, ASSURE Model is used in the process of designing and developing a module to improve Malaysian working adults’ confidence level in speaking English. The module is based on Toastmasters International. The six main phases of ASSURE were carefully carried out in this study to ensure that the developed module can serve its best to achieve the objective of the study. Besides, the OCS Module was also attached in this chapter.
Oral Communication Skill (OCS) MODULE
### Overview of OCS Module

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
<th>Objectives</th>
<th>Suggested topics</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pair-up</td>
<td>To help participants to get used to communicate in English by using elementary topics which are about them</td>
<td>Self-introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Family member/s</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Important person</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Special memory</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Small-group discussion</td>
<td>-Select the suitable words and sentence structure to express their ideas clearly</td>
<td>Social media</td>
<td>Evaluator, role-players (timer and ah-counter)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Use their gestures, movement, eyes contact</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Use their voice volume and intonation to express your message with emotions</td>
<td>Gossip/ rumour</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Beauty</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
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</tr>
</tbody>
</table>
## Overview of OCS Module

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
<th>Objectives</th>
<th>Suggested topics</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>To help users in combining the previous skills they have learnt when doing previous tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Individual Oral Presentation</td>
<td></td>
<td>Topics of own choice</td>
<td>Evaluator, role-players (timer and ah-counter)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Impromptu Speech</td>
<td></td>
<td>Topic is given on the presentation day</td>
<td></td>
</tr>
</tbody>
</table>
Objective:

This module is designed mainly to help adults in improving their confidence level to communicate with people as confidence is an important aspect that strongly influences the way working adults communicate. The adults will find this module user-friendly and practical after doing the activities and suggested presentation.

Features

This module consists of activities for beginner speakers to practise their speaking. Guidelines are provided for the speakers and evaluator as a reference to monitor the improvement of their performances.

Activities

Spreads throughout the module are a variety of activities to boost confidence level. These activities will help the users to be confident in speaking as they involve simple things that they deal with in their daily life. There are three main sections and each section need to be done for four weeks. They are designed with different aims that need to be achieved by users and each section is on a different level of difficulty. Thus, it is important for users to perform the tasks in sequential order. Below is the description of the sections:
i) **Pair-up/ Conversation**

This section will help them to be ready to have conversations with people. It is also known as “warm-up” activity for oral communication as they are only required to speak to their partners and get themselves warmed-up.

ii) **Small-Group Discussion**

This module provides interesting topics for users and their group members to discuss on. The second section will help them to be more confident when communicating with others. Their enthusiasm will increase as they discuss the suggested topics or any topic of their interests. They will be able to point out their opinions and at the same time they can also train themselves to be a good listener as they listen to others’ points of view.

iii) **Individual Oral Presentation**

After dealing with pair and group discussion, it is the time for them to present their ideas and stories to an audience. They will be able to use the skills that they have learned and do great presentations! This is to make sure that their messages and presentations really make an impact on the audience.

**Why OCS Module consists of three sections?**

OCS Module is designed specifically to improve Malaysian working adults’ confidence level in English Oral Communication Skill. In this module, there are
three main sections involved which are pair work, small-group discussion and oral presentation. The three sections have been arranged one after another.

Sections in the module are arranged step by step so users can improve gradually. Some users are very shy and not well-exposed in English communication. Therefore, this module is designed to help them “warming-up” themselves with pair work and small group discussion before doing individual oral presentations.

In this module, pair work has been chosen to be in the first section and followed by small group discussion. This is because instructor who will act as evaluator can reduce and eliminate anxiety and foster a less confrontational atmosphere by encouraging pair work for mutual support and reassurance (Burden, 2004).

After completing pair work section for 4 weeks, they will move on to the second section which is small group discussion. According to Sato (2003), group work can help achieve the two goals which are anxiety reduction and meaningful communication for fostering better speaking ability.

Secondly, group work typically creates a sense of security. As discussed, users are afraid of looking silly in front of other users though they do have a desire to improve their English. However, once they are in a small group, where they realise their
peers feel the same, there is a tendency for users to try to use more of their target language.

The objectives of the module are to improve confidence level in speaking in English. Therefore, after completing tasks in pair work and small group levels, users were required to do individual oral presentation.

It was expected that users will be able to present well as individual after completing eight tasks as pair and in group. They were expected to be able to present confidently in front of audience in this third section.

Individual oral presentations have been shown to be very successful in improving learners’ L2 skills and increasing their self-sufficiency. For most language instructors/facilitators the five major benefits to using oral presentations in the learning environment are learners-centred, require the use of all four language skills, provide learners with realistic language task, have value outside the language learning environment and improve learners’ motivation. Therefore, it is hoped, with this third section, users will be able to present confidently.
How does this module work?

Duration:

It takes 12 weeks to complete the whole module as there are three main sections and each section is to be carried out for four weeks. Each session lasting one to two hours which will be conducted by the users themselves.

Timer:

The timer is responsible for keeping track of time using a stopwatch. Each performance done by user is timed. The timer, who is one of the module users, will record each user’s name and time used. He/she will also signal the timing (using alarm or displaying paper). The community can choose one of the module users to be the weekly timer. The timer can be different person each week.

Ah-counter:

Ah-counter is responsible to note words and sounds called as fillers produced by the module users during their performance. The fillers such as *you know, well, ah, um and er.* Ah-counter will take note of how many fillers are made and will report this at the end of everyone’s performance.

Evaluator:

The community can select an experienced person from the community to serve as an evaluator. It is recommended that the evaluator is the same person throughout 12 weeks. This is to ensure the consistency of the users’ evaluation.
Assessment:

Evaluator will be involved in assessing them. Evaluator will observe and evaluate the users based on the guidelines provided. It is recommended that the evaluator is the same person for 12 weeks as he/she could see the progress of the users each week. Role-players and evaluator will be reporting their record after each presentation. This is to notify the users, so they could do better on the following week.

What to talk:

Users are free to talk about anything exclude sensitive issues such as religion and politics. The topics given are just to guide them and they may add their points and topics.

Why it is designed for working adults?

As mentioned above, this module consists of three main sections which are pair-work, group discussion and individual oral presentation. Moslehfifar and Noor Aireen (2012) have done research on the feedback from Human Resource Development (HRD) Trainees regarding English Language Oral Communication Needs at the Workplace. From the discussions of the findings obtained from this study, the perception of the trainees clearly reported that they often face problems speaking fluently and speaking in front of an audience. In addition, trainees perceive that “conversational skills”, “oral presentation skills” and “discussion skills” are skills which must be given emphasis in English language courses. Therefore, this module is designed with three sections specifically to fulfil the needs of working adults regarding Oral Communication Skill practices at workplace.
Learn by doing concept:

Users are given opportunities to practice in a friendly and positive atmosphere. At the same time, users will be receiving feedback and reports from the role-players and evaluator.
<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal variety</td>
<td>Monotonous</td>
<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
</tr>
<tr>
<td>Long pauses between words</td>
<td>Many long pauses between words</td>
<td>Some long pauses between words</td>
<td>A few long pauses between words</td>
<td>No long pauses between words</td>
</tr>
<tr>
<td>Asking Questions and giving feedback</td>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Frequently</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points</td>
<td>Various facial expressions that suit the points</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Avoid eye contact</td>
<td>Some eye contacts</td>
<td>Much eye contacts</td>
<td>Effective eye contacts</td>
</tr>
<tr>
<td>Gestures</td>
<td>Stiff or erratic</td>
<td>Some order</td>
<td>Good order</td>
<td>Effective order</td>
</tr>
</tbody>
</table>
## Evaluation Guideline (Group discussion)

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocal variety</strong></td>
<td>Monotonous</td>
<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
</tr>
<tr>
<td><strong>Long pauses between words</strong></td>
<td>Many long pauses between words</td>
<td>Some long pauses between words</td>
<td>A few long pauses between words</td>
<td>No long pauses between words</td>
</tr>
<tr>
<td><strong>Taking turns</strong></td>
<td>Never</td>
<td>Rarely</td>
<td>From time to time</td>
<td>Frequently</td>
</tr>
<tr>
<td><strong>Ideas contribution</strong></td>
<td>Never</td>
<td>Rarely</td>
<td>From time to time</td>
<td>Frequently</td>
</tr>
<tr>
<td><strong>Facial expressions</strong></td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points</td>
<td>Various facial expressions that suit the points</td>
</tr>
<tr>
<td><strong>Eye contact</strong></td>
<td>Avoid eye contact</td>
<td>Some eye contacts</td>
<td>Much eye contacts</td>
<td>Effective eye contact</td>
</tr>
<tr>
<td><strong>Gestures</strong></td>
<td>Stiff or erratic</td>
<td>Some order</td>
<td>Good order</td>
<td>Effective order</td>
</tr>
</tbody>
</table>
Evaluation Guideline (Individual Oral Presentation)

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal variety</td>
<td>Monotonous</td>
<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
</tr>
<tr>
<td>Transitions</td>
<td>No transition</td>
<td>Some transitions</td>
<td>Good transitions</td>
<td>Effective transitions</td>
</tr>
<tr>
<td>(in the first place, then, finally)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long pauses between words</td>
<td>Many long pauses between words</td>
<td>Some long pauses between words</td>
<td>A few long pauses between words</td>
<td>No long pauses between words</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points</td>
<td>Various facial expressions that suit the points</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Avoid eye contact</td>
<td>Some eye contacts</td>
<td>Much eye contacts</td>
<td>Effective eye contact</td>
</tr>
<tr>
<td>Gestures</td>
<td>Stiff or erratic</td>
<td>Some order</td>
<td>Good order</td>
<td>Effective order</td>
</tr>
</tbody>
</table>
PAIR-UP

Weeks 1-4

This section is also known as Ice Breaker section. It requires you to find a partner and pair-up. Both of you will be given topics and will take turn to talk. You can talk about the following topics each week to different partners for four weeks. To make your conversation more interesting, you can add on additional topics to share with your partner.

Suggestions of topics for week 1-4

– Self-introduction

– Personal topics (hobby, favourite places, etc.)

– Favourite music/ songs

– Expressing ideas (to agree / disagree on something & voice out your opinion)

Objectives:

1) To help users to get used to communicate in English by using elementary topics which describe about themselves.

2) To get them acquainted with the module, program and other working adults (subjects).
**Tips:**

1) Rehearse and try to make necessary improvement.

2) Try not to look at your notes as this is the best way to begin your speaking because you already know about the topics.

3) The more personal you talk, the warmer the relationship will be between you and your partner.

4) Emphasise on the points that you would like your partner to remember. For example, if you like singing, it is good if you can sing a few lines of your favourite song.

**Time given:** 1-3 minutes
Small Group Discussion

Weeks 5-8

This section requires you to sit in a group of 5 people for four weeks. Each one of the user will take turn to voice out their opinions and thoughts about the suggested topics. These activities are known as in-group discussion. You can ask questions or give opinions. You are also allowed to debate among your group members.

Topics:

Week 5 – Festivals in your country

Week 6 – Malaysia

Week 7 – Travelling

Week 8 – Internet

Objective:

To help users

1) Select the suitable words and sentence structure to express their ideas clearly.

2) Use their gestures, movement, eyes contact to express their message and to show agreement or disagreement.
**Objective:**

3) Use their voice volume and intonation to express your message with emotions.
4) To gather supporting information and evidence on the topic.

**Tips:**

1) Bear in mind that words are powerful. Words can help you to convince your ideas and influence others’ thinking.
2) If you want to share your opinion, you might start your sentence “In my opinion.”
3) Body gestures are very important as they can reflect your level of confidence.
4) If you need to emphasise a point, play with the volume and intonation. This will help you to convey your emotion as well.
5) Do bring relevant articles or pictures to support your opinion as this can help you to be more confident.

**Time given:** 10 - 15 minutes
Individual Oral Presentation

Weeks 9-12

The final section requires you to do individual oral presentation in front of a group of people. In these tasks, you are required to present a 3-5 minutes’ speech for four weeks.

Topics:

Week 9 - Topic of own choice

Week 10 – Topic of own choice

Week 11 – Topic of own choice

Week 12 – Impromptu speech

Objective:

To help users in combining the previous skills they have learnt when doing previous tasks.

Tips:

1) Be careful with your standing position, eye contact, hand gestures, facial expressions, vocal variety, fillers and speech content when presenting your speeches.

2) Attract audience’ attention in your own way.

3) Start your speech with good opening and end it with memorable conclusion.

4) Rehearse.

Time given: 3-5 minutes
CHAPTER FIVE

RESULTS AND FINDINGS

5.0 Introduction

This chapter presents the procedure of data analysis followed by answering all the research questions by the researcher. The qualitative method which was conducted in this study was used to explore and document the findings related to the usage of OCS Module among Malaysian working adults. The fluency (number of fillers, long pauses between words, rate and transitions) were documented. Interview questions, and evaluators’ reports were used to find out the participants’ willingness to communicate and their anxiousness. At the same time, the participants’ non-verbal cues such as eye contact, facial expressions, hand gestures and vocal variety were observed. Besides, the participants were also required to write two types of journals; a) reflective journal for 6 weeks (on the weeks they were not interviewed) and b) narrative journal after completing all the tasks in the module. The reflective journal is used as a tool to find out more about their anxiousness towards the tasks given and their efforts in preparing the materials for the tasks. Whilst the narrative journal is used to get better understanding on how the OCS Module has helped in improving their level of confidence in the aspect of willingness to communicate. Finally, the participants were required to fill up post-experience feedback form in order to improve the module to suit the needs of future participants. At the end of the chapter, a summary of all the research questions’ findings and data triangulation will be provided.
Note: The transcription (from interviews, narrative journals, reflective journals and feedback forms) in this chapter might contain grammatical or sentence structure errors as the researcher practised naturalism way of transcription, in which, every word transcribed was taken directly from the research participants without correcting the errors.

5.1 Results of the Analysis

This section will present the data analysis according to the research questions of this study.

5.1.1 Research Question 1a

To what extent can the OCS Module help in improving Malaysian working adults’ confidence level in speaking English in terms of fluency (fillers, rate and long pauses)?

The first research question was to explore and document the fluency of Malaysian working adults’ fluency in speaking English after using the OCS Module. The researcher decided to focus on total number of fillers and long pauses between words made by participants for 12 weeks. The researcher also assessed speaking rate and their speech transitions when they presented individual oral presentation for the final four weeks.
Participant A (PA)

Table 5.1

Number of fillers

<table>
<thead>
<tr>
<th></th>
<th>Pair-work</th>
<th>Small-group discussion</th>
<th>Individual Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fillers</td>
<td>31</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Rate (wpm)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the first four weeks of using the OCS Module, she improved her fluency as the number of fillers made gradually decreased. She spoke with some long pauses between words in week 1 and 2 but moving forward to week 3 and 4, she spoke with less long pauses throughout the pair work tasks.

In week 5 and 6, she spoke with 15 fillers and 11 fillers respectively and no long pauses were detected. Moving on to week 7 and 8, her conversation became more fluent as she only made 5 and 10 fillers respectively. In week 7, she spoke with no long pauses but in week 8, there was a few long pauses detected.

In week 9 and 10, for individual oral presentation, she spoke with 50 fillers and 39 fillers respectively. However, improvement can be seen in week 11 and 12. Her speech became more fluent as she made 37 and 28 fillers respectively.
As for speech rate, in week 9, 10 and 11, she spoke with 84wpm, 86wpm and 89 wpm respectively. However, in the final week, her speech rate decreased to 80wpm. This might due to the impromptu task given to them.

From week 9 to week 11, PA showed gradual improvement on long pauses between words and transitions. She spoke with only a few long pauses between words with some and good transitions in week 9 and 10 respectively. In week 11, she spoke with no long pauses between words with effective transitions as she spoke about guides during fire. She used sequence connectors which made her speech clearer and organised but when presenting impromptu speech in week 12, she spoke with a few long pauses and less transitions compared to the previous week. She was asked to speak about the environmental problems in her hometown. When presenting this impromptu speech, she used few long pauses when trying to visualise her hometown. She used less transitions as she presented her speech in a story mode version. It was not the same as the previous week when she talked about steps and she was able to use connectors and transitions.

**Participant B (PB)**

Table 5.2

*Number of fillers*

<table>
<thead>
<tr>
<th></th>
<th>Pair-work</th>
<th>Small-group discussion</th>
<th>Individual Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers</td>
<td>24</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Rate (wpm)</td>
<td>84</td>
<td>95</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>98</td>
</tr>
</tbody>
</table>
In the first two weeks of using OCS Module, usages of more than 20 fillers were detected when PB presented pair-work tasks. In week 1 and 2, he spoke with 24 fillers and 22 fillers respectively. However, improvement can be seen in week 3 and 4. His conversation became more fluent as he only made 11 and 8 fillers respectively. During week 4, the total number of fillers used by PB continued to decrease to 8 fillers.

PB could speak with less long pauses between words from week 1 to week 4. In week 4, he managed to speak with no long pauses between words. When performing small-group discussion, PB showed improvement from week 5 to week 8. Throughout these four weeks, PB spoke with no long pauses between words. In week 5 and 6, he spoke with 11 fillers and 10 fillers respectively. Proceeding to week 7 and 8, his conversation became more fluent as he only made 8 and 5 fillers respectively. PB spoke with 11 fillers for week 5 and decreased to 10 fillers for week 6. As for week 7, the number of fillers used by PB decreased to 8 fillers and in week 8, he spoke with only 5 fillers.

When doing individual oral presentations, PB showed gradual improvement in all aspects from week 9 to week 11. The fluency of his speech improved when he spoke with no long pauses between words for the final 4 weeks. In week 9 and week 10, he spoke with no transitions but going on to week 11 and week 12, he showed gradual improvement when he spoke with some transitions. In week 11, he spoke about the advantages being a self-employed. He listed his points in order and presented clearly and in week 12, when presenting impromptu speech, he had to
speak about the changes tourism makes towards your country. He managed to list
down all the points and presented it. As for fillers and rates, he spoke with 84wpm
and 18 fillers, 95wpm and 17 fillers and 109wpm and 14 fillers in week 9, ten and 11
respectively. However, in week 12, his speech rate was less compared to the
previous weeks as he spoke with only 98wpm. Even though it was an impromptu
speech, he managed to speak with less fillers when he spoke with 7 fillers.

**Participant C (PC)**

Table 5.3

*Number of fillers*

<table>
<thead>
<tr>
<th></th>
<th>Pair-work</th>
<th>Small-group discussion</th>
<th>Individual Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
<td><strong>Fillers</strong></td>
<td>18 12 7 11 8 5 3 15 12 8 5 15</td>
</tr>
<tr>
<td><strong>Rate</strong></td>
<td>111 118 135 82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the first 2 weeks of using OCS Module, usages of more than 10 fillers were
detected when PC presented pair-work tasks. In week 1 and 2, he spoke with 18
fillers and 12 fillers respectively. However, improvement can be seen in week 2 and
3. Her conversation became more fluent as she only made 12 and 7 fillers
respectively. As for week 3, the number of fillers used by PC decreased to 7 fillers.
During week 4, the total number of fillers used by PC increased to 11.

PC showed gradual improvement on long pauses between words from week 1 to
week 3. In week 1, she spoke with many long pauses between words and in week 2,
she spoke with some long pauses between words. Going on to week 3, she spoke with no long pauses between words but in week 4, she spoke with some long pauses between words.

In the group discussion in week 5, 6 and 7, PC showed gradual improvement as she spoke with 8, 5 and 3 fillers respectively. The number of fillers made has been decreased. However, in week 8, she spoke with 15 fillers. In these 4 weeks, she spoke with no long pauses between words.

As for individual oral presentation, PC showed improvement in all aspects and from week 9 to week 11. Her speech rate got better as she spoke with 12 fillers at rate 111 wpm, 8 fillers at rate 118 wpm and 5 fillers at rate 135 wpm in week 9, 10 and 11 respectively. However, in week 12, PC’s performance was affected as she spoke with few long pauses between words with 15 fillers and at rate 82 wpm. PC spoke with 12 fillers for week 9 and decreased to 8 fillers in week 10. As for week 11, the number of fillers used by PC decreased to 5 fillers.

PC improved gradually in the aspect of speech transitions and long pauses between words. She managed to speak with no long pauses from week 9 to week 11. However, in week 12, she spoke with a few long pauses. She had to speak about her job and what she would do if she could change her job. When presenting this impromptu speech, she did pause for a number of times to think about the points.
compared to the previous weeks when she did not pause to think as she could prepare herself in advance.

In general, the participants especially PA and B made more fillers during individual oral presentation. However, this does not conclude that they were less confident when performing individual oral presentations compared to pair-work and group discussion because during activities in pair-work and discussion, they had time to pause and think while the other group members were talking. However, in individual oral presentation, they were unable to pause and think as they were presenting speeches on their own.

Comparing their number of fillers for the final 4 weeks when presenting individual oral presentation, their number of fillers decrease from week 9 to week 11. It seems that, they managed to improve on their fluency. However, in week 12, PA and C made more fillers compared to the previous weeks. From the data collected, it seems that they made more fillers in week 12 due to the impromptu task. From the interviews, they mentioned that they could not prepare themselves in advance. Therefore, they had to pause and think to search for ideas on the spot.

It can be said that, all three participants improved gradually throughout 12 weeks of practice. The findings are aligned to the literature review (Benabadji, 2006) who stated, “to learn it, do it”, to enhance proficiency and reach a better level of fluency, one need to practice a language. Therefore, after practices all the tasks in the
module, all three participants managed to improve their fluency because the module emphasises on the “to learn it, do it” concept which means the participants will get to learn when they do the tasks by themselves.

5.1.2 Research Question 1b

To what extent can the OCS module help in improving Malaysian working adults’ confidence level in speaking English, in terms of willingness to communicate?

The second research question was to explore and document Malaysian working adults’ willingness to communicate in English after using the OCS Module. The researcher used evaluator’s evaluation on participants’ turn taking to speak and contributing, asking questions and giving feedback, interview question and participants were required to write a narrative journal after completing the module.

**Interview question: Would you avoid situations where you could be called upon to speak English?**

**PA**

In the first interview in week 1, PA mentioned that she would feel nervous and she would avoid situations where she could be called upon to speak English. In the second interview in week 4, she said she can but just a little bit. After completing the first four weeks of pair-work tasks, she showed gradual improvement as she was willing to speak even just for a little.
Following on to week 5, she stated that she will not avoid speaking English and in the interview in week 8, she said she will just respond spontaneously if there is any situation where she could be called upon to speak English.

In week 9, PA indicated that she would not avoid and will just spontaneously speak English and in week 10, she mentioned that she managed to reply in English when somebody asked her something in English.

**PB**

In week 1 interview, PB stated that he would avoid situation where he could be called to speak English. He was not willing to do it because he will feel nervous. However, after completing the first four tasks of pair-work, in the second interview in week 4, he said he would not avoid and willing to try.

