

COMMUNICATION APPREHENSION IN QWAQWA SECONDARY SCHOOLS

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DEDICATION

This work is dedicated to my beloved late parents, Masari-Azariel and Matseliso-Elsina who had intimate love for their children and who nurtured me to acknowledge God and developed in me the zeal for educational success.

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SHALOM // KHOTSO

ABSTRACT

The research indicates that an important component in teaching and learning which is always involved is communication apprehension. This aspect of the behaviour of secondary school students is identified and discussed as a student with a high level of communication apprehension tends to be negatively affected in his academic achievement.

Literature dealing with the role played by the communication process specifically in the classroom situation, was reviewed in order to establish which factors play a prominent part in classroom communication. Student responses were then used to determine how learners are affected by communication apprehension in three different languages.

The Personal Report Communication Apprehension (PRCA) was used as an instrument to measure the students' communication apprehension. The responses were analysed with the assistance of the Statistical Consultant Service of the Potchefstroom University for Christian Higher Education.

The results of the study seem to indicate that certain factors play a very prominent role in creating communication apprehension. These factors can be classified as the lack of communication skills, a lack of skills to be acquired by teachers and students for effective communication, and inadequate classroom communication models. Both learning and teaching can be more successful if attention is given to the inculcation and development of adequate classroom communication skills in both teachers and students.

The study has verified that students experience different levels of communication apprehension in English, Afrikaans and Sesotho. The language that experiences higher levels of communication apprehension than the others is Afrikaans followed by English, and then Sesotho. The five contexts, viz. public speaking, group discussions, meetings, interpersonal conversations, and the classroom situation were considered when measuring communication apprehension. What also emanated from the research is that the average classroom communication apprehension is lower than the average communication apprehension in the first four contexts, i.e. group discussions, meetings, interpersonal conversations and public speaking.

The findings further indicate that the communication apprehension level of female students is higher in all three languages as compared with the level of communication apprehension for the male students.

It has also been ascertained by measuring communication apprehension in different standards, that Standards Six pupils experience the highest level of communication apprehension.

The average communication apprehension in Qwaqwa secondary schools indicate a percentage of 52,55% of this behaviour, suggesting that a reasonable level of communication apprehension exists in these schools.

Key words: effective communication, effective teaching, communication apprehension, instructional communication, model of communication, communication skills, communication process, English Second Language, Afrikaans Third Language, communication apprehension in context, Personal Report Communication apprehension (PRCA).

OPSOMMING

Die studie toon aan dat kommunikasievrees 'n belangrike rol in die onderrig- en leerproses speel. Hierdie gedragsaspek soos gevind onder sekondêre skoolleerlinge toon aan dat leerlinge wat nie geredelik aan die kommunikasieproses deelneem nie, se akademiese prestasie negatief beïnvloed word as gevolg hiervan.

Die literatuuroorsig het gefokus op die rol wat die kommunikasieproses in die klaskamerpraktyk speel en om vas te stel presies watter faktore die mees prominente rol in klaskamerkommunikasie speel. Die leerlinge se reaksies is gebruik om vas te stel hoe hulle geaffekteer word deur kommunikasievrees in drie verskillende tale.

Die *Personal Report Communication Apprehension* (PRCA)-skaal is as meetinstrument gebruik om die leerlinge se kommunikasievrees te toets. Die antwoorde is ontleed met die hulp van die Statistiese Konsultasiediens van die Potchefstroomse Universiteit vir Christelike Hoër Onderwys.

Die resultate van die studie dui daarop dat sekere faktore 'n baie prominente rol speel in die ontstaan van kommunikasievrees in die klaskamer. Hierdie faktore kan geklassifiseer word as die gebrek aan effektiewe kommunikasievaardighede by beide die onderwysers sowel as die leerlinge en ontoereikende klaskamerkommunikasiemodelle. Beide onderrig en leer kan meer suksesvol wees indien aandag geskenk word aan die inskerping en ontwikkeling van voldoende klaskamerkommunikasievaardighede vir beide leerlinge sowel as onderwysers.

Die studie toon aan dat leerlinge verskillende vlakke van kommunikasievrees in Engels, Afrikaans en Sesotho ervaar, en dat hulle in Afrikaans 'n hoër mate van vrees ervaar, gevolg deur Engels en Sesotho. Vyf kommunikasiesituasies, naamlik openbare debat, groepsgesprek, vergaderings, interpersoonlike gesprekke en die kommunikasie in die klaskamer is tydens die ondersoek gebruik. 'n Verdere bevinding is dat die kommunikasievrees in die klaskamer laer is as die gemiddelde kommunikasievrees in die eergenoemde vier situasies.

'n Verdere bevinding is dat die kommunikasievrees van vroulike respondente hoër is in al drie die tale as dié van hulle manlike eweknieë. Die studie toon verder aan dat standaard 6-leerlinge die hoogste mate van kommunikasievrees het.

Die gemiddelde kommunikasievrees van leerlinge in Qwaqwa sekondêre skole is 52,55% wat beteken dat daar 'n redelike mate van kommunikasievrees in die skole bestaan.

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CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1.1 INTRODUCTION

This chapter will sketch the overall plan of the study. In the first instance the problem of communication apprehension (CA), especially in the classroom, will be stated and two central problem questions will be delineated. The aim of the research project is to seek answers to the two problem questions. The chapter will also describe the method of research, as well as the statistical techniques employed in the analysis of the data. Lastly, special attention will be given to the research programme and the different chapters in this report.

1.2 STATEMENT OF THE PROBLEM

The role of communication apprehension (CA) in shaping educational outcomes has emerged as a major concern affecting the academic achievement of secondary school students.

Communication apprehension is an indication of an individual to seek out and enjoy communication (Daly, 1986), and can be defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons (Richmond & McCroskey, 1989:37, as quoted by Bourhis & Allen, 1992:68).

It is important to focus on communication apprehension in the classroom because it is critical to success in the academic milieu (Richmond, 1989:54). Powers and Smythe (1980:147) observe that "most CA research has proceeded on the facet assumption that any course which places a high premium upon oral performance will be more difficult, for the high CA student, thereby increasing the probability of a poor academic performance".

Communication is central to learning. When students do not feel free to communicate in the classroom, their opportunities for learning are restricted. When teachers fail either to communicate with, or understand why their students hold back from communication, effective and meaningful learning does not occur. Richmond and McCroskey (1989:60) indicate that the high degree of student communication

apprehension seriously hampers the interaction between teachers and learners necessary for productive teaching and learning. Although research about communication apprehension has been done and the classroom teacher armed with ways of understanding and dealing with this important barrier to learning, no study has been conducted concerning the communication apprehension of Sesotho-speaking students using Sesotho, English and Afrikaans as media of communication. There is, therefore, a need to determine the degree of communication apprehension among Sesotho-speaking secondary school students when communicating in Sesotho, English and Afrikaans. It is also necessary to find out what the possible reasons for communication apprehension in the classroom are for this target group (this is assuming that indeed any communication apprehension takes place in this group).

From this brief introductory discussion it could be maintained that the problem of this research revolves around two central problem questions.

1.3 PROBLEM QUESTIONS

- 1.3.1 What is the degree of communication apprehension of Sesotho-speaking secondary school students when using (a) Sesotho, (b) English, and (c) Afrikaans as their media of communication?
- 1.3.2 What are the main reasons for communication apprehension in the classroom according to the students?

The teachers views are not dealt with in this study because the study is communication apprehension as perceived by the students themselves.

1.4 THE AIM OF THE RESEARCH

The aim of the research is:

- * to determine the degree of communication apprehension of Sesotho-speaking secondary school students in Qwaqwa when using (a) Sesotho, (b) English, and (c) Afrikaans as their media of communication.
- * to find out what the Sesotho-speaking secondary school students in Qwaqwa regard as the main reasons for communication apprehension in the classroom.

Finding answers to the abovementioned questions was regarded as essential by the investigator in order to contribute to a sound understanding of the disadvantages of high levels of CA behaviour which inevitably lead to low academic achievement. The

researcher's assertion is that if high levels of CA are reduced academic achievements of students will improve.

1.5 METHOD OF RESEARCH

1.5.1 Literature study

An intensive review of the literature on communication apprehension was conducted. Use was made of books, journals, bulletins, periodicals, dissertations and theses that dealt with aspects of the problem. A DIALOG-search was performed, based on the following key words:

communication apprehension; traitlike and statelike CA; PRCA; high CA and low CA levels; speech anxiety.

The review of the literature is discussed in chapters 2 and 3.

1.5.2 The empirical research

On the basis of the literature study, an internationally-recognized questionnaire (McCroskey, 1977) was adapted and sent to secondary school students of Qwaqwa. A second questionnaire was designed to identify possible causes of CA in the classroom, and distributed among the secondary schools of the region mentioned (see Annexure I, 1 and 2).

1.6 POPULATION AND SAMPLE

1.6.1 Target population

All thirty secondary schools of Qwaqwa were considered as the target population. The aim was to investigate the classroom apprehension of Sesotho-speaking secondary school students in that particular area, as other secondary schools are sparsely distributed and it would be costly to consider all Sesotho-speaking secondary school students.

1.6.2 Accessible population

An accessible population target was Standards 6-10 secondary school students from sixteen schools with approximately eight hundred students per school in the Qwaqwa circuits. The other fourteen schools were inaccessible (see par. 4.6).

1.6.3 Sample

All thirty secondary schools in Qwaqwa were to participate, from which 10 students per standard per school were to be chosen at random. The total number of the students was one thousand five hundred.

Due to problems encountered only sixteen secondary schools participated and a student population of 800 responded, from which a stratified random sample of 50 students per school was drawn.

1.7 STATISTICAL TECHNIQUES

The data obtained from the questionnaires was analysed by using the SAS-programme in consultation with the Statistical Consultation Services of the PU for CHE.

1.8 RESEARCH PROGRAMME

The following list entails the programme of the study:

- * A review of the literature on CA was conducted.
- * A questionnaire was designed to test or determine the degree of CA as well as to determine the main of CA in the classroom.
- * The questionnaire was distributed to the secondary schools of Qwaqwa.
- * Responses received were analysed.
- * Results were analysed and explained.
- * Findings were reported.
- * Suggestions and recommendations were made.

1.9 STRUCTURE OF THE RESEARCH

Five chapters form the structure of this study.

Chapter 1

This chapter serves as an orientation, providing the introduction, motivation and problem statement.

Chapter 2

Since this research was conducted with the concept of communication, this chapter stresses classroom communication and the effect of effective classroom communication on the student's learning.

Chapter 3

If communication in the classroom was not effective as stressed in Chapter 2, it means there were some barriers in the communication process that had to be considered. Chapter 3 therefore addresses communication apprehension and the different ways in which CA are experienced. The causes of this behaviour are outlined. The chapter also deals with an instrument that measures CA levels.

Chapter 4

Since Chapter 3 introduced an instrument to measure CA, the empirical research was motivated. The purpose of the research, method of research, the choice of the target group, the development of the process and statistical technique are discussed.

Chapter 5

The findings from the analysed data in the previous chapter are tabulated and discussed. Suggestions and recommendations for educational achievements are made.

1.10 CONCLUSION

This chapter outlined the statement of the problem, the purpose of research, methods and programmes of research and discussed the structure of the research. In the following chapter communication and its effect in the classroom will be investigated together with issues related to classroom communication.

CHAPTER 2

CLASSROOM COMMUNICATION

2.1 INTRODUCTION

In this study consideration will be given to communication apprehension as it is experienced by secondary school students. Before communication apprehension is dealt with, however, it is necessary to outline a general view of communication as put forward by several scholars. There are many specific models of communication but for the purpose of this study, a general models of communication will be considered.

In order to achieve the aims of this study, it is imperative to focus on classroom (instructional) communication. It will therefore be necessary to define and delineate a classroom communication model in some detail. In order to understand communication apprehension, it will be necessary to place it into context with other factors that influence classroom communication.

The skills that are necessary for effective classroom communication and therefore for creating an effective teaching and learning situation will be highlighted by using Vreken's model for classroom communication. This present study is more concerned with oral communication in the classroom.

This section will provide an overview of various perspectives regarding the inter-relationship that exist between teachers, teaching and communication, and where possible, diagrammatic presentations will be made of the various perspectives. As student participation in the classroom communication will be of paramount importance for the study, their role will receive special attention.

2.2 GENERAL VIEW OF COMMUNICATION

The definitions of communication as propounded by some scholars will be considered next.

2.2.1 Definition of communication

Communication is an integral part of an effective mutual understanding amongst people. To interact and convey messages is a need for successful communication.

Mortensen (quoted by Watson & Dodd, 1985:21) postulates as far back as 1972 that communication is proactive. The basic postulate is that communication occurs whenever people attribute significance to message-related behaviour.

For the purpose of this discussion, communication will be defined in accordance with the approach taken by Hurt, Scott and McCroskey (1978) as quoted by Hansford (1988:3). This approach contends that communication is "any process where meaning is stimulated".

Taken from these scholars' point of view, communication is the transmitting of a message to the receiver who decodes the message by means of listening, reading, observing or by reacting. In order for communication to be completed, the sender and the receiver must respond to the message. In other words, there should be a feedback from both sides.

It should also be clear that whenever a message is sent it does not necessarily mean that it will be interpreted accurately. The sender should therefore be responsive to feedback and should encourage communication to and from all directions.

As this study focuses attention on classroom communication, it is important that the difference between communication in general and communication in the classroom be considered.

2.3 Difference between communication in general and communication in the classroom

When people are engaged in conversations, there are a few language rules and/or formats that are usually employed. In meetings and public speaking, a certain "format" is followed to achieve the sole purpose of developing mutual understanding amongst the parties concerned.

Classroom communication is interactive and should be as a teacher wants to convey and explain subject information to the students, while at the same time awaiting feedback from the students to test the level of understanding reached. Even when talking amongst themselves, students deliberate to ensure that certain information is understood. The purpose of classroom communication is to learn, or, seen from the teacher's point of view, to facilitate learning. It also creates a climate that will be conducive to learning and teaching.

Communication models in general and in the classroom will play a leading role in developing the argument and will consequently be discussed in the subsequent sections.

2.4 GENERAL MODEL OF COMMUNICATION

The process model (figure 2.1) could be regarded as the general model of communication. This model describes communication as a process which involves only two parties, viz. the "sender" of the message, and the "receiver" of the message. These two parties are present in almost all communication models, and is therefore called the general model of communication as it contains the basic communication elements.

According to this model the sender encodes the idea before it is sent. A communication medium or transmitter issues the message to the next party, the receiver. The receiver decodes the message and gives meaning to it. A feedback to the sender indicates that the message was received, and whether or not, the message was well understood.

2.5 CLASSROOM (INSTRUCTIONAL) COMMUNICATION

Classroom communication is a process in which an individual teacher or student either intentionally or accidentally stimulates the generation of meaning in the mind of another classroom member by means of verbal and/or non-verbal symbols and cues (Hansford, 1988:3).

Non-verbal behaviour communicates messages to receivers without the spoken word or in addition to the spoken word. When we talk with someone, any omissions or the manner in which we communicate, or our body language may be as important or even more important than that which we convey verbally. This is called non-verbal communication.

Verbal communication or sending verbal cues is the ability of a sender (teacher) to communicate clearly which is, of course, an essential component of effective teaching. Hansford (1988) is of the opinion that as verbal behaviour in classrooms is such a diverse and complex topic, it is difficult to provide an adequate summation without resorting to some broad and perhaps general statements. He then continues further to propound few explanations. For example:

- Verbal communication emanates from teachers and students and can only take place while sounds are being uttered.
- The symbols (words) used during verbal communication can only be used one at a time and are arranged in sequences that listeners hear.
- Much of the verbal output by teachers and students results from actually thinking and planning what to say.
- There is also the question of relative significance of verbal and non-verbal behaviour. The point to be made is that it is difficult, if not incorrect, to view verbal and non-verbal communication as being independent of each other (Hansford, 1988:78).

The importance of defining the concept "classroom (instructional) communication" cannot be overlooked, therefore the subsequent section will attempt to provide a definition of this issue.

2.5.1 Definition of classroom (instructional) communication

Non-verbal and verbal communication play an important role in classroom communication.

Non-verbal communication is clearly explained by Kauchak (1989:29) when he argues that this behaviour contains the following qualities among others:

- proxemics: features such as physical space and interpersonal distance;
- co-verbal behaviour: gestures, facial expressions, eye gaze, directness of head, body orientation and posture;
- para-language: voice tone, rate of speech, pauses, disfluencies (um, uh, yawns) etc.

Hansford (1988:78) uses the same terminology when discussing co-verbal cues, but was "tactility" touch.

Hansford's research (1988:78) has indicated that non-verbal behaviour is stronger than verbal behaviour.

As instructional communication rests on verbal communication, it is essential to consider verbal communication and its impact on learning as language and thinking

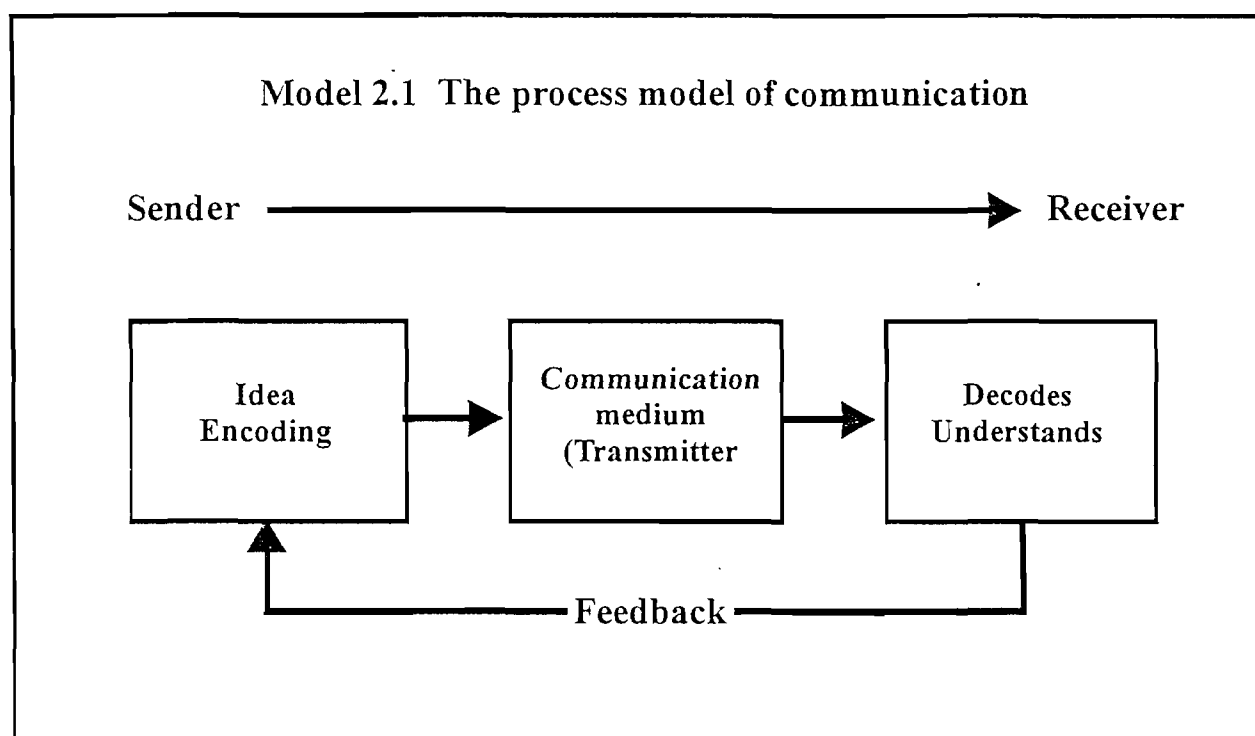
are closely interrelated. The ability of the teacher to communicate clearly is to be regarded as very important.

Kauchak (1989:31) is of the opinion that language clarity entails the following:

- a positive relationship between the teacher and the student;
- student satisfaction; and
- student attitude as well as achievement.

2.6 CLASSROOM COMMUNICATION MODEL

A communication model is a pattern which is followed, a way of always conveying messages or information. During instruction (in the classroom) there is always somebody who transmits information to others, i.e. a teacher to students, or vice versa. (Model 2.1.)



