

FOREIGN LANGUAGE COMMUNICATION APPREHENSION  
OF GERMANS LEARNING ENGLISH:  
AN EAST-WEST COMPARISON

by

PAUL REGINALD BYRNE, II, B.A.

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# CHAPTER I

## INTRODUCTION

It is often the case that the seemingly insignificant events in a person's life have, upon reflection, a more profound effect than one would first expect. This is the case in the life of a particular Communication Studies student. This student first started speaking publicly in high school. During his high school career he joined the speech and debate team, made class presentations, and even entered speaking contests. Upon arrival at college, he continued in this tradition by declaring Communication Studies as his major and getting involved in organizations which required him to make presentations to peers, incoming freshman, and their parents. During a university-sponsored orientation, this student spoke in front of an audience of over 2,500 people. One can then imagine his surprise when he shook and sweat uncontrollably every time he had to give a speech in German in front of his friends. A person who tested very low on a test for general communication apprehension must cope with Foreign Language Anxiety.

For anyone who has ever taken a public speaking course, the fear associated with delivering a speech can often inhibit preparation and performance of that speech. McCroskey (1977) labels this communication apprehension which he defines as "an individual's level of fear or anxiety associated with either real or anticipated oral communication" (p. 78). Communication apprehension is divided into four categories of trait, situational, audience-based, and context-based. Trait apprehension is just that: it is a part of the person's personality, usually stemming

from shyness or general quietness. In any given situation, regardless of the variables, a person with trait communication apprehension will feel uncomfortable. Situational communication apprehension arises when a person finds himself or herself in a unique set of circumstances: something that is truly novel. An example of this could be the defense of one's thesis or dissertation. Even though a person could test low on a communication apprehension scale, he/she could experience high levels of fear and communication apprehension in this unique, one-time situation. Audience based communication apprehension occurs when one person experiences fear or nervousness when having to speak to a particular person or group of people. With this type of communication apprehension, a person could feasibly communicate without problems to his/her spouse, but not feel comfortable talking to his/her boss, co-workers, parents, in-laws, or any other person or group. The last category of communication apprehension is context-based. This means that a person experiences communication apprehension every time that he/she is in a given context. This could be at meetings, within small groups, one-to-one talks, or in the classroom. Much of the research regarding context-based communication apprehension has been collected in public speaking courses, probably because public speaking is a fairly common type of context-based communication in the United States, and because communication scholars who study communication apprehension usually have ready access to university students in public speaking courses. But as research in this area has expanded, scholars have begun to look at context-based CA in other academic areas, as well as other non-academics areas of the work force.

As stated before, many public speaking students experience context-based apprehension. They could be very talkative outside of class, but the fear of speaking inhibits them within the public speaking class. This prompted many scholars to wonder if context-based CA affected students in other courses. Specifically, Horwitz, Horwitz, and Cope (1986) examined context-based CA in university Spanish classes to determine if students learning a foreign language also experienced context-based communication apprehension in the context of a foreign language classroom. The study revealed that students who experience communication apprehension in the foreign language classroom almost always suffer from context-based apprehension. Their foreign language class may be the only class in which they have trouble speaking, as in the case of the student referred to in the introduction.

Horwitz, Horwitz, and Cope (1986) define foreign language communication apprehension (FLCA) as "the special communication apprehension permeating foreign language learning [derived] from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood" (p. 127). Although FLCA is a type of communication apprehension, it has three distinct components which set it apart from general communication apprehension, all of which can be measured with the FLCAS (Foreign Language Classroom Apprehension Scale) developed by Horwitz et al. (1986). The first component of FLCA is context-based communication apprehension. According to Horwitz et al. (1986), most students taking a foreign language have mature thoughts which they try to express through an immature medium. An example is

trying to communicate all of the freedoms that American citizens enjoy namely, freedom of press, freedom of religion, the right to bear arms, and freedom of speech. A first or second semester student might be reduced to saying, "in America, we have many choices." The student lacks the complex vocabulary needed to accurately express his/her ideas. This inability to express oneself can lead to frustration, embarrassment, and eventually fear of being ridiculed by peers; which, in turn, could lead to communication apprehension. If it is left untreated, FLCA can even change into reticence: apathy toward foreign language in general.