Proceeding to week 5, in the interview, PB stated that he will not avoid as he does not have any problem to speak. In week 8 interview, after completing four group discussion tasks, he said he can speak and will not avoid as it is not a big problem for him to speak English.

In the interview in week 9, PB mentioned that he will just speak whenever he is needed to speak and in the last interview in week 12, he stated that he has been speaking English every week for around 3 months and he can already get used to it, so it is fine for him to speak English.
PC

In the first and second interview in week 1 and 4, PC stated that she would avoid due to grammatical mistakes and lack of vocabulary.

On the fifth and eighth week’s interviews, PC mentioned about her nervousness. Besides, knowledge about certain issues is also her concerned when speaking English.

After completing eight tasks from the module, PC still concerned about nervousness and knowledge on certain topics when speaking. However, after completing 11 tasks from the module, PC stated that she will be ok to be called to speak English and she will not avoid the situation.
Table 5.4

Willingness to communicate - Avoidance

<table>
<thead>
<tr>
<th>Question</th>
<th>Excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you avoid situation where you could be called upon to speak English?</td>
<td>Interview week 1: “I will feel nervous. So, I would avoid.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 4: “I think I can but just a little a bit.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 5: “I think I can and I will not avoid.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 8: “I will just respond spontaneously.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 9: “I will just spontaneously speak English.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 12: “Yes of course. For example, when my officemate talked to me suddenly I can reply.”</td>
</tr>
<tr>
<td></td>
<td>Interview week 1: “I’m not willing to do because I will feel nervous”</td>
</tr>
<tr>
<td></td>
<td>Interview week 4: “I would just give it a try”</td>
</tr>
<tr>
<td></td>
<td>Interview week 5: “I do not have any problem to speak”</td>
</tr>
<tr>
<td></td>
<td>Interview week 8: “I can. It is not a big problem for me”</td>
</tr>
<tr>
<td></td>
<td>Interview week 9: “Whenever needed I will just speak”</td>
</tr>
<tr>
<td></td>
<td>Interview week 12: “Every week, I have to speak English in front of people. So, I get used to speak. It is fine for me”</td>
</tr>
<tr>
<td></td>
<td>Interview week 1: “I would avoid because my grammar is not so good and I feel blank because I do not know what words to use”</td>
</tr>
<tr>
<td></td>
<td>Interview week 4: “I would avoid if I were called to speak English because my vocabulary is not good”</td>
</tr>
<tr>
<td></td>
<td>Interview week 5: “I would be nervous. It depends on topic. If I know about the topic, I will be confident. If I do not know about the topics, there are terms that I am not and less knowledge about the topic, I will be less confident”</td>
</tr>
<tr>
<td></td>
<td>Interview week 8: “I’ll be ok but depends on topics. If I have info on the topic, I’ll be fine. Same goes to the people that I’m talking with”</td>
</tr>
<tr>
<td></td>
<td>Interview week 9: “Depends on the crowd. If the crowd have more knowledge on that topic, I will feel nervous”</td>
</tr>
<tr>
<td></td>
<td>Interview week 12: “I’ll be okay. I will not avoid. I do not mind and I am willing to speak”</td>
</tr>
</tbody>
</table>
Narrative Journal

Besides using interview to answer the research question in the aspect of willingness to communicate, researcher used narrative journal to obtain more data on their willingness to communicate in English. The elements covered from the narrative journal are, sharing their experience and providing examples of events to show their improvements. Other than that, they were also required to compare their willingness to communicate in English before/while/after using OCS Module.

From the narrative journal, it was found that all three participants expressed their improvements after using the module. They also stated that, before using the module, they avoided speaking in English but after using the module, they were willing to speak in English with friends and strangers.

PA

*Among the examples I can share here is I was a bit embarrassed for communicator in English with my friends. However, following the OCS module I can reduce the shame. This is because, in the OCS module, I need to communicate in English in the presence of other participants who are also following the class.*

Worked as a research assistant and became a tour guide at the archaeological gallery. If before, I would avoid if there was a tour that required me to give an explanation in English. However, following this program I am more confident and brave to communicate in English. Because I was working on archaeological excavations before that I needed to communicate in English. So, I am willing to give
an explanation in English if visitors who came to the archaeological gallery needed a description in English. If before, I will often avoid it.

From the data above, PA’s willingness to communicate in English improved due to the involvement of other participants. This is aligned with the idea displayed in MacIntyre, Dornyei, Clement & Noels (1998). It was stated that a person’s willingness to communicate depends on few factors and one of them is other people’s involvement. According to her, practicing with other participants makes her eliminate her shyness. One of the factor that influence one’s willingness to communicate is shyness. If a person is very shy, they would not be willing to communicate. This is similar to a literature review found in (Bashoh, Nejad, Rastegar & Marzban, 2013), Zimbardo (1977) classified shyness as unwillingness to communicate with others.

PB

The Level 1 basically is an Ice Breaker Level which allowed the participant to express their point of view in a “more relax” without being comment or criticized by other participants (though this requires a pair work). Personally, this level has increased my confident level to converse in English.

After this level, the OCS participants should go through Level 2 which they were needed to talk about certain (given) issues and had to express their point of view in the group. This has encouraged me to be more “creative” and “informative” to convince my ideas my group”s members. In doing so, I had to gather as much
information and evidence from sources like website and newspaper before presenting to my colleagues in the group. Not only ideas, in the same times I also need to use my body language (including gesture, eyes contact and face expression) and my voice intonation to influence others” thinking.

The final level (Level 3) requires me to do public speaking. This is toughest task (especially the last week – Impromptu speech) as I have to [had to] combine the previous skills from the previous level I gained in a bigger audience. As, I had to standing in front of people to present (and support) my point of view about certain issue, this has trained me to be more confident and being ready to talk in the public as much as with the foreigners or strangers.

According to PB, each section (pair-work, group discussion and individual oral presentation) of the module has its own advantages. Each section helps in gradually improving his confidence in diverse ways. Therefore, it can be concluded that the sections in the OCS module are important in many ways. Hence, module user should use the module according to the arrangement that has been set.

PC

For the first four weeks where we were conducted to do a pair-up conversation, it requires us to speak spontaneously. At the end of the class, an evaluator, will evaluate our performance, let us know the result. That way, I know my mistakes and weaknesses that I have made throughout the conversation and take note on that. Therefore, I will try not to repeat the same mistakes for the next task.
For the group discussion session, we discuss on certain topic and give our opinion about it. It helps me to be a good listener while listening to another member's opinion. Each of us were evaluate and we try to improve for the next task.

Individual Oral Presentation was conducted on the last four weeks of the program. I think that this session made me a little nervous because we were required to speak alone in front of others. This has become a good practice for me because it makes me speak in English often - something I do not usually do in my daily life.

One of my job scope is being a guider for a guided tour at Gallery. There were times when we have non-Malay visitors and prefer to be guided using English language. I usually get nervous while guiding the tour in English. However, throughout the period of participating in OCS session, I feel that my confidence has boost a little and it got better week by week. I feel a big difference on myself while conversing in English with others before and after participating in OCS program.

During and after the OCS program, I also started to speak in English with my Chinese and Indian colleagues at the centre and still doing it until today as I am already got myself used to it.

PC shared the same idea as PB on the advantage of each section. Besides pointing out about the sections, she also added that the evaluation given by the evaluator helped her in improving her performance weekly. Therefore, it can be said the concept of having evaluator in the module helped in improving participants’ level of confidence as participants received constructive feedback from the evaluator.

According to Karoli (2015), feedback is one of the powerful tools that can be used to enhance learning process. Therefore, in this study, it is proven that the concept of
giving feedback to the participants is very helpful in improving their oral performance.

Evaluator’s Report

Besides narrative journal, researcher also used the evaluator’s report. From the evaluator’s evaluation and observation, the researcher used evaluator’s report to analyse participants’ willingness to ask questions and give feedback during pair work task and willingness to contribute ideas and take turn to speak during group discussion.

PA

During pair-work tasks, PA frequently asked questions and gave feedback to her partner on all four weeks. Proceeding to the next section, which is the small group discussion, she continuously contributed ideas and took turns to speak. In week 5, she shared lots of ideas about hungry ghost festival. She shared her experience asking her Chinese friend about the festival. She also shared the do’s and don’ts. In week 6, she focused on Malaysia. Sharing her experience talking to foreigners about Malaysia and she also mentioned, from her observation, she is amazed when some foreigners can speak Malay language. In week 7, the task was about travelling. She shared her experience travelling to Medan, Indonesia. She expressed her happiness throughout the events that happened during her travelling period and in week 8, she focused on the advantages of internet. This shows that, she was willing to communicate with the other participants even though in the interview, she mentioned that she was nervous and would avoid situation where she could be called upon to speak English.
PB

As for PB, he showed gradual improvement on the first three weeks of pair-work section. In the first two weeks, throughout the task, he asked questions and gave feedback and in week 3, he consistently asked questions and gave feedback. However, in week 4, he did not ask question and give feedback as frequent as the previous weeks. Following the next section, in the small group discussion, he managed to frequently take turn to speak and contribute idea. During discussion in week 5, when they were required to talk about festival and they chose Hungry Ghost Festival. PB shared his experience watching a hungry ghost movie and explained the sequence of events in the movie to relate to the topic. Similar to the discussion in week 6, he expressed his feelings being a Malaysian. He mentioned about the biodiversity, minerals and fertile soil in Malaysia. In week 7, he shared his experience travelling to Korea, Pakistan and Aceh for working purposes and in week 8, he listed down the advantages of internet such as the applications of WhatsApp and e-book which are very useful and cheaper. When other group members talked about the convenience of using internet, he added about online banking and how convenient it is for people. This shows that, PB”s willingness to communicate in English improved after few weeks of practising as he can frequently speak and shared lots of idea in discussion.

PC

In the first week in pair-work section, PC seldom asked questions and gave feedback to her partner. She only listened attentively but she asked more questions and gave more feedback in week 2. Continuing to week 3 and 4, she started to periodically ask questions and give feedback. During small-group discussion, she managed to
regularly take turn to speak and contribute idea. In week 5, she revealed in detail about the taboo of Hungry Ghost month. In week 6, she shared her feelings about being a Malaysian. She also said, when she was small, she wanted to be non-Malaysian and wished Malaysia has four seasons and snow. However, as she grows older, she started to appreciate our sunny weather and beautiful tourist attractions. Proceeding to week 7, PC shared her travelling experience to Makkah for pilgrimage and her experience visiting all the places with Islamic history. In week 8, when discussing about internet, she admitted that internet has lots of benefits and one of them is about finding information. She stated that internet is a useful source of information. Towards the end of the discussion, she added on the disadvantagous of internet. She expressed her worries towards the virus from the internet. This shows that, PC”s willingness to communicate in English improved gradually throughout eight weeks as she managed to speak and contribute idea throughout discussions for four weeks.

5.1.3 Research Question 1c

To what extent can the OCS module help in improving Malaysian working adults’ confidence level in speaking English, in terms of non-verbal cues?

The third research question was to explore Malaysian working adults” non-verbal cues after using the OCS Module. The researcher used reports from evaluator to study on this aspect. The non-verbal cues involved are: vocal variety, facial expressions, eye contact and gestures.
### Table 5.5

**Eye contact**

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<tr>
<td><strong>W1</strong></td>
<td>In the beginning of the task, she looked down but she had some eye contact with her partner in the middle of the task.</td>
<td>He did not have much eye contact with his partner when speaking as he looked up and down while he was thinking. For instance, in the beginning, when he was sharing about his education background, he looked up and down often and when his partner asked him about his siblings, he gazed up to think and count. Then, when he was asked about his studies, he looked below to think about his progress.</td>
<td>As for eye contact, she only had some eye contact with her partner when she looked up and down looking for ideas. In the beginning of her conversation, when doing the introduction, she turned left and right as she was trying to think what to say next. She also gazed left and right when she was asked about her progress in her PhD studies. Later, when she talked about her hobby, she looked down to think about her activities during leisure time. Towards the end of the conversation, when she was telling her partner about her Raya clothes, she looked up and down thinking about the colours.</td>
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<tr>
<td><strong>W2</strong></td>
<td>Whenever she spoke, she glared at her partner and she only looked up for few times when thinking about her schedules.</td>
<td>As for eye contact, compared to the first week, he managed to have much eye contact with his partner even though there were few times he gazed up and when he tried to remember certain points, for example, when he was thinking about hiking places and the number of siblings.</td>
<td>As she spoke about her hobby, she had much eye contact with her partner.</td>
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<th>Week</th>
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<td>W3</td>
<td>In week 3, she showed improvement when she spoke with much eye contact. She had much eye contact with her partner and she only gazed down for few times when thinking about her hobbies.</td>
<td>As for eye contact, there were a number of times he stared at the ceiling searching for ideas every time when he changed from one point to another. However, most of the time, he managed to have much eye contact with his partner when he spoke.</td>
<td>She had much eye contact with her partner. When she shared her feelings going back to her hometown after completing her bachelor degree, she gazed up for a few seconds.</td>
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<td>W4</td>
<td>She managed to look at her partner throughout the task.</td>
<td>PB did not have as much eye contact with his partner compared to the previous week. He glanced up and down several times. When he was trying to explain his father's descendant and to remember what he did for the past few years, he also looked up when he tried to describe himself as a history person and how much he loves history.</td>
<td>PC managed to look at her partner throughout the task but in the beginning, when she started the conversation, she turned left and right when she was thinking on how to start the conversation. Later on, after starting, she managed to have effective eye contact until the end of the conversation.</td>
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<td>W5</td>
<td>She had eye contact with her group member when she was listening to that person and she managed to look at everyone while she was talking and explaining about something.</td>
<td>When performing in group discussion, PB continued showing improvement. He had effective eye contact with his group members as he looked at them throughout the discussion.</td>
<td>PC managed to speak with effective eye contact throughout the discussion.</td>
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<td>Week</td>
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<td>W6</td>
<td>She had effective eye contact with other group members as she managed to look at everyone when she was speaking.</td>
<td>PB started the discussion by asking a question about being a Malaysian to his group members. He had effective eye contact with his group members as he managed to look at them throughout the discussion.</td>
<td>PC spoke with impressive eye contact as she managed to look at all her group members when sharing her feelings about being a Malaysian. She also looked at all her group members throughout the discussion.</td>
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<tr>
<td>W7</td>
<td>She managed to look at everyone in the group throughout the discussion. Pertaining to eye contact, PB had strong eye contact with his group members as he managed to look at them while listening to them as well as while he was speaking.</td>
<td>As for her eye contact, she had effectual eye contact with her group members as she managed to look at them most of the time throughout the discussion.</td>
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<tr>
<td>W8</td>
<td>Her performance was slightly affected. As for her eye contact, she had some eye contact with her group members as she glared at the other group members while talking but she also glimpsed down for several times.</td>
<td>Throughout the entire discussion, he had convincing eye contact with his group members as he listened and spoke.</td>
<td>In week 9, PC continued to speak with enclusive eye contact as she managed to maintain eye contact with her group members throughout the discussion.</td>
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<tr>
<td>W9</td>
<td>As for individual presentation, in week 9, she looked at the audience throughout her speech. Pertaining his eye contact, he had some eye contact with the audience throughout his speech as he looked up and down when searching for ideas.</td>
<td></td>
<td>Progressing to week 9, when presenting the first task of individual oral presentation (IOP), she had much eye contact with the audience. Even though week 9 was the first-time presenting IOP, she managed to maintain eye-contact with the audience throughout her speech.</td>
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</table>
PA managed to speak with convincing eye contact throughout the speech. She managed to look at the audience from the beginning till the end of her speech.

PB managed to speak with conclusive eye contact with the audience throughout his speech.

In week 10, PC continued showing improvement. She had valid eye contact with the audience throughout her speech.

Regarding his eye contact, he had much eye contact with the audience in week 11 compared to week 10 as he looked at the audience more in week 11.

Moving forward to week 11, PC talked about his favourite novel titled “The Alchemist”. Throughout week 11, she spoke with strong eye contact, maintained eye contact with the audience as she was sharing the content of the book.

Pertaining to eye contact, she managed to have much eye contact with the audience throughout her speech but there were several times she gazed up while searching for ideas.

In the beginning of the speech, he looked up to think of what to say. However, after he started, he had much eye contact with the audience when he spoke.

Proceeding to week 12, when presenting impromptu speech, she had much eye contact with the audience even though there were parts when she looked up and down especially when she was figuring what to say next. For example, after talking about her first dream job, she looked up and down for around 15 seconds before she continued talking about the job. Then, before moving to the second dream job, she gazed up for few seconds.
### Table 5.6

**Facial expressions**

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<td>W1</td>
<td>Her face was serious all the time when she spoke, but she smiled towards the end of the task when describing about her siblings.</td>
<td>PB spoke with satisfactory facial expression as he showed the same facial expression throughout the conversation.</td>
<td>PC started her week with reasonable facial expression as she portrayed a smiley face most of the time when she spoke.</td>
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<td>W2</td>
<td>She still portrayed serious face when talking.</td>
<td>In the beginning of the conversation, he smiled when he shared about his siblings. Then, when asked about his passion, he exhibited a happy face telling about the number of birds that he has. Later in the conversation, he smiled widely when talking about travelling and hobby.</td>
<td>She showed improvement when she managed to portray various facial expressions that suit her points. For instance, when she started the conversation, she introduced herself while smiling. As she spoke about her hobby, she mentioned that she likes watching romance movies while grinning widely. Later, she smiled and spoke excitedly about the countries which she has visited. Proceeding to the next point, she expressed a serious face while saying she is looking forward to go to other countries in the future. Before she ends her conversation, again, she mentioned about watching movies. With happy tone, she smiled while expressing her excited feelings to watch Big Friendly Giant (BFG) which was already showing in cinema.</td>
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<td><strong>W3</strong></td>
<td>She indicated improvement when she spoke with sufficient facial expressions. For example, when expressing her feelings towards the environment of cinema in Queensbay Mall, she smiled</td>
<td>He managed to speak with adequate facial expressions. He talked about his age and studies with a little smile. Next, when expressed his happy feelings staying in Penang, he smiled.</td>
<td>PC stated to her partner that she wanted to share on how she got involved in the field of archaeology with a little smile indicating the current situation she is involved in. While reminiscing, with big smile, she giggled and said, “I was still wondering what I would do after my degree”.</td>
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<td><strong>W4</strong></td>
<td>She showed various facial expressions that suit the points. For instance, in the beginning of the task, when she introduced herself and her age, she smiled at her partner. Later in the task, when she was asked if she is good in history, she answered “no” while giggling. This shows that she managed to show a variety of facial expressions.</td>
<td>PB demonstrated improvement on the other aspects of non-verbal cues. For example, in the beginning of the conversation, he smiled when he described about his younger sister being spoilt by his parents. In the middle of the conversation, he spoke while portraying sad face when he talked about his mother having stroke. At the end of the conversation, with a serious tone portraying serious face when he explained about his field of study.</td>
<td>PC started the conversation by introducing herself. Her self-introduction in week 4 was better than the previous weeks. She smiled when talking about herself. Then, when speaking about her hometown in Johor, she portrayed sad face while telling her partner that she misses her family but when talking about her life in Penang, she smiled broadly. This shows that she was able to speak with various facial expressions to suit her points.</td>
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There were parts in the discussion when she exhibited various facial expressions to explain about Hungry Ghost festival. Firstly, she spoke with serious face when stressing on not stepping yellow papers on the road because those papers were used for prayers by the Chinese people during the festival. Secondly, she also portrayed a serious face when she explained about the empty seats reserved for the hungry ghosts during performances. Then, smiled when they talked about beautiful singers performing for hungry ghosts and she jokingly said that the singers not only can attract the ghosts but also people the surroundings.

Towards the end of the discussion, she expressed her sadness with serious and sad face when she talked about some festivals in Johor involving teenagers and some of them died during the festival due to drug overdose.

In the beginning of the discussion, he shared a hungry ghost story from the movie he watched. He portrayed serious face when he stated that the first row of seats in every hungry ghost performance are reserved for ghost and people are not allowed to sit.

He smiled a little because one of the group members asked if human can eat the food offered to the ghost. She discussed with sufficient facial expressions which can enhance her points. For example, when she began the discussion, she spoke with a serious face explaining about the Hungry Ghost Festival. Then, when listening to other group members talked about accidentally stepped on the “yellow papers”, she laughed as they mentioned something funny. Later, as she agreed to one of her group members’ point about reserved seats for the hungry ghosts, she explained with smiley face about her experience passing by Hungry Ghost performance nearby her housing area and she saw empty seats in front of the stage.
In the beginning of the discussion, PA smiled when she expressed her feeling being lucky to be a Malaysian. Later, when she sadly spoke about unfortunate events in Malaysia, she showed sad and serious face. In the middle of the discussion, she laughed when she confessed about her bringing traditional food from her hometown which is called “budu”, to anywhere she travelled.

Moving on to week 6, PB started the discussion by asking a question about being a Malaysian to his group members. While smiling, he asked, “what do you think of becoming a Malaysian?”.

Then, when it was his turn to answer the question, with smiling face, he expressed his proud feeling to be a Malaysian because most people regard Malaysia as a paradise. Besides, when talking about open-minded Malaysian who can accept lots of people coming and living here, he spoke with serious face.

In week 6, she kicked off her discussion with a funny point. Firstly, she smiled when she was asked about her feelings being a Malaysian. Then, while laughing, she revealed that when she was younger, she wished to be somewhere else because there is no snow in Malaysia and she never appreciated the weather in Malaysia. In the middle of the discussion, with a serious facial expression, she talked about many unfortunate events that happened in many countries and how grateful she is living in Malaysia with peaceful environment.

Towards the end of the discussion, with smiley face, she admitted that she likes Penang more than Johor, her hometown. Later, she portrayed a serious face to explain the reasons she likes Penang more.
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<tr>
<td>W7</td>
<td>Her facial expression was serious when she spoke about travelling as she mentioned she likes travelling but she could not travel often due to her busy schedule. Later, when she was asked by one of the group members about her last travelling experience, she smiled while saying her last trip was in 2010 to Medan.</td>
<td>PB used various facial expressions to enhance his performance. For instance, when he mentioned about his abroad trip to Korea and Pakistan last year, he talked with a serious face. Later, with a sad face, he admitted that he did not travel much when he was in Pakistan because he had to stay in the University hostel. Other than this, while smiling, he talked about his free days when he was in Korea. Before he shared his opinion, he portrayed serious face to show agreement on the point not going to the malls. With little smile, he said, he prefers to go to the market, eat and meet the locals.</td>
<td>In week 7, she talked with a little smile when sharing about her travelling experience. At the end of the discussion, PC shared a Chinese proverb. While sharing the proverb, she spoke with neutral facial expression. With little smile, she added, “travel does not only mean holiday, it means moving from one place to another place”.</td>
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In week 8, she talked about the advantages of internet with serious face. Towards the end of the discussion, when she pointed out about children nowadays who are very good at using internet, she smiled at the same time to indicate her admiration towards the children’s intelligence.