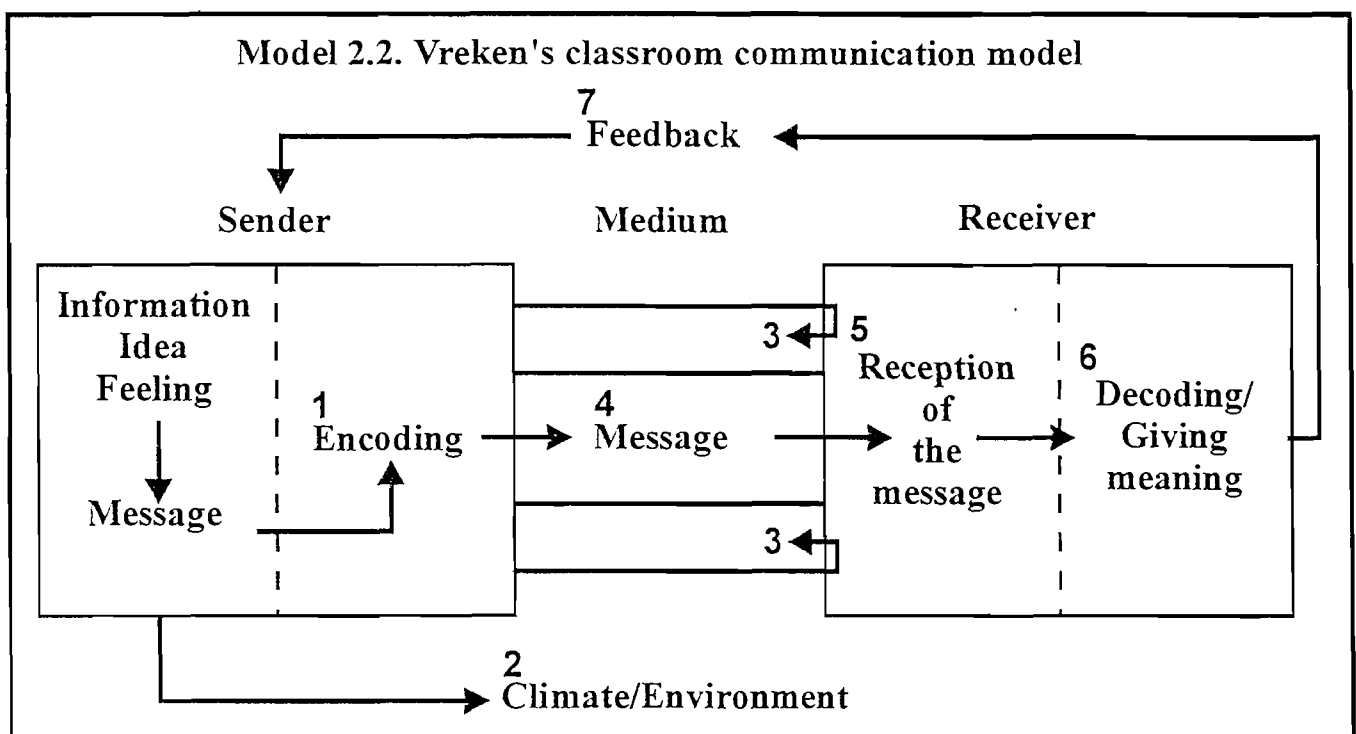
The previous section defined classroom (instructional) communication. One could therefore argue that instructional communication will follow a certain pattern. There are a number of models which deals with these aspects.

Kauchak (1989:29) terms this pattern of communication as "channels of communication" by which he indicates two versions, i.e. non-verbal, and verbal. For the purpose of this study only verbal communication channels will be considered. The classroom situation mostly needs oral communication. Communication is the essence of teaching, and many teachers will, or should spend a large proportion of their

professional careers endeavouring to improve both their communication skills and their knowledge of communication process.

Communication is the fabric of human society. In one form or another communication links people together. It is the essence of any relationship. The model of feedback propounded by Evans and Russel (1989) indicates that in communication we share ideas and insights, hopes and fears, feelings and emotions and all the other expressions of our creativity. In Evans and Russel's study the aspect of feedback is highlighted to emphasize the flow of information between senders and receivers. Improving the quality of our communication therefore requires that we attend to both what we send, and how we send it, and to how well we receive what others transmit to.

Hansford (1988:4-5) developed has many classroom models such as the "Idealistic instructional model, Potential message stimuli model," and others (Annexture 6). It is iterated that the majority of these models deal with the same issue though subdivided into many models. As it would perhaps be more practical to have one model that encompasses most of these elements of classroom models, Vreken (1994) has taken a first step and has designed a classroom communication model that encapsulate the essential element of these other classroom models (Model 2.2).



It is important to note that this model is regarded more appropriate than the others because it highlights the complexity of the classroom situation. The model consists of seven facets or steps which are followed during classroom communication. The other models only discuss one aspect at a time, for example, a model will deal with a sender, message and receiver, and then provide a lengthy elaboration of the interrelationship between these elements. In essence, they all emphasize the same point.

In contrast to this, Vreken's classroom communication model depicts the position of the "sender" of the message and everything that is related to him during communication. The "medium" (message) and "receiver" interact to form a complete communication process. The classroom climate depicted by this model foregrounds the practical communication in the classroom situation. Most of the aspects related to classroom communication or interaction during instruction are depicted in Vreken's model, thereby bringing together elements which are emphasized differently by the other models.

Vreken (1994:1) divides the task of the teacher during the classroom communication process into different facets (see Model 2.2).

Encoding of a message (Facet 1)

The message which the teacher wants to convey to the students takes place in two steps. Vreken argues that the teacher transforms the information idea, feeling or thought into a comprehensible message in his thoughts. The following step is then to transpose this message into a form or medium through which it can be conveyed to the receiver (student).

Creating a climate conducive to classroom communication (Facet 2)

The teacher's task is to create a climate or environment which is conducive to communication and learning, i.e. a peaceful, quiet environment. Vreken (1994:1) speaks of a "positive psycho-sociological environment" which entails creating a good learning climate, i.e. task commitment, participation, mutual acceptance and trust between the teacher and the students as well as exercising a good measure of class order and discipline.

Preparation of the student (Facet 3)

The students must be prepared to receive the message in a positive way. As it is the duty of the teacher to prepare the student, it is imperative that he or she possesses the necessary skills to make it happen.

Conveying the message (Facet 4)

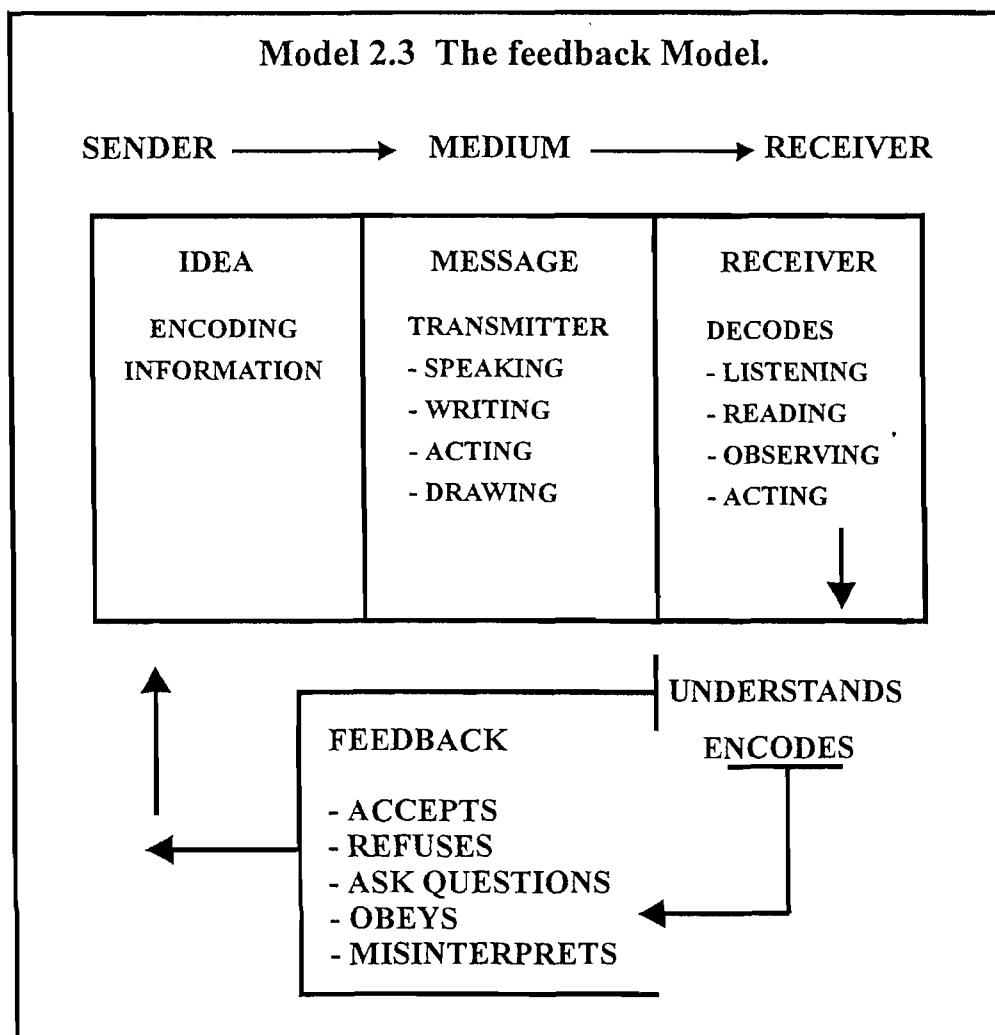
The clear and well structured conveyance of the message to the student is of importance during the stage of the communication process.

Receiving the message (Facet 5)

Almost all the student's senses should be engaged when receiving the message.

Decoding/giving meaning (Facet 6)

Decoding entails the reworking of the message in the student's thoughts. The message is interpreted and registered in the student's memory so that he can later recognise or recall it. The student works with the message in his thoughts by assimilating it and fitting it into his existing framework of reference, thereby recognizing connections applying them.



Feedback (Facet 7)

Feedback takes place internally or externally. Internal feedback could be what the teacher receives from listening or thinking about his message while he is communicating. External feedback is what the teacher receives from the verbal or non-verbal responses he receives from the students. (See Model 2.3.)

According to Vreken's model, classroom communication can best be dealt with if the teacher pays attention to all seven facets. It can also be deduced from this model that there will be interaction between the teacher and the students, and that the students must also be afforded a chance of interacting amongst themselves. The feedback required is to ensure a meaningful decoding of the information and should also flow from the students to the teacher as well as from the students to other students. Their internal and external feedback is to be exposed to the subject matter. This can only be achieved if a conducive classroom environment exists to. The teacher's teaching skills will play an important role in this regard.

It is clear from the discussion that the teacher has to possess proper teaching skills if successful communication is to take place. The following section will consider the classification of teaching skills.

2.7 CLASSIFICATION OF TEACHING SKILLS

Each facet of classroom communication demands certain teaching skills. The classification of teaching skills can be made according to the role of the teacher in each facet of teaching or classroom communication.

The various models of classroom communication use various ways to classify teaching skills. These will not be considered here, but attention will be focuses on Vreken's classification of skills according to the seven facets of his model.

Vreken (1994:2-7) classifies teaching skills as follows:

Pre-communication skills

These are skills related to the encoding of teaching-learning messages. Effective planning becomes the key to effective classroom communication. A teacher must plan well if he is to communicate well. It would be useful for a teacher to consider the following skills during the pre-communication phase:

He should:

- select and structure the appropriate content, i.e. syllabus, textbook, etc.;
- decide on objectives (learner outcomes);
- select one appropriate code for the message (written, visual, oral, etc.);
- plan an appropriate learning environment/climate;
- select an appropriate teaching-learning strategy;
- plan an appropriate closure; and
- plan an appropriate evaluation.

Skills related to creating a suitable learning environment.

The prevailing classroom climate influences the effectiveness of the teaching and the learning outcome. The classroom environment is composed of all the psycho-social relations in the classroom, and refers to the individual perceptions of the classroom environment, or the emotional context within which the teaching takes place.

The teacher must strive to develop an appropriate climate for effective teaching. In doing so he should pay attention to the following important aspects of an appropriate environment, viz.

- involvement;
- affiliation;
- teacher support;
- task orientation;
- order and control; and
- rule clarity.

Students must be involved in the learning task by paying attention and working together with the teacher. They should also help each other by working together. The teacher must support, befriend, trust and show interest in the students, and create a climate where emphasis is placed on keeping to the subject matter, and completing planned activities. Classroom activities must be well organized, while students must

behave in an orderly manner, be quiet, and be polite. There should be clear and fair rules which will ensure that students understand the rules and realise the importance of not breaking them.

Skills aimed at preparing students for the learning task

The teacher's duty is also to help prepare students for their learning tasks. The following skills are necessary in this regard:

- focusing the students' attention;
- recalling the relevant fore-knowledge;
- starting the lesson with an interesting problem statement;
- formulating aims and objectives; and
- motivating students to take part in the lesson and to work hard to achieve the aims.

Skills related to teaching new learning contents

The following are skills by which the teacher introduces, explains, structures and/or demonstrates new learning contents:

- Language skills

The way the teacher speaks greatly influences the students' ability to maintain attention, to receive the messages, and decode them. Speaking skills are therefore determined by the following:

- * speaking tempo;
- * voice volume;
- * voice quality;
- * voice tone;
- * feeling; and
- * clear pronunciation.

It is thus imperative that all teachers become aware of and concerned about the use of language, which is the main medium of transportation of information.

Halliday (1990) argues that language is what it is because of the functions it serves. However, those functions include more than communication as language is an instrument of thought, a device for recording, storing, working over, and manipulating meanings and ideas. It is also a form of social action, a mechanism to control or influence others, to coerce, impress, attract, entertain, deceive, wade or defy.

Teaching is not just about the neutral transfer of knowledge from the mind of the teacher which possesses 'knowledge' to the empty mind of the student who wants 'knowledge', but should rather be seen as a complex interaction which inevitably draws on all the resources and functions of language.

Though it is a statement of fact that language is a means of conveying messages even to a child, it is important to note that a child's mind is not as "empty" as all that. It only lacks experience of the source of the things that the teacher wants to teach. It is also apparent that the means of teaching rest on the use of language. Teachers must therefore have a clear understandable language for proper communication to take place in the classroom. Language which is not clear will result in a confused understanding, as it will inevitable be decoded wrongly. It is vitally important that the thought encoded should be transferred and transmitted in correct language. The teacher will check this from the feedback received. As communication is a two-way process, i.e. in this case between the teacher and the student, the effectiveness of the process can be measured by considering the responses given by the receiver in this case, the student.

Schools are part of the society from which students and teachers come, and in which they live the bulk of their lives this context profoundly affects the form and content of communication within the classroom. For this reason teachers cannot ignore the most divisive issues of their society.

Hodge (1993:15-19) is of the opinion that communication is recognised by networks which give language a pre-given set of forms and meanings, established by a social consensus that operates continuously. This happens so persuasively that it has been said that people do not speak a language, it is a language that 'speaks' people. This view of language and communication can seem oppressive to ordinary teachers, pre-empting all choices before they enter a classroom, before they open their mouths.

It is therefore apparent that communication apprehension is not only experienced by students alone, but that the teachers too experience a form of communication apprehension before they come into contact with their students. The therapy should, therefore, be administered for the students as well as their teachers. Although it is

not the intention of this study to elaborate in regard to teacher communication apprehension but, it becomes essential to note that teachers will have to be well trained in this regard. Their low communication apprehension will help to reduce the high communication apprehension of students.

It consequently becomes discernible that the teacher must be clear in his communication.

Clarity of communication

Clarity of communication entails more than just speaking loudly and clearly. It has more to do with whether the message is understood clearly by the receiver. The message has to be encoded and conveyed in such a way that the receiver will receive it clearly and easily grasp its meaning.

Factors which have a negative influence on teacher clarity are:

- * the use of vague terms;
- * a lack of speech fluency;
- * too much information (superfluous); and
- * annoying habits or mannerisms.

The subsequent skills are also related to teaching new learning contents as propounded by Vreken (1994:5-7).

Skills in non-verbal communication

The non-verbal behaviour of a person contributes much to the interpretation of his verbal message. It can also be applied very capably to strengthen verbal messages. Eye contact, a smile at the right time, or merely a person's movements and body posture can contribute to create a climate of mutual trust and acceptance.

Skills to explain learning material

A few skills necessary to explain well are:

- * describing/defining new terms;
- * using explicit language;
- * emphasizing important points;
- * using dramatic effects (stories, anecdotes, imitations, etc.);

- * using teaching media; and
- * using numerous (and interesting) examples.

Skills to structure/organize information

The following skills can be used to structure learning contents:

- * give an overview;
- * create context/perspective;
- * create a framework/scheme; and
- * summarize the lesson.

Skills for ensuring the maintenance of attention

It is quite natural for the students' attention to wane during a lesson. It is the teacher's duty to stimulate the students' attention and interest at short intervals so that the reception of messages can take place throughout the lesson. The following skills are of importance:

Asking open-ended questions or making statements that provoke the following responses:

- * amazement;
- * controversy;
- * contradiction;
- * curiosity;
- * conflict; and
- * amusement.

Variation in stimuli can and should be used to keep the students' attention. Techniques that can be used include:

- * the use of gestures;
- * focusing attention;
- * varying interaction styles;
- * the use of pause;
- * shifting sensory channels;
- * teacher movement; and
- * varying tempo.

Rewards and positive feedback can serve as reinforcements. These include:

- * formal rewards: marks, prizes, etc.; and
- * informal rewards: oral approval, praise, expression of gratitude, a smile of approval, etc.

Using students' ideas

The productive skill to keep students involved is to use their contributions and answers to take a discussion further. A teacher can acknowledge the students' contribution, rework it, apply it in a new situation, compare it to other ideas, use it to produce a new idea or use it as a summary of the discussion. This skill is certainly worth developing.

Skills for ensuring effective decoding and processing of information

After the student has received a message, he must decode it and give meaning to it. For learning to be meaningful, the student must understand the message that he received. To understand new learning contents means being able to do the following:

- * recognizing it in new situations;
- * applying it;
- * explaining related phenomena;
- * interpreting related information; and
- * translating it from one form to another.

One of the most important skills to ensure effective learning is the asking of higher-order questions. This type of question (or assignment) requires a fair degree of intellectual processing on the part of the student. It is beyond the scope of this study to go into all the different types of questions. Suffice it to say that questioning is the cornerstone of any teaching-learning situation. It is a critical skill that can be used with virtually any subject matter area, grade level, or teacher personality. It promotes involvement, enhances learning, and motivates students. It also requires a lot of training and experience on the part of the teacher.

Vreken's model (1994:7) highlights a few important questioning techniques:

- * Redirecting - a technique to increase the amount of student participation.

- * Prompting - making use of hints and clues to aid a student in responding successfully.
- * Probing - the teacher lets the student supply additional information in order to have a better and more inclusive answer.
- * Waiting time - by allowing more time to think, the quality of the students answers will improve.

It would not be probable for effective classroom communication to take place if the teacher does not get the feedback from the students. It is therefore necessary to consider the skills to elicit the feedback from the students.

Skills to elicit feedback from the students

Communication is a continuous, two-way process. The receiver is continuously decoding the information being sent and returning a message that is often non-verbal. The message is one of understanding or uncertainty, agreement or disagreement, like or dislike, concern or lack of concern, attention or inattention, and so forth. This feedback, when received by the teacher, should be used to modify or clarify the original message. Perceptive teachers respond to feedback from students by re-explaining, using further examples, or changing their mode of instruction.

Identifying and responding to feedback is a skill all teachers should learn. The most effective teachers know that feedback is too valuable to be avoided or ignored.

Summary of teaching skills

From Vreken's model of classroom communication it can be deduced that communication is central to the learning process. Without communication learning cannot take place. Since teachers fulfil their function through communication, it is essential that they develop an understanding of skills in all facets of the communication process.

On the other hand, the students should also be considered and it thus becomes essential to attend to the role of the students in this regard.

2.8 THE ROLE OF STUDENTS IN CLASSROOM COMMUNICATION

The behaviour of certain children is observed in the classroom as an example of one social situation. Teachers are concerned with bringing about changes in the behaviour

of their students because this is what learning implies. At one stage the ability of a child to respond in a certain situation is lacking and then, at a later stage the response is seen to occur. All such skill-learning, whether social, physical or academic, has to be judged according to the context in which it occurs. Students sometimes use their skills for inappropriate purposes, for example, throwing stones or writing on walls. Therefore, within the context of the classroom teachers are able to judge the appropriateness of skills as they judge and guide their students along fairly well-defined pathways. Or, as Wheldall (1984:34) puts it, "Most children would require specific social context of order and quietness which is the teacher's concern to initiate and maintain". Wheldall concurs with Vreken (1994) in the description of the creation of a suitable learning environment when argues that, for the sake of order and control, a climate is created where students will be orderly, quiet and polite and where classroom activities are well organised.

The main task of the teacher is therefore to maintain a classroom status quo which is as educative as possible and conducive to participation in learning activities. Quietness might not be necessary as we are concerned with communication activities. The climate in the classroom should be changed in such a way that the behaviour to respond to questions and statements, should be encouraged.

According to Wheldall if we can agree that the teacher's main task is to arrange for learning to take place in a formal manner, then within the context of the classroom any behaviour can be judged maladaptive or inappropriate if it:

- interferes with the student's own learning;
- interferes with the learning of other members of the group; or
- prevents the teacher from carrying out his/her tasks of instructing, reading, organizing, coaching, and so on.

For some teachers, the behaviour of students may seem to be maladaptive, judging from their academic minimal output of a poor quality. As such students often experience problems in many academic subjects, it appears to many teachers as if these students are hopeless cases. The teachers may then start to look for reasons for this state of affairs, and often end up by regarding the parents or the environment as the scapegoats. Teachers forget that such a gloomy outlook may be altered if one took any alternative behavioural approach which is much more optimistic for both student and teacher. If the teacher could focus on another aspect of the student's behaviour he would find the student acting in a remarkably persistent way. Wheldall

(1984:36) succinctly drives this point home when stating that to a child, "being a nuisance in the playground at least makes him a somebody and gets him attention, even if some of the consequences are not too pleasant".

