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ANXIETY AND SPEAKING ENGLISH AS A FOREIGN LANGUAGE AMONG MALE AND FEMALE MBA STUDENTS

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Abstract

This research tries to explore the learning anxiety of speaking English and the causes of the learning anxiety. It also examined the reactions reported by 87 students studying for Master of Business Administration (MBA) at the University of Mandalay. To be able to compare the causes and learning anxiety which affect male students and female students, data were collected from almost the same number of male students (44) and female students (43). Since the MBA students are not the learners at the beginning stage of foreign language learning, they are believed to be at higher levels of English proficiency. The experienced researchers have proved that anxiety about speaking a foreign language is mainly apparent at lower levels of language competence. Consequently, this research also tries to find out whether anxiety is also relevant at higher levels of English proficiency. The questionnaire used for the data collection consists of 26 anxiety statements. It is divided into two parts. The first part (No. 1 to No.5) is used to find out the frequency of speaking English within one year. The second part is used to find out their anxiety concerning speaking. The findings indicate that lack of speaking practice is the major cause of anxiety and communication anxiety is the most frequent one that influences the MBA students. In addition, the female students are more emotional than male students while speaking English.
Key words: learning anxiety, language competence

Introduction

Learning a foreign language can be a frightful experience. The fear and pressure on students to perform well in foreign language causes them anxiety. There are different types of anxiety such as communication anxiety, fear of negative evaluation, etc.

The aim of this research is to explore the relationship between learning anxiety and speaking English as a foreign language among the MBA students at the University of Mandalay. Consequently, the objectives of this research are:
(i)   to discover the dominant cause of anxiety,
(ii) to detect if anxiety is also relevant at higher levels of English proficiency, and
(iii) to find out if the causes of anxiety are influenced by gender.

Literature Review

In order to provide with handy guide to this research, the following technical terms and related researches are reviewed. The terms connected with this research are (i) Three Stages of Language Learning, (ii) Recursive relations between anxiety, cognition and behavior, (iii) Anxiety in Speaking, (iv) Causes of Anxiety, (v) Communication Anxiety, (vi) Fear of Negative Evaluation, (vii) State-trait anxiety, and (viii) Effects of Foreign Language Anxiety. Without knowing the following terms it would be hard to understand this research.

(i) Three Stages of Language Learning
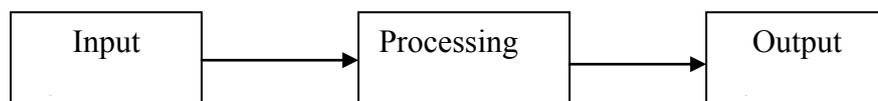
Three Stages of Language Learning (Source: Chomsky, 2006)

Input is the first stage of language learning. It activates "Language Acquisition Device" (LAD) - an innate language-specific module in the brain (Chomsky cited in Lightbown & Spada, 2006), which carried out the further process of language learning. Anxiety at the input stage

(input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language.

Anxiety at the processing stage, called *processing anxiety*, refers to the "apprehension students experience when performing cognitive operations on new information" (Onwuegbuzie et al., 2000). Cognitivists like Segalowitz (2003: cited in Lightbown and Spada: 2006) working on the 'Information Processing Model' have tried to explore how these cognitive operations are performed in human brain and have explained the learners' inability to spontaneously use everything they know about a language at a given time.

Anxiety while communicating in the target language is more likely to appear at the *output* stage, which entirely depends upon the successful completion of the previous stages: *input, and processing*. Anxiety at the *output* stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material. According to Tobias *output anxiety* involves interference, which is manifested after the completion of the processing stage but before its effective reproduction as output.

(ii) Recursive Relations between Anxiety, Cognition and Behaviour
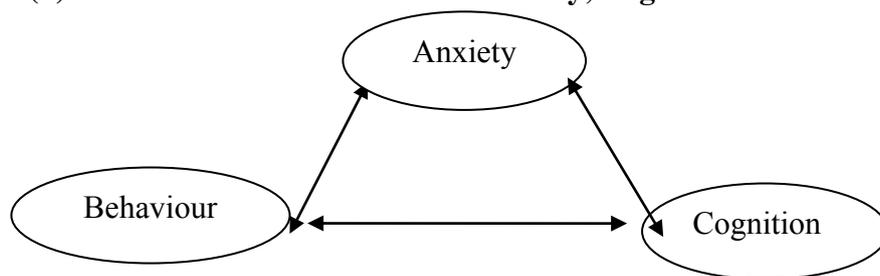

Figure (2):   Mutual Relation between Anxiety, Behavior and Cognition
                (Source: MacIntyre, 1995)

MacIntyre (1995) explains that anxiety, behaviour and cognition are mutually related as in Figure 2. For example, a demand to answer a question in a second language class may cause a student to become anxious; anxiety leads to worry and rumination. Cognition performance is diminished because of the divided attention and therefore performance suffers, leading to negative self-evaluations and more self deprecating cognition which further impairs performance, and so on.

(iii) Anxiety in Speaking

Speaking anxiety is very common among university students while speaking at the conference or seminar. It is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected. The symptoms are increased heart beat rates, increased over-rapid reactions, and muscle tension in the shoulder and neck area.

According to Phillips (1991), "it is clear that fear of speaking in public is different from anxiety about social contact". True communication apprehension means that the sufferers see more value in keeping quiet in all circumstances (even in conversation) than they do from talking.

(iv) Causes of Anxiety

There are various causes of anxiety. There are ten top causes for anxiety in public speaking: (i) lack of preparation, (ii) the feeling that the students have either too many points to cover in the allotted time period, (iii) worrying that the audience will be overly critical, (iv) Fear about not entertaining or arousing the interest, (v) students' intend to emulate other speakers rather than being themselves, (vi) the fear of potential negative outcomes, (vii) stuttering or difficulty to

finding words, (viii) over-preparing instead of developing confidence and trust in their own natural ability to succeed, (ix) dislike in being the centre of attention, and (x) low self-confidence.

(v) Communication Anxiety

Communication apprehension or Communication anxiety is one type of situational anxiety which may occur when people interact verbally (Daly, 1991). Communication apprehension (*communication anxiety*) comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others (Arnold, 2000, cited in Muhammad Tanveer). Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate Communication Anxiety. These feelings of shyness vary greatly from individual to individual, and from situation to situation McCroskey and Bond (1987). Daly (1991, cited in Muhammad Tanveer) presents five explanations in the development of Communication Anxiety which can offer an insight into the issue of understanding what causes language anxiety for EFL / ESL learners.

(vi) Fear of Negative Evaluation

Fear of negative evaluation may be present when people worry about what others think of them. Fear of negative evaluation is an extension of the second component (test anxiety) of second / foreign language anxiety. According to Horwitz et al. (1986), fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates.