As for week 8, PC admitted how important internet is. She mentioned that she needs internet for her research. While saying this, she portrayed serious face.

Later, still with serious face, she added, internet is also a useful source of information as people can find a lot of information they need from the internet. In the middle of the discussion, when her group members were talking about people being anti-social nowadays due to social media, PC agreed to this. She nodded her head and smiled a little before she calmly pointed out her opinion.

Towards the end of the discussion, with neutral face, PC said firmly, “Of course, there are advantages and disadvantages of internet, it is how you used it wisely”.

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<tr>
<td>W8</td>
<td>In week 8, she talked about the advantages of internet with serious face. Towards the end of the discussion, when she pointed out about children nowadays who are very good at using internet, she smiled at the same time to indicate her admiration towards the children’s intelligence.</td>
<td>When he talked about the advantages of internet, he spoke with serious face as he said internet brings a lot of benefits if people use it in correct ways. With a little smile, he stressed on the word “book” when he explained the advantage of e-book. Then, PB showed serious face when speaking about WhatsApp application. He also smiled and giggled when his group members mentioned something funny.</td>
<td>As for week 8, PC admitted how important internet is. She mentioned that she needs internet for her research. While saying this, she portrayed serious face. Later, still with serious face, she added, internet is also a useful source of information as people can find a lot of information they need from the internet. In the middle of the discussion, when her group members were talking about people being anti-social nowadays due to social media, PC agreed to this. She nodded her head and smiled a little before she calmly pointed out her opinion. Towards the end of the discussion, with neutral face, PC said firmly, “Of course, there are advantages and disadvantages of internet, it is how you used it wisely”.</td>
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</table>
PA shared her experience going to Taman Negara and Muka Head Light House. Throughout her individual speech, she managed to speak with various facial expressions that suit the points. For example, in the middle of her speech, she spoke with panic facial expression when describing her panic reaction when she arrived late at Muka Head because she thought the place was closed, then, she smiled when she said she was relieved after the security guard said the place was still open.

PB presented his speech with sufficient facial expressions to enhance the points. For example, in the beginning of his speech, he spoke about cleanliness in Malaysia with serious face. However, when he stressed on the cleanliness in public toilet, he stressed on the word ‘toilet’ with a little smile.

Progressing to week 9, when presenting the first task of individual oral presentation (IOP), she managed to enhance her performance with good facial expressions. She also shared her experience staying in the city. As she talked about the economy in Sempoerna, she portrayed sad face because the economy was not so good and most people there had to depend on tourism sector.

However, as she talked about nice and delicious food, she smiled widely.
PA managed to speak with various facial expressions to suit the points when she spoke about a film entitled "The Secret Life of Pets". For example, she smiled when describing one of the funny characters in the movie, using neutral tone.

He showed improvement on facial expressions when presenting week 10. For instance, in the beginning of his speech, he portrayed serious face when he said he personally likes traditional medicine. In the middle of his speech, he revealed that, when he is sick, he won’t go to any pharmacy. He would go to Tom yam restaurant instead. While saying this, he smiled and giggled because he said the tom yam and "sambal" can cure his sickness instead of Panadols.

In week 10, PC continued showing improvement. She portrayed various facial expressions to suit her points throughout her speech. For example, in the beginning, with a big smile on her face, she asked a question to the audience.

Then, when she talked about archaeology, she spoke with serious face to differentiate archaeology and palaeontologist because so many people are confused between those two fields.

In the end, she happily concluded her speech, she had big smile on her face, she said “Love our history and love our heritage”.
PA portrayed a serious face when speaking as she talked about a serious issue which was about fire and in the beginning, she mentioned the reason she chose the topic was because the recent fire incident that happened in Hospital Sultanah Aminah.

He continued showing improvement this week. For instance, he spoke with serious face when he said a self-employed person can earn as much as they wish when they put lots of effort in getting the money. Next, when he spoke about cutting costs of expenses, he showed serious face. Towards the end of his speech, he talked about the advantages of being an employee. When talked about getting consistent salary monthly, he smiled.

Moving forward to week 11, PC talked about her favourite novel titled “The Alchemist”. Throughout week 11, she spoke with serious face as she was sharing the content of the book. As she went on sharing the content of the novel with the audience, she revealed that, the main reason she likes the novel is because of the motivating and inspiring quotes in the novel. With a little smile on her face, she shared her favourite quote with the audience.

When she said the word „down“, she showed sad face indicating her feeling those days. At the end of her speech, with a big smile on her face, she admitted that she is still reading the novel until today, looking through the quotes and sayings.
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<td><strong>W12</strong></td>
<td>When presenting impromptu speech, her facial expression was slightly affected. For example, when she jokingly said someone stole her father’s rubber from the tree, her face and tone were serious even though she was just joking. She only smiled a little at the end of the sentence.</td>
<td>In the final week, PB talked about tourism in Malaysia. For example, when PB started his speech, he spoke with serious face when he said our country has a lot of places to visit. He smiled a little and when he mentioned about tourist bringing money in.</td>
<td>Proceeding to week 12, when presenting impromptu speech, her facial expressions were slightly affected. Even though her non-verbal cues were not as good as the previous weeks, PC still managed to speak with sufficient facial expressions to enhance her points. For instance, in the beginning, as she talked about her first dream job to become a TV presenter, with a little laugh, she said, “I always imagine myself presenting news”. Next, when she said her second dream job was to be a stewardess, she laughed. Later, when she said she likes seeing Malaysian Airlines kebaya outfit, she smiled.</td>
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Table 5.7

**Gestures**

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<td><strong>W1</strong></td>
<td>In the beginning of the task, she spoke with some order of gestures when she only moved her left hand throughout the task.</td>
<td>Regarding his gestures, he used some order of gestures when speaking. For example, he moved his right hand when speaking about his business and his studies. When talking about himself, he used his index finger to point to himself. Other than this, he only made hand movements which were not related to the points he spoke about throughout the speech as he just moved his hand up and down.</td>
<td>In week 1, PC was stiff as she did not use any gestures to enhance her performance.</td>
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<td><strong>W2</strong></td>
<td>As for gestures, she moved her right hand frequently throughout the task especially when she explained about her work.</td>
<td>Pertainning to his gestures, he only used his hands and moved his body when explaining about something. For instance, when he mentioned about his hobby watching vlogs, he used both hands and moved his body slightly to the front trying to tell his partner that he can learn a lot about people and places from watching the vlogs. He also used his index finger pointing to himself when he talked about himself not having experience hiking in Penang. He didn’t speak with unnecessary hand movements throughout the conversation.</td>
<td>This week, PC showed improvement on her gestures. She managed to speak with some order of gestures. For example, when she started the conversation, she introduced herself while pointing her hand to herself. Then, as she went on talking about her vacation in Jeju Island, she moved her right hand forward while asking her partner if she knows Jeju Island. Proceeding to the next point, while moving her hand forward, she said she was looking forward to going to other countries in the future.</td>
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In week 3, she showed improvement when she spoke with good order of gestures. She used her fingers when listing the functions.

He moved his right hand in circular motion when he said, “Everyone knows Penang food is the best in Malaysia”. Secondly, when sharing his current stage of his study, he moved his body slightly to the front. Other than this, while speaking, most of the time he placed his hands on his laps and did not make unnecessary movements.

She started her conversation by firmly stating her intention to talk about something else other than her hobbies and things she has shared in the previous week. While stating this, she waved her hands to the right indicating the past. Then, she stated to her partner that she wanted to share about how she got involved in the field of archaeology, accompanied with both hands moving to the middle indicating the current situation she is involved in. She also shared her experience walking from the School of Physics to the Centre of Archaeological Research to meet the Director of the centre. She stressed on the word “walk” and swung her right hand from left to right to show the action of her walking for a long distance. Then, she moved her hand forward when she shared her feelings going back to her hometown after completing her bachelor’s degree indicating her journey back home.
In week 4, she showed effective order of gestures throughout the conversation. For example, she used effective gestures especially when she explained about locations and actions. For instance, she moved both hands to indicate herself moving around while working. She also used both of her palms to describe herself doing reports. This shows that she managed to use effective gestures which suit her points compared to the first two weeks when she moved her hands without suitable movements that suit her points.

For example, in the beginning of the conversation, he smiled and spoke with calm tone when he described about his younger sister being spoilt by his parents. While saying this, he put up his index finger to indicate that his sister is the only daughter in the family. In the middle of the conversation, he looked down and spoke sadly while portraying sad face when he talked about his mother having stroke. He also moved his hand to the side to indicate the action of him moving back to his hometown as he needs to take care of his mother. At the end of the conversation, he spoke with serious tone and portrayed serious face when he explained about his field of study. He moved both hands up and down to show the similarity between archaeology and geology.

She started her conversation by firmly stating her intention to talk about something else other than her hobbies and things she has shared on the previous week. While stating this, she waved her hands to the right indicating the past. Then, she stated that she wanted to share on how she got involved in the field of archaeology accompanied with both hands moving to the middle indicating the current situation she is involved in. In the middle of her conversation, she shared her experience walking from the School of Physics to the Centre of Archaeological Research to meet the Director of the centre. While smiling, she stressed on the word „walk” and swung her right hand from left to right to show the action of her walking for a long distance. Then, she moved her hand forward when she shared her feelings going back to her hometown after completing her bachelor degree.
She used her gestures when needed to emphasize on somethings. For example, she used her hand to show many teenagers died in the festival in Johor. Besides, she also used both hands to show the action of stepping on Yellow papers during Hungry Ghost festival. He portrayed serious face accompanied by his hand gestures pointing at the front row of the seats in the room they were in when he stated that the first row of seats in every hungry ghost performance are reserved for ghosts and people are not allowed to sit on.

He stated the reason the festival is called Hungry Ghost festival is because the ghosts will be hungry during that period and people often offer them food by putting the food by the roadside and it is forbidden for people to eat. While doing this, he used his hand pointing at his stomach indicating the ghost feeling hungry.

Proceeding to week 5, which is the first week of group-discussion, PC used effective order of gestures during the discussion.

He portrayed serious face accompanied by his hand gestures pointing at the front row of the seats in the room they were in when he stated that the first row of seats in every hungry ghost performance are reserved for ghosts and people are not allowed to sit on.

He stated the reason the festival is called Hungry Ghost festival is because the ghosts will be hungry during that period and people often offer them food by putting the food by the roadside and it is forbidden for people to eat. While doing this, he used his hand pointing at his stomach indicating the ghost feeling hungry.
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<td>W6</td>
<td>As for week 6, when she sadly spoke about unfortunate events in Malaysia, she put her palm on her heart. In the middle of the discussion, she happily confessed about her bringing traditional food from her hometown which is called ‘budu’, to anywhere she travels and while saying that, she used both hands showing the action of carrying the ‘budu’. At the end of the discussion, she said she was so excited when she went to Sungai Petani as she could get a kilo of Rambutans for RM2 while showing two fingers.</td>
<td>PB started the discussion by asking a question about being a Malaysian to his group members. He asked, “what do you think of becoming a Malaysian?” He moved both hands to the front while stressing on the question tag “what”. Then, when it was his turn to answer the question, he pointed to himself while expressing his proud feeling to be a Malaysian because people regard Malaysia as a paradise. Besides, when talking about open-minded Malaysian who can accept lots of people coming and living here, with both hands sweeping across to show how open-minded Malaysians are.</td>
<td>In week 6, she started her discussion with a funny point. First, she smiled when she was asked about her feelings being a Malaysian. Then, while laughing, she pointed her hand to the sky, revealing that when she was younger, she wished to be somewhere else because there is no snow in Malaysia and she never appreciated the weather in Malaysia. In the middle of the discussion, she talked about many unfortunate events taking place in many countries and how grateful she is living in Malaysia with peaceful environment. While saying this, she moved her hand to the front in a circular motion indicating many unfortunate events that happened especially in the middle east countries.</td>
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<tr>
<td>W7</td>
<td>Progressing to week 7, PA mentioned she likes travelling but she could not travel often due to her busy schedule. While saying this, she shook her head left and right to indicate her incapability of travelling. Later, when she was asked by one of the group members about her last travelling experience, she talked about her Medan trip. She used gestures to explain about a place in Medan which is called „Bajak Ikan“. She used her fingers while listing the items which were sold there. Other than this, she also expressed her wish to travel alone. While telling this to the other group members, she used her index finger to point to herself when she said, “I want to try to travel alone”.</td>
<td>At the start of the discussion, when PB was asked about his travelling experience, he used effective gestures to enhance his performance. For instance, when he mentioned about his trip abroad to Korea and Pakistan last year, he used two fingers indicating two countries. Later, he shook his head left and right when he admitted that he did not travel much when he was in Pakistan because he had to stay in the University hostel. Other than this, he used his fingers to do listing when he talked about his free days when he was in Korea. Before he shared his opinion, he nodded his head to show agreement on the point not going to the malls. Then, while pointing finger to himself, he added, he personally doesn’t like to go to mall when travelling abroad.</td>
<td>In week 7, PC shared about her travelling experience. She further explained that there is snow but only on the mountains while moving her hand up and down in a curvilinear motion indicating mountain. At the end of the discussion, PC shared a Chinese proverb. While sharing the proverb, she spoke with her two hands a 45 degree angle indicating book as the proverb goes “travelling is like reading a book, if you travel to one place, you are reading one page of the book”. PC used both hands showing the action of flipping pages of the book. She also added the definition of „travel‘. While defining the word „travel‘, she swept her hand from left to right indicating the action of moving from one place to another.</td>
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In week 8, her performance was slightly affected. She used appropriate gestures when she used her fingers listing the reasons she needs internet. She also moved her index finger to show the action of scrolling newsfeed on Facebook when she talked about the importance of internet. Towards the end of the discussion, she moved her index finger again to indicate the action of children scrolling and browsing information from the internet.

PB continued showing improvement on his non-verbal cues. When he talked about the advantages of internet, he said internet brings a lot of benefits if people use it in the proper ways. While sweeping his right hand to the left, he mentioned about all the useful internet applications such as WhatsApp and e-book. He moved his hand front and back to make comparison of prices in using WhatsApp and SMS.

As for week 8, PC admitted how important internet is. She mentioned that she needs internet for her research. While saying this, she moved her palms together to the front to indicate her point is important.

She stressed on the word 'information' while sweeping her hands from the middle to the side indicating the amount of information.

Towards the end of the discussion, with neutral face, PC said firmly, “Of course, there are advantages and disadvantages of internet, it is how you use it wisely”. While saying this, she moved her hands to the left indicating the advantages of internet and then moved her hands to the right indicating the disadvantages of internet.
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<td>W9</td>
<td>In week 9, PA shared her experience going to Taman Negara and Muka Head Light House. She also used effective order of gestures. In the beginning of her speech, she used both hands waving at the audience when she greeted them. Later, she used her hand to show the action of climbing when she said she climbed the Muka Head Light House. Other than that, she also moved her hand from right to the left to describe her arrival at Muka Head Light House.</td>
<td>As for gestures, he moved both of his hands frequently throughout the speech. For example, when he made comparison between our country's cleanliness with other countries. He moved his hands from left to right to show differences. Then, when listing places with dirty toilets, he used his fingers. Other than this, he placed his right palm low and moved it up when he mentioned that young children should be taught to be aware of cleanliness since they are young.</td>
<td>Progressing to week 9, when presenting the first task of individual oral presentation (IOP), PC managed to speak with good gestures. She moved her right hand vertically downward showing the not-so-good economy status. However, as she talked about nice and delicious food, she smiled broadly and she spoke with delighted tone while putting her thumb up before ending the speech.</td>
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<td>W10</td>
<td>Proceeding to week 10, PA managed to speak with good order of gestures when she spoke about a film entitled ‘The Secret Life of Pets’. For instance, when she spoke about the moral of the story, she spoke with calm voice with smiling face while moving both of her</td>
<td>Progressing to week 10, he showed improvement compared to week 9. He also showed improvement in the aspect of gestures as he used more purposeful gestures when presenting his speech. For instance, in the beginning of his speech, he portrayed</td>
<td>In week 10, PC continued showing improvement. She had effective gestures to suit her points throughout her speech. For example, in the beginning, with a big smile on her face, she asked a question to the audience and she looked at all the audience with her arms opened.</td>
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<tr>
<td>W10</td>
<td>hands to indicate the unity of friends. Besides that, when describing one of the funny characters in the movie, she used her fingers to list down the types of food which the character likes to eat.</td>
<td>serious face and serious tone when he said he personally likes traditional medicine, he pointed his hand to himself. Then, he continued to list the examples of traditional medicine such turmeric, lemon and many more. He stated the advantages of using traditional medicines. When listing, he used his fingers. In the middle of his speech, he revealed that, when he is sick, he won’t go to any pharmacy. He would go to Tom Yam restaurant instead. While saying this, he smiled and giggled because he said the tom yam and „sambal’ can cure his sickness instead of Panadols. He also used two fingers when he said he would order two sets of the dishes when he is sick.</td>
<td>She continued to explain the meaning of archaeology and she used her fingers to do listings of subjects involved in archaeology such as Chemistry, Biology, Physics and History. Later, as she explained about an archaeology site in Lembah Bujang, she said that the site was discovered by the Director of the Centre for Global Archaeological Research. While saying this, she used her left hand and pointed to the left showing the location of the centre. In the end, she happily concluded her speech, she had a big smile on her face with two hands wide open, she said “Love our history and love our heritage”.</td>
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<td>W11</td>
<td>In week 11, PA presented a speech on „Guides during fire”. She used effective order of gestures throughout her speech. For instance, she used her fingers when listing down materials that can be used to</td>
<td>In week 11, PB continued to show improvement as he spoke being a self-employed vs being an employee. For instance, he said self-employed person can earn as much as they wish and they just put in lots of effort in getting the money.</td>
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| W11 | prevent smoke from coming into the room. She also used both of her hands when she asked the audience to feel the heat on the door or other objects using the back of hands. Other than that, while suggesting people to escape from fire using window, she moved her hands from left to right showing the action of breaking windows using objects before escaping. | He swung his left hand indicating the effort a person must put in earning money. Next, when he spoke about cutting costs of expenses, he used his fingers to do the listings when he stressed on certain words such as ‘transportation’, ‘babysitter’ and ‘food’. Towards the end of his speech, he talked about the advantages of being an employee. When talked about getting consistent payment monthly, he spoke with his left hand moving in a circular motion indicating the consistency of salary an employee gets monthly. At the end of his speech, he moved both of his hands left and right, palms facing down, while saying, “it depends on individual whether to be a self-employed or an employee”. | Moving forward to week 11, participant C talked about his favourite novel titled “The Alchemist”. This week, PC's gestures were a bit limited as she was holding the book in one hand most of the time. So, she can only move the other hand when talking. For example, when talking about the book’s translation and how widely the book has been read around the world, she lifted her hand and moved across from left to right indicating the whole world. Other than that, she shared her experience when she first joined archaeology and said she was down by moving her hand down. At the end of her speech, she admitted that she is still reading the novel until today, looking through the quotes and sayings. With happy tone and bringing the book forward, she added, “this novel has shaped me into who I am today”.

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From the data above, it can be said that, PA showed gradual improvement from week 9 to week 11. She managed to maintain speaking with effective order of gestures. For example, in the middle of the speech, PA used her hand to describe the small container placed on the rubber tree. She also used fingers when listing the problems that occurred in her hometown. Other than that, when describing on the low price of the rubber, she moved her hand downwards to indicate the decrease of the price.

In the final week, PB had to talk about tourism in Malaysia for the impromptu task. In terms of his gestures, he managed to speak with effective order of gestures to enhance his performance and to maintain audience’s interest. For example, when PB started his speech, he mentioned that our country has a lot of places to visit. He used his right hand sweeping in a big circular motion indicating a lot of places to be visited. Then, he mentioned the word ‘mountains’ accompanied with hand moving in a curvilinear motion up and down indicating mountains. In the middle of his speech, when talking about currency exchange, he said ‘tourists will bring money from outside and they spend a lot in our country’. While saying this, he moved his left hand from back to front indicating the action of tourist bringing money in.

In the beginning, as she talked about her first dream job to become a TV presenter, with a little laugh, she moved her hands forward and opened her arm wider while saying, “I always imagine myself presenting news”. Next, when she said her second dream job was to be a stewardess, she said it with a happy tone and she laughed. Then, she added, “I think it is impossible, looking at my size now”, pointing her hands towards her body. Later, when she said she likes seeing Malaysian Airlines kebaya outfit, she smiled and she moved both hands in a vertical direction indicating the outfit.


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<td>W1</td>
<td>PA spoke with uneven tone. She spoke with monotonous tone throughout the conversation. Even though she spoke about pleasure things such as her passion towards archaeology.</td>
<td>PB showed gradual improvement in the aspects of vocal variety. In week 1, PB spoke with monotonous tone when he showed the same facial expression throughout the conversation. There was only one time that he stressed on the word „bird” when he mentioned about himself being a bird lover.</td>
<td>Her tone was monotonous throughout her conversation.</td>
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<td>W2</td>
<td>She spoke with variety of tones when describing about herself and her work.</td>
<td>He still spoke monotonously in week 2.</td>
<td>She also managed to speak with variations of tones to enhance her performance. For instance, when she started the conversation, she introduced herself. Her tone of voice was calm. As she spoke about her hobby, she mentioned that she likes watching romance movies, she stressed on the word „romance” to emphasize on how much she loves to watch that specific genre. Later, she spoke excitedly about the countries</td>
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<td>W2</td>
<td>which she has visited and she stressed on „Jeju Island“ as it is a famous location for Korean dramas shooting. Proceeding to the next point, she spoke with serious tone saying she is looking forward to going to other countries in the future. Before she ends her conversation, again, she mentioned about watching movies. With happy tone, she expressed her excitement to watch Big Friendly Giant (BFG) which was already showing in cinema.</td>
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W3 | PA showed improvement when she spoke with variety of tones. For example, when expressing her feelings towards the environment of cinema in Queensbay Mall, she used soothing tone when describing nice and calm environment of the cinema. Besides, she also used firm tone to describe the functions of her archaeology site. He managed to speak with variations of tone. For instance, as he talked about his age and studies, at first, he spoke seriously with slow tone when he said it was too late for him to study in his thirties, but he changed to firm tone when he mentioned that he still should study for his future. Next, when expressing his happy feelings staying in Penang, he stressed on types of food he can eat in Penang. She spoke with variations of tones to maintain her partner's interest. She started her conversation by firmly stating her intention to talk about something else other than her hobbies and things she has shared in the previous week. In the middle of her conversation, she shared her experience walking from the School of Physics to the Centre of Archaeological Research to meet the Director of the centre. While smiling, she stressed on the word „walk“.