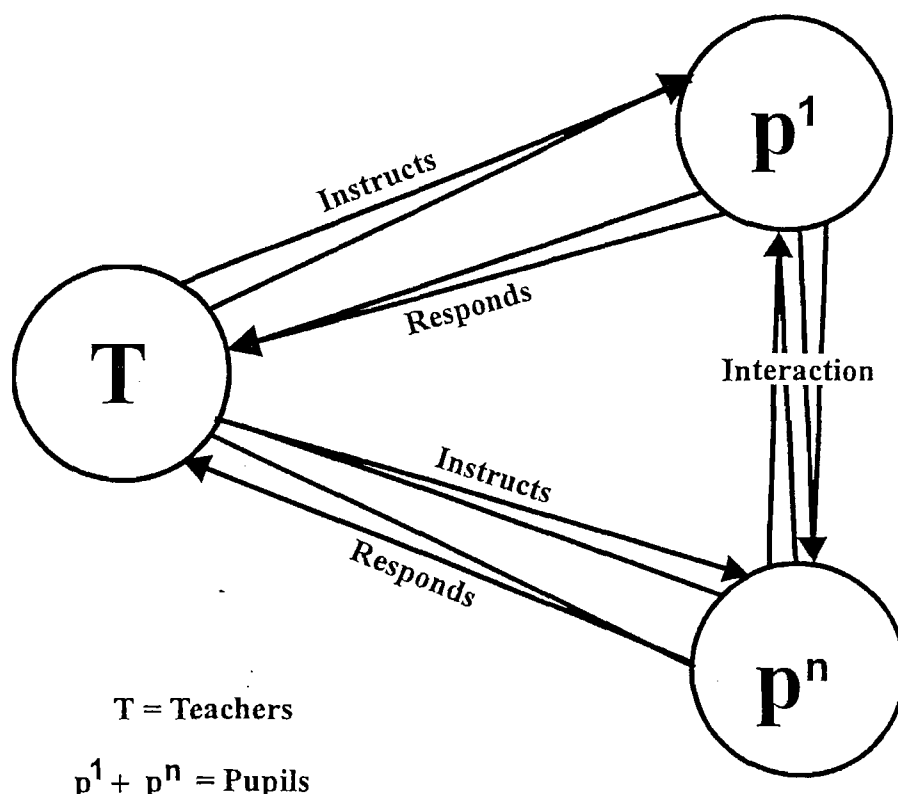
Borden (1987:56-61) as well as Mentz (1991) compared the performance of students in a teacher-centred lecture, with a student-centred interactive class. The two teachers selected to run these sections each had the same amount of experience, but different natural teaching styles. The 384 students in the study were all registered for the same course, but were divided into two groups which attended class in different rooms. It was realised that the students in a teacher-centred environment experienced no interaction as they were not actively involved. Few questions were asked, and few questions were elicited from the students. The teacher in the student-centred interaction tried to maximize student involvement while minimizing his own. He would provide a topic to the class and divide students into groups. More questions were asked from the students, than in the other groups, and, consequently, more information came from other students, with peer groups helping each other.

The same examination paper was given to both groups. The performance of the students in the two sections of the examination was almost identical, but there were clear differences in the attitudes of the students. Students in groups are at ease when dealing with their topic. Their communication apprehension became lower while the teacher only served as a facilitator of student learning.

It is important to note that students should accept responsibility for their own learning. The teacher should only serve as facilitator of student learning. He/she will provide students with opportunities to work independently in their small groups. In doing so, students are afforded an opportunity to use their learning experience and study time so that they could structure their own learning. Teachers should learn to diagnose any misconceptions that individual students constructed, and help them to overcome these. At the same time, the teacher should monitor the progress in the different groups, giving guidance in the case of disputes and quarrels while at the same time encouraging dialogue amongst members of peer groups. (See Model 2.4.)

After having discussed the communication skills required by teachers, and addressing the students' role in the communication process, it is now important to consider these factors that can influence the communication process negatively.

Model 2.4 Idealistic instructional model



2.9 FACTORS THAT CAN INFLUENCE COMMUNICATION PROCESS NEGATIVELY

Successful classroom communication yields good results. The survey of the literature has also indicated that communication break-down or barriers in communication will cause low student achievement.

One of the negative influences on the communication process is communication apprehension. This will mostly occur amongst students who are apprehensive about communication, as they tend to be affected in their performance. Those that experience high communication apprehension in the classroom experience low educational achievement. The literature also indicated that students with low communication apprehension tend to be good achievers and are likely to become good public speakers, such as politicians and the like.

Some of the factors that do not extenuate the communication apprehension in the classrooms are the barriers of communication. These assume many forms, e.g. physical barriers. This notion, propounded by scholars like Hall (1966), implies that the distance which people create between themselves has an inherent communication value. He classifies distance between speakers as "intimate space, personal space, social distance, and public distance". Other barriers could be:

- sender barriers;
- encoding barriers;
- decoding and receiver barriers; and
- feedback barriers.

The teacher clarity could also have an effect on communication process. If the teacher is not clear enough the students will be unable to comprehend what he is trying to inform them about. This is therefore an essential component of communication that must seriously be dealt with by educators. The main objective of classroom communication is to impart knowledge and to see to it that students do obtain the necessary information. Their maximal achievement will be due to the fact that the communication process which took place was functional. In this regard it is sufficient to conclude with a definition of communication apprehension.

2.10 COMMUNICATION APPREHENSION (CA)

This implies the fear that individuals developed to speak up. It can also refer to a person's shyness to give his/her own views. Communication apprehension is mostly experienced by students in the same class, in which some tend to develop a tendency of speaking very softly, or becoming totally afraid to say anything in class. They even become shy to ask questions about elements that they did not understand.

When a student is pointed out to answer a question, he/she might think that he/she is being singled out, and has therefore become a prominent figure in the class. He/she could develop prejudiced ideas about himself/herself, thinking of many things that might appear not been good to others, like a kind of attire he/she is wearing or the tone of his voice. All such things bring anxiety to him and he therefore becomes apprehensive towards communication. Even during situations that are unfamiliar, like interviews, public speaking, and lecturing a person might become apprehensive.

2.11 SUMMARY

The purpose of this chapter was to investigate classroom communication and to ascertain its role and effectiveness in the teaching/learning situation. The classroom communication models discussed indicated the way in which classroom communication could be effective. Factors that negatively influence classroom communication were also discussed, and it was found that the major factor impeding the classroom communication process is communication apprehension. Chapter 3 will therefore pay special attention to this barrier in the communication process.

CHAPTER 3

COMMUNICATION APPREHENSION (CA)

3.1 INTRODUCTION

The previous chapter dealt with communication in the classroom, emphasizing the communication process as such. It is apparent that during the process some sort of anxiety could be developed. This could be experienced either by the teacher, or the student, or both, and will impede the process of teaching and learning.

Effective communication is a very important condition for adequate education. "The better teachers are at communicating, the better they are at teaching" (Hurt, *et al.*, 1978:38).

This chapter will investigate the degree of CA, particularly at school by applying an instrument which will measure CA. This chapter will first define CA, and then investigate some possible causes of CA, as well as the influence CA might have in the educational arena.

3.2 DEFINITION OF COMMUNICATION APPREHENSION (CA)

3.2.1 Introduction

This section will attempt to define communication apprehension. The literature will be reviewed to arrive at a concept of this behaviour from which a working definition will be made. The different types of communication apprehension will also be defined.

3.2.2 Definition from the relevant literature

Various researchers have defined communication apprehension as a feeling of discomfort, or fear syndrome which is experienced in relation to either real or anticipated communication with another person or persons (Powers & Smythe, 1980:146; McCroskey, 1984:13).

The present study emphasize oral communication apprehension and refers exclusively to the oral CA of secondary school students. Drinkwater (1994:1-5) asserts

that there are different levels of CA which can be experienced by an individual. A person might have a high, medium or low level of CA. Those experiencing high levels of CA tend to withdraw from communication. Given this kind of behaviour, it is therefore necessary to consider the classroom population in order to highlight some causes of communication apprehension in the classroom. Students usually experience this kind of behaviour especially when the following are considered:

- Fright of students to be in the company of others let them to this behaviour. A student becomes frightened to speak up in the classroom.
- Some students develop stage-fright by just fearing to respond to a question or asking a question.
- Shyness can also be regarded by some teachers as the unbecoming behaviour of some students.
- The student's voice could be too inaudible when communicating in the class.
- Prominent figure in the class - when answering a question a student becomes a prominent figure in the class, and all eyes are on him/her. He/she becomes uncertain about him or herself, becomes worried, and responds in subjective manner and with prejudiced ideas.
- A student might be afraid of the teacher by perceiving him/her being too harsh.
- Lack of understanding of the question - he might think that his language is not good enough to understand what is being asked, even the formulation of an answer might not be well constructed and hence a wrong or inappropriate answer will be given.
- If a student is pointed out to answer a question or requested to ask a question for clarification, he might conclude that he is being ridiculed because he is being singled out.
- Reticence - a student might develop a withdrawn attitude as he might appear stupid if he gets something wrong.
- The whole class is looking and listening to one individual, they might laugh at him. He thinks about his clothes and even his posture and then becomes worried.

A student therefore thinks that it is better to do something rather than to be heard or seen communicating, especially orally. He therefore needs some kind of encouragement and some methods that will alleviate this inner fear. The work of an educator will then be to focus on things that will not promote this apprehension but rather lower it. In attempting to reinforce the spirit of communication, the teacher should then challenge the child with things that interest him or her most.

3.2.3 Communication apprehension

Definition

The reason for the intensive focus on CA is because it permeates every facet of an individual's school-life, work, friendships, and so on. As it has such a wide-ranging influence, it is small wonder that it has been defined and discussed by many researchers and scholars, particularly since 1970 when it was first described.

McCroskey (1970, quoted in Richmond, 1987:37) originally viewed CA as a broad based anxiety related to oral communication. Later he gave a more sophisticated definition, adding that it is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons.

Phillip (1968, as quoted by Stacks and Stone, 1984:317) defines communication apprehension as the avoidance or nonparticipation in, and subsequent withdrawal from communication, due to inadequate communication skills. It therefore seems that communication apprehension can be conceived of as a general unwillingness based on fear and anxiety, to communicate or as an avoidance due to inadequate communication skills. Burgoon (1976) also suggests that if people are diagnosed as highly communication apprehensive, there will be no difference between the effects of unwillingness and apprehension. Both groups are likely to exhibit behaviour associated with anemia and alienation.

A person for whom anxiety about participation in oral communication outweighs his projection of gain from the situation, could be identified as having nine features of reticence: shakiness, negative physical symptoms, a necessity to discontinue communication, an inability to communicate with "important" people, peer perception of inadequacy, withdrawal, an apologetic attitude, a preference for written communication, and an inability to talk with parents Phillips (1968 as quoted by Stacks & Stone, 1984:319).

Phillips further postulated that CA involves the whole personality. After extensive case studies and investigation with reticent students, he associated reticence with

generalized neurotic and phobia behaviour (Phillips & Metzger, 1973). After some more studies and recent investigations, Phillip's definition of reticence has changed to the following: "People who perceive that they can gain more by remaining silent than they can by participation", thus deleting anxiety as a cause (Phillips, 1977 as quoted by McCroskey, 1977:78).

If one considers McCroskey's (1970 as quoted in Richmond, 1987:37) definition it would rather seem to be in conflict with that of Phillips, as McCroskey defines communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". He therefore considers the construct of communication apprehension to be a subconstruct of reticence, specifying only fear and/or anxiety as the causal element, and considering avoidance and withdrawal behaviours as falling beyond the scope of communication apprehension (McCroskey, 1977:84). Unwillingness to communicate is another concept very much related to reticence. Causative elements to avoid communication are used by Watson (1984, quoted in Booth-Butterfield, 1991:172) as apprehension, alienation, low self-esteem, and introversion. Based upon the research on CA, one can face communication apprehension on a four-point continuum. At the one end of the continuum and moving to the other extreme, the four points are:

- Communication apprehension as a trait;
- Communication apprehension in generalized context;
- Communication apprehension with a given audience across situations; and
- Communication apprehension with a given individual or group in a given situation.

McCroskey (1984:15) states further that this continuum can be viewed as ranging from the extreme trait pole to the extreme state pole. These extremes will each be considered in some detail in the following section.

3.2.4 Different types of communication apprehension

There are different types of communication apprehension according to individuals and situations confronting them.

3.2.4.1 Traitlike communication apprehension

The term "traitlike" is preferred to trait, which is usually used for something like eye colour or height which cannot be changed. It is a type of communication

apprehension that is described as an "enduring personality-type orientation towards a given mode of communication across a wide variety of contexts" (McCroskey, 1984:16). Traitlike CA can be changed when treated, but usually people who suffer from this resist change (Drinkwater, 1994:2).

3.2.4.2 Context-based communication apprehension

Some people are anxious about communicating in one type of context while they might have no anxiety in other contexts. For example, a person may have a fear of public speaking, but might have no anxiety to speak in other contexts. McCroskey (1984:16) contends that other people experienced context-based CA as a relatively enduring, personality-type orientation towards communication in a given context such as during job interviews, or when meeting new people.

3.2.4.3 Audience-based communication apprehension

This is the anxiety experienced when communicating with specific individuals or groups of individuals. This CA is situation-specific but not the same from one person to the other. Examples are talking to the boss, teachers, or strangers. McCroskey (1984:17) contends that the audience-based CA is "a relatively enduring orientation towards communication with a given person or group of people".

3.2.4.4 Situational communication apprehension

McCroskey (1984, quoted in Vreken & Drinkwater, 1995:2) is of the opinion that situational CA can be described as a transitory orientation towards communication with a given person or group of people. This CA is experienced only with a given individual or group in a single situation and is at the far end of the continuum. An example of a teacher calling a student who is suspected of cheating in a class-test would give a good indication of this type of CA, as such a student is most likely to experience high CA in this specific situation.

It becomes apparent from the discussion of the different types of communication apprehension that the possible causes should also be considered.

3.3 CAUSES OF COMMUNICATION APPREHENSION

3.3.1 Introduction

It is not an easy task to establish the real causes of high CA, but research has established that it develops from one's early years (Comadena & Prusank, 1988:270).

Some other researchers propound that genetic causes of high level of CA are minimal (Buss & Plomin, 1984:15-16). One can therefore contend that it probably develops as a learned character behaviour from early life. McCroskey (1977:80) supports this when he states that "if a child is reinforced for being silent and is not reinforced for communicating, the probable result is a quiet child. In addition, if the child is not only is not reinforced for communicating, but often experiences some curative experience (parent shouting, big brother hitting) when attempting to communicate, the quiet child result is even more probable. Such a child is likely to enter the school environment with a well-established, high level of CA".

Using the above as a starting point, it is also necessary to consult the work of other researchers for specific possible causes to help identify high levels of CA.

For some years communication avoidance, anxiety, and fear have constituted a major concern of social scientists studying communication (McCroskey, 1984:1). But Daly and Stafford (1984:1, as quoted in Bourhis & Allen, 1992:68) stated that the amount and variety of scholarship on the topic of social communication anxiety is immense. The findings have emerged in the rapidly accumulating literature. Some areas suggest that students who experience a high level of CA in the traditional educational environment are at a disadvantage when compared to their low or moderate CA counterparts.

According to Daly (1986:24-25) there could be four possible causes of CA:

- genetic causes;
- the critical role of negative-reinforcement;
- inadequate skills development; and
- the absence of adequate communication models.

Each of these probable causes will now be discussed in turn.

3.3.2 Heredity

Vreken (1995:4) asserts that CA is an obstacle in the development of communication skills, and calls on McCroskey to support him in this regard when he states that "social biologists have determined that infants already differ with regard to their possibility. This could influence their interaction with their environment and eventually lead to lower or higher levels of CA" (McCroskey, 1984:23-24). It is therefore probable that children will inherit most of their parents behaviour.

3.3.3 Type of reinforcement

Reinforcement can be understood in the strict behaviouristic sense of the word, or, in other words, children who were/are rewarded for communicating, communicate all the more while children who were/are punished for communicating will eventually develop high levels of CA and withdraw from communication. McCroskey (1984:25-30) adds another dimension by stating that if people in a child's environment don't act according to a consistent pattern of feedback - i.e. if, for example, a child is sometimes rewarded and other times punished for the same communication behaviour, or if his behaviour is even sometimes ignored, the child will become confused. This confusion will, in turn, lead to a learned helplessness and negative expectations which are, according to McCroskey (1984:29), the foundational components of CA.

In everyday life students make mistakes in a language particularly when they are speaking in a second language. If a grammatical mistake that is committed is laughed at by other students or even the teacher, or if the student is reprimanded by punishment of any form, the student will develop an attitude of reticence. On the other hand a student is positively reinforced by rewarding him with positive utterances, such as "aha", "you are observant", and so on.

Even when a student gets a sentence wrong, the teacher might also use a positive reinforcement by saying, "it is a good try", while another one could utter a more appropriate version of the sentence, or reinforce the correct way by saying it, and then emphasizing that this is the correct sentence.

3.3.4 Inadequate skills development

People with high levels of CA tend to avoid communication. However, they tend to communicate less and less, with the result that they remain with inadequately developed communication skills. The absence or lack of these skills will again increase the level of CA.

People with high CA would, for example, choose occupations where communication does not play a very prominent role or prefer a seat in the classroom or meeting where they would not be very conspicuous.

Communication skills will therefore remain inadequate in such persons and will remain so. Some other people with high CA will withdraw from communication by saying absolutely only that which is necessary, or speak only when called upon. Oral interaction is thus reduced to the minimum.

3.3.5 The absence of role models

People usually observe the behaviour of others, and children in particular observe the communication behaviour of people in their environment, and than try to emulate it. If a child has parents and/or teachers with high levels of CA who do not communicate much, he might follow suit.

The absence of role models in a second language class would obviously also have a detrimental effect on communication in a second language. Macdonald and Burroughs (1991:15) say that teachers are the authority and that they direct the flow of student activity. The students look to the teachers for direction and will willingly carry out their instructions. A great deal of teaching is done by means of group work and students often have confidence and some sense of being able to manage their own learning. The role which the teacher adopts is one of the biggest drawbacks or one of the biggest headstarts experienced by learners (Macdonald & Burroughs, 1991:19).

Le Roux (1990:427) speaks of the communicative teacher and tabulates the characteristics of the communicative-effective teacher. One of the characteristics mentioned is that effective teaching is effective relating. Effective relating implies the teachers ability to communicate effectively.

It is quite obvious that one factor alone could not be singled out as the cause of CA of a specific person, but that all the factors are closely related. The medium of instruction is another contributing factor.

3.3.6 Medium of instruction as a possible cause

Medium of instruction can have a great effect upon CA particularly where a second language is used as medium of instruction. Immediately when a child is addressed in a second language it comes in his/her mind that he/she is not quite conversant in the language he will be speaking, and a behaviour of fear then develops.

This study has elected to focus on students who live in semi-urban as well as in rural areas. The language of the environment is predominantly their mother-tongue, while the language of instruction is English. They seldom come into acquaintance with first language speakers of English. Consequently, some of the connotations and the culture of English-speaking people are very remote from the students.

The teachers giving instructions were in most cases taught by lecturers whose mother-tongue was not English. The English spoken to the students is transmitted as a third (if not fourth)-grade language. Given this background, it can feasibly be argued that

this is a reason why the communication apprehension level of this group students will be higher than those of groups measured in other surveys.

MacIntyre and Gardner (1991:103) have also proved in their research that students' anxiety will be high when taught in a strange language, and that their performance will also be affected. Hence it is a negative achievement that will be experienced. This kind of behaviour will be portrayed by the results during and, after the lesson period. The effect will show up in the minimal achievement of students experiencing high communication apprehension.

Wheldall and Glynn (1989:34) state that within a behavioural approach to teaching, a major concern is to identify naturally occurring objects and events which students find rewarding. In this case students may not perceive the language of instruction as occurring naturally and being rewarding because it is not their mother-tongue.

Language plays an important role in classroom communication, and it is important to note that the instructional language that is a second one for the students will cause communication apprehension resulting in minimal performance. As students already experience high levels of CA in their own mother-tongue, it is to be expected that these levels will even be higher with regard to the second language. This study anticipates CA in the second language as well as the third language. To find a possible remedy to reduce CA will be an important step. To encode an idea in a second language causes problems, but to utter a statement entails many more difficulties. MacIntyre and Gardner (1988:251-273) contend that a language student may have mature thoughts and ideas but because of an immature second language vocabulary, he will not be able to express them. The inability either to express oneself, or to comprehend another person leads to frustration and apprehension. The second component, closely related to the first, is the fear of negative social evaluation. Because students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression. The students get a feeling of embarrassment or anxiety in a language class.

These studies in particular show that foreign-language anxiety is a predictor of success in language class. The difficulty may be traced to the instruments chosen to measure anxiety in some of the studies.

MacIntyre and Gardner (1988:255) suggest that anxious persons tend to engage in self-directed, derogatory cognition rather than focussing on the task itself. These task-irrelevant thoughts compete with task-relevant ones for limited cognitive resources.

Non-anxious individuals tend not to engage in such self-preoccupations, giving them an advantage when the task at hand is taxing.

Given the importance of the language of instruction in the communication process, it is small wonder then that high levels of CA will occur, especially if the language of instruction happens to be a second language. This then brings up the question of a third language, which in this study is Afrikaans, but which is not the medium of instruction.