(vii) State -Trait Anxiety

State anxiety and trait anxiety are analogous or similar in certain respects to kinetic and potential energy. State Anxiety, like kinetic energy, refers to a palpable reaction or process taking place at a given time and level of intensity. Trait Anxiety, like potential energy, refers to individual differences in reactions. Trait anxiety is viewed as an aspect of personality. State Anxiety is an apprehension experienced at a particular moment in times as a response to a definite situation (Spielberger, 1983). Trait anxiety is the tendency of a person to be nervous or feel tension regardless of the particular circumstances (MacIntyre and Gardner, 1989).

(viii) Effects of Foreign Language Anxiety

Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social. Physical symptoms can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, nervousness, going blank, and poor memory recall and retention among others. Social symptoms cover inappropriate silence, unwillingness to participate, absenteeism, etc.

Research Methodology

Before data were collected, sample subjects were selected, a questionnaire was set and procedure for collecting data was constructed.

The data were collected from 87 MBA (Master of Business Administration) students, 43 females and 44 males where the number of male students and the number of female students are almost the same. They are graduate students studying at the University of Mandalay. All of the participants studied some English when they were at high school. However, they do not have to take English as one subject while they are doing their master's degree. And yet they have to make presentation concerning business.

A questionnaire was constructed, utilizing simple language and an easy-to-answer format, so that it could be filled in quickly by students of advanced English-language ability. Questions 1 to 5 were constructed to know the frequency of English use within one year. Question 6 to 26 statements were collected through the self-administered questionnaire.

As most educated people have experienced language anxiety when they study English as a second language or foreign language, among the activities related to four language skills, speaking activities make the learners anxious most.

First of all, the focus was put on the causes of anxiety. Twenty one questions were constructed based on six causes: (1) low proficiency, (2) lack of speaking practice, (3) fear of others' perception, (4) stage fright, (5) lack of confidence, and (6) nervousness. Collected data were analysed to find out which cause is dominant among six causes.

Secondly, the six causes were categorized into three groups that are relevant to three types of anxiety defined by experienced researchers. After that, data were analysed to explore which type of anxiety most MBA students have. Finally, comparisons between female and male were made.

Data Collection and Data Analysis

In order to find the results, collected data are systematically analysed. There are six steps to analyse the data: sort out male and female students; sort out the students who agree with the statements and the students who disagree with the statements; tabulate the results in tally-form; calculate the percentages for each statement for agreement and disagreement; calculate the average percentages, draw analysis tables; draw bar charts and pie charts; make comparison between females and males on six causes; make comparison between females and males on three types of anxiety.

Speaking English

Speaking English is one of the four language skills which are important factors in learning English as a foreign language. Therefore, statements No. 1 to No.5 are constructed in the questionnaire to find out how many times they speak in a year.

Table (1): Frequency of Speaking English within One Year

Items	Statements	No. of Students who agree with the statements		No. of Students who disagree with the statements	
		Female	Male	Female	Male
1	I have to speak in English in the class.	12	16	31	28
2	I have to speak in English once in the class within one year.	3	6	40	38
3	I have to speak in English twice in the class within one year.	0	0	43	44
4	I have to speak in English three times in the class within one year.	2	0	41	44
5	I have to speak in English more than three times in the class within one year.	7	10	36	34

Table (1) shows that 28 students out of 87 expressed that they had to speak English in the class. Among them 9 students said that they had to speak once a year, 2 students said 3 times a year, and 17 said more than 3 times a year. In contrast 59 students disagreed with statement 1.

Analysis for Statements for Measuring Anxiety

In order to measure the causes of anxiety of speaking English as a foreign language among the business students, data were analysed in detail (see appendix D). After analysing the data, Table (2) was tabulated. The table shows the number of students and the percentages for the number of students who agree with the given statements and those who disagree with the statements as well.

Table (2): Responses to Statements 6 to 26

Items	Statements	No. of students who agree with the statements		No. of students who disagree with the statements	
		Students	%	Students	%
6	I do not have enough vocabulary to speak well.	55	63%	32	37%
7	I panic to speak English in the classes because of my bad pronunciation.	33	38%	54	62%
8	When I have to speak in English, it is difficult to find correct English sentences because my grammar is very poor.	32	37%	55	63%
9	I cannot speak English because of lack of preparation.	35	40%	52	60%
10	I am worried that the audience (teachers and students in the class) might criticize.	43	49%	44	51%
11	I might not interest the audience.	20	23%	67	77%
12	I dislike being the center of attention.	32	37%	55	63%
13	I do not have self-confidence.	24	28%	63	72%
14	I have low self-confidence.	40	46%	47	54%
15	I have to say too many points to cover in the allotted time period.	46	53%	41	47%
16	I have the fear of negative evaluation.	35	40%	52	60%
17	I am afraid that lecturers and professors are ready to correct every mistake I make.	25	29%	62	71%
18	I think I cannot speak as well as the audience expects.	42	48%	45	52%

Items	Statements	No. of students who agree with the statements		No. of students who disagree with the statements	
		Students	%	Students	%
19	I do not have enough English speaking practice.	53	61%	34	39%
20	In front of many people, my hands are cold and I forget the English words I know.	39	45%	48	55%
21	I can speak in Myanmar very well even in front of many people, but it is hard to speak in English in front of only a few students.	43	49%	44	51%
22	When I have to speak in English, I am confused and I do not know where to start.	39	45%	48	55%
23	When I start to speak English, I get nervous.	43	49%	44	51%
24	I am embarrassed if I cannot respond to the questions asked by the lecturer or students in the class.	47	54%	40	46%
25	I get nervous when I have to speak English in the class where several people can speak English fluently.	51	59%	36	41%
26	I am afraid of other students' criticism/perceptions.	30	34%	57	66%
	Total	807	44%	1020	56%

With respect to Table (2), more than 50 % of students agree with statements 6, 15, 19, 24, and 25 whereas the rest of the sixteen statements were agreed by less than 50 %.

Causes of Anxiety

The above mentioned twenty-one statements were constructed based on six types of causes: (i) low proficiency, (ii) lack of speaking practice, (iii) fear of others' perception, (iv) stage fright, (v) lack of confidence, and (vi) nervousness.