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<td><strong>W4</strong></td>
<td>When she talked about her job, she used a more serious tone. Later in the task, when she was asked if she is good in history, she answered „no“ with a giggle.</td>
<td>PB showed improvement on vocal variety. For example, at the beginning of the conversation, he spoke with calm tone when he described about his younger sister being spoilt by his parents. In the middle of the conversation, he spoke sadly while portraying sad face when he talked about his mother having a stroke. At the end of the conversation, he spoke with serious tone when he explained about his field of study. He moved both hands up and down to show the similarity between archaeology and geology.</td>
<td>In week 4, when talking about herself, she used normal tone in the beginning. As she went on talking, she spoke with lower tone when she talked about her hometown indicating her feelings leaving her hometown and admitted that she missed her family there. However, when talking about Penang, she spoke with a happy tone as she described her happy life living here and how she feels so comfortable knowing Penang ever since she stayed here from 2006 when she did her Bachelor degree in USM.</td>
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<td><strong>W5</strong></td>
<td>PA spoke with variations of tones to enhance her performance. She used different tones to explain about Hungry Ghost festival. First, she used serious tone when stressing on not stepping yellow papers on the road because those papers were used for prayers by the Chinese people during the festival. Second, she again used serious tone when she explained about the empty seats reserved for the hungry ghosts.</td>
<td>When performing in group discussion, PB continued showing improvement. In the early part of the discussion, he shared a hungry ghost story from the movie he watched. He used neutral tone at first but when he mentioned about the seats reserved for the ghost, he slightly raised his voice to emphasize on the point.</td>
<td>Proceeding to week 5, in the first week of group-discussion, PC managed to use variations of tones in discussion. For example, when she started the discussion, she spoke with neutral voice explaining about the Hungry Ghost Festival. Later, when listening to other group members talked about accidentally stepping on the „yellow papers“, she laughed as they mentioned something funny.</td>
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Then, she used happy tones when they talked about beautiful singers performing for hungry ghosts and she jokingly said that the singers not only can attract the ghosts but also people in the nearby surroundings.

Later, when one of the group members asked if people can eat the food offered to the ghost. With firm tone, he stated the reason the festival is called Hungry Ghost festival is because the ghost will be hungry during that period and people often offer them food by putting the food by the roadside and it is forbidden for people to eat.

Later, as she agreed to one of her group members’ pointing out about the reserved seats for hungry ghosts, she explained with casual tone about her experience passing by Hungry Ghost performance nearby her housing area and she saw empty seats in front of the stage.

In the beginning of the discussion, PA spoke with calm tone when she expressed her feeling of being lucky to be a Malaysian. Later, when she spoke about unfortunate events in Malaysia, she spoke with sad tone. In the middle of the discussion, she spoke with happy tone when she confessed about her bringing traditional food from her hometown which is called „budu“, to anywhere she travels. At the end of the discussion, she spoke with happy tone when comparing the price of Rambutans

PB started the discussion by asking a question about being a Malaysian to his group members. He asked, “what do you think of becoming a Malaysian?” while stressing on the question tag “what". Then, when it was his turn to answer the question, with happy tone, he expressed his proud feeling to be a Malaysian because people regard Malaysia as paradise. Besides, when talking about open-minded Malaysian who can accept lots of people coming and living here, he

In week 6, she started her discussion with a funny point. In the middle of the discussion, she spoke with serious tone when she talked about many unfortunate events happened in many countries and how grateful she is living in Malaysia with peaceful environment. Towards the end of the discussion, with smiley face and calm tone, she admitted that she likes Penang more than Johor, her hometown. Later, she used firm tone to explain the reasons she likes Penang more.
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<td>W6</td>
<td>in Sungai Petani and Penang. She said she was so excited when she went to Sungai Petani as she could get a kilo of Rambutans for RM2.</td>
<td>spoke with firm tone.</td>
<td>At the beginning of the discussion, when PB was asked about his travelling experience. For instance, when he mentioned about his overseas trip to Korea and Pakistan last year, he talked in a serious tone with serious face. Later, with sad tone and sad face, he admitted that he did not travel much when he was in Pakistan because he had to stay in the University hostel. Besides this, with happy tone he talked about his free days when he was in Korea.</td>
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<td>W7</td>
<td>PA’s tone was serious when talking about travelling as she mentioned she likes travelling but she could not travel often due to her busy schedule. While saying this, she managed to look at that person who asked her questions. With relax tone, she explained in detail about the trip. Apart from this, she also expressed her wish to travel alone. While telling this to the other group members, she used stronger tone to emphasize on the word „alone“</td>
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<td><strong>W8</strong></td>
<td>Her performance was slightly affected. At the beginning of the discussion, she talked about the advantages of internet. She spoke with low tone. She stressed on the word ‘clever’ when she spoke about kids nowadays and used firm tone while expressing her admiration towards the children’s intelligence.</td>
<td>In week 8, PB continued showing improvement. When he talked about the advantages of internet, he spoke with serious tone as he said internet brings a lot of benefits if people use it in correct ways. With neutral voice, he explained the advantage of e-book. Then, PB spoke with serious tone when speaking about WhatsApp application. He moved his hand front and back. He also giggled when his group members mentioned something funny.</td>
<td>As for week 8, PC admitted how important internet is. She mentioned that she needs internet for her research. While saying this, she used firm tone. Later, still with serious face and firm tone, she added, internet is also a useful source of information as people can find a lot of information they need from the internet. She stressed on the word ‘information’. Towards the end of the discussion, PC said firmly, “Of course, there are advantages and disadvantages of internet, it is how wisely you used it”.</td>
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<td><strong>W9</strong></td>
<td>PA shared her experience going to Taman Negara and Muka Head Light House. Throughout her individual speech, she managed to speak with variations of tones to enhance her performance. For example, in the middle of his speech, she talked about cleanliness in Malaysia with serious face and neutral tone. However, when he stressed on the cleanliness in public toilet, he stressed on</td>
<td>PB presented his speech with variations of tones for enhancement. For example, at the beginning of his speech, he spoke about cleanliness in Malaysia with serious face and neutral tone. However, when he stressed on the cleanliness in public toilet, he stressed on</td>
<td>Progressing to week 9, when presenting the first task of individual oral presentation (IOP), PC managed to speak with variations of tones to improve her performance. As she talked about the economy in Sempoerna, she lowered her tone.</td>
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<td><strong>W9</strong></td>
<td>of her speech, she used panic tone when describing her panic reaction when she arrived late at Muka Head because she thought the place was closed, then, she used relieved tone when she said she was relieved after the security guard said the place was still open. the word „toilet” with a little smile. Later, when he compared our country with other countries like India and Africa, he stated that our country is better but still not satisfying. He used neutral voice and serious face when expressing his opinion. He stressed on the word „satisfying”. Towards the end, when he concluded his speech, he used neutral tone when he said, “Even though we are proud of our friendliness and food in Malaysia, in terms of cleanliness, we still lack of it” and when said this, he stressed on the word „cleanliness”. because the economy was not so good, and most people there had to depend on tourism sector. However, as she talked about nice and delicious food, she spoke with delight tone while putting her thumb up before ending the speech.</td>
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<td><strong>W10</strong></td>
<td>PA managed to speak with variations of tones to enhance her performances. For instance, when she spoke about the moral of the story, she spoke with calm voice. Other than that, when describing one of the funny characters in the movie “The Secret Life of Pets, using neutral tone, Progressing to week 10, he showed improvement compared to week 9. He continued using variations of tones. For instance, at the beginning of his speech, he portrayed serious face and serious tone when he said he personally likes traditional medicine, he pointed his hand to himself. PC continued showing improvement. When she talked about archaeology, she used firm tone to differentiate archaeology and palaeontologist because so many people are confused between those two fields. At the end, she happily concluded</td>
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<td>she smiled while using</td>
<td>Then, he continued to</td>
<td>Moving forward to week 11, PC talked about his</td>
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<td>her fingers to list down</td>
<td>list the examples of traditional medicine such turmeric, lemon</td>
<td>favourite novel titled “The Alchemist”.</td>
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<td>the types of food which</td>
<td>and many more. He stated the advantages of using traditional</td>
<td>Throughout week 11, she spoke with neutral tone</td>
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<td>the character likes to eat.</td>
<td>medicines. During listing, he spoke with convincing tone to</td>
<td>as she was sharing the content of the book.</td>
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<td>convince the audience about the benefits of the ingredients.</td>
<td>However, there were several times she spoke with</td>
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<td>In the middle of his speech, he revealed that, when he is sick,</td>
<td>different tones especially when she stressed on</td>
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<td>he won't go to any pharmacy. He would go to Tom Yam restaurant</td>
<td>certain points. For instance, at the beginning of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>instead. While saying this, he smiled and giggled because he said</td>
<td>her speech, she said that the book was originally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the tom yam and „sambal” can cure his sickness instead of Panadols.</td>
<td>written in Portuguese language but then was translated</td>
</tr>
<tr>
<td>W11</td>
<td>PA presented a speech on</td>
<td>PB continued to show improvement as he spoke being a self-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>„Guides during fire”.</td>
<td>employed vs being an employee. For instance, he used firm tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Throughout the speech.</td>
<td>when he said self-employed person can earn as much as they wish,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She spoke with firm tone</td>
<td>and they just need to put lots of effort in getting the money.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as she was giving tips</td>
<td>Next, when he spoke about cutting costs of expenses, with neutral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>step by step on handling</td>
<td>voice but firm tone, he stressed on certain words such as „</td>
<td></td>
</tr>
<tr>
<td></td>
<td>situation during fire.</td>
<td>„transportation”, „babysitter” and „food”. Towards the end of his</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>speech, he talked about</td>
<td></td>
</tr>
</tbody>
</table>

205
Continued

<table>
<thead>
<tr>
<th>PA</th>
<th>PB</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W11</strong></td>
<td>the advantages of being an employee. When talked about getting consistent payment monthly, he used a neutral tone.</td>
<td>into 67 different languages. She stressed on the number 67 to show the book has been widely read around the world. With excited tone, she shared her favourite quote with the audience. Then, she related the book to her personal life as she said, “I bought this book in 2010 and it was my early stage of joining archaeology. “I had a lot of hardship during those days, I feel down … I tried something that can motivate myself and that’s how I get inspiration from reading this novel”. When she said the word „down”, she lowered the tone of her voice and showed sad face indicating her feeling those days. At the end of her speech, with happy tone and bringing the book forward, she added, “this novel has shaped me into who I am today”.</td>
</tr>
</tbody>
</table>

**W12**

When presenting impromptu speech, her vocal variety was slightly affected. She sounded very serious when pointing out about something funny. For instance, when she jokingly said PB had to talk about tourism in Malaysia for the impromptu task. He managed to speak with various facial expressions, tones to maintain audience’s interest. Proceeding to week 12, when presenting impromptu speech, her vocal variety was slightly affected. When she said her second dream job was to be a stewardess, she
Continued

| W12 | someone stole her father's rubber from the tree, her face and tone were serious even though she was just joking. | For example, when PB started his speech, he used neutral tone when he said our country has a lot of places to visit. While saying this, he used louder tone when he stressed on the word "a lot". Then, he also stressed on the word "mountains". In the middle of his speech, when talking about currency exchange, he stressed on the word "tourist" and "money" as he said, "tourists will bring money from outside and spend a lot in our country". | said it with happy tone and she laughed. |
5.1.1 Research Question 1d

To what extent can the OCS module help in improving Malaysian working adults’ confidence level in speaking English, in terms of anxiousness?

The fourth research question was to explore Malaysian working adults’ anxiousness after using the OCS Module. The researcher used interview and reflective journal to explore the anxiety elements. In the context of this study, the elements of anxiety involved are feelings of tense and comfort.

Interview Questions

1. Do you feel tense before your turn to speak in front of audience?
2. Do you feel comfortable speaking English in front of audience during your speech?

Reflective Journal Writing

1. How do you feel when preparing for the task and before performing the task?

PA

From the interviews and reflective journals on the first four weeks, PA showed gradual improvement as she showed positive results on her feelings after completing four weeks of pair-work tasks. She felt nervous, tense and uncomfortable on the first week but moving forward to the following weeks, she gradually became less nervous and more comfortable due to supportive environment. She pointed out the reason she was nervous and worried was because of the mistakes she made when speaking
English. This shows that her anxiety level was influenced by the fear of making mistakes.

Moving on from week 5 to 8, PA became more relaxed and more comfortable. From the interviews and reflective journals, it was found that, getting support from friends was one of the factors which influenced her improvement. Besides, in week 6 and 7, she mentioned about her positive feelings towards the title of the discussion and in week 8, she pointed out about familiarity. This shows that, besides being in a supportive environment, having knowledge about certain issues and getting familiarised were also factors that influenced her anxiety level.

After completing eight tasks, PA showed positive results on her feelings. In week 9 onwards, she expressed her positive feelings towards speaking English. She mentioned she was tense and nervous in the beginning of her speech but after started speaking, she did not feel tense and nervous. From her reflective journals, it was found that she was happy and excited because of the title of her speeches.

According to Nguyen and Tran (2015), a majority of the facilitators and teachers said that the learners’ speaking performance was affected by topical knowledge. If a person speaks about something that they like, their anxiousness level will be lower but if they have to speak about something they are not familiar with, their anxiousness will increase. On the final week, when presenting the impromptu speech, she highlighted that she became comfortable to speak English because she had gone through 12 tasks.

PB

PB admitted that he felt tense and nervous before his turn to speak in the first four weeks when performing in pair-work task. He also mentioned that he was uncomfortable when speaking English. However, he can be said to be progressing
well as he gradually felt comfortable towards week 4. In week 3, he pointed out his lack of confidence was due to minimal practise. This shows that a person readiness in performing influenced their feelings and level of confidence.

Proceeding from week 5 to 8, PB continued showing his gradual improvement by weeks. In the interview in week 8, PB mentioned that he was not tense at all before his turn to speak in group discussion. His comfort can be said to positively grow as well as he stated that he felt very comfortable speaking in English. From the interviews and reflective journals, it was revealed that, PB managed to gradually improve because of frequent practises and the feeling of getting used to speak.

Proceeding to individual presentations from week 9 to 12, PB mentioned that he felt comfortable speaking in English even though he felt tense before his turn to present his speech as he was not prepared to perform the task in week 9. However, as for week 10 and 11, he stated that he was excited and felt at ease because he started to get used to presenting speeches individually. In week 12, he felt comfortable speaking in English even though he expressed that he was tense as he could not prepare in advance. Ay (2010) mentioned that “unpreparedness” of a person can influence their anxiousness. Therefore, PB felt tense because he could not prepare in advance for the impromptu task. From interviews and reflective journals, it can be said that PB”s improvement was due to practises and preparation.

PC

According to the interviews and reflective journals, PC felt tense and uncomfortable when performing pair-work tasks for four weeks. It was discovered that PC was very conscious about using good English to speak. She was also concern about having ideas on what to talk about. Thus, she felt uncomfortable when she did not
know what to talk. This shows that, the fear of making mistakes and lack of idea influenced her feelings.

Move forward to small-group discussion tasks from week 5 to 8, PC showed gradual improvement. When performing in group discussion for the first time in week 5, PC felt tense because she was not sure what to talk but at the same time, she felt comfortable to speak as she was not doing it alone. Proceeding to the following weeks, she continued showing her positive feelings towards performing in group discussion. This shows that, working in group helped PC to improve on her anxiety. It was also found that her anxiety was influenced by familiarity as she mentioned that her feelings would be different if she were to talk to strangers.

When performing individual oral presentation, PC felt tense because she was the first person to give speech in week 9 and in week 10, she felt nervous as she did not prepare in advance. However, in week 11, she was better than the previous week. In week 12, PC felt tense presenting an impromptu speech because she could not prepare in advance. This shows that, PC strongly believe that early preparation could help her in overcoming her anxiety. As mentioned by Ay (2010), a person’s anxiousness is influenced by their preparation. If they are prepared, their anxiousness will be lower but if they are not prepared, their anxiousness will be higher.
<table>
<thead>
<tr>
<th>Anxiousness</th>
<th>PA</th>
<th>PB</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1</strong></td>
<td>“Yes, I felt nervous and tense. When I saw my friend did well and calmly, so I felt like doing all out because speaking in English is my weakness. So, whenever I have to talk English, I will feel nervous but after looking at my friend, I feel good”</td>
<td>“Yes, I felt tense. I think it is normal to feel nervous”</td>
<td>“Yes, I felt tense because it was my first time”</td>
</tr>
<tr>
<td>(interview - tense and comfort)</td>
<td>“No, not comfortable”</td>
<td>“Not really but I’m gaining my confidence.”</td>
<td>“I am still trying to adapt. Not so comfortable”</td>
</tr>
<tr>
<td><strong>W2</strong></td>
<td>When I was preparing for the task, I feel excited because I want to do better than last week. Moreover, my friend also supported me and helped me for this task. I’m also feel little bit nervous because I’m noticed a lot of grammatical error in my speaking.</td>
<td>I feel a little bit nervous as I need to present tonight.</td>
<td>I am not sure how do I really feel. I just thought about moment when I will be presenting the pair-up conversation.</td>
</tr>
<tr>
<td>(reflective journal - preparation)</td>
<td></td>
<td></td>
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<tr>
<td><strong>W3</strong></td>
<td>I feel excited and sometimes feel worried with same mistakes I did.</td>
<td>I felt less confident for this task as I did the practise last minutes.</td>
<td>I feel that I need to improve, to do better than last week, based on the feedback last week.</td>
</tr>
<tr>
<td>(reflective journal - preparation)</td>
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<tr>
<td><strong>W4</strong></td>
<td>“I was not very tense. I enjoyed doing it and my partner was very supportive”</td>
<td>“I was not tense. I was more relaxed”</td>
<td>“Sometimes I feel good and sometimes I feel nervous. Today I feel ok because I have the points but my English is not good”</td>
</tr>
<tr>
<td>(interview - tense and comfort)</td>
<td>“I feel comfortable nowadays as I talked with my colleagues”</td>
<td>“I am comfortable and I’m getting more confident”</td>
<td>“Not comfortable because I do not know what to talk”</td>
</tr>
<tr>
<td>Anxiousness</td>
<td>PA</td>
<td>PB</td>
<td>PC</td>
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<tr>
<td><strong>W5</strong> (interview - tense and comfort)</td>
<td>“I felt nervous at first, after my group members greets everyone, I felt smooth and more relaxed”</td>
<td>“Not really. I have to take time to suit myself”</td>
<td>“Yes, I felt tense because not sure what to talk about and I did prepare myself. I read articles on festivals”</td>
</tr>
<tr>
<td></td>
<td>“Yes, I feel comfortable because my friends give support”</td>
<td>“I think I’m getting better. This is the 5th week”</td>
<td>“Yes comfortable. It is better because I am not alone speaking English”</td>
</tr>
<tr>
<td><strong>W6</strong> (reflective journal - preparation)</td>
<td>I feel little bit fine because I think the title of the task not really burden me.</td>
<td>I felt a little bit confident and relax as this is the second week for this task.</td>
<td>I feel good and can’t wait to perform the group discussion.</td>
</tr>
<tr>
<td><strong>W7</strong> (reflective journal - preparation)</td>
<td>I feel enjoy because the traveling is my favourite title.</td>
<td>I feel more comfortable as this is the seventh week of the class.</td>
<td>I feel okay. I hope I can do well during the communication class.</td>
</tr>
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<td></td>
<td>Although I’m not traveling for a long time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W8</strong> (interview - tense and comfort)</td>
<td>“I think I was not tense because I already know them”</td>
<td>“No, I do not feel tense at all”</td>
<td>“No, I did not feel tense. I felt easy”</td>
</tr>
<tr>
<td></td>
<td>“Yes, comfortable as this is my 8th week and I’m used to it”</td>
<td>“Yes, I feel very comfortable as it has been few weeks. I have been practising. So, it is good”</td>
<td>“Yes, if they are my friends. If with new people, I will feel a little bit awkward”</td>
</tr>
<tr>
<td>Anxiousness</td>
<td>PA</td>
<td>PB</td>
<td>PC</td>
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</tr>
<tr>
<td><strong>W9</strong> (interview - tense and comfort)</td>
<td>“I felt tense because I was the first one to talk but after I started speaking, I felt OK”</td>
<td>“Yes, I did feel tense because I was not prepared as I did not know what is the best thing to talk about”</td>
<td></td>
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<tr>
<td></td>
<td>“Yes, I feel better than the 1st week”</td>
<td>“Yes, because I love to talk”</td>
<td>“Yes, because I was the first one to talk to”</td>
</tr>
<tr>
<td><strong>W10</strong> (reflective journal - preparation)</td>
<td>I feel quite happy for this task because I love to talk about film.</td>
<td>I feel a little bit excited as it is the second week for this task.</td>
<td>I did not prepare myself because I was quite busy. So, I am quite nervous.</td>
</tr>
<tr>
<td><strong>W11</strong> (reflective journal - preparation)</td>
<td>I feel quite excited because the title I have choose is what I like most.</td>
<td>I feel a little bit ease as this is the third week for task 3.</td>
<td>I hope that I could perform better because I prepared this week but I also worried if I could get nervous and that would make my ideas stuck.</td>
</tr>
<tr>
<td><strong>W12</strong> (interview - tense and comfort)</td>
<td>“Just in the beginning. After I start to talk, I do not feel nervous and anxious”</td>
<td>“Yes, I felt tense because I do not know what kind of topic will I get. I think most of the people feel the same as me”</td>
<td>“A little bit tense because it was something that we never did before. It is a new task. So, I always nervous thinking what kind of question or topic will I get”</td>
</tr>
<tr>
<td></td>
<td>“aaaaaaa yes...for now yes comfortable with my friends and my officemate. aaaa because now after 12 classes we had, I think have improved. I can speak English if anyone talk with me”</td>
<td>“I already get used to speak English, so I do not have much problem”</td>
<td>“It depends on topic”</td>
</tr>
</tbody>
</table>
5.1.2 Triangulation of Data

In this research, there are more than three tools being used for data collection, which are, observation, interview, evaluation and journal writing. Therefore, to strengthen the dependability of the data, the researcher used triangulation method. Besides, the researcher also wanted to show the connection between components in the research questions 1a to 1d. The triangulation in this section is expected to show clearer picture of the connection between fluency, anxiety, non-verbal cues and willingness to communicate.