A second component of FLCA is discussed by Horwitz et al. (1986) and MacIntyre and Gardner (1989). Both of these groups list "negative social evaluation" as a major component of FLCA. This concept encompasses the perceived social evaluation by one's peers as well as the "threat" of constant monitoring by the one person in the class who is a fluent speaker, the teacher. The combination of these two factors can often make a person feel self-conscious and embarrassed when speaking. These feelings can come about from the fear of making mistakes.

The third component of FLCA is test anxiety. Horwitz et al. (1986) explain that this is common for almost every class regardless of topic, but in foreign language classes it is especially pertinent because students need to incorporate all previous knowledge of the subject on each test. Because of the pace at which most classes progress, a student can easily begin to feel overwhelmed if he/she does not keep up with the work. If this is the case, a student could begin to fear

testing because he/she is afraid it will measure how much he/she doesn't know, rather than what he/she does.

When a German communication studies scholar writes an article in Germany about communication apprehension of Germans, the article will most likely be written in German. When an American scholar in the United States writes an article about context-based communication apprehension of Americans, the article will most likely be written in English. The goal of both of these scholars is to study communication apprehension in order to find a way to reduce its effects on people. However, the ultimate goal of communication studies is to find ways for people to communicate better. The idea of which language a person chooses to use to express himself/herself in order to achieve the goal of communicating has never played a major role, nor should it. Improving communication between people is the goal: regardless of how it is accomplished. By studying FLCA, there may be a way to reduce or control how people are affected by the apprehension they feel, which would enable more people to effectively learn a second language to the point of proficiency so that they may become more marketable within the United States and can be competitive in the global market. The purpose of this research is to study the impact that CA and FLCA have on German high school students who are learning English in order to determine if residual effects of the East German regime are still present in unified German society.

The following literature review will first outline other types of communication apprehension research being conducted. Then the relationships between gender and communication apprehension will be explored to see which role, if any,

gender plays in communication apprehension. Next, foreign language communication apprehension, its manifestations and its effects on the learner will be examined. This will illustrate why further research of FLCA is imperative. A summary of the process of second language acquisition is then offered. Finally, a brief history of Germany will put the importance of the current study into a cultural context.

## CHAPTER II

### LITERATURE REVIEW

#### Communication Apprehension Research

Communication apprehension (CA) research began with defining the construct McCroskey (1970), its components (McCroskey, 1977, 1982) and the causes (Daly & Buss, 1984). After many studies in the academic environment, CA research has evolved to focus on communication apprehension in non-academic settings.

In an early study, Kelly (1982) compared the terms Reticence (a habitual inclination not to speak), Shyness (being non-assertive in front of others), Willingness to Communicate (one's inclination towards speaking), and Communication Apprehension and found that the concepts are not mutually exclusive, rather they overlap quite a bit to the extent that treatment for a communication problem must be individualized for each person based on their combination and levels of each construct. In another article, Work (1982) examined the literature up to 1982 surrounding CA and categorized articles into three areas: general CA studies, CA in school populations, and CA in college and adult populations. This article is important to the current study because it shows the differences in communication apprehension as well as the fact that CA affects people at different stages in their lives. Intercultural research in CA also examines the levels of CA that people have in childhood in comparison to the levels they experience as adults. Also in 1982, Kraft and Lewis published an article entitled, "Developing Communication Skills: A Model for German Instruction at the High

School." In this article, the authors examined ways for students to be able to learn the language in order to use it as a means of communication instead of viewing it as an abstract concept. The authors hypothesize that many students have such high amounts of apprehension because of the obvious enormity of the task of memorizing literally tens of thousands of words in order to use the language effectively. The problem is that many students see learning the language as a task rather than a new or even feasible way of communicating. The authors also discuss the role of communication apprehension and how to cope with it. Some of their suggestions included using oral tests to give the students practice in using the language with for a specific purpose and exposing students to cultural information to show how what they are learning fits into everyday life settings. This can give the students confidence in knowing that they can effectively communicate using the language in settings where native speakers would also communicate. The language has become concrete.