3.4 CA AND THE LEARNING OF A THIRD LANGUAGE

The problem of the CA in a third language has up to now not received much attention in the literature on CA. Pressley & McComick (1995:465) cites an example of American education where it is not unusual in major urban environments in the United States and Canada to have 20 to 40 different first languages in a school population.

In the area where this study was conducted Afrikaans is also one of the languages spoken by the community. In the secondary schools in Qwaqwa students study it as a third language.

Some of the underlying causes for high CA in a third language could be that:

- * The minority of people in that region speak Afrikaans.
- * In the secondary schools it is offered just as a language and it is not a medium of instruction.
- * Teachers who offer this language do not use it as their first language.
- * Another environmental cause is that most of the first language speakers do not reside in that vicinity.
- * A political cause, i.e. the legacy of apartheid still prevails, because it has resulted in the language being associated with oppression.

Scholars such as Wheldall and Glynn (1989) have much to say in their "routes of process" in this regard (see par. 3.6.8).

In order that the study is well focussed, communication apprehension must therefore be measured, and the next sections will focus on this issue.

3.5 MEASURING COMMUNICATION APPREHENSION

Consideration will be given to an instrument in the form of a questionnaire developed by McCroskey (1978). As this instrument was developed for situations outside the context of the classroom, it is necessary to adapt or extend it to include the classroom situation. (Annexure 2.)

3.5.1 The PRCA questionnaire developed by McCroskey

McCroskey (1978:192) is a well-known researcher in the field of CA. He has devised a questionnaire to determine the degree of CA among individuals. The method mostly used to measure CA is by using a type of questionnaire that has to be completed by an individual reporting on his own level of CA or lack thereof. McCroskey's questionnaire, the PRCA (Personal Report Communication Apprehension) (1978:192) has been found to be a valid and a reliable instrument to measure CA, and is used world-wide (Van Staden, 1994:53). Given this status afforded the PRCA, it has almost become imperative to use this instrument of McCroskey whenever communication apprehension is measured and one wants to compare the findings with those in other countries. The questionnaire used for this present study followed the format of McCroskey's questionnaire and was adjusted by Vreken (1988) to accommodate classroom communication as a context by including questions dealing with classroom communication. (Annexure 2.)

The instrument measures CA in four different contexts:

- group discussions;
- meetings;
- interpersonal conversations; and
- public speaking.

A questionnaire was also developed by Bailey (1983:96 quoted in Young, 1990:54), who administered it to 135 university-level Spanish students and 109 high school Spanish students in an attempt to research language-speaking anxiety.

McCroskey reduced the number of questions to a 24-item scale that includes four 6-item subscales that assess anxiety in public speaking situations, dyadic conversations, meetings/classes, and group discussions (Leary, 1983:370).

McCroskey's PRCA-24 (Personal Report of Communication Apprehension) with 24 items is used in different countries for different racial groups (Van Staden, 1994:52). For the purpose of this study six questions on classroom communication were added.

Klopf (quoted in Daly & McCroskey, 1984:158) questions the validity of the PRCA-24 when used for other cultures than those with a Western orientation. Most of the studies have been administered with success in Western countries. The context items included by Vreken proved to be useful for the South African situation (Van Staden, 1994:53). The focus of the present study is the classroom, and it is therefore deemed proper to administer this valid questionnaire with the added context in South African high schools.

Let us consider this questionnaire as administered in the South African context.

One of the South African institutions that has used this questionnaire is the Potchefstroom University for Christian Higher Education (PU for CHE). This institution started using it in 1988, and has continued to do so up to the present as the CA levels of student teachers in their final year are measured on three different occasions. The results are used to identify, monitor and help students with high CA (Vreken, 1994).

The PRCA (adjusted) was also used by Van Staden (1994:52) to measure the CA of student teachers at the Teacher Training College of Mamokgopa.

In this present study the same pattern is followed as the one done at the PU for CHE. To determine the possible causes of CA the questionnaire has been expanded by further thirteen questions. The students had to indicate the degree to which they agree with the statements covering the different possible causes.

It will suffice to discuss this personal report and to comment on the validity and reliability of the CA questionnaire.

3.5.2 Validity and reliability of CA questionnaire

This is a personal report wherein a person reports about how he/she feels in relation to certain issues, and this is accepted as a method of testing a person's behaviour. At times a person might not be aware of his feelings, or is not motivated to give a true report about CA. Therefore, no true reflection of the report is furnished. McCroskey (1978:192-193) asserts that the validity of a measuring instrument is dependent on the context in which it is taken.

McCroskey (1978, quoted in Van Staden, 1994:54) contends that, to a certain extent, one of the best signs of reliability and validity of the measuring instrument is the impartial results to be delivered in consequent agreement with what is given to be tested. McCroskey's PRCA has been used for many years in many different situations, and the results of the test have indicate the state of behaviour to be related with CA as theoretically predicted. There is also a high correlation with other personal differences that are related to CA, and the findings support its validity and reliability to be used in testing CA.

In order for the adaptation of the questionnaire for the South African context, it was extended by Vreken and Vreken (1989:6-7) to include the classroom. This extension warrants some further explanation.

3.5.3 An extension of the PRCA

McCroskey's PRCA-24 does not really address the field of classroom communication, but rather deals with communication of an extra-curricular nature. Vreken (1994) extended the PRCA, and can be described as follows:

As this instrument (PRCA) was developed for situations outside the context of the classroom, it became important for the South African situation to include this section in the context of the classroom.

Research was done at Mamokgale Chuene College of Education on the CA with this extended version of the PRCA. The results indicated high levels of CA in the second language despite the fact that students were taught through the medium of English from Std. 3 (Van Staden, 1994:53-72).

At the PU for CHE research has been done since 1988 measuring the levels of CA of students teachers in their final year. These levels were measured on three different occasions the same year. In most cases, the CA declined during the course of the year of training. This is an indication that CA could be reduced by ordinary training in communication skills (Vreken, 1994:6-7).

The present study applied the extended version of PRCA after considering these results because the population measured communicate in some of the languages as second and third languages, and the results highlighted the influence of CA on the teaching-learning situation.

3.6 THE INFLUENCE OF CA ON THE TEACHING-LEARNING SITUATION

The focus of attention now shifts from the influence of CA on an individual learner, to the effect thereof on the teaching-learning situation, and the way it affects learning.

3.6.1 Research findings

Before reporting the results of the present study, it is necessary to deal with the findings of other researchers regarding the influence of CA on the teaching-learning situation.

McCroskey

McCroskey (1984:52-54) found that if students with high CA could choose their subjects, they would probably prefer those where communication does not play a major role. They would also prefer larger classes where the possibilities of communication are minimized. The lecture type of classes are preferred where they could only take notes. High levels of CA would even influence their choice of seating in the classroom. They rather sit at the back of the classroom or along the sides where the probability of the teacher calling on them would be less.

McCroskey, Booth-Butterfield and Payne (1989)

This research team (1989:100) found that students with high levels of CA tended to have a higher drop-out rate than students with low levels of CA. Shyness is an "incentive" for them to withdraw themselves from school, whereas it is very seldom the case with students with low CA.

According to McCroskey and Andersen (1976:73), Comadena and Prusank (1988:276), and Bourhis and Allen (1992:68), this tends to be true for elementary middle and high school students as well as students at college level. They also express a view that whenever a student with high levels of CA tries to engage himself/herself in conversations he/she becomes irrelevant at times.

Students with high levels of CA prefer to be in a large, rather than in a small group. These students also prefer not to ask questions in class.

McCroskey and Daly (1976)

They contend that even teachers tend to ignore or regard students with high CA as low achievers, and consequently, do not expect much from them. Some other possible explanations for the lower academic achievement of the high CA group could be the

preference of not wanting to interact, as they do not ask questions, even if they do not understand the work.

Richmond and Falcoine (1977:269)

They ascertained that students with high levels of CA tended to have lower self-esteem than students with low CA. Low self-esteem in turn influences academic achievement negatively.

This study gives the perception that CA has a negative bearing on educational achievement, and it is therefore important to consider some other influences that this behaviour brings to the fore so that means could be effected to reduce CA.

3.6.2 The influence of high CA on educational achievement

It is contended by many studies that students who tend to stand back, who always withdraw from communication in the classroom, do not perform maximally. They do not even ask questions even when they do not understand. Moreover, most of the time they are ignored by the teachers as their work can not always be checked. The old saying that "practice makes perfect" applies in this instance: Someone who does not practise the language by speaking it will hardly acquire the necessary language skill. Infants learn a language by speaking it. The quality of interaction that takes place in the classroom brings better knowledge of what is being learned.

A quiet student is not always rewarded like those who usually speak up. The teachers should make use of rewards or reinforcements by saying things such as "very good, try again", or "that's better, what a good question". The quiet student who is not rewarded will feel rejected and forgotten. His progress will therefore be retarded as there is less stimuli. How and when the student is reinforced for communication normally determines the extent to which he will develop CA. If the student is reinforced for communicating he or she will probably communicate more. However, if the student is rewarded negatively for communication, or the communication is ignored, he might communicate less or might even cease to communicate at all.

Richmond (1987:62) states that many students receive mixed cues or inconsistent punishment and reward for communication. As a result, they cannot predict what or when to communicate. They learn to be helpless because of the inconsistent reinforcement patterns of their parents, teachers, peers, and so on. There is no predictability on how or what to communicate, so they avoid communicating with others.

The conclusions drawn from several of the studies that have employed causal modelling are quite consistent (MacIntyre & Garner, 1991:103). Covering several measures of proficiency in several different samples, and even in somewhat different conceptual frameworks, it has been shown that anxiety negatively affects performance in the second language. Communication in the third language is even more affected.

The influence of CA on the teaching-learning situation also has a further influence on job performance an issue to be dealt with in the next section.

3.6.3 The influence of high CA on job performance

The influence of high CA in the classroom has repercussions for the future. When a student has left school the after effects of classroom CA are realized in job performance. This paragraph addresses the effects of CA in the working world.

Not only does the perception of high CA generate negative expectations of a person's future success in the academic and the business world, but field studies actually confirm those perceptions and expectations. McCroskey and Daly (1976:79-96) and Watson (1984:17) reported that school teachers, when comparing descriptions of students with high and with low CA, typically projected lowered academic achievement in all subjects in the elementary curriculum, less satisfactory relationships with other students, and a lowered potential for future academic success. Their study also states that in the area of job application and selection, simulation laboratory experiments have shown that high communication apprehensions compared with low ones, are proved to be less competent, less satisfied with their jobs, less able to maintain good relationships with peers and supervisors, less motivated to require more training, and less likely to advance in the organisation. Watson (1984:17-18) quote Richmond (1977) and Daly and Leth (1976) to support the issue of the inadequacy of curriculum interpretation.

Other scholars have also reported that pairs of high CA working at a task noted attitudes of less trust, satisfaction and liking toward their partners than similar pairs of low communication apprehension.

The curriculum in the school is meant to equip students with better skills to be utilized in their future life. According to these studies it is perceived that an inadequacy exists in the interpretation of the curriculum.

Depression has also been found to be influenced by CA.

3.6.4 Effects of depression influenced by CA

High CA can also cause a degree of depression as a student with high CA is under consistent stress.

Problems associated with depression might cause class absenteeism or even boycotts. According to research findings, a student who experiences one or more of the following negative events in the space of one year is significantly at risk for depressive disorder: death of a parent, serious illness, suspension from school, family divorce, loss of a friend, or any other form of stress (Borich & Tombari, 1995:576).

As was discussed in paragraphs 3.6.1 and 3.6.2, high CA can also cause a great deal of stress for a student. The more of these events that occur within a short period of time, the greater the likelihood of the disorder. The student might feel unwanted, deserted and with nobody to communicate with. He/she will therefore rather be absent from classes than come to class and be put under more stress.

3.6.5 Cultural differences and CA

Cultural differences and CA are interrelated, particularly in a culture in which females practise submissive behaviour. This cultural practise inevitably permeates the life style of girls at school and manifests itself in such mundane matters as for girls, certain foods being regarded as taboo while their male counterparts are not forbidden to eat such food. Should a teacher speak ill of these respected cultural practices, the girls might feel ridiculed and offended and could eventually also be frustrated. Bowers and Flinders (1990 as quoted by Borich & Tombari, 1995:590) cite examples of how the verbal and nonverbal language of the classroom frequently communicates disrespect for the cultural heritage of certain minority groups. Depending on the cultural background of the student, a smile can signify embarrassment or hostility, eye contact can signify respect or disrespect.

It is important that schools take cognizance of these differences, and foster respect for cultural differences by making teachers aware of how their own verbal and nonverbal language patterns may differ from those of their culturally-diverse learners, and so prevent them from creating a low morale at the school. Because of the fear of being embarrassed by the teacher, or by members of other cultural groups, these learners abstain from classroom communication. The minority group in class may increase their high levels of CA.

3.6.6 Gender differences

Borich and Tombari (1995:609-610) found that there is a difference in the way teachers communicate with boys and girls. The following examples should suffice:

- Teachers calling more on boys for answers during mathematics or science, and more on girls during language and arts, highlight gender differences as the other group could feel inferior.
- Teachers address boys from across the classroom, but girls from a distance of arm's length or less. This factor is also intertwined with culture as it is common practise in some other cultures for females not to be "shouted at" if called from afar, whereas males could be "shouted from afar". Because of different cultures, there can be a difference in the CA of boys and girls.

The end result may lead to low morale, the boycotting of certain classes, or even abstaining from schooling and severe frustration.

The influence of CA in education is deeply rooted and requires more emphasis in the conclusion. Perspectives with regard to situations concerning CA also need to be discussed.

3.6.7 Perspectives regarding to situations on CA

An individual person perceives situations either positively or negatively. Students might think that they will perform badly, whereas it might not be the case in reality. Their negative thinking might not result as such, and those thinking positively might perform badly. The optimal performance could be due to the anxiety experienced when perceiving the situation. Van Staden (1994:17) is of the opinion that anxiety could cause some student to have optimal performance, while others who do not experience any anxiety, will also perform optimally.

The findings of many studies conclude that apprehension is the cause of low performance. This study is therefore founded upon CA as a major cause of low academic performance, and argue that, were it not for high levels of CA amongst students, performance would have been better. The methods to be applied in reducing high levels of CA will provide an atmosphere that will be conducive to interaction. Let us consider another viewpoint such as routes of process.

3.6.8 Routes of processes - Wheldall and Glynn (1989:21-23)

Learning in areas of knowledge outside the world of classroom is mastered by very different routes of processes. In the classroom the system and the curriculum are then in danger of becoming fixed, being seen as the only way to learn the only path for all students to follow.

Wheldall and Glynn (1989:21) hold the view that a curriculum which becomes both teacher-proof and student-proof is an achievement which some psychologists seemed to be proud of. Living, interacting human beings become an irritating intrusion into a perfect system. It is further propounded that we should seek for a behavioural approach that will take account of optimizing natural learning situations, and not strive towards construct artificial ones.

Schools tend to function in such a way that responsive social contexts in which interactive learning can take place, seldom occur. We need to discover and analyse those characteristics of educational environments which support and promote independent learning. Programming, timetabling and school routines may provide few opportunities for students to initiate interactions. Teachers may be so engaged in presenting instruction to students or in classroom routines that they cannot respond interactively when students do initiate.

Wheldall and Glynn (1989:22) propounded a form of educational context from their behavioural perspective which is different from the commonly held view of what a behaviourist classroom must be like, i.e. the so-called clockwork curriculum. This concept refers to a situation of stipulations such as objectives, controlling and check-lists. They therefore characterise their behavioural interactionist perspective characterised in the following points:

- Employ the methods of applied behaviour analysis. Here emphasis is laid on the systematic, repeated measurement of observable behaviour.
- Recognise the importance of natural settings and contexts. Relevant settings and contexts which occur in the natural environment and their influence on learning must be studied.

Teachers are encouraged to find behavioural approaches that will optimize natural learning situations.

Methods that will ensure minimizing the influence of CA should be applied so that a high standard of achievement is maintained. This implies that the various

perspectives with regard to the influence of communication apprehension in the educational arena should be taken into consideration.

3.7 CONCLUSION

This chapter has indicated that CA exists in different individuals, and that their behaviour takes on varied forms according to individual's reactions in different situations. Some could experience high levels of CA, while others could encounter low levels of CA. The literature survey has addressed the presence of this behaviour amongst students.

The possible causes of CA experienced by students as well as teachers are impediments to teaching and learning. The students are affected and could perform minimally if they experience high levels of CA, while the language of instruction used by the teacher plays a big role in acting as a barrier to effective communication.

Researchers have formulated numerous means of measuring CA and have found reliable and valid instruments in the form of PRCA by using questionnaires. As CA influences learning negatively, empirical research is necessary and data must be collected and be analysed so that an effective means could be developed to try and reduce this behaviour.

CHAPTER 4

EMPIRICAL STUDY

4.1 INTRODUCTION

In the previous chapter the concept communication apprehension, its possible causes in the classroom and the influence that this behaviour has on learning was discussed by means of a literature review.

This chapter deals with the problem questions stated in 1.3.1 and 1.3.2. The measuring instrument, viz. the questionnaire will provide the data to be analysed. The response from participants, and the statistical techniques used in the analysis will be described, and the data and the statistical information will be provided in table forms and graphical representations.

As permission for the investigation, were granted by circuit inspectors and the principals of the schools concerned, the secondary schools of Qwaqwa will be tested and the results published in the dissertation.

4.2 THE AIM OF THE RESEARCH

The aim of the research (see par. 1.3) was to determine the degree of CA of Sesotho-speaking secondary school students in Qwaqwa, and to ascertain what they regard as the main causes for their CA in the classroom.

4.3 OBJECTIVES OF THE RESEARCH

It is contended that CA in the classroom has an influence on the academic development of students (see par. 3.6). This study hopes to determine the degree of CA in the classroom situation, as well as the possible causes of CA in the classroom.

4.4 POPULATION

The target population was the secondary school students, male and female in various standards of the thirty (30) Qwaqwa secondary schools.

4.4.1 Sampling

The total population of the research involved students from thirty (30) secondary schools of the Qwaqwa region. Most of these secondary schools have registered students from Standard 6 up to Standard 10 classes.

A stratified sampling method was used (De Wet *et al.*, 1981:114-116). For each stratum (standard) a group of ten students were selected at random. The technique suggested to the principal was that, from each standard, ten students were to be chosen in the following manner: a researcher would choose any student to be numbered, and start counting students up to ten, with the tenth one standing aside to form the first one of the group for that standard. The procedure would then be repeated until ten students were chosen for that standard. The same method would be applied to the next standards, until all the standards were represented - each with ten students. The school would therefore be represented by fifty students, irrespective of gender.

All participants were selected according to the Stratified Sampling Method adopted in the way it was suggested to conform to the situation under research.

4.5 ANTICIPATED RESPONSES AND DATA RECEIVED

The statistics that follow were anticipated during the planning of the research.

4.5.1 Expected number

30	No. of schools
30x50	No. of students
1 500	No. of questionnaires distributed
1 250	No. of questionnaires anticipated to be returned

4.5.2 The actual responses and questionnaires

16	Schools responded
800	Students participated
768	Questionnaires received
162	Questionnaires rejected from those received
607	Questionnaires sent for statistical analysis
174	Questionnaires rejected from the statistical analysis
433	Questionnaires analysed for Afrikaans CA and the causes of CA in the classroom.

The thirty schools that were supposed to be tested could not all be reached. The questionnaires were distributed to twenty five secondary schools, of which only sixteen responded (see 4.6 for possible reasons).

The number of participants was only 800, instead of 1 500. The number of questionnaires expected could not be reached and only 768 were received. The ultimate figure of questionnaires processed was 607. After some data was rejected, 433 were analysed for the Afrikaans CA and the causes of CA in the classroom (see 4.6).

The author of the present study is satisfied with the reliability of this study and of data collected from different schools because the 800 students who participated are a good representation of the secondary school population of Qwaqwa.

4.6 PROBLEMS ENCOUNTERED

The statistics discussed and outlined in paragraph 4.5 clearly indicate that there were some problems in the execution of the research.

It could help other researchers if some of these problems were singled out and explained and therefore the following are discussed under the sub-headings:

Schools

In some schools it was difficult to administer research due to instability in those schools. At times it became very awkward for an outside teacher to address the students who were not even motivated by their own teachers who, in turn, were not even present, or could not be present. One example of this is the case where the students blocked the administration building and stoned the teachers who were inside.

Students

Discipline among some students was lacking. One would experience a situation where a student would just not fill the questionnaire in without the supervision of someone. Other students cared less about responding carefully and appropriately to the questionnaires. They, for instance, entered the same response to statements that were in the negative and in the positive form, giving a clear indication that the respondent did not take the questionnaire seriously. These questionnaires had to be discarded.

Principals

In some institutions the headmasters would acknowledge a responsibility towards the value of the research, and did not "interfere". In such instances the researcher was left alone with nobody organizing the students. The kind of sampling method envisaged was disturbed, and the researcher had to look for an alternative. In this case, random sampling was applied.

Other principals simply refused that research be conducted at their schools; others cited flimsy reasons for their refusal, while some were not prepared to adjust their programmes, or fit in time for such a project, and could not even allow the afternoons to be used. In such cases the researcher just avoided contact with such schools. Fortunately the principals who held this view were not in the same area or next to each other, giving a chance for a fair distribution.