PA

PA showed gradual improvement in all aspects throughout 12 weeks. In the first four weeks during pair-work tasks, PA showed that her fluency and level of confidence have increased gradually as she has practised prior the tasks. She also did mention in the interview and reflective journal about her preparation and how she felt about her confidence level.

“Compared to the first week, I think I am more confident and less nervous...”

“I feel more confident because last Monday I have two visitors from Germany.

Before this, I avoided foreigner visitors but when my friend asked me to do the talking, I did it...”

[Interview week 4]
“Yes, I did rehearse with my friend for the title ‘Introduce myself’ but do not know how it went for tonight’s class…”

[Reflective journal week 2]

“Yes, I’m doing rehearsal with my friends but I need more practise to make it better…”

[Reflective journal week 3]

In the interviews and reflective journals, it was found that PA has improved on her feelings as well. On the first week, she mentioned that she was nervous and tense. It was uncomfortable for her to speak English. However, in week four, she said that she was not very tense and she felt comfortable speaking in English.

“Yes, I felt nervous and tense…”

“No, not comfortable…”

[Interview week 1]

“I was not very tense. I enjoyed doing it and my partner was very supportive…”

“I feel comfortable nowadays as I talked with my colleagues…”

[Interview week 4]

However, in week eight, her performance was slightly affected as she spoke with more long pauses compared to the previous weeks. Her tone was uneven and her gestures were slightly less effective. From the interview, it was found that, one-week break (public holiday) influenced her performance as she did not use English at all during the holiday period. According to Huang (2010), constant interaction in language learning helps in oral performance. Therefore, when there was a gap, PA’s performance was affected.
“For tonight, I think it was not smooth because of the gap (public holiday). I think I did better on previous tasks...”

[Interview week 8]

From the data above, PA’s performance was affected due to the one-week holiday. This indicated that, PA depended on practices to improve her performance. When there was a holiday, there was no session. Thus, there was no practice for them. Therefore, when she resumed the class on the following week, her performance was slightly affected. However, she continued progressing well from week nine onwards.

In week 12, she presented her speech with few long pauses and her speech rate was low compared to the previous weeks. Her vocal variety was also affected. She sounded so serious even when she spoke about something funny. From the interview, it was found that she was nervous at first since that was an impromptu speech.

“In the beginning, I felt anxious but when I went in front of audience, the nervous was gone. I think my impromptu speech was not so good because I think I did not deliver the speech smoothly...”

[Interview week 12]
PB showed gradual improvement on vocal variety, ideas, facial expressions and gestures from week one to week four. He has also shown improvement in fluency when he managed to speak with no long pauses between words on the fourth week compared to the first three weeks with a few long pauses between words.

PB showed progress in group discussion compared to pair-work tasks. His speech fluency has improved as he spoke with no long pauses. This could due to his preparation and gradual positive feelings towards presenting the tasks from week five to week eight. His response can be seen from the interviews and reflective journal:

“I think it was OK as today is our 4th week of group discussion and I’m already get used to it...My performance was not so bad...”

[Interview week 8]

I did some homework by seeking information about this week topic and tried to do rehearsal by my own. Yes, I did rehearse before entering class.

[Reflective journal week 6]
I did some revision on internet about the given topic for this week. Yes, I did
rehearse by my own prior to the class.

[Reflective journal week 7]

PB also stated that he did not feel tense as he was already getting used to speaking
English.

“Not really because I am used to it already. I think I”m getting better. This is the
5th week...”

[Interview week 5]

“No, I do not feel tense at all. Yes, I feel very comfortable as it has been few weeks.
I have been practising. So, it is good”

[Interview week 8]

From the interviews and reflective journal, it was found that PB felt more
comfortable each week because of practises each week. He felt accustomed to it and
he became less tense and more comfortable. These feelings indirectly influence his
performance when presenting the tasks.

On the fourth week, his performance was affected by his eye contact and the
frequency of asking questions and giving feedback. This could be due to lack of
practise and knowledge.
Below are the responses given by PB:

“I am not satisfied because I think I do not know many words or vocabulary. I think due to less of practice...

[Interview week 4]

Referring to the interview, PB had problem searching for the words and from the observation, PB tend to look up and down when searching for suitable words in week four. It can be concluded that PB could not find words when he wanted to ask question and give feedback. Therefore, he could not have effective eye contact with the partner as he was trying to think of suitable words as mentioned in Tanembaum, El-Nasr & Nixon (2012), people naturally look away from others when they are processing information.

Throughout 12 weeks of using the module, PB showed gradual improvement in all aspects. However, in week 12, his speaking rate decreased, his face was serious all the time when presenting his speech. According to PB, he felt tense because he could not prepare in advance as task 12 was impromptu speech.

“Yes, I felt tense because I do not know what kind of topic will I get. I think most of the people feel the same as me”

[Interview week 12]

From the interview, it was found that PB felt tense due to the impromptu speech and this indirectly has slightly affected his performance as he could not prepare in
advance. This shows that, preparation and having knowledge about what to talk influence one’s anxiety level.

**PC**

Throughout 12 weeks of using OCS module, PC improved gradually in all aspects. This could be due to her preparation and rehearsal before presenting her tasks. Her response in reflective journals are as follow:

“I just practised on my own. I talked to myself and imagine there is someone in front of me”

“Yes, rehearsed a couple of times on my own but when I found it was hard to elaborate on a topic that I want to share, I change to other topics. I am not sure what kind of topic I will talk about in class later. I thought I might have an idea after seeing the other students presenting their tasks”

[Reflective journal week 2]

“For the third lesson, I did like last week and I practised on my own”

“Yes, I did rehearsal. I looked at the times and set it for 3 minutes so that I can plan what to talk about during my turn in the class but I am not so sure because for me, when I speak spontaneously, I sometimes lacked of ideas and when that happened, my partner will ask a question. Therefore, I could not say what I have planned to say and sometimes I forgot the exact words or sentences to say and it will affect the whole idea about what I will say during the pair-up conversation”

[Reflective journal week 3]
From the journals, it was found that PC has done well in preparing herself towards the tasks. She has practised on her own and she even took the timing into consideration when practising to make sure she will be on track.

However, in week four, she improved on most aspects except for her fluency and facial expressions. Her facial expression was better in week three and she spoke with a few long pauses between words and made marginally more fillers compared to week three. Her response from the interview is as follow:

“Not comfortable because I do not know what to talk”

[Interview week 4]

From the interview in week four, PC stated that she was not comfortable as she did not know what to talk about and this has affected her fluency and facial expression. She became less fluent when speaking in week 4 due to uncertainty. This is similar to Guillot (1999), who stated that, people who are always feeling uncertain and are often unsure about how to engage and react while communicating with others will unable to speak fluently.

In group discussion, PC showed gradual improvement from week five to seven. However, in week 8, she spoke with 15 fillers which was more compared to week seven when she only spoke with 3 fillers. From week eight interview:
“I think I kind of lack of idea. Since we did not have class last week. So, we did not speak English much. My performance was not so good as these past few days I did not use much English”

[Interview week 8]

Referring to the interview, it was found that PC spoke with more fillers in week eight due to two reasons. Firstly, lack of idea. Therefore, the fillers were used when she was taking time to think of suitable words or ideas. Secondly, lack of practice. PC admitted that her performance was not so good as she did not use much English. Even though PC lacked ideas, she has shown improvement in all the other aspects such as vocal variety, content, turn taking, ideas contribution, facial expressions, eye contact and gestures. This implied that her level of confidence to speak English has improved by week.

As for individual oral presentation, PC has shown improvement in all aspects and from week 9 to week 11. However, in week 12, PC”s performance was affected as she spoke with few long pauses between words with 15 fillers and 82 wpm. Her facial expression and vocal variety were better in the previous weeks. From week 12 interview:

“I think I performed it badly. I think I screwed up. So, I wasn”t happy with my performance just now. I always thought spontaneously was easy. Something that you do not have to think and you do not have to prepare. However, I think the question just now was quite personal for me. It is not a topic. It is something that
from my experience. So, something that I left long time ago. Something that I never thought of recently. So, erm... I think I screwed up”

“A little bit tense because it was something that we never did before. It is a new module. So, I always nervous thinking what kind of question or topic will I get”

[Interview week 12]

From the interview, it was found that PC felt unhappy with her performance due to the impromptu task. She had difficulty finding ideas and she could not perform well. Due to this, she felt tense when performing the task. This shows that her performance was influenced by her feelings and lack of ideas. Even though PC felt tense and drew a blank in week 12, she still managed to deliver her speech with transitions and conclude her speech well with excellent eye contact and gestures. This implied that her confidence level has improved from week 9 to 12.
5.1.3 Research Question 2

What are the participants’ feedback on the module?

Table 5.10

Feedback

<table>
<thead>
<tr>
<th>PA</th>
<th>PB</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sections of the module, instructions, objectives, requirements and feedback given</strong></td>
<td>The sections of the module; pair-work, small-group discussion and individual oral presentation are helpful in gradually developing the participants’ confidence. The instructions of the module were clear and can easily be understood. The objectives of the module were clearly stated, and the module was well-organised. The evaluation requirements and criterias were stated clearly. The participants also stated that the feedback given by the evaluator was helpful.</td>
<td></td>
</tr>
<tr>
<td><strong>The most satisfactory features</strong></td>
<td>For the whole experience of taking this course it's make me more confident to speak English in front of people and the best thing is I can spontaneous speak in English when somebody talk to me.</td>
<td>The most satisfactory feature for me during the sessions is that we can learn how to speak in public with full of courage.</td>
</tr>
<tr>
<td><strong>The least satisfactory features</strong></td>
<td>I think this module can be improved by adding more task and sessions.</td>
<td>In my opinion, this course is great in helping to improve my communication skills in English especially when speaking in front of a big crowd. I think there is nothing that is less satisfy about this course for me except I wish it could be conducted more longer!</td>
</tr>
<tr>
<td>Types of feedback</td>
<td>PA</td>
<td>PB</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Purpose of the module</td>
<td>I'm decide use this module because I want to build up my communication skill. The effect on me is I can build my skill in speaking slowly. Also in my career that use this skill because I'm working at gallery that need communication with people.</td>
<td>I decide to use this module as I learned that this module will enhance my confident level to speak up in public which really important in my future carrier that relates with people around.</td>
</tr>
</tbody>
</table>

| Suggestions for future change | Maybe need to close-up in grammar also. I think the module quite well but if the module can do with the grammar, I think it will be really good because as a learner for this task I just speaking without notice my grammar. | In my experience, I think there should be more task that will multiply the participants” creativity and knowledge so that they can be better. |
5.2 Emerging Themes

Some qualitative researchers use emergent themes to provide rich and detailed insight into the research. Themes usually emerged from the close analysis of any data including fieldnotes, ethnography, reflective memos, interview transcripts and digital media (William, 2008). In the context of this study, the researcher found two emergent themes from the data.

The first emergent theme discovered was the connection between fear of making mistakes and weekly performance. It is a renowned fact that people especially Asian feel less confident and avoid speaking English due to the feeling afraid of making mistakes. However, in this study, it was found that, the feeling afraid of making mistakes did not stop the participants from trying. In fact, even though the participants were aware that they made many mistakes, they still showed gradual improvement on their confidence level in speaking English.

The second emergent theme discovered was the element of continuous practice. From the data gathered, it seems that the continuous practices by the participants can be considered as a fundamental element as it influenced the performance of the participants and at the same time, influenced the results of the study. It was mentioned in Clement Model Second Language (L2) linguistic confidence that the quantity of interaction influences level of anxiety and second language linguistic confidence. Therefore, the module was designed to have 12 tasks for the participants to practise as more practices could reduce anxiety and increase level of confidence.
However, from the findings, it was revealed that, the frequency itself was not the only factor that influences confidence level because when there was only a week gap, participants’ anxiety level increased when they resumed the class. This shows that, the gap also influences the anxiety level. Continuous practices need to take place in order to maintain the quality of their performance, reduce the level of anxiety and increase the level of confidence.

5.3 Summary

This chapter discusses the findings and data analysis on participants’ fluency, willingness to communicate, non-verbal cues and anxiousness after using the OCS module. Data were arranged and triangulated to answer the research questions.

The results of these analyses were summarised as follow:

Malaysian working adults’ confidence level in terms of fluency, willingness to communicate (WTC), non-verbal cues and anxiousness improved gradually after using OCS module. It was discovered that, the factors which influenced their confidence are shyness, arrangement of sections in the module (pair-work, small-group discussion and individual oral presentation), feedback given by the evaluator, weeks of practises, supportive environment, feeling of getting used to speak English and preparation.

Besides, this chapter also includes the feedback from participants after using the module. The feedback can be used to improve the module for future use and in the recommendation for future study.
CHAPTER SIX

DISCUSSION AND CONCLUSION

6.0 Introduction

In this chapter, the researcher provides the discussion from the research findings for each research question, followed by recommendation for the future research, limitations of the study and the conclusion.

6.1 Discussion of the Research

The study was set out to develop Oral Communication Skill (OCS) Module and to study to what extent the OCS Module can help in improving Malaysian working adults’ confidence level to speak English in terms of fluency, non-verbal cues, willingness to communicate and anxiety. The study has also sought to elicit the feedback from the participants on the module. The study aimed to answer the following questions:

1) To what extend can OCS Module help in improving Malaysian working adults” confidence level in speaking English in terms of:
   a) fluency,
   b) willingness to communicate,
   c) non-verbal cues,
   d) anxiety?
2) What are participants’ feedbacks on the module, in terms of:

a) Stages of the module
b) Objectives of the module
c) Evaluation provided
d) The most and the least satisfactory aspects of the module
e) The usefulness of the module
f) Changes to be made

The results from this study indicated that OCS Module has helped those working adults to improve their confidence level in speaking English. In the following sections, the researcher provided and discussed the findings of this study. Conclusions from findings of each research questions will be discussed separately.

6.1.1 Fluency

Based on the findings, the OCS Module managed to help improving Malaysian working adults’ fluency in speaking English. Therefore, it can be said that, after using the module for 12 weeks, the research participants’ level of confidence in terms of fluency improved. According to Guillot (1999) and Yang (2014), fluency is very crucial in speaking as it reflects participants’ level of confidence.

In the context of this study, fluency can be said to be one of the highlights. This is because, the goal of learning an additional language is to be able to use it naturally. Fluency can be defined as natural language use like the native speakers. Speaking fluently is very crucial as it can help the speaker to clearly convey messages to the listener (Brumfit, 1984). However, there are many arguments on the importance of both accuracy and fluency in an additional language. It is undeniable that both fluency and accuracy are important strands. However, in
learning additional language, it is better to focus on fluency followed by accuracy as it is the similar ways people learn their first language (Srivastava, 2014). Moreover, Nation (1997) found that the improvement in speaking fluency improves qualities of grammar accuracy and the degrees of content control as well. The practice of the speaking fluency could strongly enhance the accuracy of a language (Yang, 2014).

Based on the data in this study, the most essential element which contributed to the improvement on fluency of the research participants was the practices. The activities in the module required the participants to practise speaking for 12 weeks, the participants managed to reduce their fillers even though they made more fillers on the third section which was the individual oral presentation section. From the data collected, it was not surprising for the participants to be making more fillers during individual oral presentations because when they were required to speak individually, they could not take longer time to pause and think as they would need to continuously speak compared to performing the pair-work and group discussion tasks just like as stated in Duvall, Robbin, Graham and Divett (2014), Australian scholars Villar et al. revealed that when a man used filler words, to be more precise, the word um, he was considering what he would say next. Whereas, in pair-work and group discussion sections which can also be regarded as natural spontaneous speech sections, they could pause and think while their friends were talking. They could do more thinking and search for ideas. Therefore, they made less fillers in the pair-work and group discussion sections. According to Basurto, Hernandez and Mora (2016), in a normal conversation, people use filler words to show a need of a word or simply to plan what to say
next. This is part of natural spontaneous speech. Fillers might actually be signals that there is a cognitive process happening in the mind of the speaker, showing that the thinking process can derive the creation of speech production.

Yoshimura (2007), stated that oral repetition and imitation-based practice has been widely used as one of the main methods to improve speech fluency in second language (L2) learning. In the context of this study, the rehearsals and practices were used to enhance the familiarity of the tasks. The use of oral repetition has proven to be beneficial.

It is also interesting to note that the efforts in preparing beforehand and having knowledge on what to talk influenced the participants’ performance weekly. From the findings, all the three participants put in effort in finding information about the topic they were going to talk about because they wanted to have more knowledge about the topic. This indirectly proves that having knowledge about what to talk is important and it influences the level of one’s confidence. Ayres, Schliesman and Sonandre (1998) and Rollison (2012), in their researches, discovered that when students feel that they have insufficient knowledge, they always have low self-confidence. This was proven when two out of three participants produced more fillers and did not speak fluently when presenting impromptu speech. This revealed that, they became less fluent and less confident because they could not prepare in advance and they lacked knowledge. As mentioned by Finlayson and Corley (2012), disfluencies often happen when the speaker is unfamiliar with the speech topic. Therefore, when participants were unfamiliar about the speech topic, they became less fluent and less confident.
6.1.2 Willingness to communicate (WTC)

From the data collected, it was found that, the OCS Module managed to improve Malaysian working adults’ willingness to communicate in English after completing 12 tasks. It can be said that, one’s willingness to communicate is strongly related to one’s level of confidence to speak English as supported by Mehmet Asmali (2016) who stated that, people who are confident to communicate in English are more willing to communicate in English. In the context of this study, one’s willingness to communicate can be seen through their participation, whether they participate actively or avoid. The avoidance is a sign of unwillingness to communicate. From the data obtained, there were several factors which influence one’s WTC; a) other people’s involvement, b) practices, c) the arrangement of sections in the module, d) feeling afraid of making mistakes and lacked knowledge and e) feedback given.

Referring to the interview, journal writing and evaluator’s report, it was found that all three participants managed to gradually improve their willingness to communicate in English. All the participants showed gradual improvement in taking turn to speak, contributing ideas, willingness to ask questions and giving feedback throughout 12 weeks.

6.1.2 (a) Involvement of other participants and supportive environment

At the end of this study, it was found that presence of other participants who were also following the class, played important role in influencing one’s WTC. In
chapter 5, according to MacIntyre, Dornyei, Clement and Noels (1998), another people”s involvement influences a person”s willingness to communicate. Therefore, people could improve their confidence by the presence of the others. This also shows that, one of the module”s objectives was achieved because the module aims to provide supportive and conducive environment to the participants to practice speaking English. According to Toastmasters International (2005), supportive environment is important to build one”s confidence level and the environment can be obtained when people with the same goal gather together and support each other in achieving their goals. In the context of this study, the goal of each participant was to be able to speak English confidently, therefore, when all the participants gathered and performed the tasks in the module together, they managed to improve their confidence level. Supportive environment is crucial in the process of improving one”s confidence level. As mentioned by Aida (1994), Chen (2001), Cheng (1999) and Gardner (1992), learners” anxiety level can be reduced in a nonthreatening environment. Therefore, the importance of having supportive environment is obvious from the results of this study. Participants felt encouraged and motivated with the constructive feedback given and the involvement of other participants who have the same goal to improve their confidence in speaking English. Since this study was carried out in Malaysia, the involvement of understanding participants is very meaningful because easter people have high desire to be right and dislike being laughed at for making mistakes as these are strongly related to the Easter culture. Therefore, having other understanding participants can help in improving one”s confidence level.
6.1.2  (b) Arrangement of sections in the module

The importance of having three different sections in OCS Module can’t be denied. The way the sections were arranged also makes a lot of difference. The data revealed that the arrangement of the sections in the module is crucial in gradually improving confidence as it started off with pair-work, followed by small-group discussion and individual oral presentations.

In chapter 2, it was stated that, there are several factors which influence one’s willingness to communicate such as the number of people involved in the communication, the degree of intimacy and formality level (MacIntyre, 2007).

The arrangement of the module works from easy to difficult. The level of formality is different for each. Thus, it is very important for participants to perform the tasks according to the arrangement. This concept is very relevant especially in teaching and learning processes. For instance, in Mathematics, after learning the numbers, students will gradually learn the simple operations like addition and subtraction, followed by multiplication and division. In English, students are not taught to write an essay right after learning to spell. After spelling, children are taught to construct simple sentences, followed by complex sentences and then essays. Another example, a toddler does not run after learning to crawl. They slowly learn to walk and then they start to run. From here, we can see the progress happens through gradual shift of level from easy to difficult.
6.1.2 (c) Feeling afraid of making mistakes

It is quite common for some people to feel afraid of making mistakes. Cheng (2000) who stated that this factor is closely related to certain aspects of Eastern culture. Eastern people have high desire to be right and fear of being laughed at. This idea is coherent to Hamouda’s (2013). In his study on Saudi students’ participation in English language classroom, the research indicated that students were reluctant to participate due to fear of speaking in front of others, fear of making mistakes and fear of negative perceptions. It is very crucial to have a strong mindset on improving own performance. If a person were to have this kind of mindset, feelings afraid of making mistakes and being laughed at will not be in the picture as one would only be concentrating on improving oneself rather than thinking about what could go wrong.

6.1.2 (d) Feedback provided

As mentioned in chapter 5, feedback is one of the most powerful tools that can be used to enhance learning process. Therefore, the concept of providing feedback to all the participants is very helpful (Karoli, 2015). Feedback is an important element in the process of learning, if carried out well, it can help in motivating, developing learners’ knowledge, skills and behaviours. It is vital in increasing learners’ awareness of strength and areas for improvement. Learners can use feedback given to identify and take actions to improve their performance (Mckimm, 2009).

In a well-known worldwide public speaking program called Toastmasters International, feedback can be considered as a fundamental component. The
purpose of giving feedback is to apply the feedback on the upcoming performance. The importance of feedback is obvious and Toastmasters members not only learn valuable techniques for giving feedback but also for receiving feedback. Members are trained to accept the feedback given as constructive valuable feedback which can be used to improve their performances for any upcoming tasks (Toastmasters, 2005).

However, in Leong (2017), Baker and Westrup (2003) argued that, if learners are always corrected, they will be demotivated and afraid of talking, thus, the aim of speaking task will be spoiled.

In the context of this study, participants who were involved with OCS module were fully aware on this matter and they were willing to accept feedback from the beginning of their involvement. On top of that, the feedback given by the evaluator was constructive feedback. Due to this, none of the participants felt demotivated upon receiving feedback from the evaluator. They even expressed that the constructive feedback given managed to help them improving their performances.

6.1.2 (e) Practices

Besides being on the same line as the literature concerning people’s involvement, the advantages of feedback, degree of intimacy and level of formality, the results also confirmed the theory and model used in the study which are Theory of Deliberate Practice and L2 Linguistic Confidence which emphasized on practices.