Table (3): Responses of MBA Students Concerning Causes of Anxiety

No.	Causes of Anxiety	Items	Statements	True	%	False	%
1.	Low Proficiency	6.	I do not have enough vocabulary to speak well.	55	63%	32	37%
		7.	I panic to speak English in the classes because of my bad pronunciation.	33	38%	54	62%

No.	Causes of Anxiety	Items	Statements	True	%	False	%
		8.	When I have to speak in English, it is difficult to find correct English sentences because my grammar is poor.	32	37%	55	63%
			Total	120		141	
			Average Percentage		46%		54%
2.	Lack of speaking practice	9.	I cannot speak English because of lack of preparation.	35	40%	52	60%
		15.	I have to say too many points to cover in the allotted time period.	46	53%	41	47%
		19.	I do not have enough English speaking practice.	53	61%	34	39%
			Total	134		127	
			Average Percentage		51%		49%
3.	Fear of Others' Perception	10.	I am worried that the audience (teachers and students in the class) might criticize.	43	49%	44	51%
		16.	I have the fear of negative evaluation.	35	40%	52	60%
		17.	I am afraid that lectures and professors are ready to correct every mistake I make.	25	29%	62	71%
		26	I am afraid of other students' criticism/perceptions.	30	34%	57	66%
			Total	133		215	
			Average Percentage		38%		62%
4.	Stage Fright	11	I might not interest the audience.	20	23%	67	77%
		12	I dislike being the center of attention.	32	37%	55	63%
		18	I think I cannot speak as well as the audience expects.	42	48%	45	52%
		20	In front of many people, my hands are cold and I forget the English words I know.	39	45%	48	55%
			Total	133		215	
			Average Percentage		38%		62%
5.	Lack of Confidence	13	I do not have self-confidence.	24	28%	63	72%
		14	I have low self-confidence.	40	46%	47	54%
		21	I can speak in Myanmar very well even in front of many people, but it is hard to speak in English in front of only a few students.	43	49%	44	51%
		24	I am embarrassed if I cannot respond to the questions asked by the lecturer or students in the class.	47	54%	40	46%
			Total	154		194	

No.	Causes of Anxiety	Items	Statements	True	%	False	%
			Average Percentage		44%		56%
6.	Nervousness	22	When I have to speak in English, I am confused and I do not know where to start.	39	45%	48	55%
		23	When I start to speak English, I get nervous.	43	49%	44	51%
		25	I get nervous when I have to speak English in the class where several people can speak English fluently.	51	59%	36	41%
			Total	133		128	
			Average Percentage		51%		49%

Referring to Table (3), category 1, category 2 and category 6 consist of 3 statements each whereas category 3, category 4 and category 5 consist of four statements each. For three statements in category 1 (low proficiency), statement 6 has the highest percentage (more than 50%) of "TRUE" responses. Similarly, in the category 2 (lack of speaking practice), statement 19 has the highest percentage (more than 50%) of "TRUE" responses. On the other hand, in category 3 (fear of others' perception) and category 4 (stage fright), statement 10 and statement 18 obtain the highest percentage in their respective categories. Their percentages are lower than 50%. In category 5 (lack of confidence), item 24 has the highest percentage of "TRUE" response and regarding category 6 (nervousness), item 25 is at the top in terms of percentage.

Three Types of Anxiety

The statements in the six types of causes of anxiety can be grouped into three groups related to three types of anxiety defined by the experienced researchers. According to Arnold (2000) communication anxiety comes in part from a lack of confidence in our linguistic knowledge. Some kinds of stage fright can reduce the speakers' confidence. If the speaker does not have enough speaking practice, the lack of speaking practice can also lower the level of confidence. Therefore, communication anxiety includes covers items 13, 14, 15, 18, 19, 21 and 24.

According to Horwitz and Cope (1986), fear of negative evaluation may be present when people worry about what others think of them, and therefore, some causes connected to audience can be grouped in category 2 (fear of negative evaluation). Horwitz et al. (1986) also said that fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates. Therefore, statement 26 can be included in category 2. If the speaker does not prepare well enough to speak in front of students and lecturers, they are worried. It might be a very poor speech and the listeners may evaluate it very badly. Consequently, category 2 includes statement 9 (*I cannot speak English because of lack of preparation*). If the learner thinks he/she does not have enough vocabulary, they worry that the audience will look down on him/her (worry about what others think of them). Therefore, category-2 includes statement 6 (*I do not have enough vocabulary to speak well*).

According to MacIntyre and Gardner (1989), trait anxiety is the tendency of a person to be nervous or feel tension regardless of the particular circumstances. As a result, items 20, 22, 23 could be included in category 3 (state-trait anxiety). Spielberger (1983) also claimed that relatively stable individual differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situation with elevation in the intensity of their state anxiety reaction. If a speaker has low proficiency of English, he or she will become nervous

and stressful. Therefore, statements 7, 8 and 12 are in the category 3. Table (4) shows the analysis of three types of anxiety.

Table (4): Percentages of Students who agree with the Statements Concerning Three Types of Anxiety

No.	Three Types of Anxiety	Items	Statements	No. of students who agree with the statements	%
1.	Communication Anxiety	13.	I do not have self-confidence. (Arnold,2000)	24	28%
		14.	I have low self-confidence. (Arnold,2000)	40	46%
		15.	I have to say too many points to cover in the allotted time period. (Arnold,2000)	46	53%
		18.	I think I cannot speak as well as the audience expects. (Arnold,2000)	42	48%
		19.	I do not have enough English speaking practice. (Arnold,2000)	53	61%
		21.	I can speak in Myanmar very well even in front of many people, but it is hard to speak in English in front of only a few students. (Arnold,2000)	43	49%
		24.	I am embarrassed if I cannot respond to the questions asked by the lecturer or students in the class. (Horwitz et al,1986)	47	54%
			Total	295	
			Average Percentage		48%
2.	Fear of Negative Evaluation	6.	I do not have enough vocabulary to speak well. (Horwitz, Horwitz and Cope, 1986)	55	63%
		9.	I cannot speak English because of lack of preparation. (Horwitz and Cope,1986)	35	40%
		10.	I am worried that the audience (teachers and students in the class) might criticize. (Horwitz and Cope,1986)	43	49%
		11.	I might not interest the audience. (Horwitz and Cope,1986)	20	23%
		16.	I have the fear of negative evaluation.(Horwitz and Cope,1986)	35	40%

		17.	I am afraid that lecturers and professors are ready to correct every mistake I make. (Horwitz and Cope,1986)	25	29%
		26.	I am afraid of other students' criticism/perceptions. (Horwitz and Cope,1986)	30	34%
			Total	243	
			Average Percentage		40%
3.	State - Trait Anxiety	7.	I panic to speak English of my bad pronunciation. (MacIntyre and Gardner,1987)	33	38%
		8.	When I have to speak in English, it is difficult to find correct English sentences because my grammar is very poor. (Spielberger,1983)	32	37%
		12.	I dislike being the center of attention. (Spielberger,1983)	32	37%
		20.	In front of many people, my hands are cold and I forgot the English words I know. (Spielberger,1983)	39	45%
		22.	When I have to speak in English, I am confused and I do not know where to start. (Spielberger,1983)	39	45%
		23.	When I start to speak English, I get nervous. (MacIntyre and Gardner,1987)	43	49%
		25.	I get nervous when I have to speak English in the class where several people can speak English fluently. (MacIntyre and Gardner,1987)	51	59%
			Total	269	
			Average Percentage		44%

In Table (4), among seven statements for communication anxiety, 53 students out of 87 expressed that they do not have enough English speaking practice. Statement No. 13 (*I do not have confidence*) is supported by the lowest number of students (24). It can be generalized that most of the students have communication anxiety because of their lack of speaking practice. And, 48% of total number of 87 students has communication anxiety.