Once the construct of CA was defined, scholars then looked at some of the causes, effects, and responses to CA. Daly and Buss (1984) looked at some of the causes of audience anxiety which include novelty of the situation and conspicuousness and integrated them into a model which took into account all events surrounding a speech to show the impact that they can have on a speaker. Daly and Buss (1984) categorized novelty into three areas: novelty of the environment, novelty of the audience, and novelty of the role and discussed how these types of novelty can elicit fear and uncertainty in the speaker. It was also reported that the feeling of being exposed and being alone on stage is strong cause of audience anxiety. Beatty (1988) examined situational and

predispositional factors of public speaking anxiety. In an earlier study, Beatty and Payne (1983) showed speech anxiety as a function of audience size and social desirability. In every situation, situational factors like novelty of the situation and feelings of conspicuousness led to increase apprehension.

McMullen and Pasloski (1992) look at some of the effects that CA has as it relates to the familiarity of the speaking partner and topic about which the person was speaking. Monroe and Borzi (1988) go beyond a single speech act and look at the effect that CA has in one's avoidance of postsecondary education. The study concluded that CA has a profound effects on a high school graduate's decision on whether or not to matriculate. Witherspoon, Long, and Nickell (1991) look before one's graduation date and focus on CA as it relates to high school dropout rates. They show that students who have high CA usually have lower self esteem and trouble communicating. Many of these students then drop out and, according to the authors, can turn to crime.

Greene and Sparks (1983) found that expectations of outcome and importance of goals are predictors for communication apprehension. A later study by Booth-Butterfield and Butterfield (1986) adds to this study by showing that the effects of task and evaluation are dependent on the trait anxiety level of the person(s) completing the task. Both studies relate to the "test anxiety" component of FLCA. By telling a student what he/she needs to know and do by the end of the course, a student could experience high levels of FLCA. This is especially true in a foreign language class where the emphasis is on building from one idea to the next. A student can often be overwhelmed when he/she realizes just how much

he/she will have to learn over the course of the semester/year in order to pass or do well in the class.

Outside of the university setting, Reinsch and Lewis (1984) showed how different types of communication apprehension (e.g., face-to-face, telephone, and written) have an impact on the channels through which people communicate in the workforce. By differentiating between mediums through which people communicate, one can choose a career based on how he/she feels most comfortable communicating. However, in the foreign language class, there is often little choice. Within any class, students will be asked to turn in written assignments, communicate face-to-face with the teacher and other students, and even simulate telephone conversation to practice phone etiquette in potentially real life situations. Being forced to communicate in a medium with which one is not comfortable can lead to increased levels of CA and FLCA.

In the realm of public speaking, Beatty and Friedland (1990) show that novelty, conspicuousness, and subordinate status of the person speaking are all predictors of public speaking state anxiety. These factors can also be easily applied to the foreign language classroom setting under the umbrella of "fear of negative social evaluation." The newness of the situation, having to speak in a language in which one is neither comfortable nor capable of expressing himself/herself clearly while peers look on, and knowing that one is being judged by a better speaker of the foreign language are all factors which increase one's FLCA level.

Within the university setting, current research examines the relationship between CA and student motivation (Dobos, 1996). CA and speech giving

(Ayres, 1996), and CA and the types of university one attends (Hamilton & Frerichs, 1996). Research indicates that students' CA levels affect students' motivation in collaborative learning. Ayers (1996) showed that high CA students spend more time preparing speeches but receive lower grades, and Hamilton and Frerichs (1986) show that high CA students are more commonly found at community colleges and that high CA levels can lead to high drop out rates.

Communication apprehension has also been studied outside of the university setting. For example, CA is now being used as a predictor in the areas of interviewing (Ayres & Crosby, 1995) and jury selection (Wigley, 1995). Individuals with lower CA scores are more likely to do well during interviews and to be picked for jury duty. Authors Servaty (1996) and Ayres & Hopf (1995) are even looking at how CA affects communication between doctors, nurses, and terminally ill patients. These studies show that individuals with high CA feel less confident about their ability to work with terminally ill patients. However, Ayers and Hopf (1995) indicated that senior nursing students have lower levels of apprehension about working with terminally ill patients thereby suggesting that the more exposure one has to a situation, the less apprehension he/she will have.

### Gender and Communication Apprehension

In the study of gender, there are three theories as to how people acquire their gender roles. The first of these theories explained by Wood (1997) is the biological theory. Essentially, people who subscribe to this theory believe that gender is determined biologically. One of the reasons for this is the effect that estrogen, the primary female hormone, has on women and the effect testosterone,

the primary male hormone, has on men. Another argument for this theory is that, although both sexes use both lobes of their brains, men tend to be more left brained, while women more often use the right lobe. Simply put, men will have certain traits, and women will have others: all are biologically based.