Miscellaneous problems

Financial implications have a bearing in this regard. It was costly to go from school to school using own transport. Although Qwaqwa is a compact region, it is rather awkward to contact different schools due to the terrain of the veld. Some high schools are situated right in the mountain region. The researcher lost a great deal of money due to break-downs when collecting the data.

It was a time-consuming effort, and the time scheduled and stipulated for the research could not be utilised accordingly. An extra-ordinary amount of time was spent at the schools, negotiating and explaining before being allowed to start with the investigations, despite the fact that arrangements had been made beforehand.

Conclusion

Apart from the difficulties encountered most of the secondary schools of Qwaqwa region responded very well. The representative nature of the different types of schools is still satisfactory. Schools from urban as well as rural areas are represented, as are the different circuits as well as the day schools, plus boarding schools. The analysis shall reveal the picture of the situation prevailing in the classrooms.

4.7 MEASURING INSTRUMENTS

The research measuring instruments were discussed under paragraph 3.5.

De Wet *et al.* (1981:161-164; quoted by Dippenaar, 1995:165) assert that there are different techniques to be applied in the empirical research. Among these are:

"Gestandaardiseerde toetse,
Die vraelys
Die onderhoud
Sosiometriese tegnieke
Die tegniek van gedragswaarneming."

McCroskey *et al.* (1978), Vreken and Vreken (1989), and Van Staden (1994:54) contend that the use of the PRCA (par. 3.5) is a reliable method that could determine a person's communication apprehension average by analyzing the readings of collected data.

This study adopted the questionnaire technique as used by Vreken and Vreken (1989), and tested CA behaviour in the following contexts.

Group discussions

The two types of groups could be distinguished, i.e. a task-oriented group which could be a classroom, and a social group for example a party or a group of friends. The questions ranged from 1-6 (see annexure 2).

Meetings

In meetings more people are present and the procedure is more formal, and that is why some people become apprehensive.

Conversations

During conversations a person could withdraw from talking, thinking that he could make mistakes or just be irrelevant. A student, being anxious to avoid mistakes, might be apprehensive when talking to a teacher. At times a person is never sure what to say during conversations, so that he therefore would rather keep quiet.

Public speaking

This is the situation that is avoided by most people. Most people have never experienced themselves standing in front of a gathering and giving a speech. McCroskey *et al.* (1978:52) regard this kind of behaviour as "anticipated fear", as just standing there and being looked at by every body is enough to cause fear.

Classroom

Vreken and Vreken (1989:3) contend that teachers would also be apprehensive when delivering their lessons. If teachers become apprehensive, it is even more logical that students will also become apprehensive. A student could be afraid to stand up in class and answer a question, and might contend that everybody is watching, listening and looking at him. He becomes afraid to make a mistake.

Possible causes for communication apprehension

This part of the study is concerned with testing and establishing some possible causes for CA, particularly in the classroom. A questionnaire was constructed with 12 statements that represented possible causes. The students had to respond to these statements by indicating the degree (no, undecided, yes) in which each statement/cause played a role when they experience CA. There was also an open question for other possible reasons for experiencing CA.

4.8 STATISTICAL ANALYSIS

The raw data in the form of the questionnaire have been obtained from the participants as explained in the previous section. The data was processed by making use of the computer facilities of the Potchefstroom University for CHE, and the help of the Statistical Consultation Services of the University.

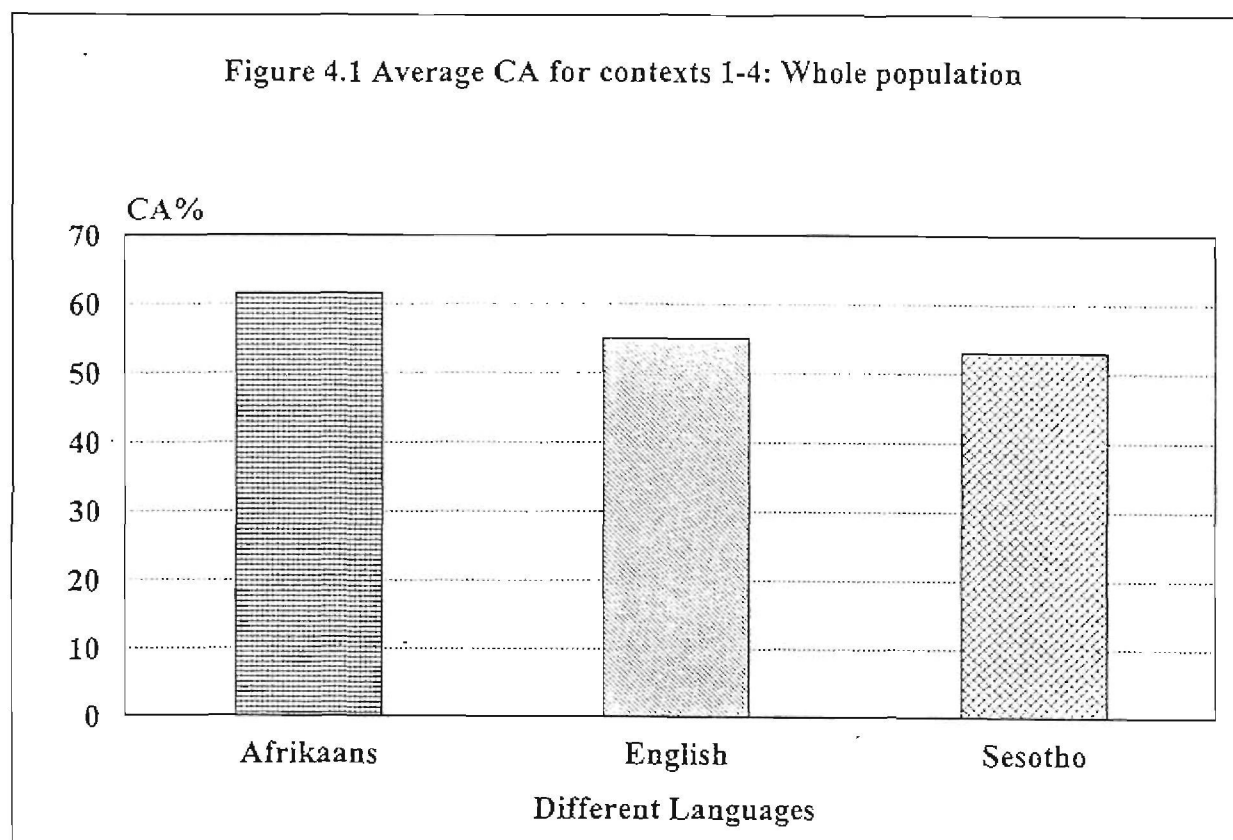
4.8.1 Average CA for contexts 1-4

The table below (4.1) and the graphic representation (Figure 4.1) that follows indicate the average communication apprehension of the population that took part in the research for contexts 1-4. The CA is for Afrikaans, English, as well as for Sesotho as medium of communication in the different contexts.

Table 4.1 Average CA (contexts 1-4)

Language	Average CA (contexts 1-4)
Afrikaans	61,61%
English	55,05%
Sesotho	52,98%

Figure 4.1 represents the average CA of whole study population.



The average CA for the four different contexts, i.e. group discussions, meetings, conversations and public speaking, indicates that students experience the highest CA in Afrikaans, the second highest in English, and the lowest CA in Sesotho.

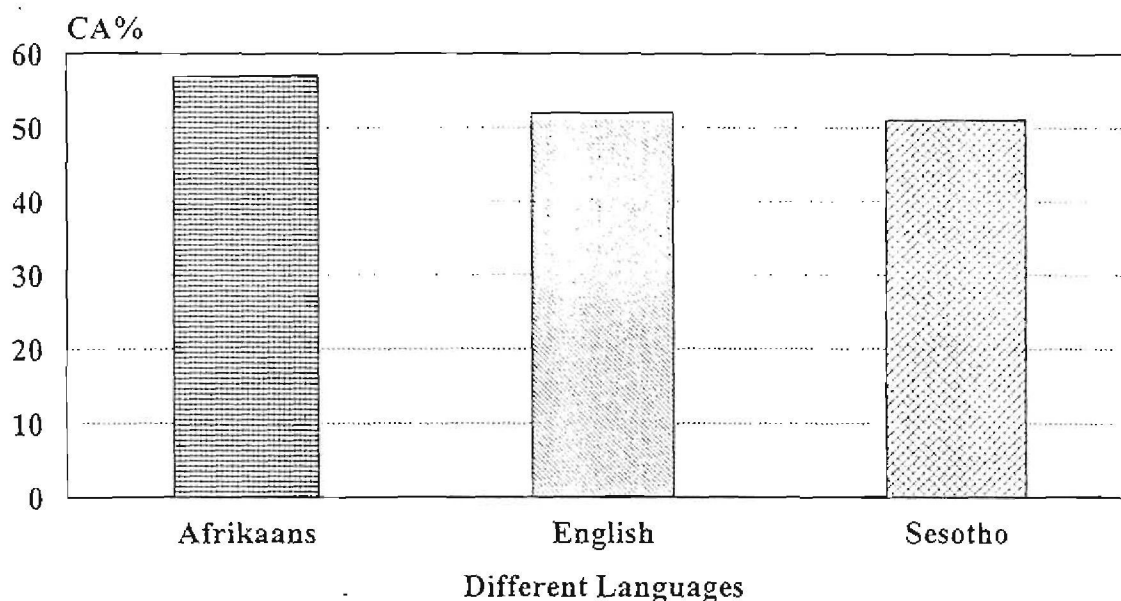
4.8.2 CA for classroom communication

The general results for the three different languages concerning classroom CA is considered in Table 4.2 and Figure 4.2 below.

Table 4.2 Classroom CA

Language	Classroom CA
Afrikaans	57,23%
English	51,94%
Sesotho	51,08%

Figure 4.2 Classroom CA



The information presented in table 4.2 and figure 4.2 indicate a varied level of classroom communication apprehension concerning the whole study group. CA for Afrikaans is (57,23%) as compared to English (51,94%), and Sesotho (51,08%). For both general CA and classroom CA, the average for Sesotho is lower than for English and Afrikaans. The reason could be that this language (Sesotho) is used as a mother-tongue, while Afrikaans is used as a third language, hence the high CA level.

English CA is slightly higher than Sesotho (51,94%) and significantly lower than for Afrikaans. This may be because it is a second language that is also used as the medium of instruction in all the classes and in most subjects.

4.8.3 Communication apprehension in each of the different contexts

For the different contexts, the CA of the whole group is as in table 4.3 and figure 4.3.

The different contexts are indicated by means of numerals as follows:

- | | |
|------------------|-----|
| Group discussion | (1) |
| Meetings | (2) |
| Conversations | (3) |
| Public speaking | (4) |
| Classroom | (5) |

Table 4.3 CA for five contexts

Language	CA context 1-5					
	1	2	3	4	Average 1-4	5
Afrikaans	60,01	60,91	62,14	63,50	61,61	57,23
English	52,93	55,31	56,72	56,34	55,05	51,94
Sesotho	53,23	52,83	53,17	52,18	52,95	51,08

Figure 4.3 CA for each of the 5 contexts

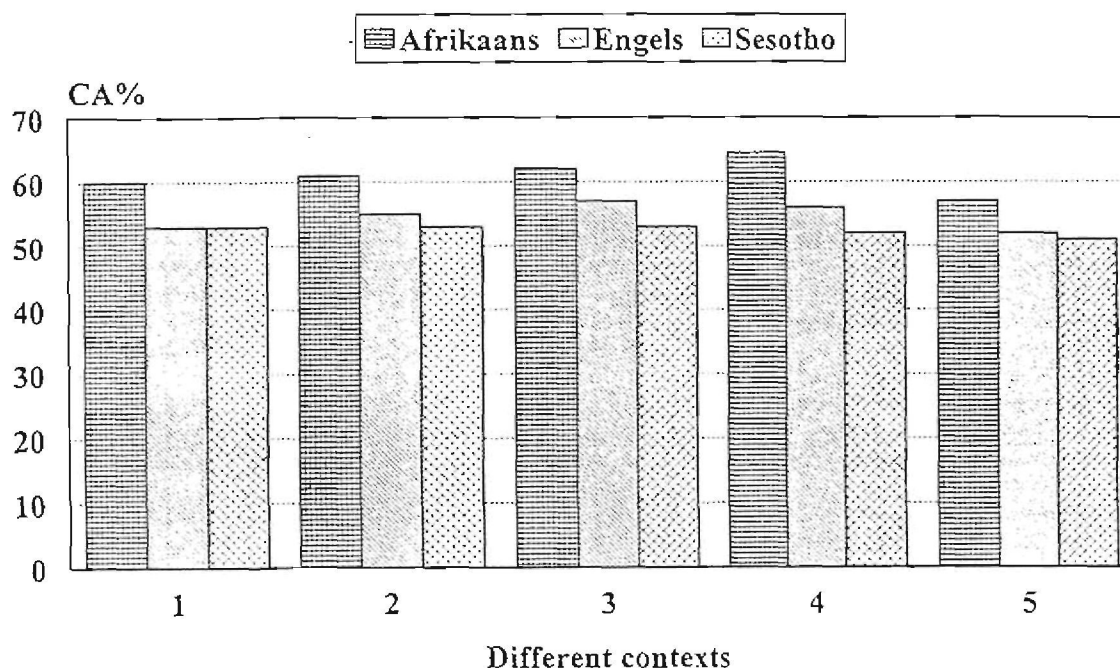


Table 4.3 and figure 4.3 indicate that the students experience a high CA in Afrikaans for all the different contexts.

English CA is lower than that of Afrikaans in all contexts. However, when compared to Sesotho, there is one peculiar instance, viz. group discussions in which the CA in English (52,93%) is lower than in Sesotho (53,23%). The average percentage (contexts 1-4) of English and Sesotho shows a slight difference (51,94% and 51,08%) (see table 4.3).

From table 4.3 and figure 4.3 it is also clear that the CA in context 5 (classroom) is the lowest for all 3 languages. There is no clear pattern concerning the context in which CA is the highest because for Afrikaans, the highest CA is in context 4 (public speaking), while for English it is context 3 (conversations), and for Sesotho it is context 1 (group discussions).

4.8.4 Average CA for male and female students

The analysis of the male population was done separately, with the average indicated in table 4.4 and figure 4.4. All information concerns the four contexts and classroom. The three languages are compared.

Table 4.4 CA for male students (in the different contexts)

Language	CA context 1-5					
	1	2	3	4	Average 1-4	5
Afrikaans	59,55	60,91	61,29	63,28	61,16	56,57
English	52,10	53,20	54,51	55,13	53,80	50,21
Sesotho	52,21	52,78	52,24	51,72	52,51	50,02

Figure 4.4 CA : Male students
(in the different contexts)

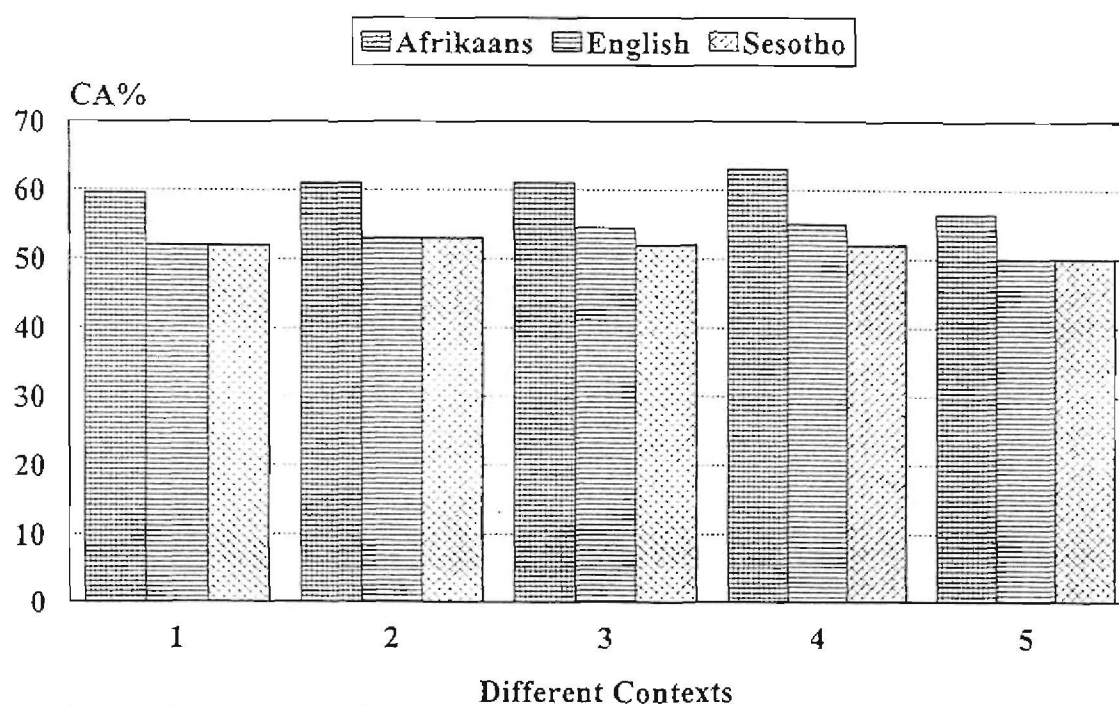


Table 4.4 and figure 4.4 show that when Afrikaans is compared with other languages in different contexts, the male students experience a high CA level (59,55%) in this language and a low CA in English (52,10%) under the same context, i.e. "group discussions". Sesotho (53,21%) is equivalent with English in this context. During meetings the male students showed a higher level of CA in Afrikaans than in both other languages. CA in English (53,20%) is higher during meetings than during group discussions and also higher than in Sesotho (52,78%).

The students' experience a low CA in Sesotho (51,72%) during public speaking, while Afrikaans with a score of 63,28% ranks the highest, superseding all other contexts.

The CA in the classroom context is lower in all three languages when compared to all the other contexts, suggesting that the level of CA in respect of male students is low in classroom activities, and that male students seem to interact more freely.

4.8.5 Average CA for female students (contexts 1-5)

The female student population's average communication apprehension is represented in table 4.5 and figure 4.5. All five contexts in the three languages are indicated.

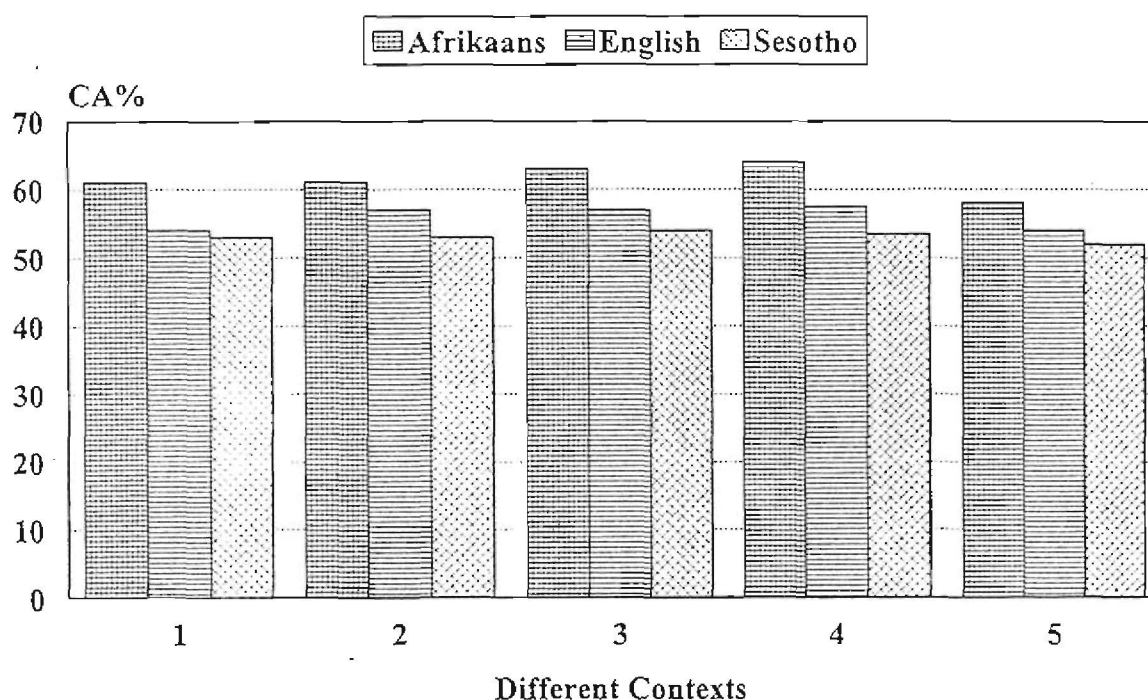
Table 4.5: CA for female students (in the different contexts)

Language	CA context 1-5					
	1	2	3	4	Average for 1-4	5
Afrikaans	60,81	61,12	62,92	63,70	62,11	57,83
English	53,59	57,37	56,72	57,46	56,30	53,56
Sesotho	53,31	52,93	54,18	53,48	53,48	51,99

The top numerals represent these contexts:

- 1 = Group discussions
- 2 = Meetings
- 3 = Conversations
- 4 = Public speaking
- 5 = Classroom

Figure 4.5 CA for Female students in the different contexts



The female student population experienced the highest CA in public speaking in Afrikaans (63,70%), followed by communication during conversations (also in Afrikaans - 62,92%. Female students also have a relatively high level of CA for public speaking (57,46%) in English. They experience their highest level of CA in Sesotho during conversations (54,18%) although there is a general tendency of a low CA in Sesotho when compared with other languages.