For fear of negative evaluation, there are seven statements and 55 out of 87 students agree with statement 6 (*I do not have enough vocabulary to speak well.*) which can be ranked as the most and 20 out of 87 students agree with statement No.11 (*I might not interest the audience.*) which can be ranked as the least. Average conclusion can be drawn that the significant factor that caused anxiety while speaking in English is fear of evaluation by the teacher and students in the class because of inferiority complex due to insufficient vocabulary. Therefore, higher proficiency level of the audience is the significant factor to make the students anxious. Among 87 participants, 40% of total students' responses could be categorized as fear of negative evaluation.

Regarding state-trait anxiety, the majority (51 out of 87) of respondents agree with item 25 (*I get nervous when I have to speak English in the class where several people can speak English fluently*.) Statements 20, 22, and 23 are supported by 39, 39 and 43 respectively. It can be concluded that nervousness can make most students inefficient while speaking English. Out of 87 students 44% of total students responded to have state-trait anxiety.

On the other hand, we can find out the percentages for each type of anxiety out of all the "TRUE" responses. The total "TRUE" responses are 807 responses. There are 295 "TRUE" responses for communication anxiety; 243 "TRUE" responses for fear of negative evaluation; and 269 "TRUE" responses for state-trait anxiety.

Table (5): Percentages of Total "TRUE" Responses for Three Types of Anxiety

Communication Anxiety	Fear of Negative Evaluation	State -Trait Anxiety
36.55%	30.11%	33.33%

Table (5) shows percentage of total "TRUE" responses for each learning anxiety.

Comparison between Females and Males on Six Causes of Anxiety

As mentioned in the literature review, gender related anxiety research has yielded conflicting results. To find out whether females or males are more anxious, the following table shows the analysis for comparison of anxiety between female and male depending on six categories.

Table (6): Comparison between Females and Males on Six Causes of Anxiety

No.	Causes of Anxiety	Items	Statements	No. of Students who agree with the statements			
				Female out of 43	%	Male out of 44	%
1.	Low Proficiency	6.	I do not have enough vocabulary to speak well.	31	72%	24	55%
		7.	I panic to speak English in the classes because of my bad pronunciation.	16	37%	17	39%
		8.	When I have to speak in English, it is difficult to find correct English sentences because my grammar is poor.	18	42%	14	32%
			Total	65		55	
			Average Percentage		50%		42%

2.	Lack of speaking practice	9.	I cannot speak English because of lack of preparation.	19	44%	16	36%
		15.	I have to say too many points to cover in the allotted time period.	23	53%	23	52%
		19.	I do not have enough English speaking practice.	29	67%	24	55%
			Total	71		63	
			Average Percentage		55%		48%
3.	Fear of Others' Perception	10.	I am worried that the audience (teachers and students in the class) might criticize.	25	58%	18	41%
		16.	I have the fear of negative evaluation.	23	53%	12	27%
		17.	I am afraid that lectures and professors are ready to correct every mistake I make.	14	33%	11	25%
		26	I am afraid of other students' criticism/perceptions	17	40%	13	30%
			Total	79		54	
			Average Percentage		46%		31%
4.	Stage Fright	11	I might not interest the audience.	9	21%	11	25%
		12	I dislike being the center of attention.	15	35%	17	39%
		18	I think I cannot speak as well as the audience expects.	21	49%	21	48%
		20	In front of many people, my hands are cold and I forgot the English words I know.	22	51%	17	39%
			Total	67		66	
			Average Percentage		39%		38%
5.	Lack of Confidence	13	I do not have self-confidence.	14	33%	10	23%
		14	I have low self-confidence.	21	49%	19	43%
		21	I can speak in Myanmar very well even in front of many people, but it is hard to speak in English in front of only a few students.	21	49%	22	50%
		24	I am embarrassed if I cannot respond to the questions asked by the lecturer or students in the class.	28	65%	19	43%
			Total	84		70	
			Average Percentage		49%		40%
6.	Nervousness	22	When I have to speak in English, I am confused and I do not know where to start.	21	49%	18	41%
		23	When I start to speak English, I get nervous.	27	63%	16	36%
		25	I get nervous when I have to speak English in the class where several people can speak English fluently.	27	63%	24	55%
			Total	75		58	
			Average Percentage		58%		44%

In the first category (low proficiency), item 6 has the highest percentage of "TRUE" responses among the females. Similarly, the highest percentage of females agrees with item 6. In category 2 (lack of speaking practice), item 19 has the highest percentage of "TRUE" responses

among the male students. Likewise the highest percentage of female students agrees with item 19. In the category of fear of others' perception, item 10 is agreed with the highest percentage of female students and male students. In respect to stage fright, item 18 has the highest percentage of "TRUE" responses from both males and females but less than 50%. Unlike the above categories, in category 5 (lack of confidence), item 24 has the highest percentage of female responses and item 21 has the highest percentage of male responses. In category 6 (nervousness), 63% of female students agree with statement 23 and 25, and 55% of male students agree with statement 25. But only 36% of male students agree with statement 23.

Comparison between Females and Males on Three Types of Anxiety

As mentioned above, gender-related anxiety researches have produced conflicting results. Kitano (2001) expressed that females are less emotional than males among Japanese students while Machida (2001) contrarily found that female learners are more anxious than male learners. This research tries to find out the gender-related anxiety among Myanmar learners.

Table (7): Comparison between Females and Males on Three Types of Anxiety

No.	Three Types of Anxiety	Items	Statements	No. of Students who agree with the statements			
				F	%	M	%
1.	Communication Anxiety	13.	I do not have self-confidence. (Arnold,2000)	14	33%	10	23%
		14.	I have low self-confidence. (Arnold,2000)	21	49%	19	43%
		15.	I have to say too many points to cover in the allotted time period. (Arnold,2000)	23	53%	23	52%
		18.	I think I cannot speak as well as the audience expects. (Arnold,2000)	21	49%	21	48%
		19.	I do not have enough English speaking practice. (Arnold,2000)	29	67%	24	55%
		21.	I can speak in Myanmar very well even in front of many people, but it is hard to speak in English in front of only a few students. (Arnold,2000)	21	49%	22	50%
		24.	I am embarrassed if I cannot respond to the questions asked by the lecturer or students in the class. (Horwitz et al,1986)	28	65%	19	43%
			Total	157		138	
			Average Percentage		52%		46%