In learning process, practice is a must. There is a saying, “Practice makes perfect” which can be applied when a person wants to be an expert or master
certain skill. The Theory of Deliberate Practice confirms the connection between 
practice and improvement of performance. The term „deliberate practice” concerns more than just practising. It is a highly organised activity done 
accompanied by explicit goals and target to be achieved at the end of certain 
period. The theory of deliberate practice has been applied to many skill-based 
performance activities. According to Wang and Zorek (2016), there is a high 
degree of synergy between deliberate practice principles and competencies.

6.1.3 Non-verbal cues

Based on the results in chapter 5, it was found that students” level of confidence in 
terms of non-verbal cues improved from week to week. It was observed that the 
students” level of confidence in terms of non-verbal cues were based on these few 
characteristics which are eye contact, vocal variety, facial expressions and body 
gestures improved as they went through 12 weeks of performing oral tasks. 
According to Porhola (1997) & Kang (2012), the characteristics mentioned can be 
used to gauge the level of confidence or anxiety and Porhola (1997) added, those 
characteristics were also used in trait anxiety- enthusiasm scale in his research.

According to Tiwari (2015), these days, many researchers are concerned with 
non-verbal communication as verbal communication is organized by language 
whereas non-verbal communication is not. In interpersonal communication mostly 
in working environment, understanding the message of colleagues as well as those 
of any one else with whom you are communicating usually involves more than 
merely listening to the spoken words. In fact, non-verbal cues work more 
effectively than words. Your personal appearance, facial expression, body
language, posters, gestures and vocal variety as the sender of information influence the way your message is interpreted by the receiver in a communication process. This shows that, the importance of non-verbal cues in verbal communication is undeniable as they play important role in the communication process. They are inseparable. Thus, it is very important to focus not only on verbal communication but also on non-verbal cues.

Following this line of reasoning, it can be said that non-verbal communication is one of the most important aspects in any workplace. Whether communicating internally or with a client, it's important to understand that there is more to communicating than saying words. Nonverbal communication includes all the unspoken messages delivered to people daily, whether it's telling someone about yourself via your appearances or sharing your emotions through the rolling of eyes or the nodding of the head. Nonverbal communication includes your overall body language, such as your appearance, postures, facial expressions, vocal variety and eye contact as a form of communication (Mujezinovic, 2011).

In the workplace, people communicate with each other throughout the day using verbal and nonverbal communication. The way individuals use nonverbal messages can be just as vital as verbal dialogue. Certain professions require people to communicate on a regular basis. For example, teachers, salesperson, journalist, doctors and lawyers. People who work in those fields spend their workdays communicating with others. Nonverbal signals have a significant impact on the workplace communication.
Therefore, non-verbal cues can be considered as important aspects in communication. Moreover, Berger (2014) mentioned that, non-verbal cues can be the indicators of one’s confidence level and uncertainty. It is relevant for this study to focus on non-verbal aspect as it could help the working adults to be better employees.

From the findings, the researcher realised that all the three participants showed positive characteristics of non-verbal cues from time to time. For instance, they managed to improve on eye contact when performing their tasks towards the end of the program. In communication, eye contact should be taken seriously. The impact of eye contact on humans” social interactions is significant. While we rely on the other nonverbal cues to communicate and send information to others, eye contact seems to stand out distinctly from the rest as it can influence the likeability and attractiveness of a person as perceived by another (Bohannon, Pelz, Herbert & Rantannon, 2013). Therefore, it is very crucial for us as humans to have effective eye contact when we are engaged in communication process.

Besides that, the participants also managed to improve on their facial expressions and gestures as in the beginning, they talked with expressions which neither enhance nor hinder the effectiveness with no gesture but as they kept on performing tasks weekly, they managed to speak with various facial expressions that suit the points accompanied with effective order of gestures to reinforce their points. It is an achievement when people could improve on their facial expressions because facial expression is one of the most important non-verbal cues (Lindh, Pooler, Tamparo & Dahl, 2009). The characteristic of vocal variety
was also very important as it indicated their ability to use variations of tones to enhance their performance, maintain audience’s interest and emphasize points. Beck, Bennet and Wall (2002) emphasized that vocal variety is crucial in indicating sender’s intention or feelings when the sender is sending messages. In the beginning of this study, the participants did not speak with various vocal variety but as they continued performing, they managed to use various vocal variety especially when emphasizing on certain points.

The three participants were observed and the observation revealed that all of them managed to improve on their confidence level in terms of non-verbal cues after performing the tasks in OCS Module. Hence, these findings further confirmed the use of OCS Module has successfully elevated the working adults’ confidence level in terms of non-verbal cues to a significant extent.

6.1.4 Anxiousness

According to Ayu Rita and Nadhia Dalila (2007), anxiety could cause a person to be lack of confidence. When a person is anxious, they will be less confident. Thus, it will cause them to speak with distracting mannerism which can be observed from the non-verbal cues. In the context of this study, the meaning of anxiety is focused on the feelings of tense, comfort, the feelings when preparing for the tasks and the feelings before performing the tasks.
6.1.4 (a) Environment

Based on the findings, the environment plays significant role in helping a person to be more relaxed. A nervous person will slowly feel more confident, relaxed and secure in a supportive environment. In chapter 1, it was stated that when participants work together and get involved actively in group to achieve the same goal, which is to be a great speaker, the friendly and supportive environment could help them (Toastmaster, 2012). Therefore, it can be said that having supportive environment is needed to improve one's confidence.

The relationship between one’s performance and environment are very strong. The environment especially in learning context, plays a vital role in determining one’s performance. It can implicitly or explicitly reinforce positive beliefs and change personal perspective (Hanrahan, 1998).

6.1.4 (b) Familiarity

Progressing onwards, in general, people less tense and more comfortable because of familiarity as people feel less nervous talking to the people they knew because some people are very confident in a familiar environment but lose their confidence level when they were involved in unfamiliar environment (Sander & Sander, 2000). OCS Module was proven to be able to improve confidence level among working adults not only in the familiar environment but also in unfamiliar environment as all of them mentioned in the post-experience feedback form that they were now confident to speak English not only with their friends but also with strangers and foreigners.
Staats, Gino and Pisano (2009) hypothesized that team familiarity has positive impact on performance as a sense of psychological safety may be one of the reasons why team familiarity could aid in the process of learning and achieving goals. This is because, when participants are familiar with similar knowledge sets, they are prepared to work on achieving similar goals and objectives.

However, team familiarity may have limitation. Sometimes, some people might get too comfortable working with the same peers in the same team over time. This might lead to independence issue which might cause them to have difficulties when working with other peers or teams.

6.1.4 (c) Topical knowledge

By nature, human have pleasure talking more about things that they like as they have more topical or background knowledge on the topics. This is supported by literature as Nguyen and Tran (2015) mentioned that, one’s speaking performance can be influenced by topical knowledge. They added, for those who have topical knowledge, the speaking performance is much better than for those who have none. Therefore, the participants felt tense and uncomfortable when they had to talk about topics which they have little idea about.

In a real-life context, it is easy for medical doctors to understand and talk about medical terms as they have background knowledge on those terms. However, it might be challenging for them to be talking on mathematics or arts subjects unless they have knowledge on these subjects as much as medical subjects. A similar principle discussed by Bachman and Palmer (1996) in Hoang Tuan and Ngoc Mai
(2015). They stated that certain tests may be easier for those who have the relevant topical knowledge and challenging for those who do not.

6.1.4 (d) Preparation

In developing OCS Module, the researcher employed several theories and model as guideline and one of them which is related to practices and preparation is Theory of Deliberate Practice. In chapter 2, this theory defines deliberate practice as a practice which involves attention, rehearsal and repetition. It happens when an individual purposely repeats an activity to improve performance (Campitelli & Gobet, 2011).

The quality of one’s speech performance is determined by few factors including total preparation time, time spent preparing a visual aid, number of rehearsals for an audience, time rehearsing silently, time rehearsing out loud, number of rehearsals out loud and preparation of speaking notes (Menzel & Carell, 1994; Nikitina, 2011). From here, we can conclude that practices and rehearsals play vital roles in determining the quality of performance. The chance for a performance to be well is very high when a lot of effort invested to prepare and rehearse.

6.1.4 (e) Repetition vs Quantity of Presentation

The participants were required to repeat every section for 4 times. According to the participants, moving forward, they became less tense because they already got used to speaking English when performing OCS Module tasks for weeks. Therefore, they felt comfortable speaking English. This can be related to the
model used in this study which is Clement Model (1985), a model on Second Language (L2) Linguistic Confidence. This model focuses on the quantity of interaction in developing linguistic confidence and lowering anxiety level. For example, one’s anxiety level will decrease if one frequently interacts. Therefore, it can be said that, the frequency of interaction and practices are very important in lowering anxiety and improving confidence.

6.2 Relationship between fluency, anxiety, non-verbal cues and willingness to communicate

In the context of this study, confidence level is focused on four aspects which are fluency, anxiety, non-verbal cues and willingness to communicate in research questions 1a, 1b, 1c and 1d respectively. However, in this study, the progress of one’s confidence level which involved all four aspects (as a whole) was investigated. The progress involved all the four aspects. To show clearer picture of the connection between the four aspects in the research questions 1a to 1d, the researcher used triangulation method.

From the data collected, it was found that, when the participants practised all the tasks from OCS Module, they became more fluent as they made less number of fillers and they improved on their speech rate. They also managed to improve on their willingness to communicate and the usage of non-verbal cues. However, there were certain weeks when the participants could not perform fluently and from the interview and journal writing, it was found that, there were factors which influenced their performances which caused them to be tense and uncomfortable.
For example, when they did not rehearse and prepare themselves in advance, they lacked idea, became less fluent and used more fillers. They did not take turn to speak and contribute ideas as frequent as earlier weeks. Other than that, their non-verbal cues were affected. They did not have good eye contact as they looked around to search for ideas. These examples show the connection between all the aspects and how all the components are closely related to each other.

The relationship between all the components are aligned to the literature review. Looking at the literature in chapter 2, it seems that different scholars defined confidence differently. They connect confidence to different components. Guillot (1999) mentioned that fluency is very important in speaking as it reflects the participants’ level of confidence and Mehmet Asmali (2016) added, the ones who were confident to communicate in English were the ones who were more willing to communicate in English. According to Ayu Rita and Nadhia Dalila (2007), people who lack of self-confidence would be anxious to speak or communicate in English and Ambady (1998) stated that, a person’s anxiousness can be sensed from their non-verbal cues. This is because, non-verbal cues are secret signals which reveal underlying state of mind whether a person is feeling confident, submissive, optimistic or depressed (Mujezinovic, 2011). From the literature above, it can be summarised that all the components in research question 1 are closely connected to each other. Therefore, to study about confidence, we cannot only look at one aspect because confidence is very wide and subjective.
6.3 To elicit feedback from participants on the OCS Module.

One of this research’s objectives is to elicit feedbacks and suggestions from participants on the module. At the end of 12 tasks, participants were required to fill up post-experience feedbacks form. Getting feedback from the participants is very crucial as it is to ensure that problems occurring in modules are noted and dealt with. Secondly, to gain accurate understanding of how participants felt about the module. Thirdly, to identify any issues or confusions participants had with regards to modules, as early as possible in an easy, simple and quick way.Fourthly, is to improve the module to suit the needs of future participants.

6.3.1 Quantity of tasks provided

Findings derived from this study revealed that all participants provided positive responses towards almost all the aspects. Besides providing feedback, they also provided some suggestions. First, they mentioned about having more tasks to practice in a longer period. This can be considered as an important feedback as it is aligned with Second Language Linguistics Confidence which emphasizes on the quantity of interaction to increase confidence level in second language which means one can become more confident if they practise speaking frequently. However, from the findings, after presenting for 8 weeks, participant A’s performance was slightly affected due to one week gap (public holiday) and when she resumed the session on the following week, she could not perform well. This counteract shows that, practising and quantity of interaction alone are insufficient. One should practise continuously to gain confidence. Therefore, to extend the tasks in the module is not necessary as consistency is needed more than frequency
as supported by Mustafa (2013) who mentioned that consistency is the key factor in successful performance.

6.3.2 Grammatical aspect

They also suggested for the module to focus not only on the fluency but also on the aspect of accuracy such as grammar component. Unfortunately, this suggestion could only be taken for future research because the main objective of OCS Module is to improve working adults’ confidence level. According to Srivastava (2014), in the context of second language, there should be gradual shift from fluency based activities to accuracy based activities. A language facilitator should try to make his/her classes learner-centred, every activity should be contextual and task-oriented. The focus should be more on fluency followed by accuracy as in the case when we learned our first language. Another researcher also shared the same opinion. Hymes (1972), stated that, mastery of grammatical rule does not guarantee an effective oral performance. Therefore, there is a strong reason why OCS Module focuses on fluency instead of accuracy. From the findings, participant A who was a participant with low English proficiency level, made a lot of grammatical errors and was not fluent in speaking English in the first few weeks after using OCS Module. However, after going on with the tasks, she improved her fluency in speaking English even though she still made a lot of grammatical errors towards the end. This shows that, one’s confidence level wasn’t influenced by his or her accuracy and the focus of this module is to improve confidence level in terms of fluency. Once participants have achieved certain extend of fluency, future research can be carried out to improve their accuracy.
6.4 Differences between OCS Module and Other Modules on Speaking

Malaysia has been ranked 13th in English language proficiency among non-native speakers in the world, according to the latest EF English Proficiency Index. However, there are still many working adults who failed to express their ideas and opinions in English due to factors like insecurity, ethnicity, mother tongue influence and lack of practise (Ridwan Wahid, 2017). Therefore, the existence of OCS Module is anticipated to be a stepping stone in helping the working adults to be more confident when speaking in English.

The findings of this study established that a well-designed module conducted in a well-designed conducive environment can create successful learning experiences. Even though there are so many modules developed and utilised to improve speaking skills and oral communication skills. However, the OCS Module has its own specialty and from the researcher’s point of view, there are few aspects which differentiate OCS Module from other existing modules which mostly focus on specific skills and not focusing on confidence.

Firstly, Oral Communication Skill (OCS) Module’s main objective is to improve confidence level in speaking English using Oral Communication tasks such as conversational, group discussion and individual oral presentation tasks. This module is the combination of speaking and public speaking module as it focuses on many aspects of confidence level such as willingness to communicate, non-verbal cues, anxiety and fluency.
The strength of this module is the design of it. The development of the module is based on few theories and models such as Clement Model (1980), K. Anderson Theory of Deliberate Practise (1993), Behavioural (1938) and Cognitive (1936) theories. These are considered as the foundation of the module because the tasks designed and the instructions of the module influence the outcome and from the findings, it was found that, the design and the instructions of the module played crucial role improving the participants’ performance weekly.

The arrangement of the module can be a contributing factor in improving participants’ confidence level to speak English as the tasks were specially designed according to difficulty levels from easy to difficult. Therefore, the participants were instructed to perform the tasks according to the arrangement.

From the findings, the participants mentioned that, the arrangement of the task according to difficulty levels helped to boost their level of confidence as they got the chance to warm up in the first section when they did pair-work tasks, followed by group discussions and individual presentations.

The adaptation of Toastmaster concept in having evaluator and ah-counter can be considered as a bonus for the module. The feedback and the reports given by the evaluator helped in improving the participants’ performance as they were aware of the mistakes they made and they tried to improve themselves in the following weeks.
Hence, this module, if implemented in work places in Malaysia can improve Malaysian working adults’ confidence level and at the same time, working adults could improve their oral performance as employees.

6.5 Recommendations for The Future Research

The purpose of this study was to determine if OCS Module can improve Malaysian working adults’ confidence level in speaking skill. The result of this study suggested that OCS Module can positively influence working adults’ level of confidence. As the advantages of the module become more established, more researchers and educators can take the opportunities to expand this research.

For future study, it would be recommended to conduct the similar research with bigger number of samples from different working places, levels and few offices or factories from different states in Malaysia. This would increase or improve the reliability of the research. According to Gay, Mills and Airasian (2006), the result of research will have greater reliability if the research consists of larger samples.

Secondly, it is also recommended for the time gap in between two tasks to be shorter. In the current research, the participants were given one week to prepare for the next task. Referring to the feedback received from the feedback form, some people need to constantly and frequently speak English to avoid feeling nervous. One week gap can be considered too long for some participants. Therefore, it could be better if they are given shorter gap to perform the next task.
6.6 **Implications of the Research**

This section elaborated on researcher’s point of view. It is intended to motivate teachers to conduct public speaking program in schools around Malaysia as the advantages of the program had been proven by the researcher.

**6.6.1 Implication for Participants**

Comparing the participants’ performance in the first week and in the final week, it was found that the participant with low English proficiency in the research tremendously improved on her performance. This module managed to help working adults to improve their level of confidence and performance. Participants were encouraged to develop their self-confidence and performance based on the awareness of their own strengths and weaknesses.

Besides, the development of OCS Module was divided into three sections which approached the skills step by step starting with the „Pair-work“, „Small Group Discussion“ and „Individual Oral Presentation“. The participants were given various practices and training to enhance their confidence level.

Moreover, the module provided supportive environment with the help of the evaluator and role-players who played important roles in giving constructive comments and feedbacks to the participants to help them improve their performance weekly.
6.6.2 Implication for Working Environment

It is obvious that OCS Module can play a significant role in improving working adults’ level of confidence in speaking. This is because participants get the chance to talk in front of audience and improve their presentation skill at the same time. There are many aspects of presentation skills that can be learnt in time. For example, eye contact with the audience, hand gestures and facial expressions. These components of oral communication are very vital.

Based on the findings of the study, it can be concluded that the OCS Module undeniably has helped to improve Malaysian working adults’ confidence level in speaking. This can be supported by the positive response from participants of this study. The observation also revealed that the participants benefited from the module.

Working adults in Malaysia can improve their self-confidence by practicing the tasks in the OCS Module. Employers in Malaysia can utilize the module at their workplace continuously as this would be a good training for working adults. There were several studies that indicated the importance of speaking skills in working environment (Becker & Eckdom, 1980).

Referring to Henrich (2016), the most crucial factor which can help graduate students obtaining job were oral communication skills. This shows that speaking skill is very important especially in working environment. Employees must develop prominent level of confidence to speak in order to secure the job. Thus,
working adults must be trained to be more confident in speaking since they started working.

6.7 Conclusions

Based on the study findings, it can be summarised that the Oral Communication Skill (OCS) may have a positive impact on working adults’ level of confidence in speaking English as well as fluency in speaking. It is essential to focus on confidence level in speaking as working adults can easily secure their jobs and succeed in their lives in future.

Although improving working adults’ confidence level is not easy and time consuming, confidence level is very important and working adults can achieve greater success with prominent level of confidence. The result of this study also indicated that, by using the module, working adults’ confidence level in speaking English can be improved in terms of fluency, non-verbal cues, willingness to communicate and anxiety. So, the researcher hopes that all parties and employers would focus more on improving working adults’ level of confidence using Oral Communication Skill (OCS) Module.

The benefits and drawbacks examined could inform all authorities on the possible strength and weaknesses of using OCS Module in improving confidence level in speaking English.

In conclusion, the use of OCS Module in improving Malaysian working adults’ confidence level to speak English is beneficial and is well-accepted by the adults as a tool to improve their confidence level.
REFERENCES


Al-Hebaish, S.M. (2012). The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course the Correlation between General Self Confidence and Academic Achievement in the Oral Presentation Course. *Academy Publisher Theory and Practice in Language Studies, 2*(1), 60-65.


APPENDICES
APPENDIX A

Evaluation Guideline (Pair work)

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal variety</td>
<td>Monotonous</td>
<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
</tr>
<tr>
<td>Long pauses between words</td>
<td>Many long pauses between words.</td>
<td>Some long pauses between words</td>
<td>A few long pauses between words.</td>
<td>No long pauses between words.</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points.</td>
<td>Various facial expressions that suit the points.</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Avoid eye contact.</td>
<td>Some eye contact.</td>
<td>Much eye contact.</td>
<td>Effective eye contact.</td>
</tr>
<tr>
<td>Gestures</td>
<td>Stiff or erratic.</td>
<td>Some order.</td>
<td>Good order.</td>
<td>Effective order.</td>
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## Evaluation Guideline (Group discussion)

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Vocal variety</strong></td>
<td>Monotonous</td>
<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>No transition.</td>
<td>Some transitions.</td>
<td>Good transitions.</td>
<td>Effective transitions.</td>
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<tr>
<td><strong>(in the first place, then, finally)</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Long pauses between words</strong></td>
<td>Many long pauses between words.</td>
<td>Some long pauses between words.</td>
<td>A few long pauses between words.</td>
<td>No long pauses between words.</td>
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<tr>
<td><strong>Taking turns</strong></td>
<td>Never.</td>
<td>Rarely.</td>
<td>From time to time.</td>
<td>Frequently.</td>
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<tr>
<td><strong>Ideas contribution</strong></td>
<td>Never.</td>
<td>Rarely.</td>
<td>From time to time.</td>
<td>Frequently.</td>
</tr>
<tr>
<td><strong>Facial expressions</strong></td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points.</td>
<td>Various facial expressions that suit the points.</td>
</tr>
<tr>
<td><strong>Eye contact</strong></td>
<td>Avoid eye contact.</td>
<td>Some eye contact.</td>
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<td>Effective eye contact.</td>
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<tr>
<td><strong>Gestures</strong></td>
<td>Stiff or erratic.</td>
<td>Some order.</td>
<td>Good order.</td>
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## Evaluation Guideline (Individual Oral Presentation)

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<th>Performance criteria</th>
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<th>Good</th>
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<tbody>
<tr>
<td><strong>Vocal variety</strong></td>
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<td>Uneven or inappropriate</td>
<td>Variations of tones to enhance performance</td>
<td>Variations of tones to maintain audience’s interest and emphasize points</td>
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<tr>
<td><strong>Transitions (in the first place, then, finally)</strong></td>
<td>No transition.</td>
<td>Some transitions.</td>
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<td><strong>Long pauses between words</strong></td>
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<tr>
<td><strong>Facial expressions</strong></td>
<td>Inappropriate</td>
<td>Neither enhance nor hinder the effectiveness</td>
<td>Sufficient facial expressions to enhance the points.</td>
<td>Various facial expressions that suit the points.</td>
</tr>
<tr>
<td><strong>Eye contact</strong></td>
<td>Avoid eye contact.</td>
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<td>Effective eye contact.</td>
</tr>
<tr>
<td><strong>Gestures</strong></td>
<td>Stiff or erratic.</td>
<td>Some order.</td>
<td>Good order.</td>
<td>Effective order.</td>
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APPENDIX B

Interview questions on Confidence.