The second theory focuses on interpersonal relationships and maintains that gender roles are assumed by individuals via adoption of the characteristics and behaviors they see in those with whom they have close, personal relationships. Most of the original research in this area comes from Freud (1957) and his psychodynamic theories. More recent research, however, focuses on the Social Learning Theory which was developed by Mischel (1966). Mischel "claims that individuals learn to be masculine and feminine (among other things) through communication and observation" (cited in Wood, 1997, p. 55). Essentially, children notice how others speak and behave and then mimic what they see.

The third theory looks at cultural influences. Much of the development of this theory comes from observation done by anthropologists. Among them is Margaret Mead (1935, 1968). There are three components to this theory. The first of these components looks at the qualities that are encouraged by the target culture. According to Wood (1997) boys and girls in most cultures show both aggressive and nurturing characteristics. The difference is "the extent to which these qualities are encouraged in each gender by particular cultures" (Wood, 1997, p. 60). The second component of the cultural theory is George Herbert Mead's theory of symbolic interactionism (1934). This theory claims that people "learn to participate competently in their society and [share] its values through communication" (cited in Wood, 1997, p. 60). By accepting societal rules, people

are labeled and must live within accepted or prescribed roles. For example, in American culture, Wood (1997) states that women are still seen as nurturing caretakers. Men are seen as the competitors who must succeed. Such standards are internalized by children. The third component of the cultural theory is the Standpoint Theory (Collins, 1986). Essentially, this theory holds that a person's gender, race, and class influence his/her position in society and, subsequently, his/her outlook on life. There are many examples of this theory in contemporary American society. One of the liabilities of this theory is that it has, to an extent, polarized our thinking in that "we are all expected to conform to the stereotyped molds or suffer the consequences of negative social judgments" (Wood, 1997, p. 160). Evidence of this can be seen in public schools. According to Hall and Sandler (1982), teachers tend to reward females students for passive behavior and reward males for aggressive behavior. In an article she wrote for the Wall Street Journal, Kathleen Deveny (1994) printed a chart of awards that kindergarten students received. The rewards for boys were based on "intellectual activity and achievement" (p. B1) such as "Hardest Worker," "Very Best Thinker," and "Most Scientific" while girls' awards were based on assuming more passive roles in the class like "Best Sharer," "Best Helper," and "Biggest Heart." For African American females in the United States, the effect is even greater. Females who were initially independent and active students discovered that such behaviors did not elicit teacher approval. Many became more passive in order to receive approval from the teacher. This trend carries on until the end of high school. Female students who begin school as independent 6-year-olds leave secondary education as passive women. One of the possible effects of this

is that women will have high levels of communication apprehension by fearing that they are going against cultural norms by speaking up. The reason for the CA is the fear that they will be judged negatively by the society which expects them to be timid.

Other researchers have also examined the relationship of gender and communication apprehension. A study by Hatton (1995) examined debaters' responses on an electronic bulletin board and discovered that women tended to be more reserved in that they communicated less, took part in fewer discussions, and used the bulletin board as a source of information gathering rather than as a venue for discussing theories and outcomes. An article by Stowell and Furlong (1995) shows that women feel less comfortable giving speeches than their male counterparts and that the apprehension comes from the fear that the audience will respond negatively to their speeches. Miller and Edmunds (1995) discovered women's scores were slightly higher than men's on the PRCA, and in 1993, Hallmark, Hanson, Padwick, Abel, and Stewart completed a study which showed "a significant gender effect" prior to delivery of graded speeches. The study showed that the more feminine the speaker was, the more apprehensive she would generally be. The authors theorize that this stems from the social idea that, in today's society, it is not possible to be seen as both feminine and competent. Therefore, according to the paper, feminine women become apprehensive because they are worrying about how the audience perceives them and whether or not they are being taken seriously. Generally, research shows that women have slightly higher levels of communication apprehension than men. One of the

components of the current study will examine the role gender plays, if any, in foreign language communication apprehension of Germans learning English.