For both genders the CA for classroom communication is lower than for any of the other contexts. This low CA in classroom communication strongly suggests that students interact better in the classroom than in any of the other four contexts under review. Therefore teachers could utilize classroom opportunities more effectively.

If we compare CA for male and female students (i.e. tables 4.4 and 4.5 (average for 1-4) plus figures 4.4 and 4.5) it becomes clear that female students experience a slightly higher level of CA than their male counterparts. The difference in CA for English (2,5%) is markedly lower for the male student.

CA for classroom communication also indicates a higher level of communication apprehension for female students than male students (compare tables 4.4 and 4.5 subsection 5, plus figures 4.4 and 4.5, column 5). The CA in English indicates a difference of 3,35% between male and female students.

Given these statistics, it now remains to establish the communication apprehension according to the different standards (Std. 6-10).

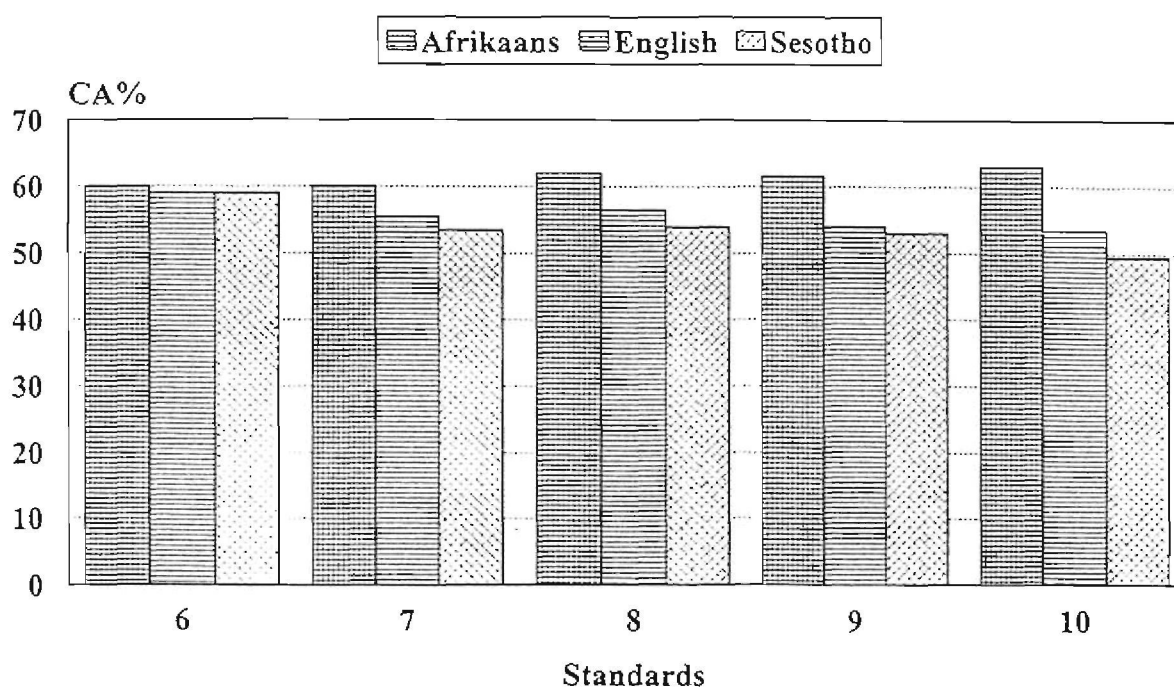
4.8.6 Average CA in the different standards for contexts 1-4

The communication apprehension of the students in all the different standards is considered in table 4.6 (a and b) and the graphs that follow. Separate columns for Afrikaans, English and Sesotho are indicated. The averages for the contexts (1-4) are given in these tables.

Table 4.6(a): Average CA in different standards (for contexts 1-4)

Standard	CA (Percentage)		
	Afrikaans	English	Sesotho
6	60,10	59,23	59,24
7	60,22	55,31	53,43
8	62,18	56,30	54,19
9	61,50	54,13	53,15
10	62,88	53,42	49,49

Figure 4.6 Average CA in three languages for different standards (for contexts 1-4)



The two languages English and Sesotho reveal an almost similar starting percentage point in Standard 6, which shows a relatively high CA for both English (59,23%) and Sesotho (59,24%). However, the rate at which CA drops differs as English had a drop of 3,92% from Standard 6 to 7, which goes up again to 56,30% in Standard 8, giving an increase of 1%. The level of CA becomes low as students get to Standard 9, and lower again in Standard 10 (53,42%).

The picture is different as far as Sesotho is concerned as the drop in CA is 5,81% from Standards 6 to 7, with an increase of 0,76% when students get to Standard 8. In Standards 9 and 10 CA becomes lower and lower, with scores of 53,15% and 49,49% respectively.

The CA in Afrikaans remains almost constant from Standard 6 to 7 with an increase of 1,96% from Standard 7 to 8. There is a small fluctuation in Standard 9 (61,50%) and 10 (62,88%). A CA increase of 1,38% is experienced by Standard 10 students.

It is interesting to note that these statistics indicate that students CA level in Standard 6 is almost the same in all three languages. For English and Sesotho, there is an overall drop in CA, from Standard 6 to 10 while for Afrikaans, there is an overall increase of nearly 3%.

This is probably due to the fact that when students arrive at secondary school for the first time, their anxiety increases as they are confronted by new faces, new teachers, a new environment and some new subject matter. They might feel exposed and not free to communicate. In their second year at the school they have become more acquainted with most people and things, hence the drop in CA level. The most significant drop is in their mother-tongue which they become proud of as it is also spoken at secondary school level.

In as far as Afrikaans is concerned, this does not appear to be the case as the CA increases from Standard 6 to 8, with a slight decrease of 0,68% between Standards 8 and 9, and an increase in Standard 10.

The role played by Standard 8 is unique. It is the middle class in the secondary school, or a middle year in the secondary school. Students have already spent two years at secondary school and are left with two years to finish the work of the secondary level. It might be that they themselves realize that they are now in a secondary school, or that they are now following subject streams of their choice. They are expected to allocate their time properly and be conscientious in what they are doing. They might also think of students in the lower classes and might be motivated

to stay ahead of these students while at the same time competing with students in the higher classes.

All the above-mentioned factors could have a psychological impact upon them and their level of CA could be high hence the outcome of the results. As these are mere speculations, it might be necessary to conduct an intensive study in this regard.

The Standard 8 statistics are considered in table 4.6(b) below.

Table 4.6(b): CA in Standard 8 as compared with Std. 6 and 10

Standard	CA (Percentage)		
	Afrikaans	English	Sesotho
6	60,10	59,23	59,24
Difference	(2,08) increase	(2,93) decrease	(5,05) decrease
8	62,18	56,30	54,19
Difference	(0,7) increase	(2,88) decrease	(5,7) decrease
10	62,88	53,42	49,49

These statistics show that Afrikaans has an ongoing high level of CA in all standards as a student progresses. The fact that it starts at 60,10% in Standard 6 might be due to the fact that it was probably lower or the equivalent of that at primary school. This should indicate to secondary school teachers that they should review their teaching strategies or their approach to the study of Afrikaans. These statistics also underline the need for an in-depth study of CA in Afrikaans in the Sesotho-speaking secondary schools.

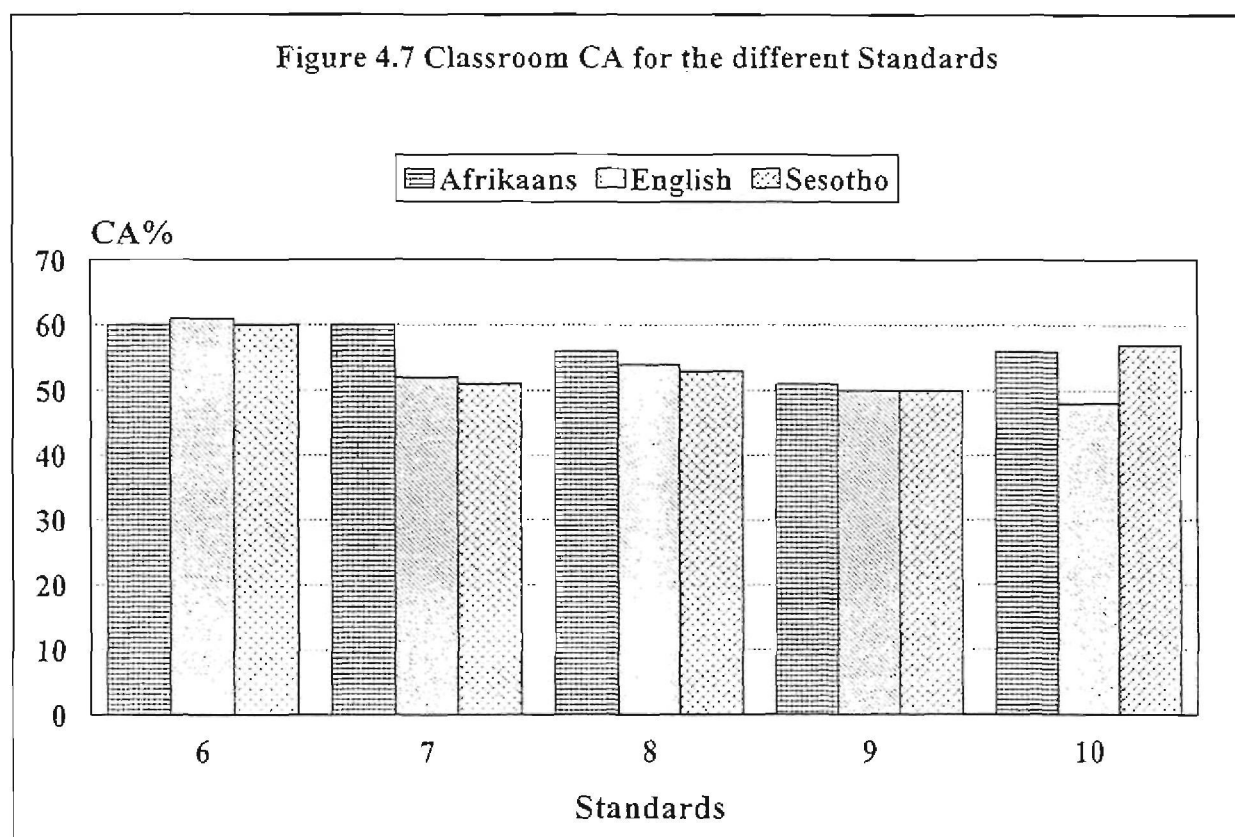
4.8.7 CA for classroom communication in all standards

All the standards were analysed to arrive at an average communication apprehension for Afrikaans, English and Sesotho in the classroom. The following table and graph represent this information.

Table 4.7: CA: Classroom context for the different standards

Standard	CA (Percentage)		
	Afrikaans	English	Sesotho
6	59,94	60,96	60,33
7	60,00	52,32	50,92
8	55,99	53,83	53,08
9	51,07	50,41	49,86
10	55,59	48,20	47,04

Figure 4.7 Classroom CA for the different Standards



Communication apprehension in the classroom as represented in table 4.7 and figure 4.7 indicate a high level of apprehension in Standard 6 in respect of all three languages and a decline towards Standard 10 where a low level of CA is experienced.

The data for Standard 8 indicates a high level of CA as compared to Standard 7 and 9 (compare table 4.6 and table 4.7, Standard 8). One notices that in both tables the level of CA rises and drops again in Standard 9, the exception being in the Afrikaans column in table 4.7, where an almost constant CA from Standard 6 and 7 is experienced, a rise in Standard 8 and a drop in Standard 9. In Standard 10 the CA is lower than in 6, 7 and 8, which is not the case in table 4.6.

In table 4.7 English and Sesotho experience a low CA from Standard 6 to Standard 10, which is a normal development as seen in table 4.6. Figure 4.7 depicts the information graphically.

When comparing the average CA for the four contexts with the CA in the classroom context in the three languages, we find the following:

Tables 4.6 and 4.7 both indicate that secondary school students start with a high level of CA in Standard 6. The level of CA decreases as they get to higher standards except in the case of Afrikaans (see table 4.6).

From Standard 7 the percentages for the classroom context are lower than the average experienced in the four other contexts (table 4.7). This is an indication that in the classroom communication apprehension is lower than in the other contexts.

4.8.8 Average CA in contexts 1-4 and classroom CA for different schools

The average CA in contexts 1-4 and classroom CA for different schools is presented in table 4.8 and figures 4.8, 4.9 and 4.10 respectively.

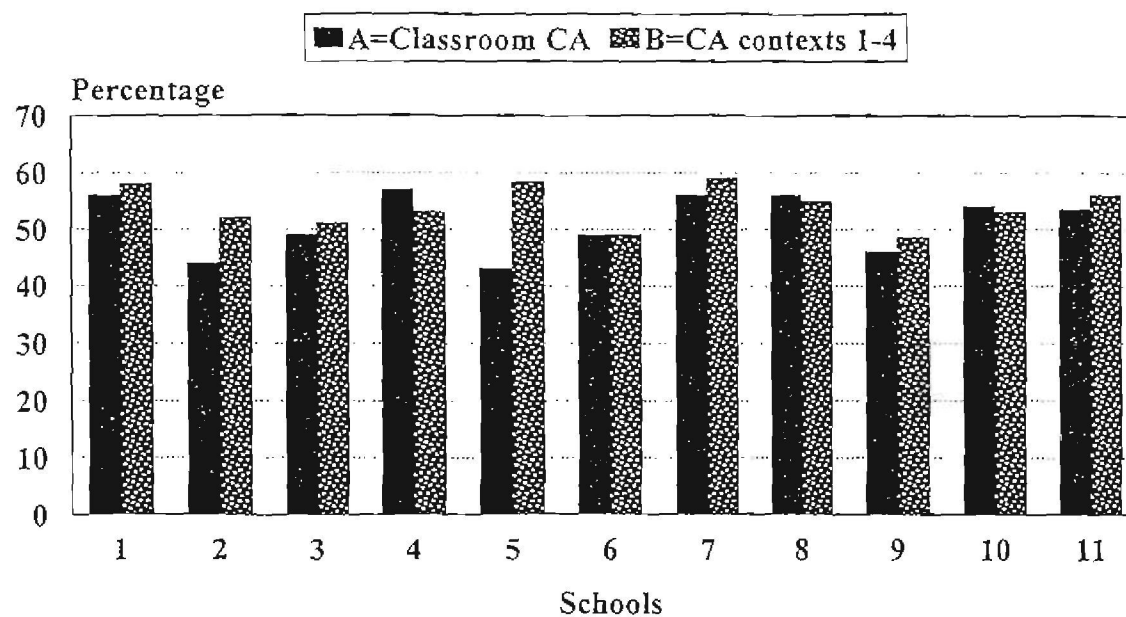
The data obtained for Afrikaans, English and Sesotho in every school will be investigated under these contexts after which a short analysis and discussion will follow.

The graphic representation will clarify the range and extent of percentage from low to high levels of CA.

Table 4.8: Average CA (context 1-4) and classroom CA for different schools

School	Afrikaans		English		Sesotho	
	Classroom CA	Average CA 1-4	Classroom CA	Average CA 1-4	Classroom CA	Average CA 1-4
1	56,86	62,59	56,18	60,01	56,27	58,39
2	58,14	68,04	43,81	54,75	44,26	52,21
3	53,23	65,02	49,13	51,60	48,57	50,74
4	60,56	62,62	53,02	54,50	56,54	53,15
5	54,16	60,85	46,62	52,55	43,18	48,41
6	59,03	63,96	52,20	52,55	49,27	48,41
7	57,02	62,01	54,99	59,47	55,82	59,15
8	62,50	60,07	52,27	57,28	55,75	54,70
9	57,80	65,80	50,78	52,95	45,77	48,47
10	58,97	59,70	54,57	54,44	54,18	52,52
11	55,06	59,01	54,88	56,54	53,54	56,29

Figure 4.8 CA : Sesotho - Average CA (contexts 1-4) and classroom CA in different schools



CA: Sesotho

Table 4.8 and figure 4.8 refer. The Qwaqwa secondary schools under research indicate a lower level of CA in Sesotho when comparing the participation of students in the four contexts and classroom CA. The level of CA in most schools is higher in contexts 1-4 in this language.

Figure 4.8 indicates school 4 as experiencing the highest level of CA in classroom CA, while the lowest level of CA is found in school 5. The four contexts experience a high level of CA in school 7 (59,15), while school 5 and 6 at 48,41% are regarded as having the lower CA level.

In as far as the four contexts are concerned the different schools range between 48% and 59% in CA. The classroom CA ranges between 43,18% (school 5) and 56,54% (school 4).

The finding is that students experience a high CA level in contexts 1-4 and a low level in classroom CA.

When considering the language Sesotho and CA, the following emerges:

In respect of Sesotho, the average communication apprehension of schools for the four contexts is 51,08% as indicated by table 4.8 and figure 4.8. The graph indicates about six schools having a CA above this average, while the remaining two schools fall within the average. Schools number one and seven reach approximately 60% CA.

Given this information, it becomes clear that there is communication problem in most schools. The contexts 1-4 situations need to be addressed in order to try and reduce this behaviour. Within the parameters defined under this study, there is no school that experienced a CA level below 40%, even when taking into consideration the fact that Sesotho as mother-tongue is compared with other second and third languages. The possible causes for CA will be tabled as suggestions in chapter five.

CA: English

The information regarding the classroom context in English is given in table 4.2 and figure 4.2 and also shows this information. The average CA with regard to the classroom context in English is 51,94% for different schools (table 4.8). The graphic representation indicates percentages ranging from 52% up to 60%, which indicate that there is a problem of communication apprehension in the classroom.

Apart from English being used as a medium of instruction in most subjects, it still causes high CA in most schools. If this language is compared with Afrikaans and Sesotho, it is clear that it enjoys a medium level of CA. Schools that range lowest are number 3 with 51,60%, and 5 with 52,55%. School number 1 has the highest score (60,01%) among the schools investigated. There is no school that has a CA lower than forty or fifty percent.

Figure 4.9 CA : English - Average CA (contexts 1-4) and classroom CA in different schools.

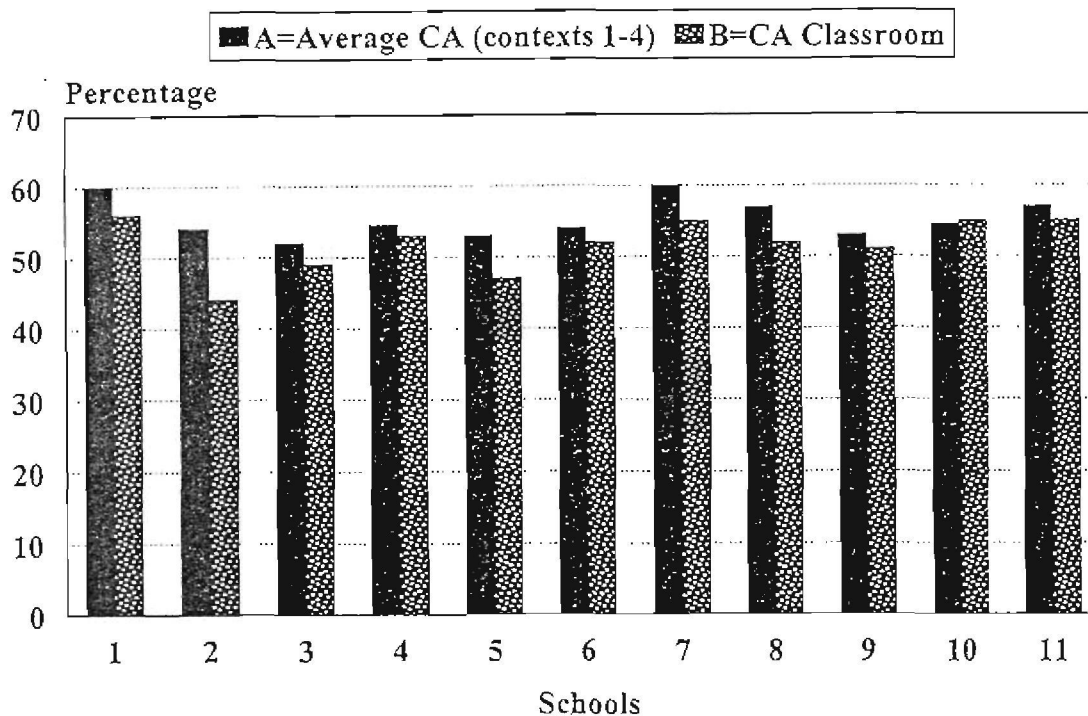
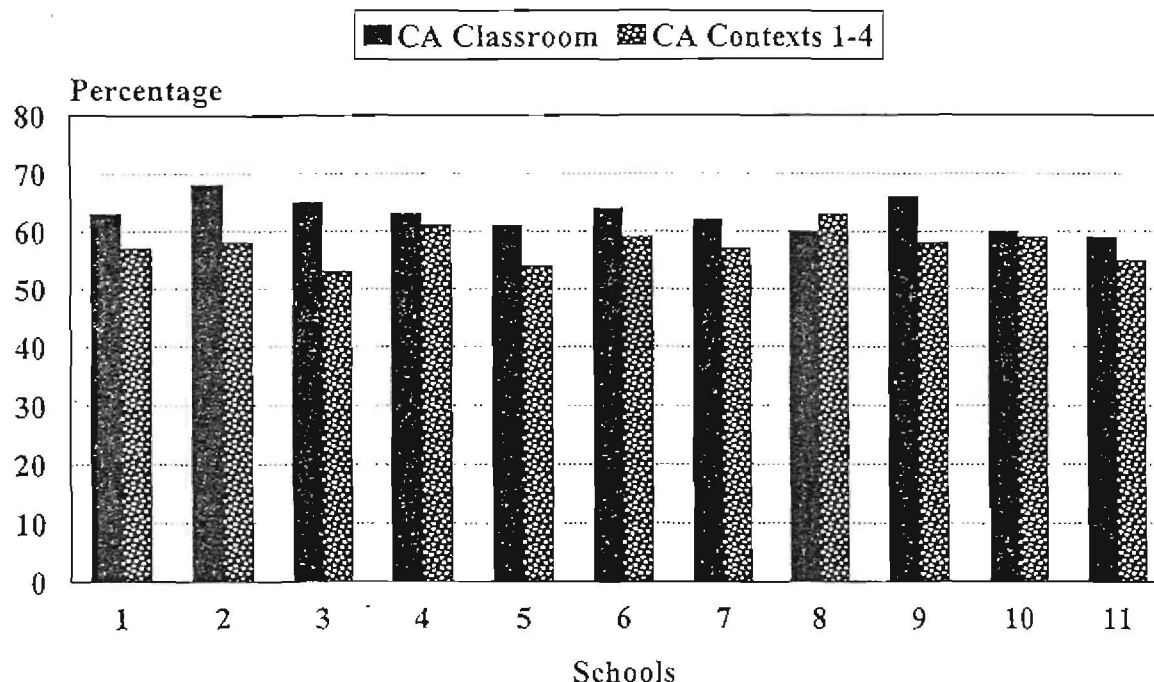


Table 4.8 and figure 4.9 comprises the average CA in the classroom with CA average for four contexts in different schools, The information indicates a lower level of CA in the classroom while in contexts 1-4 it is higher.