1. How do you find yourself performing the task? Do you find it easy or difficult?
2. Do you feel tense before your turn to speak in front of audience?
3. Do you feel comfortable speaking English in front of audience during your speech?
4. Are you confident to speak English after joining this program? How and give example?
5. Are you willing to communicate in English or would you avoid situations where you could be called upon to speak?
**Appendix C**

**TIMER'S LOG**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
<th>Actual Time</th>
<th>Within Limit (Y/N)</th>
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<td>Fillers</td>
<td>Number of fillers</td>
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APPENDIX D

Post-experience feedback form

As someone who has recently completed the OCS module, your views are particularly important. I do hope you will be able to spare a few minutes to reply to this request.

Your replies will help us to make improvements that will ensure future working adults have the best possible experience.

There are 13 questions. Please use them to comment on everything which was important to you about your experience on the module. Your reply will be treated as confidential, and will be used to improve the design of the module.

Notes: We are particularly interested in the following aspects, but would welcome comments on anything and everything which affected the way you learned when undertaking the module.

- Your experience as a learner
- The structure of the module (the sequence of topics, the levels of choice).
- The content.
- The materials and resources which supported your learning.
- The quality of the administration and organisation.
- Your expectations when you started and the way your expectations changed during your studies.
Questions

1. Are the stages in the module suitable?
2. Can you understand the instructions?
3. Have the objectives been made clear to you?
4. Is this module well-organised?
5. Did you receive constructive comments on your speaking performance?
6. Do you understand the assessment methods and what will be required of you in the evaluation?
7. Were you made aware of in advance and understand the criteria used in evaluation?
8. What, for you were the most satisfactory and positive features of your whole experience of taking the course?
9. What, for you, were the least satisfactory features of your whole experience of taking the course? What positive recommendations for change would you make?
10. What aspects of the course have been most useful to you in your work and your professional life?
11. Why did you decide to use the module and what effect has taking it had on you and your career?
12. Were you satisfied with the overall quality of this module?

13. In the light of your experience, in what ways should we consider changing and developing the course to meet the needs of future participants?

Adapted from:

1)   www.ucd.ie/teaching
2)   Student Evaluation of Modules Form, King’s College London.
3)   Module Progress Feedback Summary, University of Warwick
APPENDIX E
Communication Research Reports

Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/rcrr20

Trait anxiety, experience, and the public speaking state responses of Finnish university students

Maari Pörhölä

Associate professor, Department of Communication, University of Jyväskylä, P.O.Box 35, Jyväskylä, FIN-40351, Finland

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Trait Anxiety, Experience, and the Public Speaking State Responses of Finnish University Students

Maili Pörrölä
University of Jyväskylä

This study focuses on the public speaking state responses among 47 Finnish subjects. Cognitive, behavioral, and physiological components of state responses were investigated in relation to speakers' trait communication anxiety and amount of previous experience speaking in public. Trait communication anxiety was found to correlate significantly with the cognitive aspect of state response, whereas amount of previous experience was found to be reflected in subjects' heart rates. Characteristics of the Finnish speech culture and educational system are discussed when interpreting the results.

Public speaking state anxiety (also stage fright, audience anxiety, state anxiety, speech anxiety) has raised the most concern among scholars interested in state responses of speakers in public speaking situations. Public speaking state anxiety refers to the multifaceted anxiety response in a particular situation at a particular time. Previous research concerning state responses in the public speaking context has focused, first, on the relationships between the cognitive, behavioral, and physiological elements constituting state anxiety, and, second, on the variables presumed to affect those elements. In the present study, the latter issue is of specific interest.

Public speaking state responses, cognitively experienced, observed in behavior, or physiologically measured (most often in terms of heart rate indicators assessing activity of the central and autonomous nervous systems), have usually been explained in terms of certain situational factors (e.g. size and status of the audience, nature of audience responses, conspicuousness and evaluation of the speaker) as well as some individual-related factors. A couple of individual-related variables have appeared outstanding in

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COMMUNICATION RESEARCH REPORTS, Volume 14, Number 3, pages 367-384
predicting state responses.

First, the link between trait anxiety (also termed variously as communication apprehension, reticence or social anxiety) and the cognitive experience of state anxiety has been well demonstrated. Significant, positive correlations have been found between trait anxiety and measures of self-reported public speaking state anxiety (Ayres, 1990; Beatty, 1988; Beatty & Andriate, 1985; Beatty, Andriate, & Payne, 1985; Beatty & Behnke, 1980; Beatty, Dobos, Balfanz, & Kuwabara, 1991; Beatty & Friedland, 1990; Behnke & Beatty, 1981; McCroskey & Beatty, 1984). Although little attention has been paid to the relationship between trait anxiety and public speaking state anxiety perceived by outside observers, the results of studies suggest that only a modest degree of speaker anxiety is communicated to audiences. In a study conducted by Beidel, Turner, and Dancu (1985) observer ratings of estimated anxiety during an impromptu speech were higher for socially anxious than for non-socially-anxious speakers, although the difference did not reach the .05 level. In addition, previous studies have revealed only low to moderate, positive correlations between speakers’ state anxiety and that perceived by outside observers, the latter tending to underestimate speaker anxiety (Behnke, Sawyer, & King, 1987; Sawyer & Behnke, 1996).

Furthermore, disparate findings have emerged about the relationship between trait anxiety and level of arousal or activation (heart rate) during public speaking. While some studies have revealed only a weak or no relationship between trait anxiety and heart rate during public speaking (Behnke & Beatty, 1981; Beidel et al., 1985; Lamb, 1969; Porter, 1974) others have demonstrated that the heart rate curves of highly anxious speakers differ significantly from those of their less anxious counterparts. In Booth-Butterfield’s (1987) study, the heart rate responses of speakers with high and low trait anxiety showed differences especially in the adaptation process: the heart rates of speakers with high anxiety started to decrease much slower than the heart rates of their less anxious counterparts.

Second, the amount of previous experience in public speaking (the novelty of a public speaking task) has been reported to correlate significantly with cognitively experienced state anxiety (Beatty, 1988; Beatty, Balfanz, & Kuwabara, 1989; Beatty & Friedland, 1990). However, in models in which novelty and trait anxiety have both been included, trait anxiety appeared to be superior as a predictor of public speaking state anxiety, whereas novelty has added little predictive power (Beatty & Friedland, 1990).

Finally, there is some evidence suggesting that the amount of previous experience also has an effect on the physiological component of state response. Houtman and Bakker (1987) reported that the heart rate responses of student teachers became weaker when they repeated their lectures several times. However, the relationship between previous experience and heart rate during a public speaking performance has not been clearly established; neither has the relationship between previous experience and behavioral features.

In previous studies, state responses of speakers have either been predicted by only one of the two variables (trait anxiety or previous experience) at a time, or one at least of the elements of state response has been missing. The missing element has generally been either the physiological or the behavioral one. So far, no attempt has been made to examine the simultaneous effect of these two predictive variables on the cognitive, behavioral and physiological elements of state response at the same time. The present
study focuses on these relationships. More specifically, the aim of the study is to investigate the relationship between trait anxiety and amount of previous experience with speakers’ feelings, thoughts, behaviors and heart rate response during a public speaking performance.

Previous research concerning state responses in the public speaking context has almost without exception been conducted in United States. This raises the question of whether theory based on the results of these studies can be considered globally applicable. Since culture supplies individuals with the means to perceive, organize and interpret communication, the nature of the same environmental communication context is likely to vary across cultures (Pörhölä, Sallinen, & Isotalus, 1997). What is considered an ordinary, everyday communication context in one culture may be considered a stressful and highly demanding context in another culture, and what is experienced as an exciting context in one culture may be found a frightening one in another culture. Therefore, cross-cultural research is needed to test the reliability of the research results before they can be generalized across cultures. This study examines Finnish data in such a cross-cultural investigation.

The Rationale of the Present Study

In previous research, attempts have been made to interpret the partially conflicting findings that have been reported about the relationship between trait anxiety and heart rate indicators during a public speaking task. It has been suggested, for example, that trait anxious communicators have a tendency to place a negative interpretation on their physiological arousal by labelling it as fear or anxiety, whereas non-anxious individuals label a similar kind of arousal as enthusiasm or excitement (Beatty, 1984; Behnke & Beatty, 1981).

Further, Beatty and Behnke (1991) examined the conditions under which the subjects had delivered their speeches in previous studies. They found that the individuals who had participated in the studies reporting substantial relationships between trait anxiety and heart rate (Beidel et al., 1985; Booth-Butterfield, 1987) had performed under less stressful conditions than did those in the studies reporting only weak relationships (Behnke & Beatty, 1981; Lamb, 1969).

On the basis of Eysenck’s (1983) conceptualization of the physiological correlates of behavior, Beatty and Behnke (1991) described a theoretical distinction between cortical and limbic activity. According to this distinction, two partially independent states of arousal can be reflected in heart rate responses: cortical activity associated with mental challenges and limbic activity associated with emotional reactivity. Hence, increased heart rate during a public speaking performance could indicate motivation in one person and anxiety in another. The source of the heart rate increase would primarily be limbic activity in anxious speakers, and cortical activity in non-anxious speakers.

Beatty and Behnke presumed that performing even under low-intensity (unstressful) conditions would be associated with emotional reactivity, and hence, cause increased limbic activity in anxious speakers, while the same conditions would not be associated with either emotional reactivity (limbic activity) or mental challenges (cortical activity) in nonanxious speakers. Consequently, the heart rate responses of anxious and nonanxious speakers should be different under low-intensity conditions. On the other hand, where the speaking task represents a substantial challenge to
nonanxious persons' mental capabilities, their heart rates would also be quite high because of the cortical activity involved. Therefore, the heart rate responses of nonanxious speakers should resemble those of anxious speakers under high-intensity (stressful) conditions. (Beatty & Behnke, 1991.)

In this study Beatty and Behnke found heart rates of anxious speakers were significantly higher than those of nonanxious speakers when both groups performed under low-intensity conditions. When performing under high-intensity conditions heart rates did not differ for anxious versus non-anxious speakers.

The Impact of Culture on the Intensity of the Public Speaking Task

The question of the conditions under which speakers perform is important when examining public speaking state responses cross-culturally. In addition to the situational factors (e.g. size of audience, evaluation of the performance, and possible effect on course grade) thought to make a speaking task stressful (Beatty & Behnke, 1991), certain cultural characteristics may also constitute high-intensity conditions for a public speaking context.

It has been emphasized that the expectations and behavior of individuals adapt flexibly to the demands and constraints of a given environmental communication context but only within the limits of the interactants' national culture (Pörhölä et al., 1997). Accordingly, some recent empirical evidence has emerged suggesting that the understanding and experience of the conditions of a public speaking context differs from one culture to another (Pucei & Dioudonnat, 1996; Pörhölä, 1996). These differences seem to be based on the characteristics of the educational system, the role of communication education in the school system, the role of public speaking in communication education and the strength of the tradition of oral communication, especially that of public speaking, in different societies.

In Finnish communication culture, for example, speaking in public seems to be a particularly demanding and rather unusual communication context. Approximately 60% of young adult Finns report that they very seldom speak in front of an audience (Sallinen-Kuparinen, 1987, p. 15). In the Finnish school system, the written tradition has been strong at the expense of the oral. In addition, the speech culture in Finland has been strongly based on elocution and other performance arts rather than public speaking.

All this seems to be reflected, for example, in the expectations of speakers in Finnish culture. Exacting criteria and high outcome expectations are set on public speaking. Empirical evidence suggests that in public encounters Finns are highly concerned about speech processing, fluency of speech, use of correct language, and brevity of verbal expression (Sallinen-Kuparinen, 1986, 1987). In addition, the Finnish audience seems to give less verbal feedback to a speaker than audiences in many other cultures (Lehtonen & Sajavaara, 1985; Sallinen-Kuparinen, 1986). Finally, self-report data has revealed that Finns are less willing to communicate than people from most other cultures studied, although the average scores for Finns have been very similar to those from the United States on both communication apprehension and self-perceived communication competence (Sallinen-Kuparinen, McCroskey, & Richmond, 1991).

Referring to the discussion above, it can be presumed that speaking in public is a highly demanding communication context in the Finnish speech culture, and therefore it would constitute high-intensity conditions for Finnish speakers. Concomitantly, the
relationship between speaker’s trait anxiety and state responses should resemble those reported previously in high-intensity conditions by Beatty and Behnke (1991).

**Examining State Responses in a Public Speaking Context**

Researchers in previous studies of speakers’ responses in a public speaking context have primarily been concerned with negative states and negative predispositions as predictors of these states. The constructs used have theoretically been seen as continua from negative to neutral states or predispositions. However, a speaker's state in a public speaking context may equally be extremely positive in nature. It is important to remember other constructs such as willingness to communicate (e.g. McCroskey & Richmond, 1991) which label positive predispositions towards communication with other people. Such constructs might help us to enlarge our understanding about the various state responses evoked by communication in a public speaking context.

In the present study, speakers’ predispositions towards communication are examined as a general tendency to either approach or avoid communication with other people. Although the term “trait communication anxiety” is used to describe the predisposition, this tendency is seen as a continuum from a trait-like reticence to a trait-like willingness to communicate. Likewise, the cognitive component of the state response, “state anxiety”, is understood as a continuum from extremely positive to extremely negative feelings, thoughts and perceptions in a given communication situation. The behavioral component is determined in terms of the behaviors reflecting these cognitions. Arousal is determined in terms of heart rate increase from the baseline.

The following hypotheses and research question were advanced:

**H1:** A significant, positive correlation exists between trait communication anxiety and cognitively experienced state of anxiety during a public speaking performance.

**H2:** A low, positive correlation exists between trait communication anxiety and the state of anxiety perceived by an outside observer during a public speaking performance.

**H3:** No significant correlation exists between trait communication anxiety and heart rate increase during a public speaking performance.

**H4:** During a public speaking performance, a significant difference exists in cognitively experienced state of anxiety between subjects differing in their amount of previous experience of public speaking.

**RQ:** To what extent is the amount of previous experience in public speaking associated with heart rate increase and behaviors during a public speaking performance?
METHODS

Procedure

The subjects were 47 university students attending a speech communication class at a Finnish university. Most of them (45) were female, only two of them were male. The age of the subjects ranged from 20 to 33 with a mean of 22 years. Two-three weeks before the test the subjects were asked to prepare a presentation of 5-7 minutes. During the test the subjects delivered the presentations on topics of their own choice to an audience of 10 to 14 classmates plus the instructor and the researcher. They performed in their normal classrooms. The presentations were videotaped and graded by the instructor. The average duration of the presentations was 6 minutes 29 seconds (SD=2.40).

To indicate changes in arousal level, heart rate (HR) data were recorded beat-by-beat throughout the speech event. After speaking, the subjects completed the State Anxiety-Enthusiasm Scale measuring their cognitive experiences during the presentation (Figure 1).

FIGURE 1
STATE ANXIETY-ENTHUSIASM SCALE

Below you will find a group of statements. They deal with your thoughts and feelings in the communication situation you have just experienced. Please choose the alternative which best describes your opinions, assessment or feelings. 1= if you strongly agree, 2= if you agree, 3= if you don’t know, 4= if you disagree, 5= if you strongly disagree.

1. My listeners seemed to be interested in the topic of my presentation.
2. I became so excited that I could have continued for ever.
3. I am not satisfied with my performance.
4. I concentrated so much on my own performance that I did not pay much attention to my listeners’ expressions.
5. I succeeded in my task better than I had anticipated.
6. I found it easy to perform the task.
7. I observed my audience the entire time to find out if they understood what I was speaking about.
9. I found it uncomfortable to be the center of attention.
10. I felt my hands shaking when I was speaking.
11. When I was waiting for my turn, I noticed that my pulse quickened
12. I was enthusiastic about the task in advance.
13. I noticed that my voice trembled when I was speaking.
14. When I was waiting for my turn, my increasing heart rate felt uncomfortable.
15. Even now I feel uncomfortable.
16. During the presentation my heart beat faster than usual.
17. Towards the end of my presentation, speaking started to feel more and more comfortable.
18. I felt relieved immediately after the presentation was over.
19. I still feel anxious due to my presentation.
20. I felt uninhibited when presenting.
FIGURE 1 (cont)
STATE ANXIETY-ENTHUSIASM SCALE

The score for the situational experiences can be obtained by either summing the points for the individual items or by calculating their average. A high score indicates anxiety and low score enthusiasm as experienced by the speaker during the presentation.

For items 4, 9, 10, 11, 13, 14, 15 and 16 the points are reversed.

Observer ratings of estimated anxiety-enthusiasm were done from video recordings by the researcher using an Anxiety-Enthusiasm Behavior Scale (Figure 2).

FIGURE 2
ANXIETY-ENTHUSIASM BEHAVIOR SCALE

Assessment of behavioral characteristics of the speaker is done on the continuum 1 – 5: - the characteristic is nonexistent/not apparent (1) – is very apparent (5) - the impression is weak (1) – strong (5)

1. stiff and motionless
2. restless with a nervous appearance
3. nervous gestures or facial expressions
4. involuntary movements (e.g. touching, fiddling with something, swinging the legs, jerking the head, body sway)
5. voice trembles or breaks
6. intonational mannerisms
7. speaks too fast
8. speaking is monotonous
9. little eye contact with the audience
10. hesitation (breaking syntactic units, which can be interpreted as caused by indecision)
11. long pauses
12. signs of hesitation (repetition, false starts, corrections, interruptions, mixing up words, indefinite expressions, fillers)
13. speaking is illogical or shows memory lapses
14. interaction suffers because concentration is directed towards processing what is being said
15. adapting to the communication situation appears difficult (speaking does not appear to get any easier as the situation proceeds)
16. it appears that the communication situation is not under control
17. performing the task appears easy
18. giving the presentation is successful
19. gestures, facial expressions, and appearance reflect enthusiasm
20. intonation and rhythm of speech has variation
21. adapts quickly to the communication situation
22. appears to be comfortable in the communication situation
23. shows a positive attitude towards the topic of the presentation
24. appears to emphasize conveying the message
25. presentation is energetic (not phlegmatic)
FIGURE 2 (cont)

ANXIETY-ENTHUSIASM BEHAVIOR SCALE

26. pays too much attention to notes (or other supplementary materials, e.g. overhead transparency)

The score for the behavioral characteristics reflecting the situational experiences can be obtained by either summing the points for the individual items or by calculating their average. A high score indicates the anxiety and a low score the enthusiasm assumed to be experienced by the speaker during the presentation.

For items 17-25 the points are reversed

Baseline heart rates were measured a few days later one subject at a time. HR was monitored during a five-minute period while the subject was left alone in the room. Lowest mean HR (beats per minute; bpm) obtained during a 30-second period was used to indicate the subject’s baseline. Afterwards, the subject was asked to complete a questionnaire assessing her/his predispositions towards communication (Reticence-Willingness-to-Communicate Scale; (Figure 3) and amount of past experience of public speaking.

FIGURE 3

RETICENCE—WILLINGNESS-TO-COMMUNICATE SCALE

In the following, you are offered some statements. You are asked how you act in different communicative situations and how you feel in them. Choose the figure which best applies to your opinion, estimate or feeling. 1 = if you strongly agree, 2 = if you agree, 3 = if you don’t know, 4 = if you disagree, 5 = if you strongly disagree with the statement in question. Answer quickly according to your reaction to each statement.

1. In general, I feel at ease when speaking.
2. I like to initiate conversations.
3. When conversing with friends I am talkative, but among unknown people or in formal situations I remain silent.
4. I express myself better in speech than in writing.
5. I often succeed better in speech tasks than I thought I would.
6. I express my opinions boldly in meetings, negotiations and discussions.
7. I tend to postpone oral contacts as long as I can.
8. Speaking in front of an audience makes me feel tense.
9. I think I am courageous and extroverted.
10. In general, my thoughts seem clear when I speak.
11. Conversing with a person who holds a position of authority does not make me nervous.
12. I am quick to notice how people respond to my opinions.
13. My relations with people are hampered because of a fear of speaking.
14. I often feel that I cannot find appropriate words to express my thoughts.
15. I like to participate in situations where I know I have a chance to express my opinions and views.
16. I regard myself as shy and silent.
FIGURE 3 (cont)
RETICENCE—WILLINGNESS-TO-COMMUNICATE SCALE

17. I speak up in class, discussions, or meetings only when I am asked a question.
18. I can trust myself to find something to say even in unanticipated situations.
19. If I was a performing musician, I would probably experience notable stage fright prior to a performance.
20. I find it embarrassing to have a rapid pulse when performing in public.
21. I feel apprehensive when speaking to unknown people.
22. Even if I am nervous while speaking, I can control my nervousness.
23. In a conversation, I can continue the conversation from what others have said.
24. In general, I enjoy being the center of attention.
25. My voice trembles when I speak.
26. If possible, I avoid situations where I could be called upon to speak.
27. My speech is fluent.
28. When speaking, I often wonder what the listeners think of me.
29. I often regret not having spoken.
30. I feel so tense about speaking that it makes my performance worse.
31. I believe I am able to solve most of my problems by speaking.

The score for the level of reticence can be obtained by either summing the points for the individual items or by calculating their average. A high score indicates reticence and low score willingness to communicate.

For items 3, 7, 8, 13, 14, 16, 19, 20, 21, 25, 26, 28, 29, and 30 the points are reversed.

(Note that the statements given above are fairly literal English translations.)

Self-Report and Observational Measures

The Reticence—Willingness-to-Communicate Scale (RWCS) used to indicate the level of speaker's trait communication anxiety is based on Sallinen's Communication Reticence Scale (Sallinen-Kuparinin, 1986), which, in turn, is directly influenced by the various forms of McCroskey's PRCA (McCroskey 1970; 1978; 1982), by Burgoon's UCS (Burgoon, 1976), as well as by the Shyness Scale of Cheek and Buss (1984). Factor analysis of the Communication Reticence scale has yielded a four-factor solution accounting for 44.5 per cent of the variance. The factors have been designated as the approach–avoidance, confidence, socio-affective concerns, and stage fright factors. An internal consistency reliability estimate (Cronbach's alpha) of .905 (n = 1094) and a test-retest reliability of .927 (n = 109) over a four-week period have been reported for the Communication Reticence Scale. The validity of the scale, established in terms of content validity, predictive validity, and construct validity, has been strong. (Sallinen-Kuparinin 1986.)

In the present study, two items which failed to contribute to the scale were removed from the original instrument, and four items assessing predispositions to approach communication as well as positive feelings and cognitions associated with communication were added. The removed items were "If I feel tense about speaking, I
am usually able to tell what causes the tension" and "When other people speak and I remain silent, my silence makes me feel anxious". The items added to the scale were as follows: "I often succeed better in speech tasks than I thought I would", "I think I am courageous and extroverted", "I like to participate in situations where I know I have a chance to express my opinions and views", and "In general, I enjoy being the center of attention". The reliability coefficient for the RWCS was .917 in the present study. No test-retest reliability estimate was obtained. Executing a new factor analysis for the modified scale awaits future research with larger samples than that used in the present study.