### CA in Intercultural and International Settings

Although most of the communication apprehension research has been written about situations in the United States, other studies have crossed cultural lines and examined CA in other countries. For instance, a study by Vandergrift (1996) examines Canadian high school students taking French. In that study, students practiced using listening comprehension strategies as a way to improve their ability to understand what is said thereby increasing their confidence in speaking the language. Additionally, Olaniran and Roach (1994) measured CA and classroom apprehension in Nigeria which resulted in a significant correlation between student communication apprehension and classroom apprehension.

Three CA studies have recently been completed in Japan. The first by McDowell and Yotsuyanagi (1996) compares Japanese and American students in the areas of willingness to communicate, communication apprehension, and humor. In general, it was found that Japanese test significantly higher than Americans on some sections of the PRCA, significantly lower on parts of the willingness to communicate scale, and have much higher scores than Americans on liking of humor, being sensitive to humor, and using coping humor. The second article by Kondo (1994) looks at strategies to reduce public speaking anxiety in Japan. Of the six categories into which these strategies are placed, relaxation and preparation are used most often by highly anxious people. A third study by Keaten, Kelly, and Pribyl (1994) examines CA in Japanese schools from

the elementary to the secondary levels. Ironically, there were no major differences in the levels of communication apprehension between Americans and Japanese at any level. The study also showed a steady increase in the amount of fear Japanese students experience from kindergarten to 12th grade.

In Micronesia, Burroughs and Marie (1995) conducted a study which compared the levels of CA that natives felt when speaking their native language with the levels of CA when they spoke English. Women experienced apprehension about expressing themselves while men were only moderately apprehensive. This could be a result of their culture in that it is still predominantly controlled by men. Women, who still carry a subordinate status to men in many cultures, including the United States, may be more apprehensive when speaking to a person who is of a higher status in society (Collins, 1986). Because men may not experience this division as strongly as the women, their levels of CA could be lower when in this type of situation. McDowell (1994) explored PRCA variables, receiver apprehension, and telephone apprehension among college students in the US and Australia which showed correlations between the CA and the other two types of apprehension. Hackman and Barthel-Hackman (1993) tested communication apprehension, willingness to communicate and sense of humor from United States and New Zealand perspectives. New Zealand students tend to be less willing to communicate and more communicatively apprehensive. In a more comprehensive article, Bourhis, Tkachuk, and Allen (1993) showed that some countries, in general, have similar levels of communication apprehension to those found in the United States. Countries in that survey which were similar to the US in overall CA were Japan and New Zealand. Other countries, including

Lithuania, Sweden, Finland, and England, have higher levels of CA than Americans, while the Chinese, Australians, Micronesians, Puerto Ricans, Filipinos, Costa Ricans, and Koreans are less apprehensive than Americans. No explanation was given as to why this is so.

A study by Lucas (1984) investigated how CA affects learners of English as a second language, specifically Japanese students in ESL classes. Special attention is paid to the fear of oral communication and how to alleviate it. An article by McCroskey, Fayer, and Richmond (1985) compares CA of Puerto Rican students and American students and found that Puerto Ricans have lower levels of CA than Americans when speaking in their native languages. More importantly, however, McCroskey et al. (1985) found that communication apprehension in one's native language is a much better predictor of communication apprehension in the second language than is self perceived competence in that language. This lends support to the idea of trait CA by showing that CA "appears not only to cut across communication contexts, but also across languages used in those contexts" (McCroskey et al., 1985, p. 191). The study then concludes that in order for North Americans to become functionally bilingual, "the problem of CA in both the first and second language must be confronted directly" (McCroskey et al., 1985, p. 191).

There have also been two studies comparing Americans to Swedes. The first study by Watson, Monroe, and Atterstrom (1989) which focused on children ages five to eleven shows that both American and Swedish children develop and experience heightened amounts of CA in their early years. The second study, by McCroskey, Burroughs, Daun, and Richmond (1990), had only limited

generalizability between the two cultures. This demonstrates that although Swedes and Americans have the same levels of communication apprehension, the two cultures view communication differently. Swedes are usually less willing to communicate. For example, many Swedes are less likely to initiate conversation, and the idea of having verbal performance in a class as part of the grading system is unheard of, while such practices are common in the United States.