2.	Fear of Negative Evaluation	6.	I do not have enough vocabulary to speak well. (They become stressful: Spielberger, 1983)	31	72%	24	55%
		9.	I cannot speak English because of lack of preparation. (Horwitz and Cope,1986)	19	44%	16	36%
		10.	I am worried that the audience (teachers and students in the class) might criticize. (Horwitz and Cope,1986)	25	58%	18	41%
		11.	I might not interest the audience. (Horwitz and Cope,1986)	9	21%	11	25%
		16.	I have the fear of negative evaluation. (Horwitz and Cope,1986)	23	53%	12	27%
		17.	I am afraid that lecturers and professors are ready to correct every mistake I make. (Horwitz and Cope,1986)	14	33%	11	25%
		26.	I am afraid of other students' criticism/perceptions. (Horwitz and Cope,1986)	17	40%	13	30%
			Total	138		105	
			Average Percentage		46%		34%
3.	State-Trait Anxiety	7.	I panic to speak English of my bad pronunciation. (MacIntyre and Gardner,1987)	16	37%	17	39%
		8.	When I have to speak in English, it is difficult to find correct English sentences because my grammar is very poor. (Spielberger,1983)	18	42%	14	32%
		12.	I dislike being the center of attention.(Spielberger,1983)	15	35%	17	39%
		20.	In front of many people, my hands are cold and I forgot the English words I know. (Spielberger,1983)	22	51%	17	39%
		22.	When I have to speak in English, I am confused and I do not know where to start. (Spielberger,1983)	21	49%	18	41%
		23.	When I start to speak English, I get nervous. (MacIntyre and Gardner,1987)	27	63%	16	36%

		25.	I get nervous when I have to speak English in the class where several people can speak English fluently. (MacIntyre and Gardner,1987)	27	63%	24	55%
		Total	146		123	
		Average Percentage		49%		40%

Referring Table (7), among the seven statements of communication anxiety, item 19 (*I do not have enough English speaking practice*.) has the highest percentage of supportive response given by female learners. Likewise, the same statement has the highest percentage of supportive response given by male learners. However, female percentage (67%) is higher than male percentage (55%). Similarly, female average percentage (52%) is higher than male average percentage (46%). Regarding fear of negative evaluation, item 6 (*I do not have enough vocabulary to speak well.*) obtains the highest percentage of "True" response by female learners. In a like manner, the highest percentage of male learners supports that particular statement. Again, female percentage (72%) is higher than male percentage (55%). When average percentages are compared, here again, female percentage is higher than male percentage. As regards state-trait anxiety, the majority of female learners support item 25 (*I get nervous when I have to speak English in the class where several people can speak English fluently)*. In the same way, the majority of male learners support item 25. However, female percentage is higher than male percentage. When the average percentages are compared, female percentage is higher than male percentage.

To compare the three types of anxiety in another way, it can be seen that the percentages for each type of anxiety out of all the "TRUE" responses. Concerning females, the total "TRUE" responses provided by female learners are 441 responses. There are 157 "TRUE" responses for communication anxiety; 138 "TRUE" responses for fear of negative evaluation; and 146 "TRUE" responses for state-trait anxiety. With regard to males, the total "TRUE" responses given by male learners are 366 responses. There are 138 "TRUE" responses for communication anxiety; 105 "TRUE" responses for fear of negative evaluation; and 123 "TRUE" responses for state-trait anxiety.

Table (8) indicates the comparison between female percentages of total "TRUE" responses and male percentages of total "TRUE" responses.

Table (8): Comparison between Females and Males In Terms of Percentage of Total "TRUE" Responses for Three Types of Anxiety

| Communication Anxiety		Fear of Negative Evaluation		State - Trait Anxiety	
Female	Male	Female	Male	Female	Male
35.60%	37.70%	31.29%	28.68%	33.10%	33.60%

With respect to percentage of students' responses to each learning anxiety, although female learners are more anxious than male learners, when the percentages of total "TRUE" responses are compared, more male learners have communication anxiety and state-trait anxiety than female learners.

4.3 Data Interpretation

After the analysis of data, in order to understand the research properly, figures are used for data interpretation.

Frequency of Speaking English within One Year

According to the analysis of question 1 to 5, Figure (3) is the graphical presentation of Table (1), which shows the clear description of students' chances to speak English.

	I have to	I have to	I have to	I have to	I have to
■ Female	12	3	0	2	7
■ Male	16	6	0	0	10
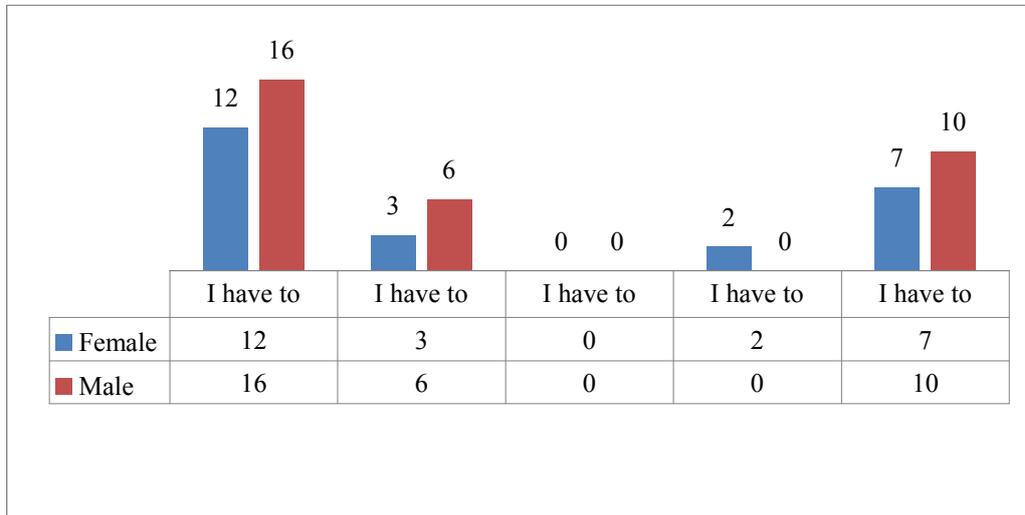
Figure (3): Frequency of Speaking English within One Year

According to Figure (3), 32% of total students had chances to speak English in the class and 68% did not have to speak in the class. Another point noticed is more male students speak in the class. It can be concluded that the majority of students argued all the five statements. It can be easily seen that the largest part of the group who agree statement No.1 supported the point "I have to speak in English more than three times in the class within one year.

Responses to Statements 6 to 26

All the results from Table (2) are converted into percentages and presented graphically in Figure (4).