Past experience in public speaking was elicited by means of a separate item. Twenty-six of the subjects reported that they gave public speeches or presentations regularly (several times in a year) and twenty-one irregularly (very seldom or never).

The State Anxiety–Enthusiasm Scale (SAES) is composed of statements, many of which are quite similar to those in the state versions of the Communication Anxiety Inventory (Booth-Butterfield & Coul, 1986) and the Personal Report of Public Speaking Apprehension (see McCroskey, 1970; 1978; 1982). In addition, the scale consists of items tapping feelings of enthusiasm and excitement, as well as those assessing positive cognitions and perceptions. In the present study, the reliability estimate (Cronbach’s alpha) for the SAES was .712. In a previous study using a larger sample of respondents (n = 330), a reliability coefficient of .839 was obtained (Pörhöl, 1995).

Factor analysis of the SAES has yielded a four-factor solution accounting for 39.8 per cent of the variance. The first dimension, called physiological-emotional tension consists of negative feelings, awareness and negative interpretations of physiological arousal as well as negative appraisals concerning the effects of the anxiety response. The second dimension, cognitive load, reflects problems in information processing, attentional processes and in overall control over the task. These problems seem to be reflected especially in items 4 and 7 (see appendix 1). The third dimension is labelled enthusiasm. It consists of mental effort voluntarily directed to communication, and positive feelings such as enthusiasm and excitement. The fourth dimension includes evaluations of success in performance. (A more detailed description of the scale is presented in Pörhöl, 1995.)

The Anxiety–Enthusiasm Behavior Scale (AEBS) was developed on the basis of previous scales assessing anxiety behaviors (see Burgoon, Kelley, Newton, & Keeley-Dyerson, 1989; Clevenger & King, 1961; Clevenger & Sellinen-Kuparin, 1983; Mulac & Sherman, 1974; Paul, 1966). In addition, the instrument consists of items tapping behavioral categories and overall estimates of enthusiasm and excitement. A Cronbach's alpha coefficient of .949 was obtained for the AEBS in the present study.

The AEBS was filled in by the researcher while watching the video recordings of the presentations. On the rating instrument it was noted whether and how severely the specific behaviors occurred. Each presentation was seen as many times as necessary to fill in the scale (usually 5–6/presentation). Intercoader reliability for this data was tested using two other speech communication professionals to code the behaviors of six of the subjects on the AEBS. In addition, the behaviors of the same six subjects were reordered by the researcher after an interval of three months from the first coding. For the four completed ratings, an intercoader reliability estimate (Cronbach’s alpha) of .816 was obtained. Correlations between the ratings of each coder/coding time and the average
ratings of the four coder/coding times varied from 47-.77.
All of the scales described above were formulated in Finnish. The items were in a five-point Likert-type response format.

Heart Rate Analysis
Heart rate data were measured and analyzed by Pulsemeter, a computer-based measurement system (Sallinen-Kuparin, 1988; Sallinen-Kuparin & Pörhölä, 1986). HR level was determined by HR acceleration above the baseline. Variation in HR was described via the mean HR acceleration during the four phases (anticipation, confrontation, adaptation and release) used previously (Behnke & Beatty, 1981; Behnke & Carlile, 1971; Behnke, Carlile, & Lamb, 1974; Booth-Butterfield, 1987; Porter, 1974). The influence of trait communication anxiety and previous experience on cognitive, behavioral and HR responses was analysed by correlational analyses and t-tests. In these analyses the HR variables were operationalized as follows:

Phases:
Whole speech: Mean HR during the whole speech subtracted by baseline HR.
Anticipation: Mean HR during the last minute before the speech subtracted by baseline HR.
Confrontation: The mean HR of the highest 10-second peak during the first minute of the speech subtracted by baseline HR.
Adaptation: The mean HR of the last 10-second period of the second minute of the speech subtracted by baseline HR.
Release: The mean HR of the first minute after the speech subtracted by baseline HR.

RESULTS
The mean score of the Reticence–Willingness-to-Communicate Scale was 2.7 (SD = .56). The mean score of the State Anxiety–Enthusiasm Scale (when averaged across the 20 items) was 2.8 (SD = .50). The mean score of the Anxiety–Enthusiasm Behavior Scale was 2.6 (SD = .81), and thus slightly below average. The frequency distributions of the three scales were normal. Hence, the scores revealed slightly more positive predispositions and states than average.

The results showed a statistically significant increase from the baseline in the subjects’ heart rates during the public speaking performance (t = 27.96; p < .001). The mean heart rate was 136 beats per minute (SD = 18.1), while the mean baseline was 70 bpm (SD = 10.2). The mean heart rate during the presentation varied from 100 to 170 bpm. As can be seen in Table 1, the heart rate of the subjects rose during the anticipation phase, reaching its highest level during the confrontation phase, gradually moderated (adaptation phase) and returned close to the original level (release phase).
TABLE 1
Mean, Standard Deviation and Range of HR During the Four Phases of the Presentation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Beats per minute</th>
</tr>
</thead>
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<tr>
<td></td>
<td>(\bar{x})</td>
</tr>
<tr>
<td>Anticipation</td>
<td>130</td>
</tr>
<tr>
<td>Confrontation</td>
<td>145</td>
</tr>
<tr>
<td>Adaptation</td>
<td>133</td>
</tr>
<tr>
<td>Release</td>
<td>118</td>
</tr>
</tbody>
</table>

Hypotheses One, Two, and Three

A significant, positive correlation \((r = .50, p < .001)\) was found between trait communication anxiety and self-reported state. The most essential relationship \((r = .45, p < .01)\) appeared between trait anxiety and the dimension of physiological-emotional tension, that is, the items assessing negative emotions as well as awareness and negative interpretations of physiological arousal. Correlations between trait anxiety and HR variables were positive, but they remained on a nonsignificant level. A low, positive correlation was found between trait anxiety and the behavioral characteristics. Hence, hypotheses one, two, and three were supported. (Table 2)

TABLE 2
Correlations of Trait Communication Anxiety with State Experience, Behaviors and HR Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Trait communication anxiety (RWCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(r)</td>
</tr>
<tr>
<td>HR (phase):</td>
<td></td>
</tr>
<tr>
<td>Whole speech</td>
<td>.17</td>
</tr>
<tr>
<td>Anticipation</td>
<td>.12</td>
</tr>
<tr>
<td>Confrontation</td>
<td>.08</td>
</tr>
<tr>
<td>Adaptation</td>
<td>.17</td>
</tr>
<tr>
<td>Release</td>
<td>.22</td>
</tr>
<tr>
<td>State experience (SAES)</td>
<td>.50</td>
</tr>
<tr>
<td>Behaviors (AEBS)</td>
<td>.10</td>
</tr>
</tbody>
</table>

*** \(p < .001\)

Hypothesis Four and the Research Question

A significant difference was expected in cognitively experienced state between subjects with different amounts of previous experience of public speaking. As can be seen in table 3, the group with previous experience reported lower levels of state anxiety and higher levels of enthusiasm than did the group without experience, although this difference did not reach statistical significance. Hence, hypothesis four was not supported.

As an answer to the research question, habituation of speaking to an audience was
found to be reflected in lower heart rate levels, and especially in stronger and faster adaptation processes. Almost significant differences in mean heart rate acceleration during the whole speech were found between speakers with and without previous experience, especially during the adaptation and release phases. However, the behaviors of the two groups did not differ. (Table 3.)

**TABLE 3**

$t$-tests of state experience, behaviors, and HR variables between the groups with (G2; N=26) and without (G1; N=21) previous experience

<table>
<thead>
<tr>
<th>Variables</th>
<th>G1</th>
<th>G2</th>
<th>$t$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{x}$</td>
<td>$SD$</td>
<td>$\bar{x}$</td>
<td>$SD$</td>
</tr>
<tr>
<td>HR (phase):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole speech</td>
<td>71.5</td>
<td>15.6</td>
<td>59.8</td>
<td>15.0</td>
</tr>
<tr>
<td>Anticipation</td>
<td>62.7</td>
<td>15.3</td>
<td>56.0</td>
<td>13.6</td>
</tr>
<tr>
<td>Confrontation</td>
<td>78.8</td>
<td>16.9</td>
<td>71.3</td>
<td>17.6</td>
</tr>
<tr>
<td>Adaptation</td>
<td>69.6</td>
<td>17.5</td>
<td>57.4</td>
<td>16.0</td>
</tr>
<tr>
<td>Release</td>
<td>53.0</td>
<td>15.4</td>
<td>44.0</td>
<td>13.3</td>
</tr>
<tr>
<td>State experience (SAES)</td>
<td>2.9</td>
<td>.53</td>
<td>2.8</td>
<td>.47</td>
</tr>
<tr>
<td>Behaviors (AEBVS)</td>
<td>2.5</td>
<td>.84</td>
<td>2.6</td>
<td>.79</td>
</tr>
</tbody>
</table>

* $p < .05$; $df = 45$

**DISCUSSION**

The results using Finnish university students as subjects suggest that trait communication anxiety and previous experience of speaking in public are associated with different components of state response during a public speaking performance. Some of the findings are consistent with those in previous studies conducted in the US, while others do not lend clear support to previous findings.

In accordance with a large number of previous studies (Ayres, 1990; Beatty, 1988; Beatty & Andriate, 1985; Beatty et al., 1985; Beatty & Behnke, 1980; Beatty et al., 1991; Beatty & Friedland, 1990; Behnke & Beatty, 1981; McCroskey & Beatty, 1984), a significant relationship was found between trait communication anxiety and the state of anxiety actually experienced during a public speaking performance. The low, positive correlation obtained between trait anxiety and observer ratings of speakers' behaviors during the oral presentation also lends support to previous findings (Beidel et al., 1985).

Although the heart rates of high and low trait anxious speakers have been reported to differ during the adaptation process (Booth-Butterfield, 1987), trait communication anxiety did not correlate significantly with heart rate indicators during any of the phases used to expose temporal variability in the present study. This finding is, however, consistent with the results obtained previously in high-intensity conditions (Behnke & Beatty, 1981; Beidel et al., 1985; Lamb, 1969; Porter, 1974). According to Beatty and Behnke (1991), heart rate and trait anxiety should not correlate in high-intensity conditions, while in low-intensity conditions significant correlations ought to be found.
The communication task used in the present study could probably be considered to constitute high-intensity conditions for the speakers, if only on account of the videotaping, presence of an audience, evaluation, and having one’s heart rate measured while performing. However, the exceptionally high heart rate levels observed suggest that the conditions were especially demanding for the speakers. Although the average heart rate curve of the subjects followed the same quadratic curve as that reported in previous studies for both female and male subjects (Booth-Butterfield, 1987; Clevenger, Motley, & Carlile, 1967; Porter, 1974), the heart rate means of the subjects in the present study were 10–20 bpm higher than those in previous studies throughout all phases (Belunke & Beatty, 1981; Carlile, Behnke, & Kitchens, 1977; Clevenger & Sallinen-Kuparin, 1983; Porter, 1974). When compared only with the heart rate means of female subjects calculated in previous studies (Clevenger & Sallinen-Kuparin, 1983; Porter, 1974), the heart rate means of the subjects in the present study (45 female and 2 male) were still 10–15 bpm higher. However, the self-reports of respondents and the ratings of their behaviors revealed slightly more positive states than average.

In recent psychophysiological research, arousal is seen as the overall alertness and preparedness of the organism. Hence, it may reflect emotional reactivity (limbic activity) as well as mental challenges (cortical arousal) evoked by the given task. On this basis, the findings described above can be taken as evidence that public speaking is seen as a high mental challenge rather than an anxiety-inducing task in Finnish communication culture. Other empirical evidence and theoretical considerations supporting this assumption have recently been presented (Pörhölä, 1996).

Furthermore, the results revealed a relationship ($p < .05$) between the amount of previous experience in public speaking and heart rate increase during the oral presentation. Average heart rates were higher and the adaptation process slower among the less experienced than more experienced subjects. This finding is in line with previous observations (Houtman & Bakker, 1987). A further implication of this finding is that in cultures with a weak tradition of public speaking, the novelty of a public speaking task may cause exceptionally high levels of arousal in speakers in general.

Contrary to previous research (Beatty, 1988; Beatty et al., 1989; Beatty & Friedland, 1990), the study failed to show any significant difference in the state of anxiety–enthusiasm (either self-reported or observed in behaviors) between the groups with and without previous experience of public speaking. One possible explanation for this failure may be that all of the subjects in the present study were relatively inexperienced. Even those with more experience reported that they gave speeches or presentations only several times a year. No one chose the option ‘at least once a week’. It is possible, that with a greater variation in the amount of previous experience, some differences would also have emerged in the cognitive experiences and behaviors of speakers. Although the relative homogeneity of the subjects may have caused bias in the results, it also indicates the role public speaking plays in Finnish communication culture and the Finnish educational system. Opportunities to practise one’s communication skills in public speaking encounters are rare even for university students.

However, it is also possible that in a culture which places high demands on public appearance, an increase in public speaking experience does not always lead a decrease in public speaking anxiety. Among high anxious speakers in particular, the placing of high outcome expectations on one’s performance on the one hand and repeated
feedback critical of one’s public speaking skills on the other may end up reinforcing anxiety response.

In order to improve the generalizability of the research results reported here, future studies need to include more equal numbers of males and females than in the present study. In addition, the validity of the Finnish scales used in this study could be tested further by examining the relationships between them and other known instruments used previously in US studies. However, problems related to translations of the utterances would remain.

In spite of these limitations, the present study provides empirical evidence to suggest that cultural characteristics shape the nature of communication contexts to the extent that a similar environmental context may arouse different kinds of state responses among communicators representing different cultures. The findings emphasize the need in communication theories to consider culture as a factor having a significant influence on human communication along with predispositional, situational, and contextual variables. For example, we can explain the complex relationships between the cognitive, behavioral, and physiological elements of state responses during public speaking with the theoretical considerations presented by Beatty and Behnke (1991), but we perhaps also need to incorporate the cultural dimension into the model when determining the intensity of a speaking task.

REFERENCES


APPENDIX F
Content Validation Form

Instructions: Please tick (√) at the space provided for all the items below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content of Module</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Module meets the needs of users.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Purpose of module is clearly stated.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Introduction gives clear scope to users.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The emphasized concept is explained</td>
<td>√</td>
<td></td>
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<tr>
<td>5.</td>
<td>Information provided is useful</td>
<td>√</td>
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<tr>
<td></td>
<td><strong>Suitability of activities</strong></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Activities suggested are easy to understand.</td>
<td>√</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Every step has been arranged systematically.</td>
<td>√</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Activities suggested are aligned with the objectives stated.</td>
<td>√</td>
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<tr>
<td>9.</td>
<td>Activities suggested promote working adults' confidence to speak English.</td>
<td>√</td>
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<td></td>
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<tr>
<td>10.</td>
<td>Activities suggested focus on active learning and learner-centered approach.</td>
<td>√</td>
<td></td>
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<tr>
<td>No.</td>
<td>Item</td>
<td>Yes</td>
<td>No</td>
<td>Comments (if any)</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>Implementation of procedure has been explained and can easily be understood.</td>
<td>✓</td>
<td></td>
<td>I have reworded and worked on the clarity of implementation</td>
</tr>
<tr>
<td>12.</td>
<td>Procedure implementation reassures users about the effectiveness.</td>
<td>✓</td>
<td></td>
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<td></td>
<td><strong>Time management &amp; the use of language</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Duration of each task and the duration for the usage of the whole module is suitable.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Language used is clear and can easily be understood.</td>
<td>✓</td>
<td></td>
<td>I have edited the whole module.</td>
</tr>
<tr>
<td>15.</td>
<td>Texts used in the module are free of errors.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Font size is suitable.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The words used are clear.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Evaluation aspects towards communication are stated clearly.</td>
<td>✓</td>
<td></td>
<td>There were several problems with the rubrics. I have corrected all these. The rubrics are now clear.</td>
</tr>
<tr>
<td>19.</td>
<td>Evaluation form provided helps users to keep track on their improvement.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instruction: Please tick (√) at the provided space for all the items below.

<table>
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<th>No</th>
<th>Comments (if any)</th>
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<td></td>
<td>Module design</td>
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<tr>
<td>20.</td>
<td>Module is user friendly.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Module is designed to guide working adults to communicate confidently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>The whole module is suitable to be used.</td>
<td></td>
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General comments:

There were several problems in terms of clarity of language in the instructions and in the description of the module, in general. The full module has been edited, proofread and improved in all aspects. It is now ready for implementation.

Dr Naginder Kaur  
Academy of Language Studies  
Universiti Teknologi MARA  
Perlis Branch

Thank you for your cooperation

Content Validation Form

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<td>3.</td>
<td>Introduction gives clear scope to users.</td>
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<td>4.</td>
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<td>5.</td>
<td>Information provided is useful.</td>
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<td>7.</td>
<td>Every step has been arranged systematically.</td>
<td></td>
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<td>8.</td>
<td>Activities suggested are aligned with the objectives stated.</td>
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<td>9.</td>
<td>Activities suggested promote working adults’ confidence level to speak English.</td>
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<td>Activities suggested focusing on active learning and learner-centered</td>
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<td>13.</td>
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<td>What is the time limit for Task 1-4?</td>
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<tr>
<td>15.</td>
<td>Texts used in the module are free of errors.</td>
<td></td>
<td></td>
<td>Check for errors!</td>
</tr>
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<td>16.</td>
<td>Font size used is suitable.</td>
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<td></td>
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<td>17.</td>
<td>The words used are clear.</td>
<td>On the whole, ✗</td>
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<td>Some are not appropriate</td>
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<td>18.</td>
<td>Evaluation aspects towards communication are stated clearly.</td>
<td></td>
<td></td>
<td>✗ But some are not clear</td>
</tr>
<tr>
<td>19.</td>
<td>Evaluation form provided helps users to keep track on their improvement.</td>
<td>✗</td>
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<td>✗ But some are not clear</td>
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<td>1</td>
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<td>21.</td>
<td>Module is designed to guide working adults to communicate confidently.</td>
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<td>22.</td>
<td>The whole module is suitable to be used.</td>
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General comments:

On the whole, fairly clear but you need to run through it with a fine-tooth comb to make it error-free in grammar and structure. There are also some confusion in some parts as indicated above.

Thanks for your cooperation.

**Lampiran**

**MAKLUMAT PAKAR PENILAI**

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Tandatangan: [Signature]

**JULIE CHUAH SUAN CHOO**

**Bahagian Bahasa Inggeris**
Content Validation Form

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<td>Module is user friendly.</td>
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General comments:

None. Good luck.

Thanks for your cooperation.

Lampiran

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Tandatangan: [Signature]
APPENDIX G

Oral Communication Skill Module will be developed in order to help working adults in Malaysia improve on their English oral communication skill. Therefore, 20 questions are set to be given to working adults in private sector. The data from the questions is used for preliminary study to find out the problems and strengthen the problem statement in chapter 1.

The objectives of the questionnaire:

1) To find out the problems face by working adults when communicating in English.
2) To find out working adults’ needs on oral communication skill in English.

Please circle only ONE option.

1. I would like to improve my ability (in English) to .....
   a) Speak
   b) Listen
   c) Write
   d) Others _______________

2. My feeling towards communicating in English is .......
   a) Good
   b) Moderate
   c) Not good
   d) Others _______________

3. What makes English communication difficult for you ............
   a) Pronunciation
   b) Sentence construction
   c) Vocabulary
   d) Others _______________
4. I take initiative to speak English  
   a) Agree  
   b) Disagree  
   c) Others  

5. I watch English TV shows to help me do better in speaking  
   a) Agree  
   b) Disagree  
   c) Others  

6. If I cannot think of an English word, I translate to my mother tongue/ Bahasa Malaysia.  
   a) Agree  
   b) Disagree  
   c) Others  

7. I welcome others to correct my mistakes when I speak in English  
   a) Agree  
   b) Disagree  
   c) Others  

8. I avoid communicating in English  
   a) All the time  
   b) Sometimes  
   c) Rarely  
   d) Never  

9. I am comfortable communicating in English with family and close friends  
   a) Agree  
   b) Disagree  
   c) Others  

10. I am comfortable communicating in English with strangers  
    a) Agree  
    b) Disagree  
    c) Others
11. Writing in English is easier than speaking in English  
   a) Agree  
   b) Disagree  
   c) Others  

12. I can understand English well when I listen to songs and movies  
   a) Agree  
   b) Disagree  
   c) Others  

13. I am a good English speaker now  
   a) Agree  
   b) Disagree  
   c) Others  

14. I am anxious that my pronunciation is not correct  
   a) Agree  
   b) Disagree  
   c) Others  

15. I am worried that I make too many grammatical mistakes  
   a) Agree  
   b) Disagree  
   c) Others  

16. I think I know English well but I don’t perform well in speaking  
   a) Agree  
   b) Disagree  
   c) Others  

17. I often think of how I can improve my English speaking proficiency  
   a) Agree  
   b) Disagree  
   c) Others  

18. I feel shy speaking in English  
   a) Agree  
   b) Disagree  
   c) Others
19. I need to improve my English
   a) To impress people
   b) To ease my communication flow
   c) Self-satisfaction
   d) Work need
   e) Others ________________

20. My working environment encourages me to communicate in English
   a) Agree
   b) Disagree
   c) Others ________________
APPENDIX H

Pilot Study Report

Introduction

This report details the pilot study that is going to be conducted as part of the OCS Module development. OCS (Oral Communication Skill) module is a module that aims to improve motivation and confidence levels of working adults in speaking English. This pilot study is to investigate and assess whether the module meets the needs of working adults.

Objective

- To test research instruments and research protocols.
- To test how possible the research design is in reality.

Process

The research is consists of three stages: pair-work, small group discussion and individual oral presentation. There are several elements for each stage that need to be assessed during pilot study to reduce the likelihood of making errors and the instructions for every task in the module is also going to be assessed to avoid confusion and misunderstanding in the real research. During the pilot study, the subjects involved will be asked to provide feedbacks or comments to identify ambiguities and to improve the instruments.

The elements that will be tested are as follow:

a) Pair-work
   - Language production (number of sentences produced)
   - Body language and facial expression
   - Fluency (fillers)
   - Timing

b) Small-group discussion
   - Language production (number of sentences, taking turns, contribution of ideas)
   - Body language and facial expression
   - Fluency (fillers)
   - Timing
c) Individual Oral Presentation
   - Language production (speeches)
   - Body language and facial expression
   - Speech rate
   - Fluency (fillers)
   - Timing

Problems faced:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________

Suggestions

_________________________________________________________________
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