Although culture has an effect on gender, it does not seem to have much effect if any on communication apprehension. Gudykunst and Kim (1997) describe cultural differences in communication using the terms high context and low context. In high context cultures, most of the meaning is internalized in the person. Not much is explicit. Most of the information is ambiguous or indirect according to Western standards. This type of communication is predominant in collectivistic cultures including those found in Japan, India, and Greece. In such cultures, people have many shared meanings. In low context communication cultures, the information "is embedded mainly in the messages transmitted" (Gudykunst and Kim, 1997, p. 65). Low context communicators are explicit and direct and tend to live in individualistic societies like those found in the United States, Canada, and Germany. People who live in high context cultures tend to be less willing to communicate than their counterparts in low context cultures because they (the speaker) assume their speaking partner will be able to infer what the speaker means and what his/her intentions are. One might think that because people in high context cultures are less willing to communicate, they would also have higher levels of CA. This is not necessarily the case. In the 1990 study comparing Americans and Swedes, McCroskey et al. (1990) state that "a

person may be less willing to communicate than others but not be apprehensive about communication" (p. 128). They use the example of introverts. They tend to be less willing to communicate but do not necessarily fear communication.

Although communication apprehension research has been examined in many new settings, including intercultural and international situations, there is still a gap in the research pertaining to Germany. Research in this field is especially unique because it has to cope with one country, now unified, which was separated into East and West by a wall for forty years. Subsequently, the groups on either side of the wall developed different cultures.

### Foreign Language Communication Apprehension Research

One of the first studies which regarded FLCA as a separate field of CA was completed by Horwitz et al. (1986). In this study, Horwitz et al. (1986) defined three components or sources of FLCA which made it distinct from regular CA: specifically, context-based communication apprehension, fear of negative social evaluation, and test anxiety. The first of these components is general communication apprehension which is defined by McCroskey (1978) as "an individual's level of fear or anxiety associated with either real or anticipated oral communication with another and persons" (p. 192). Horwitz et al. (1986) claim that CA plays a major role in FLCA because of the type of communication situation. Specifically, many students feel they have very little control of the foreign language communication situation and their performance is being constantly monitored. Furthermore, anxiety is heightened because the students

are being asked to try to communicate in a language in which they have little or no proficiency.

The second component of FLCA is a fear of negative social evaluation. This fear is defined by Leary (1982) as a fear which arises from "the prospect or presence of interpersonal evaluation in real or imagined social settings" (p. 102). Not only are students being evaluated by a fluent speaker, the instructor, they also feel like they are being judged by their peers when they speak. Fear of having other students laugh or even be aware of mistakes often produces large amounts of apprehension. There are several common misconceptions or false beliefs which reinforce this fear. The first is that guessing is not good. In other classes, guessing might not be prudent because it might show that the student is unprepared. In a foreign language class, however, because there is so much that the students cannot possibly know, it does not necessarily show unpreparedness. In reality, guessing can be helpful. Some words in foreign languages are very similar to English. A guess might well be correct, and a correct or close guess will "stick" more firmly in a student's mind than a memorized list of verbs. An example from German is the verb finden (pronounced fin-den). Since many verbs end in "en," a student trying for the verb "to find" could very possibly guess correctly and boost his/her self-esteem. There are also many direct cognates between German and English: absolut (absolute), Pause (pronounced "pow-suh" -- a pause or break), and Theorie (pronounced "tay-o-ree" -- theory) are just a few.

A second misconception feeding the negative social evaluation fear is that everything that a student says must be correct or it is not worth saying. This is absolutely false. The point of speaking is not for perfection, but improvement.

No one in the room besides the teacher will be fluent. Mistakes are anticipated, and the focus is on the communication of ideas. Perfect grammar is not required for the transmission of this information.

Other factors influencing negative social evaluations (Young, 1990) include a person's self-confidence and self-esteem. A person in a foreign language class has to be confident in who he/she is because in this context, that person's normal presentation of self and intelligence may not come across. Some people feel threatened due to their limited ability to present themselves. Self-esteem also plays an important role. If a student feels that he/she is just not capable of speaking a foreign language, he/she probably will not perform well in the class.