Causes of anxiety

Figure (5) is the bar chart which helps the readers to understand the analysis of Table (3). It shows percentage of "TRUE" responses for each statement and the average percentages for six types of causes.
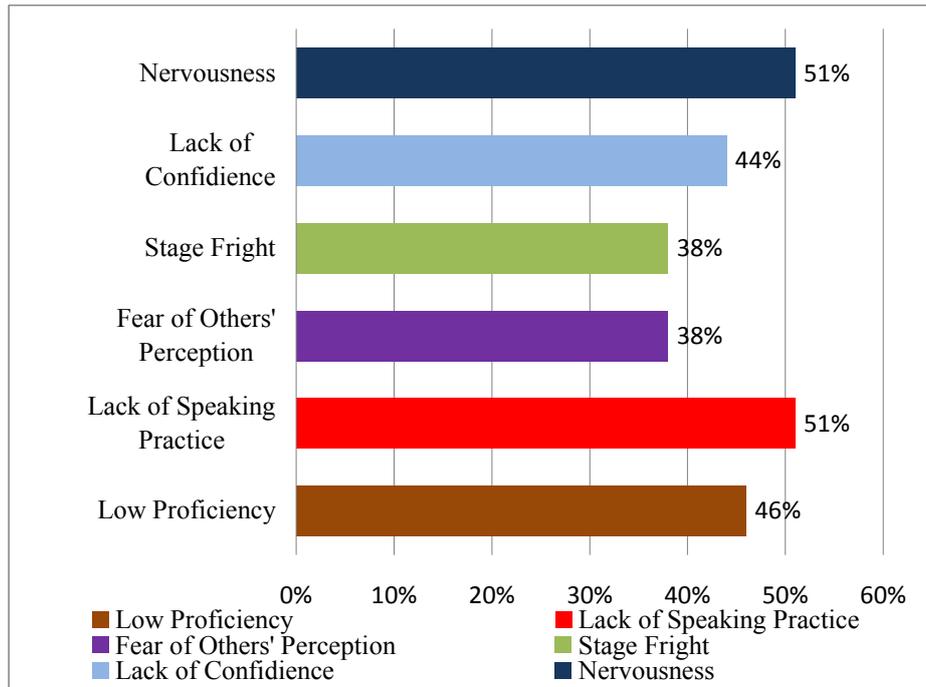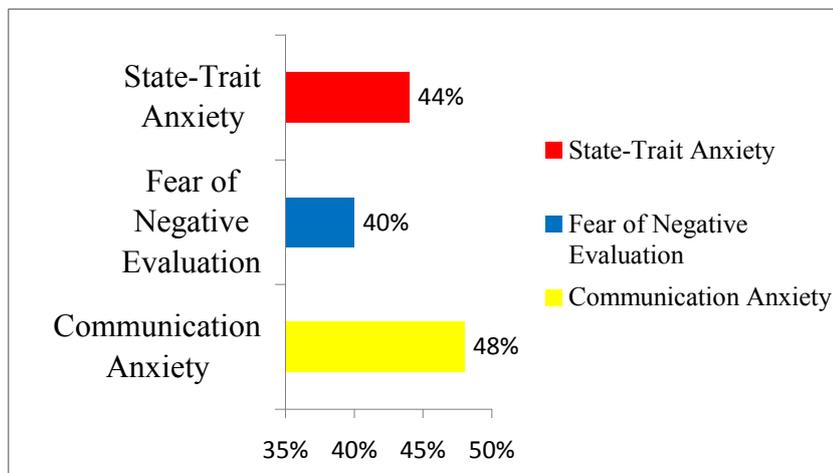
Figure (6): Average Percentages for Causes of Anxiety

As in Figure (6), number of students who support the point that nervousness in the cause of anxiety and the number of students who agree with the fact that lack of speaking practice in the cause of anxiety are the same. As a result, it can be concluded that the majority of students (51%) have anxiety due to lack of speaking practice when they speak in English and 51% of students have anxiety because of nervousness. The minority of students agree that fear of others' perception and stage fright are the source of anxiety.

Three Types of Anxiety

Figure (7) shows average percentages for the students who have three types of anxiety based on total number of 87 students. Figure (7) is the graphic presentation of Table (4).

Figure (7): Average Percentages for Three Types of Anxiety

Although all percentages for three types of anxiety are lower than 50%, speaking of comparison between three types of anxiety, communication anxiety, with 48% responses out of 87

students is more favoured by the students. The figure shows that Myanmar students have less fear of negative evaluation than the other two types of anxiety.

There is another way to find out the percentage for each type of anxiety out of all the 807 "TRUE" responses. The above mentioned statistical information in Table (5) is calculated based on 807 "TRUE" responses. The information can be presented by using a pie chart.
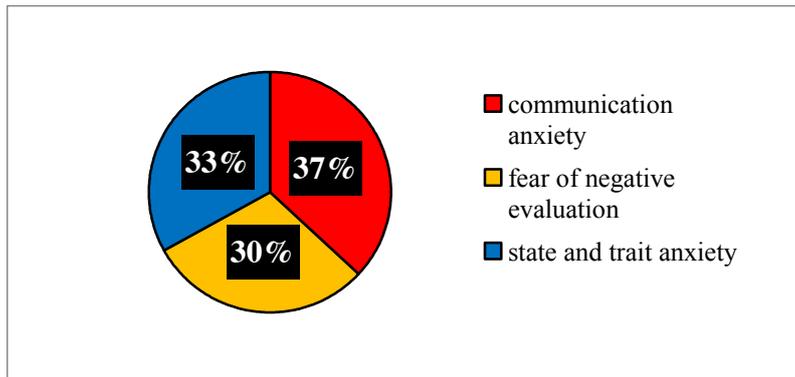

Figure (8): Three Types of Anxiety Based on Percentage of Total "TRUE" Responses

When Figure (7) and Figure (8) are compared, the difference between the percentage based on total number of students and the percentage based on total "TRUE" responses can be seen. In Figure (7), regarding communication anxiety, it can be interpreted that 48% of total students has communication anxiety whereas in Figure (8), it can be interpreted that 37% of all the students who have anxiety has communication anxiety. Likewise, 44% of 87 students have state-trait anxiety while 33% of students who gave "TRUE" responses have state-trait anxiety. As regard fear of negative evaluation, 40% of total students have that anxiety and 30% of the students who have anxiety have fear of negative evaluation.

Comparison between Females and Males on Six Causes

As regards Figure (9), it is the graphic presentation of the comparison between the average female percentages and the average male percentages of six causes of anxiety.
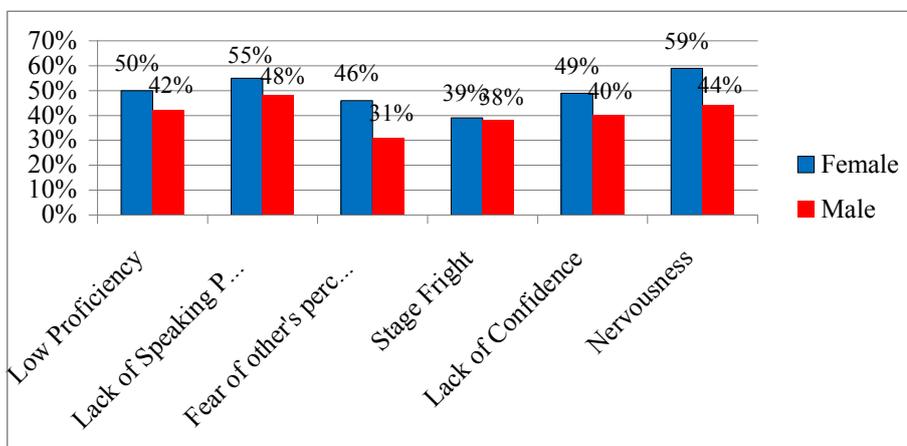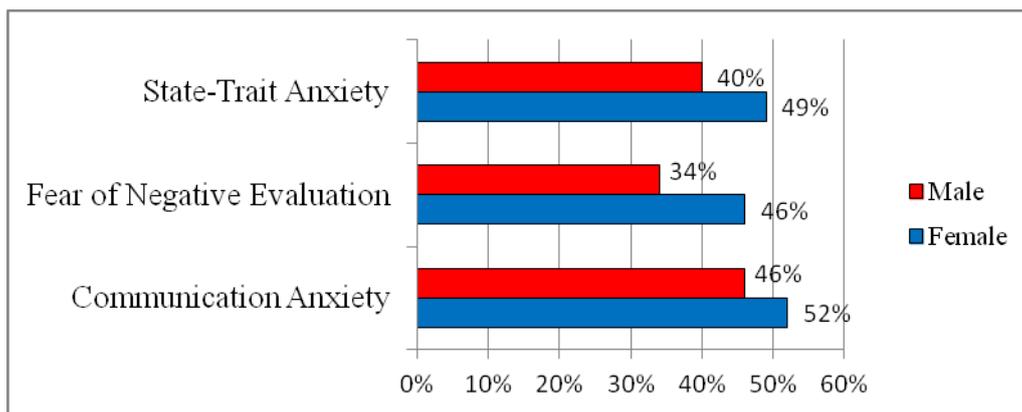