CA: Afrikaans

Figure 4.10 and table 4.4 both indicate Afrikaans as having the highest CA in the classroom context in most schools as compared to English and Sesotho. The school with the highest CA percentage is school 2, 68,04%. Only two schools are at 59% (in fact only one, because the other school is approximately at 60%, with a percentage of 59,70%).

Figure 4.10 CA : Afrikaans - Average CA (contexts 1-4) and classroom CA in different schools



Perhaps more research would reveal the location of school 2 (68,04%) and that of school 11 (59,01%), probably one is in the semi-urban area and the other one in the rural area. All the same, the general picture shows that most in Qwaqwa secondary school students have high CA in Afrikaans when communicating in the classroom. It is suggested that the teachers should identify the problem as the research has already shown the statistics so that the remedy could be implemented. As indicated in this study high CA could culminate in the low academic achievement of students.

The next section will consider the possible causes of CA as experienced by students during classroom teaching.

4.8.9 Possible causes for CA during classroom teaching

In this regard students were expected to forward their possible causes for CA during classroom teaching by responding to the second part of the questionnaire. (See Annexure 2 the last 1-16 responses.)

The tables below indicate the responses of the different schools, different standards and gender.

4.8.9.1 Possible reasons for CA during classroom teaching. Information from different schools

Table 4.8(a): Average response to possible reasons (different schools)

School	Percentage of the students		
	No	Undecided	Yes
1	56,8	10,3	33,0
2	48,3	8,6	43,1
3	40,9	16,9	42,1
4	50,3	29,8	19,9
5	39,9	21,9	38,3
6	41,7	19,8	38,4
7	56,2	21,7	22,1
8	40,2	29,1	30,7
9	43,3	22,7	34,0
10	47,0	23,6	29,4
11	37,7	16,9	45,4
12	46,5	11,0	42,5
Average %	45,73%	19,35%	35,91%

Responses from schools about reasons for CA

In this case twelve schools were tested. Note that it is one more than in the previous section, because one school completed only the second part of the questionnaire correctly. From table 4.8(a) it could be deduced that reasons for CA were to be forwarded in an answer that would solicit a "No" or Yes" response.

On average 45,73%, of the students felt that the possible cause stated in the questionnaire did not contribute to their CA in the classroom, 19,35% were undecided, and 35,91% felt that the causes do contribute to their CA.

If one considers table 4.8, it is clear that there are some significant differences between the responses of the different schools. The "Yes" responses range from 45,4% (school 1) to as low as 19,9% (school 4). The reasons for this range in

responses are not clear and need some further investigation. It is possible that the school and classroom atmosphere play an important role.

In order to get a clearer picture of the possible causes, the causes that are related to each other were grouped together, and these will be discussed in the next paragraph.

4.8.9.2 Possible reasons for CA during classroom teaching: males and females

Table 4.8(b) Reasons for CA in the classroom

Questions	Males			Females			Whole group		
A	No	UD	Yes	No	UD	Yes	No	UD	Yes
Group A									
1	63,64	7,18	29,19	50,22	11,89	37,89	56,93	9,54	33,54
2	51,71	9,76	38,54	44,89	5,78	49,33	48,30	7,77	43,94
3	45,15	17,48	37,38	38,05	19,47	42,48	41,60	18,48	39,93
4	51,46	29,13	19,42	49,33	31,84	18,83	50,40	30,49	19,13
9	42,72	24,76	32,52	44,89	19,11	36,00	43,81	21,43	34,26
11	40,39	16,75	42,86	36,77	16,14	47,09	38,58	16,45	44,98
Average	49,17	17,51	33,31	44,02	17,37	38,60	46,60	17,44	35,96
Group B									
5	41,46	19,02	39,51	35,87	23,32	40,81	38,67	21,17	40,16
6	38,61	20,79	40,59	44,05	19,82	36,12	41,33	20,31	38,36
10	53,69	22,17	24,14	43,89	24,89	31,22	48,80	23,53	27,70
12	50,72	10,14	39,13	40,97	12,78	46,26	45,85	11,46	42,70
Average	46,12	18,03	35,84	41,19	20,20	38,60	43,66	19,12	37,27
Group C									
1	63,64	7,18	29,19	50,22	11,89	37,89	56,93	9,54	33,54
3	45,15	17,48	37,88	38,05	19,47	42,48	41,60	18,48	40,18
7	59,31	19,61	21,08	52,23	23,21	24,55	55,77	21,41	22,82
9	42,72	24,76	32,52	44,89	19,11	36,00	43,81	21,94	34,26
Average	52,70	17,25	30,04	46,34	18,42	35,23	49,52	17,84	32,64
Group D									
8	46,77	25,37	27,86	36,99	30,59	32,42	41,88	27,98	30,14

Table 4.8(c): Average: Possible reasons for CA during classroom teaching

Average "Yes" responses			
Group	Male	Female	Whole group
A	33,31	38,60	35,96
B	35,84	38,60	37,22
C	30,04	35,23	32,64
D	27,86	32,42	30,14
Average "No" responses			
Group	Male	Female	Whole group
A	49,17	44,02	46,60
B	46,12	41,19	43,66
C	52,70	46,34	49,52
D	46,77	36,99	41,88

The statements on the possible causes of classroom CA were grouped so that those causes relating to each other were sub-divided as indicated in table 4.8(c) and figure 4.11.

Figure 4.11 Reasons for CA in the classroom

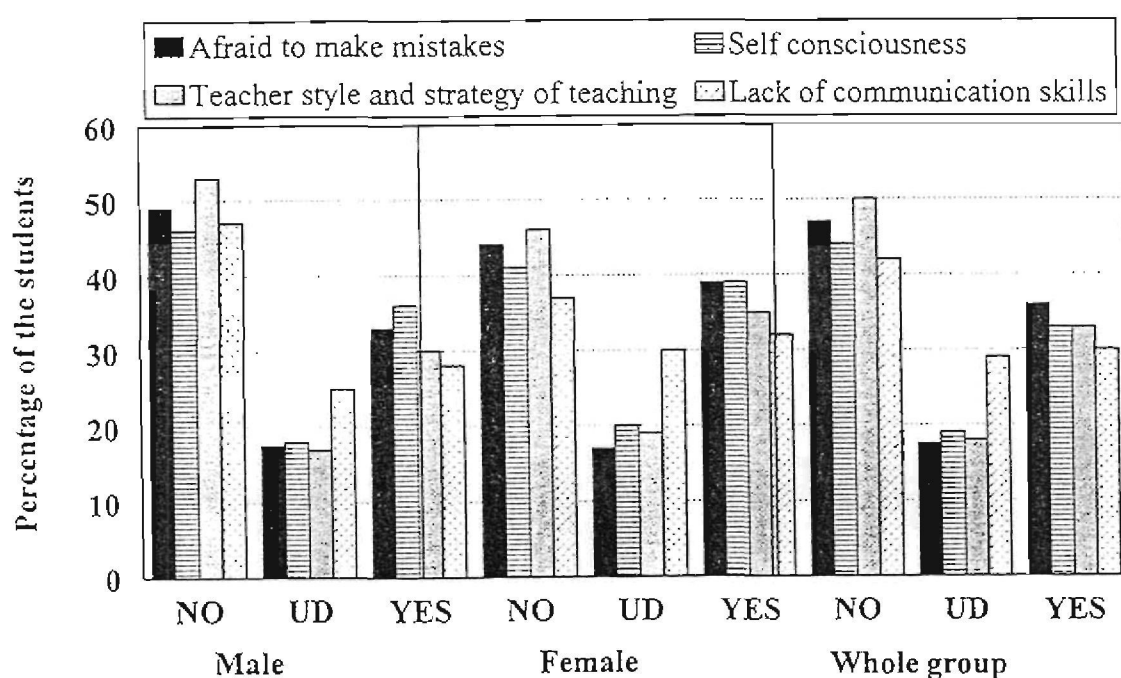


Table 4.8(d): Groups of possible causes of CA as experienced by students

Group	Questions	Sub-heading
A	1,2,3,4,9 & 11	Afraid to make mistakes
B	5,6,10 & 12	Self-consciousness
C	1,3,7 & 9	Teacher style and strategy of teaching
D	8	Lack of communication skills

Group A - Afraid to make mistakes

The percentage of males 49,17% is compared to females which is 44,02% in answering "No" to the issue of being afraid to make mistakes. In responding to the "Yes" answer the percentage for males is 33,31%, while for females it is 38,60%. The finding is therefore, that a high percentage of both males and females are afraid to make mistakes. It also becomes clear that the females (38,6%) are more afraid to make mistakes than males (33,31%).

Group B - Self consciousness

With regard to self-consciousness the females scored an average of 38,6% compared to their male counterparts with an average of 35,84% by answering "Yes" to the questions concerning self-consciousness. The males are less self-conscious (46,12%) while the females (41,19%) are more self-conscious during classroom teaching. Those that are undecided are 18,03% of the males and 20,2% females.

Group C - Teacher style and strategy of teaching

These were the type of questions that concerned the teachers' teaching style and strategy. The responses revealed that the possible reasons for CA during classroom teaching was that of the teacher's style and strategy of teaching wherein the females contributed more to the "Yes" questions by 35,23% against the 30,04% of the males. The males are less concerned about the strategy of the teacher, hence the 52,7% performance against 46,34% of the females.

Group D - Lack of communication skills

Only one question is grouped under this section. The person who lacks communication skills could not be accommodated by this question. 32,42% of the

females were not comfortable to answer question eight, with 27,86% of the males feeling less comfortable. Those that were comfortable to give own views according to the statement of the question, are 46,77% males and a further 36,99% of females respectively.

This whole picture of gender differences as a possible cause of CA during classroom teaching, gives an indication that females are more afraid to make mistakes during classroom teaching, are more self-conscious than males, and also take more notice of the teacher's style and strategy of teaching. They are also the ones that most lack communication skills.

Conclusion

The graphic figures in the annexure refer. Possible reasons for CA among females during classroom teaching surpass those of males by 17,8% when considering all four groups.

4.8.10 Possible reasons: Different standards

The average percentage concerning the different standards is low and there is no standard that is above forty-five per cent in viewing this section. A clear picture will be given by tabulating the information of the different standards. An average percentage for every standard will indicate the degree of CA during classroom teaching as perceived by students responding to these direct statements (see annexure 2:CA).

The overall picture suggested by this chapter will be explained under the summary section that will follow the Standard 6 to 10 tables and their explanation.

Table 4.8(e): The range of "Yes" responses according to standards

	Std 6	Std 7	Std 8	Std 9	Std 10
	Yes	Yes	Yes	Yes	Yes
Group A	36,26	41,75	39,42	35,79	31,32
Group B	39,12	46,20	34,93	36,93	33,57
Group C	32,53	37,44	38,32	31,69	27,90
Group D	37,50	37,14	38,46	23,58	24,62

4.9 Statements indicating degree of CA

In paragraph 4.5 it was explained that possible causes for CA as during classroom teaching would be discussed after the tables were given, and the analyses done indicating the different schools and gender. This will now be done. The degree of CA indicated by the statements in the questionnaires reveals the difference of CA in the various standards.

The Standard 6 population indicated an almost similar percentage of conforming with the statements that they do experience CA, indicating at the same time that they are not afraid to communicate during classroom teaching. The difference between the "No" and "Yes" is only 0,9% in favour of low level of CA (see table 4.9(a)).

Table 4.9(a): Average CA "Yes" responses standard 6-10

Groups	Standards					
	6	7	8	9	10	6--10 whole
A	36,84	41,78	39,42	35,79	31,32	37,03
B	34,33	46,2	34,93	37,93	33,57	37,39
C	37,53	37,44	38,32	31,63	27,9	33,56
D	37,5	37,14	38,46	23,58	24,62	32,26

The Standard 7 students presented a different picture by indicating a high CA level of 41,7% during classroom teaching against the 39,7% of the "No" responses as can be seen in table 4.9(b), in which a difference of 2% of higher CA is indicated.

When comparing the Standard 7 results in this table with that given in table 4.6(a), viz. the CA of the different standards in the various languages, it is clear that CA level with regard to Afrikaans increases from Standard 7. For example table 4.7 indicates 60% in the column for Afrikaans, which is a higher percentage when compared to the other standards. (See table 4.9(a) and annexure table 4.9(b).)

The Standard 8 readings in table 4.9(a) indicate a difference of 10%, implying a low level of CA in the classroom.

If one studies table 4.9(a) together with the elaborated versions of annexures and tables 4.9(d-e), the results indicate a low level of CA. It could be speculated that this is due to the fact that the students are now acquainted with the situation of a high school, that they are probably more relaxed and feeling more comfortable at school.

More information is provided in the annexures and in the summary of this chapter. In Chapter Five more elaborations in this regard might provide resolutions and probable suggestions.

Table 4.9(b)

Standard 6 CA1 - CA12

CA1			CA2			CA3			CA4			Average		
No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes
40,38	26,92	32,69	32,0	20,0	48,0	42,0	20,0	38,0	36,0	40,0	24,0	37,5	26,7	35,7
CA5			CA6			CA7			CA8					
42,0	26,0	32,0	42,0	20,0	38,0	43,14	29,41	27,45	31,25	31,25	37,5	39,7	26,7	33,7
CA9			CA10			CA11			CA12					
38,0	30,0	32,0	38,78	36,73	24,49	40,82	16,33	42,86	24,0	14,0	62,0	35,4	24,3	40,3

Average % Std. 6 responses

No 37,5
UD 25,9
Yes 36,6

Table 4.9(c)
Standard 7 CA1 - CA12

CA1			CA2			CA3			CA4			Average		
No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes
53,95	9,21	36,84	30,67	6,67	62,67	40,79	19,74	39,47	47,30	32,43	20,27	43,20	17,00	39,80
CA5			CA6			CA7			CA8					
30,14	21,92	47,95	50,00	21,05	28,95	49,32	23,29	27,40	34,29	28,57	37,14	40,90	23,70	35,40
CA9			CA10			CA11			CA12					
35,53	18,42	46,05	38,36	15,07	46,58	38,36	16,44	45,21	28,00	10,67	61,33	35,01	15,20	49,80

Average % Std. 7 responses

No 39,7

UD 18,6

Yes 41,7

Table 4.9(d)
Standard 8 CA1 - CA12

CA1			CA2			CA3			CA4			Average		
No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes
50,00	8,82	41,18	49,25	4,48	46,27	37,88	19,70	42,42	62,69	19,40	17,91	50,00	13,10	36,90
CA5			CA6			CA7			CA8					
39,39	18,18	42,42	48,48	18,18	33,33	50,00	28,79	21,21	35,38	26,15	38,46	43,30	21,30	35,40
CA9			CA10			CA11			CA12					
40,91	10,61	48,48	50,00	24,24	25,76	40,30	19,40	40,30	51,47	10,29	38,24	45,70	16,10	38,20

Average % Std. 8 responses

No 46,3

UD 17,3

Yes 36,3

Table 4.9(e)
Standard 9 CA1 - CA12

CA1			CA2			CA3			CA4			Average		
No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes
56,07	5,61	38,32	53,33	6,67	40,00	46,23	16,04	37,74	44,86	37,38	17,76	50,10	16,40	33,50
CA5			CA6			CA7			CA8					
34,58	20,56	44,86	41,51	23,58	34,91	59,05	18,10	22,86	46,23	30,19	23,58	45,40	23,10	31,50
CA9			CA10			CA11			CA12					
51,43	20,95	27,62	50,96	25,00	24,04	34,29	12,38	53,33	46,73	9,35	43,93	45,90	16,90	37,20

78

Average % Std. 9 responses

No 47,1

UD 18,8

Yes 34,1

Table 4.9(f)
Standard 10 CA1 - CA12

CA1			CA2			CA3			CA4			Average		
No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes	No	UD	Yes
67,42	7,58	25,00	58,33	6,06	35,61	39,85	18,80	41,35	55,38	26,92	17,69	55,20	14,80	29,90
CA5			CA6			CA7			CA8					
45,04	20,61	34,35	32,31	18,46	49,23	64,39	16,67	18,94	49,23	26,15	24,62	47,70	20,60	31,70
CA9			CA10			CA11			CA12					
46,62	27,07	26,32	54,96	22,14	22,90	38,93	19,08	41,98	58,65	13,53	27,82	49,80	20,50	29,80

Average % Std. 10 responses

No 51,0
UD 18,6
Yes 30,5

4.10 SUMMARY

This chapter enabled the researcher to obtain a general view with regard to communication apprehension in Qwaqwa secondary schools. The empirical study analysed data to determine CA in the students from Standard 6 to Standard 10, as well as analyzing the gender issue. The validity and reliability of PRCA was scrutinized and readings in different categories and contexts were evaluated. The results of different students from different schools in ascertaining classroom communication apprehension brought about some findings to be considered.

The students' responses to possible reasons for CA during classroom teaching were analysed, and the results indicated a low level of CA from Standard 8 towards Standard 10.

The next chapter will be devoted to the summary of the whole study and the findings, and will also provide suggestions and recommendations.

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter comprises a summary of the research project described in the preceding chapters. The main aim of this study was to determine the degree of CA among Sesotho-speaking secondary school students in Qwaqwa when using (a) Sesotho, (b) English, and (c) Afrikaans as their medium of communication. The second aim was to find out what the Sesotho-speaking secondary school students in Qwaqwa regard as the main causes for communication apprehension in the classroom.

To attain these aims, a literature review was first undertaken and the importance of effective classroom communication as well as the factors that influence the communication process were discussed.

In Chapter 3 some possible causes of communication apprehension were outlined, and the method of measuring communication apprehension through the use of the PRCA questionnaire developed by McCroskey (1986) introduced. This chapter will provide a summary of the whole study as well as the findings from the empirical study. It will conclude by making some suggestions and recommendations which, if implemented, might reduce high communication apprehension to the minimum. These recommendations ought to enable students to improve on their academic achievements.

5.2 SUMMARY OF LITERATURE STUDY

The main purpose of the study was to establish the degree of communication apprehension experienced by the students of Qwaqwa secondary schools.

The literature review asserted that the assumption, viz. that communication apprehension is experienced in the schools, is a real and valid one. The study indicated the presence of CA among the Sesotho-speaking students in three languages, i.e. Afrikaans, English and Sesotho when used as medium of communication in the following contexts: group discussions, meetings, conversations,

public speaking and in the classroom. The findings of this study given in Chapter 4 conforms with the literature review quoted in par. 2.2.

5.2.1 General view about communication

This section under Chapter 2 intended to define different communication behaviours or cues as considered during classroom activities and the impact they have on learning. It has been indicated that nonverbal behaviour is either stronger or has more effective repercussions than verbal behaviour. Communicative relationships were diagrammed, focusing on teacher-student and student-teacher communication. The communication models provided will help both parties in the learning situation as the educators and educants might find the communication teaching model an effective way to describe the teaching-learning situation.

The research attempted to determine how effective communication can be experienced in the classroom so that students would be free to participate in classroom activities thereby, reducing the communication apprehension. Students who have a low level of CA achieve better results in their academic performance.

5.2.2 Communication skills

The communicator should develop communication skills so that the message sent will be clear, understandable and unambiguous. Communication skills were listed to improve one's skills of sending a message (par. 2.4). Major improvements and innovation are urgently in education. As communication barriers are always inherent in the very process of communication, it was imperative that these were also considered in this chapter. Scholars such as Hall (1966), and Vreken (1994) postulate that communication skills and the avoidance of communication barriers are of educational value.

5.2.3 The teachers role in communication

The study indicated that the teacher has to develop speaking skills, and these were consequently tabulated (2.5.1). Scholars such as Vreken (1994) among others, were quoted as postulating that the teachers' speaking skills are concerned with communication which refers to a process in which meanings are passed from one point to another by some means of exchange.

Both international and national literature asserted that language is a means of conveying messages, even to a child, but it is important to note that a child's mind is

not "empty" but that it only lacks experience of the source of things that the teacher is going to teach it.

5.2.4 The role of students in communication

Within the context of the classroom teachers are able to judge the appropriateness of students' skills. They judge and guide students along fairly well-defined pathways, as Wheldall (1984:34) so aptly puts it: "...most children would require specific social context of order and quietness which it is the teacher's concern to initiate and maintain".

Mentz's (1991) techniques of comparative learning in "whole class interactive instruction in large classes" which focused on "teacher-centred lecture" and "student-centred interactive class", were discussed. The findings were that the best situation was the "student-centred interactive class" which held a low CA level for students.

It is important that students should accept responsibility for their own learning. The teacher would only serve as facilitator of student learning.

5.2.5 Communication apprehension

The literature review indicated that the feeling or discomfort of fear syndrome is experienced in relation to either real or anticipated communication with another person or persons (Powers & Smythe, 1980:146; McCroskey, 1984:13).

Chapter 3 addressed oral communication apprehension and referred exclusively to the oral CA of secondary school students. The study referred to different levels of CA that can be experienced by an individual. An individual might have a high level of CA or a medium or a low level of CA.

5.2.6 Different types of communication apprehension

Four types of communication apprehension were described (par. 3.2.3) according to different situations, and it was indicated that individuals reacted differently during different situations. The literature also highlighted the fact that some individuals experience CA, even when communicating with their peer group.

5.2.7 Causes of communication apprehension

As the causes of CA were discussed, it came apparent that the emphasis was upon the individual possible causes. To establish the origin of this high level of CA (par. 3.3),

the following sub-elements were highlighted, viz. heredity and reinforcement (par. 3.3.2; 3.3.3).

The research has indicated that the infants already differ with regard to their sociability which could, in turn, influence their interaction with their environment, and eventually lead them to experience lower or higher levels of CA. Reinforcement, on the other hand, could also lead to the experience of a low level of CA if a student were always positively reinforced, and lead to high levels of CA if a student were always negatively reinforced (par. 3.3.3).

Some other causes could be inadequate communication skills. It was found that the absence of these skills increased the level of CA. Some people with inadequate communication skills withdraw from communication, thereby increasing their high level of CA (par. 3.3.4).

The other cause under discussion was "the absence of role models". The examples of these were parents and teachers that could be emulated by children (see par. 3.3.5).

There are many factors that could cause CA and they are mostly related to one another.

5.2.8 Measuring communication apprehension

Consideration was given to an instrument in the form of a questionnaire which would measure the degree of communication apprehension one experiences. The personal report of communication apprehension (PRCA) was developed by McCroskey (1978) as stated in par. 3.5. This instrument was developed for situations outside the classroom context. It was therefore necessary to adapt or extend it to include the classroom situation (Vreken & Vreken, 1989). The four contexts are group discussions, meetings, conversations and public speaking. The PRCA was extended by Vreken and Vreken to include the context of the classroom.

The validity and reliability of this CA (PRCA) questionnaire was explained. The results of the tests indicated the state of behaviour as theoretically predicted to be related with CA.

A high level of CA indicates an individual with the most anxiety, while a low level of CA indicates a person who experiences less communication fear.

5.2.9 The influence of high CA

Students with high levels of CA achieve lower marks than students with this behaviour, who do not even ask questions in the classroom even when they do not understand. They mostly become quiet in the class and on many occasions are not rewarded for responding.

One of the responsibilities of teachers is to encourage students to speak; however, they should also reward the students after responding orally, even after a student's question.

Richmond (1987:62) is of the opinion that many students receive mixed cues or inconsistent punishment and reward for communication. As a result, they cannot predict what or when to communicate. They learn to be helpless because of the inconsistent reinforcement patterns of their parents, teachers, peers, and so forth. This kind of behaviour becomes detrimental to their communication as they rather then avoid communicating with others, thereby developing a high level of communication apprehension. As shown in par. 3.5.2, anxiety has a negative effect upon performance.

The effects of depression influenced by CA (par. 3.6.4) relate to a student who might feel unwanted, deserted and who has nobody to communicate with. It was found that such a student would rather be absent from class than come to class and be put under stress.

5.2.10 Cultural differences

It was found that cultural differences could also cause CA in classroom situations (par. 3.6.5). Teachers must respect cultural differences in different groups, and should be aware of how their own verbal and nonverbal language patterns may differ from those of their culturally diverse learners, least they cause low morale at school. Because of the fear to be embarrassed by the teacher, these learners of the other culture groups might abstain from classroom communication.

The study agrees that being a member of a minority group in the classroom may increase the level of communication apprehension.

5.2.11 Gender issues may influence communication apprehension

It was explained that gender issues might influence CA. Borish and Tombari (1995:609-610) contended that the way teachers address male and female students

differs (par. 3.6.4.1) thereby culminating to high CA levels to the other group. The group that will experience high levels of CA might be affected morally, and they might boycott certain classes or even abstain from schooling.

5.3 FINDINGS AND DISCUSSIONS

The empirical research entailed the fulfilment of the objectives of the study by engaging in testing the students of Qwaqwa secondary schools to determine their CA in the four contexts and during classroom communication (see par. 1.3; 4.2 & 4.3).

5.3.1 General discussions of empirical study

In Chapter 4 the research design was discussed. The PRCA questionnaire as the only tool of measuring CA among the Sesotho-speaking students was scrutinized. The Standard 6-10 students (N=800, see par. 4.5.2) in the secondary schools of Qwaqwa area of the Eastern Free State Province of South Africa constituted the population for this study. From the population a stratified sampling method was applied, and a group of ten students were selected at random for each stratum, out of which 50 students were identified from each school. The stratified sample size represents 53,3% of the secondary school population in the area investigated.

A 96% feedback of the responses based on the questionnaire instrument for CA was possible and the individual participants filled in the questionnaires (see par. 4.5.2).

Certain problems were encountered during the research, varying from school to school, and in most instances disturbed the method of research, while in some extreme cases prevented the research from being carried out. The most disturbing ones have been tabulated and discussed (see par. 4.6).

The feedback received was satisfactory as the responses represented the whole area under investigation. All types of secondary schools of that region were represented, i.e. rural, urban, day-schools as well as boarding schools. The results were therefore a reliable portrayal of the situation experienced in the area.

5.3.2 Findings with regard to empirical research

The findings with regard to empirical research (see par. 1.4.2) were considered. The possible causes of CA in the classroom were also identified.

5.3.2.1 Overall results of the research

The population of the schools under research indicated the existence of communication apprehension among the secondary school students of Qwaqwa.

The CA experienced differs according to extra-curricular contexts, classroom context, different schools and standards, and the possible causes of CA portray a picture which differs from school to school, from standard to standard and even among genders. Students experience CA when communicating in Afrikaans, English and Sesotho.

Table 4.1 revealed Afrikaans as experiencing high CA levels concerning classroom CA (figure 4.2). This could be attributable to the fact that Afrikaans is taught as a language, and not practised as a medium of instruction in every day school life.

There is an unusual result in this regard in that the average general classroom CA is lower than the average general CA in the four contexts, (see table 4.1).

One could speculate as to the reason or this, but one probable reason might be that the political situation has a bearing in this regard. Because of the political circumstances prevailing, students might withdraw communicating in meetings, conversations, group discussions and public speaking, hence the higher CA during these situations as compared to classroom communication. In the classroom they might feel relaxed as they are familiar with the situation.

The general average CA in Sesotho indicates a low level of CA as compared to other languages. The reason could be that this language is used as a mother-tongue, while Afrikaans is used as a third language. Apart from Afrikaans being used as a subject and not as a medium of instruction, it could also bear the connotation that it is rejected by students as it might be conceived of as the language of the "autocrats" if political situations are considered. The students' attitude towards this language is negative.

Communication apprehension in English is higher than in Sesotho, and lower than Afrikaans in the four contexts and classroom communication. The reason could be that as this medium is used as a medium of instruction in all the classes and in most subjects and that students become familiar with it. It is usually used in everyday life as a second language. Political circumstances could also be considered. In this present era English is a medium of communication in many instances.

5.3.2.2 Gender

The findings of the analysis indicated in table 4.4 and figure 4.4 categorise the degree of CA among males, and indicate a high level of CA in Afrikaans. It means they would use Afrikaans less when communicating during the four contexts. Should they be using other languages during the four contexts in communication, their apprehension would not be disturbed. Their academic performance might be better when they use a language which has a low CA effect.

The next paragraph considers the findings from the opposite sex.

The female level of CA is higher for three languages as compared with the level of CA for the males (tables 4.4, 4.5, and figures 4.4 and 4.5). The classroom communication apprehension of both male and female is lower than in the four contexts, which is an indication that they are able to interact more easily in the classroom than in the other four contexts.

As far as communication is concerned, more emphasis should be given to female students, and the teaching strategies to reduce CA should also to be applied.

5.3.2.3 Different standards

The analysis of CA in different standards indicate Standard 6 as the standard in which the highest level of CA is experienced. Particular attention should be given to this Standard in all three languages.

5.3.2.4 Different schools

The average percentage represents the three languages as indicated in table 4.8.3. The school with the lowest CA level is school 5, with an average of 47,9% for the three languages.

The schools with the highest CA are schools 4 and 8, with scores of 56,8% respectively.

The average percentage of different schools in Qwaqwa with regard to communication apprehension is 52,55% for Afrikaans, English and Sesotho. This is an indication that there is high communication apprehension in Qwaqwa secondary schools. The following suggestions and recommendations are offered to reduce this situation.

5.4 SUGGESTIONS

It is suggested that the following might serve the purpose of reducing communication apprehension at school:

- * In-service training for teachers. In-service colleges should revise their programmes to cover for communication skills.
- * There should be courses designed to identify CA in individual students, to identify possible causes of this behaviour in order to discover what they can do, and why they do it.
- * Teachers must try to prevent CA, and overcome CA during their teaching.
- * Educators are to seek for expert advice in this regard. Relevant literature should be reviewed and research proposals applied, and a follow-up be instituted.
- * Students with high CA should receive therapy. The school-councillors should be engaged to provide effective therapy in this regard.

5.5 RECOMMENDATIONS FOR EDUCATIONAL PRACTICE

These are recommended strategies to be applied when dealing with students experiencing high CA:

- * Table 4.8.1(d) and figure 4.4 give a perception that male students could be more engaged in meetings as their CA level is not high when compared with female students. They could also serve as public speakers.
- * It is recommended that teachers should pay more attention to classroom teaching in the form of group discussions, because in the groups individuals become more free to express themselves. As the group work progresses every one in the group will receive a chance to report on behalf of the group. By so doing, he/she will get the chance to communicate to the class and later on the high levels anxiety could be reduced. He/she would be motivated by the almost correct answers received from the group.
- * Different standards indicated Afrikaans as having a higher CA amongst students than the other languages. It therefore becomes imperative to pay

special attention to this medium of communication. The techniques and strategies of how to approach the teaching of it should be reviewed.

- * Teachers are to consider what students perceive as contributory factors to the anxiety experienced during classroom teaching.
- * Teachers' styles and strategies of teaching should conform with the findings suggested by group c questions in table 4.8.5(c). More attention should be focused upon the female students and show more concern with a teacher's style and strategy of teaching.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The research was aimed at determining the degree of CA of Sesotho-speaking secondary school students in Qwaqwa when using Sesotho, English and Afrikaans as their medium of communication and to find out what the Sesotho-speaking secondary school students in this area regard as the main causes for CA in the classroom. The following areas are recommended for further research on this topic:

- * Little or no research has been done on how the school climate could be conducive to learning and teaching in the secondary schools of Qwaqwa.
- * The influence of classroom climate on CA in the secondary schools.
- * Reasons why students at certain schools have a low CA.
- * How Afrikaans can be propagated as a medium of communication in the Sesotho-speaking schools.
- * Projects for CA courses for teachers in the Sesotho-speaking area.

5.7 CONCLUSION

This study indicated that the students of Qwaqwa secondary schools experience communication apprehension. The teachers in these schools should be concerned about this behaviour in their teaching. They should have concern for communication skills, be made aware of possible causes for CA, and be equipped with techniques and strategies for approaching students who experience CA. It is also the teachers' concern to work towards reducing this anxiety amongst the teaching fraternity as well as amongst the school population.

It is the unshirkable responsibility of the teacher to inculcate in the students' minds the realization of the spirit of the gifts of the Creator, viz. a voice to communicate orally.

It is hoped that the suggestions and recommendations made might help to reduce CA in this area. A solution might also be found if further research could be conducted as suggested.

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ANNEXTURE 1

QUESTIONNAIRE ON COMMUNICATION

(Not your name nor the name of your school will be mentioned in this investigation. Please answer the questions very honestly)

For office use only:
Questionnaire number

--	--	--	--

 (1-4)

Sex: Male ☐ Female ☐ (5)

Standard:

6	7	8	9	10
---	---	---	---	----

 (6)

Home Language:

Afrikaans	English	Sesotho
1	2	3

 (7)

Please note: For each of the statements, encircle the appropriate number for when you have to communicate in (1) Afrikaans (2) English (3) Sesotho.

- 1 Strongly disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 5 Strongly agree

IN AFRIKAANS

IN ENGLISH

IN SESOTHO

STATEMENTS	1	2	3	4	5	(8)	1	2	3	4	5	(9)	1	2	3	4	5	(10)
GROUP DISCUSSIONS																		
I dislike participating in group discussions.																		
Generally I am comfortable while participating in a group discussion.						(11)						(12)						(13)
I am tense and nervous while participating in a group discussion.						(14)						(15)						(16)
I like to get involved in group discussions.						(17)						(18)						(19)
Engaging in a group discussion with new people makes me tense and nervous.						(20)						(21)						(22)
I am calm and relaxed while participating in group discussions.						(23)						(24)						(25)
MEETINGS						(26)						(27)						(28)
Generally I am nervous when I have to participate in a meeting.																		
Usually I am calm and relaxed while participating in meetings.						(29)						(30)						(31)
I am very calm and relaxed when I am called upon to express an opinion at a meeting.						(32)						(33)						(34)
0 I am afraid to express myself at meetings.						(35)						(36)						(37)
1 Communicating at meetings usually makes me uncomfortable.						(38)						(39)						(40)
2 I am very relaxed when answering questions at a meeting.						(41)						(42)						(43)
CONVERSATIONS						(44)						(45)						(46)
3 While participating in a conversation with a new acquaintance, I feel very nervous.																		
4 I have no fear of speaking up in conversations.						(47)						(48)						(49)
5 Ordinarily I am very tense and nervous in conversations.						(50)						(51)						(52)
6 Ordinarily I am very calm and relaxed in conversations.						(53)						(54)						(55)
7 While conversing with a new acquaintance, I feel very relaxed.						(56)						(57)						(58)
8 I am afraid to speak up in conversations.						(59)						(60)						(61)

PUBLIC SPEAKING 19 I have no fear of giving a speech.	1 2 3 4 5	(62)	1 2 3 4 5	(63)	1 2 3 4 5	(64)
20 Certain parts of my body feel tense and rigid while giving a speech.	1 2 3 4 5	(65)	1 2 3 4 5	(66)	1 2 3 4 5	(67)
21 I feel relaxed while giving a speech.	1 2 3 4 5	(68)	1 2 3 4 5	(69)	1 2 3 4 5	(70)
22 My thoughts become confused and jumbled when I am giving a speech.	1 2 3 4 5	(71)	1 2 3 4 5	(72)	1 2 3 4 5	(73)
23 I face the prospects of giving a speech with confidence.	1 2 3 4 5	(74)	1 2 3 4 5	(75)	1 2 3 4 5	(76)
24 While giving a speech I get so nervous, I forget facts I really know.	1 2 3 4 5	(77)	1 2 3 4 5	(78)	1 2 3 4 5	(79)

ANNEXTURE 2

For office use only:

Card number

2

(1)

IN THE CLASSROOM 25 Generally, I get nervous when I have to say something in class.	1 2 3 4 5	(2)	1 2 3 4 5	(3)	1 2 3 4 5	(4)
26 I like it when the teacher asks a lot of questions	1 2 3 4 5	(5)	1 2 3 4 5	(6)	1 2 3 4 5	(7)
27 Usually my thoughts become confused when I have to answer a question.	1 2 3 4 5	(8)	1 2 3 4 5	(9)	1 2 3 4 5	(10)
28 I am never afraid to go to class.	1 2 3 4 5	(11)	1 2 3 4 5	(12)	1 2 3 4 5	(13)
29 In class I prefer the teacher to speak a lot so that I only have to listen.	1 2 3 4 5	(14)	1 2 3 4 5	(15)	1 2 3 4 5	(16)
30 It does not bother me if I have to answer a question in class while the principal/-inspector is on visit.	1 2 3 4 5	(17)	1 2 3 4 5	(18)	1 2 3 4 5	(19)

Here under follows a list of possible causes for Communication Apprehension (CA) during teaching. Indicate in what degree every one of the statements is playing a role when you experience CA in the classroom.

I probably experience CA during classroom teaching because:

	No	Undecided	Yes	
1 I am afraid that pupils will laugh at me or ridicule (scorn at) me if I give a wrong answer.	1	2	3	(20)
2 I am afraid to give a wrong answer.	1	2	3	(21)
3 I am afraid of the teacher that he might make noise (scold me) when I give an incorrect answer.	1	2	3	(22)
4 I do not know my work too well.	1	2	3	(23)
5 I become self-conscious when I have to speak in class.	1	2	3	(24)
6 I am not fond of speaking in class.	1	2	3	(25)
7 I know that the teacher does not want us to ask many questions in class.	1	2	3	(26)
8 I cannot properly give my own views.	1	2	3	(27)
9 The teacher becomes irritated when I answer incorrectly.	1	2	3	(28)
10 I do not have the necessary self-confidence.	1	2	3	(29)
11 Other pupils might think I am stupid if I give a wrong answer.	1	2	3	(30)
12 When I answer the question every one looks at me, I am afraid to be looked at by many people.	1	2	3	(31)

Any other possible reasons why you experience CA during teaching? Name them in the space below:

- 13 _____ (32)
- 14 _____ (33)
- 15 _____ (34)
- 16 _____ (35)

ANNEXTURE 3

P.O. Box 5443
PHUTHADITJHABA
9866

Acting Director
Department of Education
WITSIESHOEK
9870

Sir

RESEARCH: COMMUNICATION APPREHENSION IN SECONDARY SCHOOLS

Communication apprehension is one of the barriers/impediments for adequate achievements in the schools.

I therefore request permission to conduct a research on CA in your secondary schools. The schools will receive feedback after the research and would be a trade that might yield a good profit.

Your permission will be highly esteemed by my institution which gives guidance in this regard.

Faithfully yours

Mr. M.M. Malimabe

ANNEXTURE 4

P.O. Box 5443
PHUTHADITJHABA
9866

The Principals
..... Secondary School
WITSIESHOEK
9870

Madam/Sir

PERMISSION TO CONDUCT RESEARCH

It is my humble plea to request permission to conduct a research on communication apprehension (CA) in your school.

The school will get a feedback after completion of the research.

Permission has been requested from the Department of Education.

If permission granted only fifty (50) pupils from your school will be needed to fill in the questionnaire. Selection is done in this manner:

- 10 pupils from each Standard, starting from Std. 6 up to Std. 10;
- pupils are counted starting from one, and the tenth student constitute a group;
- thereafter groups fill in the questionnaire.

Your co-operation will be appreciated.

Faithfully yours

Mr. M.M. Malimabe

ANNEXTURE 5

QWAQWA SECONDARY SCHOOLS	
SCHOOLS	CODE
Molapo	Mlp
Mohaladitwe	Mhd
Rantsane	Rtn
Mathabo	Mtb
Reahola	Rhl
Thokoana	Tkn
Selelekela	Slk
Kgolathuto	Klt
Makabelane	Mkb
Moteka	Mtk
Mampoi	Mmp
Dikwena	Dkn
Nkgobiso	Nkb
Thalabodiba	Tlb
Tsebo	Tsb
Tshibollo	Tbl
Thahameso	Thm
Tlhorong	Tlr
Letsie	Lts
Tseki	Tsk
Linare	Lnr
Seanakwena	Snk
Sekgutlong	Skt
Sebatso	Sbb
Makhabane	Mkn
Mohato	Mht
Lekgulo	Lkl
Koali	Kl
Sentinel	Stl
Masupha	Msp
Manthatisi	Mtt
Mokoli	Mkl
Phofung	Phf
Seroadi	Srd
Thibella	Thl
Tsolo	Tsl
Mesimatsho	Mtm

ANNEXTURE 6