Figure (9):   Average Percentages of Comparison between Females and Males on Causes of Anxiety

Concerning Figure (9), there are four major points that can be obtained from comparison between females and males in terms of causes of anxiety. The first point is females' causes of anxiety are stronger than males' causes of anxiety. The second point is that nervousness is the dominant cause among female students whereas lack of speaking

practice is dominant among male students. The third point is that males students gives the least percentage of TRUE responses to the statements in the category of fear of other's perception but female students give the least percentage of responses to the statements to the category of stage fright. More than 50 % of females agree with the statements in the categories of low proficiency, lack of speaking practice and nervousness. And yet less than 50% of male students agree with the statements in all the six categories. It can be concluded that female students are more nervous than male students.

Comparison between Females and Males on Three Types of Anxiety

Figure (11) shows comparison of average percentages between female students who have three types of anxiety based on total number of 43 female students and male students who have three types of anxiety based on total number of 44 male students.


**Figure (11): Comparison between Females and Males on Three Types of Anxiety**

With reference to Figure (11), communication anxiety is dominant both within the group of female learners and within the group of male learners. But percentages of female responses to statements are higher than those of male responses for all three types of learning anxiety.

One interesting point is that the percentages are less than 50% except female percentage as for communication anxiety. It shows that although the anxiety is relevant at higher levels of English proficiency, the degree of anxiety is not as strong as the anxiety of the students at the lower levels of English proficiency.

To compare the three types of anxiety in another way, we can find out the percentages for each type of anxiety out of all the "TRUE" responses. Figure (11) shows the percentages for three types of anxiety based on the total number of female students (43) and total number of male students (44). On the other hand, Figure (12) shows the percentages for three types of anxiety female students have based on females' "TRUE" responses (441) and Figure (13) shows the percentages for three types of anxiety male students have based on males' "TRUE" responses (366).
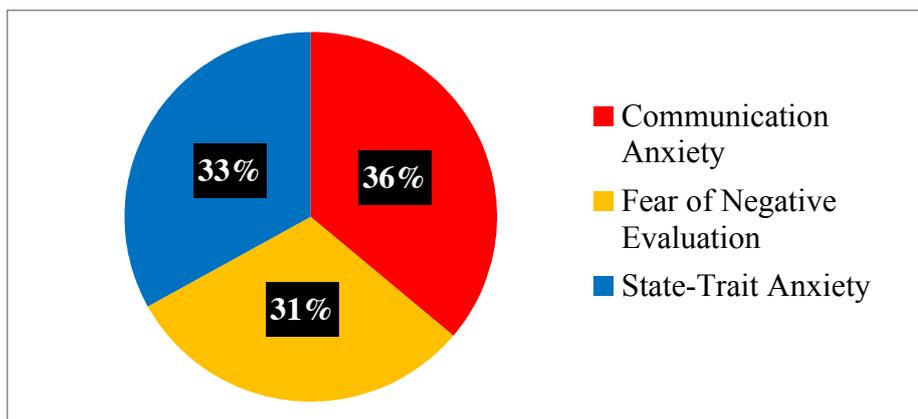
Figure (12): Percentage of Total "TRUE" Responses of Females on Three Types of Anxiety
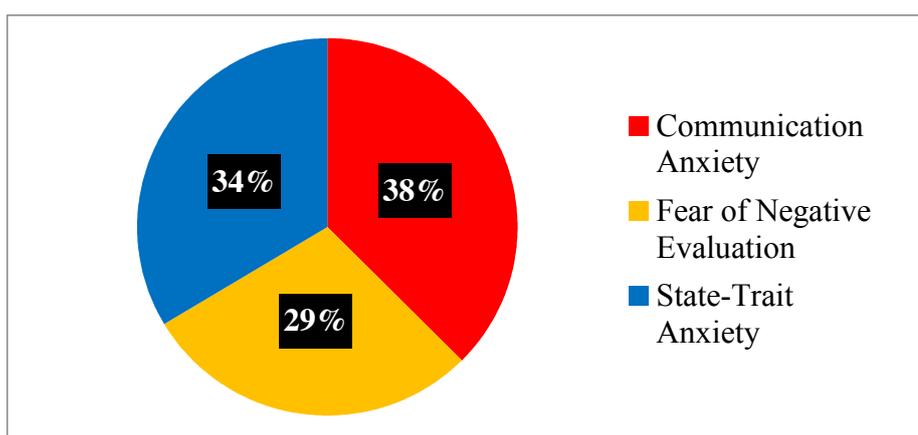
Figure (13):   Percentage of Total "TRUE" Responses of Males on Three Types of Anxiety

In accordance with these two figures, male students have more communication anxiety and state-trait anxiety than female students. On the contrary, female students have more fear of negative evaluation than male students.

Findings and Discussion

In this chapter, the data on causes of anxiety and three types of anxiety will be analysed and discussed. From the data analysis, it was found that the minority (32%) of the students have to speak English in the class. It appears that the majority of the students do not have any chance to speak English in the class. Only 7 students have to speak English more than three times in the class within one year.

Concerning anxiety, it was found that 44% out of 87 students have anxiety and 56% do not have anxiety. The data shows that the majority of respondents, 55 out of 87 (63%) experienced anxiety in terms of limited vocabulary. Therefore, it can be generalized that anxiety could limit the use of vocabulary. Processing anxiety can impede learning or producing vocabulary by reducing the efficiency with which memory processes are used to solve problems. As regards statement 7, only the minority of the students (38%) have anxiety due to the bad pronunciation. Although, in general, most of Myanmar students' pronunciation is not good, they think that pronunciation is not important for speaking English. Similarly, the minority (32 students) have grammar problem to produce correct English sentences when they speak English. It seems to be that students are more confident in pronunciation and grammar than using vocabulary.

However, one thing to be considered is that most Myanmar learners think their limited knowledge of grammar is enough for speaking English.   Since speaking practice includes

preparation and speaking concisely, students are supposed to prepare to cover all the important points within the allotted time. The minority (35 students) do not prepare to speak. Therefore, these 35 students, 19 female and 16 male students, cannot speak English well because of lack of preparation. Statement 15 is similar to statement 9. Before speaking in front of the audience, speakers should do proper preparation. They have to prepare a concise speech that includes all the main points so that they could cover so many points within the allotted time period. Out of 87 students, 46 students (23 males and 23 females) have speaking problems because they could not manage to include necessary points in the speech. Similar to statement 9 and statement 15, in statement 19, the majority of students (53 out of 87) do not have enough English speaking practice where more female students have lack of speaking practice. It can be generalized that MBA students should be given more chances to speaking in the classes. The responses on statements 1 to 5 also support this point. The majority of students did not have any chance to speak English in the class. Only 28 students had opportunities to speak English in the class.

In statement 10, the number of students (43) who agree with the statement is slightly lower than the number of students (44) who disagree with the statement. It shows that about half of the students expressed they do not have fear of negative evaluation. Only 20 students out of 87 worry that they might not make an interesting speech, in other words, the audience might not be interested in their speech. It means that most of the respondents put more emphasis on their subject matter of the speech regardless of size, interest and language proficiency of the audience. The responses show that fewer students (33) have stage fright or they dislike the center of attention. Regarding statement 13 and 14, there are 24 students who have no self-confidence and 40 students who have low self-confidence. The ones who support statement 16 have the fear of negative evaluation when they speak in front of the audience. The majority of students do not think about the audience's criticism while speaking English because only 35 students agree with the statement. Despite the fact that most students do not care about being corrected by lecturers and professors, 25 respondents are afraid that the lecturers and professors are ready to correct every mistake they have made. It shows that the instructor, or lecturer or professor can serve as a source of anxiety. It can be concluded that some students may have stage fright due to their incompetence in speaking skill.

The minority of the respondents (39 out of 87) agree with statement 20. It shows that cognitive process of slow learners feel difficulty in remembering and retrieving vocabulary item while communicating in the target language. According to Spielberger (1983), state anxiety (hands become cold) can be experienced at a particular moment in times as a response to definite situation (speaking English in front of many people). As regards statement 21, almost half of the students are not worried about audience. But they are worried about their English. In other words, they are reluctant to speak English due to lack of confidence. Thus, the learners should read and write more and they should listen to native speakers' speech to be able to speak English fluently. Responses to statement 22 reveal that they tend to forget what to say and where to start when they have to speak in English and they become confused. These things happened due to processing anxiety.

As there are 27 females and 16 males out of 43 students who agree with statement 23, it can be concluded that females are more emotional than males. According to responses to statement 24, more females have tendency to be embarrassed because 28 females and 19 males were afraid of being embarrassed. Majority of students may have inferiority complex when they have to speak in front of several people who can speak English fluently. Here again, more female respondents are more emotional than male respondents. It can be generalized the majority of students (66%) do not care about criticism of others. In this case, more males than females ignore the audience's criticism.

Lack of speaking practice and nervousness are dominant among six types of causes of anxiety. It is relevant to the point that only 7 students had to speak in English more three times in

the class within one year. It appears that business students at the University of Mandalay want and need more speaking practice. Regarding the second cause "Nervousness", females were more emotional than males.

Among three types of anxiety, communication anxiety is at the highest rank. Although all percentages for three types of anxiety are lower than 50%, speaking of comparison between three types of anxiety, communication anxiety is more favoured by the students. The results reveal that Myanmar students have less fear of negative evaluation than the other two types of anxiety.

Due to the results of this research, it can be concluded as follow.

(i)   The cause of speaking anxiety is neither language proficiency nor fear of negative language evaluation. Since they do not have enough speaking practice they are not confident enough to speak in front of the audience. Lack of speaking practice and nervousness are dominant among six types of causes of anxiety

(ii)   As more than 40% of students have speaking anxiety, it could be assumed that anxiety is also relevant at higher level of English proficiency but it may not be as strong as the lower level of English proficiency.

(iii)   The causes of anxiety are influenced by gender. Female participants have more percentages in all six causes of anxiety. "Nervousness" is the dominant cause among female students whereas "Lack of Speaking Practice" is dominant among male students.

(iv)   Some students may feel nervous not because of audience or language barriers either but because of longstanding personality feeling (for example, statement 12 *"I dislike being the center of attention"*). Others may have temporary feeling toward a broader range of situations or objects (for example, statement No. 20).

(v)   Last but not least, although fear of negative evaluation is ranked at the bottom, the average percentage for this category is 40%. Many researchers have proved that fear of negative evaluation is the major cause of speaking anxiety. For example, Ayu Rita Bt Mohamad and Nadhia Dalila Bt Ab Wahid found that the majority of the students are afraid of the perception of others when they is dominant rather than fear of negative evaluation.

In conclusion, among the female learners "Nervousness" is the major cause of anxiety and among male learners "Lack of Speaking Practice" is the major cause. Regarding three types of anxiety, the communication anxiety is dominant for both females and males. Female learners are more anxious in all the three types of anxiety.

Conclusion

It is doubtless to say that speaking before an audience is a tough task even in first language with various variables such as choice of vocabulary, main ideas, organization of the speech, etc. Therefore, speaking in second language or foreign language is tougher than speaking in first language. As a consequence, this research was organized with the purpose to find out the causes and anxiety of Myanmar learners of English as a foreign language. First of all, this research was conducted to explore the causes and anxiety of speaking English as a foreign language, using MBA students in University in Mandalay. In this research, six types of causes and three types of anxiety defined by experienced researchers are highlighted. Secondly, comparisons of different types of anxiety were made.

According to the finding, 32% of 87 students have opportunities to speak English in the class. This point is relevant to the finding; lack of speaking practice is the major cause of speaking anxiety. Referring to three types of anxiety, students have more communication anxiety than fear of negative evaluation and state-trait anxiety. This point is again related to the point that students do not have enough speaking practice. As they do not have enough speaking practice, they have low self-confidence. Consequently, they fear to communicate with other person or persons. Although the experienced researchers have proved that anxiety about speaking a foreign language is mainly apparent at lower levels of language competence, this research shows that

anxiety is also relevant to the students who are at higher levels of English proficiency. As regards comparison of anxiety between female and male students, more females have speaking anxiety than males regardless of types. Communication anxiety is dominant among all the "TRUE" responses.

In conclusion, from this research, lack of speaking practice is the major cause of anxiety and communication anxiety is the most frequent one that influences the MBA students at the University of Mandalay. In addition, female students are more anxious than male students while speaking English. According to these points, the MBA students at the University of Mandalay should be given more chances to speak in English in class and encouraged to have more self-confidence. They should also be trained how to make preparation before speaking in front of their classmates and lecturers / professors, especially how to speak concisely within limited time.

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