The third component of FLCA is test anxiety. Test anxiety is a result of the fear of evaluation, but the anxiety is more specifically focused between the instructor and each specific student. This anxiety usually stems from the students' fear of failure and the fear of finding out exactly what it is that they do not know. While the first few tests in a German course could focus on pronunciation and vocabulary, and later tests focusing on masculine, feminine and neutral articles and their corresponding adjective endings, students must be able to use all of the information from the previous tests in order to be successful at the later stages of learning. Many students claim to know the information but have difficulty retrieving it on a test, or the student makes preventable mistakes like spelling errors: a problem which overstudying cannot improve, but make worse. This frustration, in turn, can lead to higher FLCA. These are classic examples of the test anxiety component of FLCA.

In a later study conducted by MacIntyre and Gardner (1989), the results of the Horwitz et al. (1986) study were supported with the exception of test anxiety. Their findings "[bore] an obvious relationship to the communication apprehension component proposed by Horwitz et al. (1986)" (p. 268). The same held true for their study on the fear of negative social evaluation. However, MacIntyre and Gardner (1989) study concluded that test anxiety fell more under the category of general anxiety instead of under communicative anxiety.

In another article, Young (1991) proposes that there are six components of FLCA. Some of these resemble Horwitz et al.'s (1986) three previously discussed components; others do not. Young (1991) believes FLCA components include (1) personal and interpersonal anxieties, (2) language testing, (3) learner beliefs about language learning, (4) instructor beliefs about language teaching, (5) instructor-learner interactions, and (6) classroom procedures. Although the first category of personal and interpersonal anxieties could be placed in Horwitz et al.'s (1986) communication apprehension component, and language testing would not have any significance according to MacIntyre and Gardner's (1989) study, the remaining four, although similar to established categories, have their own unique properties. The first of these addresses the perspective of the learner. Some common beliefs can inhibit effective foreign language learning. Although the following beliefs are unrealistic, they can and do produce anxiety within some students. Foreign language students erroneously believe that pronouncing words with a proper accent, an extraordinarily difficult task, is crucial in order to learn the language. Although pronouncing the foreign words well enough for the target person to understand them is important, it is usually the exception.

rather than the rule, for a non-native speaker to be able to pronounce foreign syllables, sounds which often do not exist in one's native language, perfectly. An example is the German "ö." To pronounce it properly, one's mouth should be rounded, almost puckered, while trying to say "er" without a hard "r" ending as in "are." Students also believe that others are, by birth, able to learn foreign languages more easily. Some believe that others who excel are genetically pre-dispositioned for learning languages. This, too, is often a misconception because students are unaware of how the others learn a language. How often and long a person studies, how much exposure a person has had to the language or any language, or other subjects the student is taking which may complement the foreign language are variables which most students are unaware of. It could be that the student who is excelling has more effective study habits, nothing more. One of the biggest misconceptions of learning a foreign language is that many people believe it is simply a direct translation of words. More often than not, this practice will yield an incorrect guess. An example of this is the term "dry cleaning." If one begins to translate this into German by starting with the word "dry," one has already made an error. The correct phrase "chemische Reinigung" means chemical cleansing which is essentially what dry cleaning is. Another example is the German word "Ausstrahlung" (ouse-shtraal-ung) meaning "outward radiation" which is something along the lines of a person's aura. However, the word aura is not used frequently in English and is usually associated with New Age ideology. Germans use this word to daily describe the way a person carries himself/herself. It is often used as a descriptor in the same

way eye color or height would be used. One might even say it is a person's presence, but that, too, is not an accurate, one-word translation. Students even believe that two years in a classroom is enough to become fluent in a foreign language. Many students experience frustration after learning a language for two years because they feel they should be able to express more than they can. The problem with this line of thought is that students have not studied a language for two years. They have probably had one hour of the language, five days a week for the first year and then one hour, three times a week during the second year. Other than time in class, and possibly during the time the student is doing homework, there is often little to no other exposure to the language, depending on the area of the country one lives in. Learning a language, however, requires more time than this. Once students realize that they have not spent two years learning the language, rather a few hundred hours at most with weekends, semester holidays, and summer break in between, their apprehension might well subside.

Young's (1991) second component of FLCA addresses the instructor's point of view. According to Young, many foreign language instructors believe that a little intimidation does the student well. However, Young's (1992) research shows that students react very negatively to the type of teacher who can increase the student's amount of FLCA because these kinds of teachers rob a student's confidence by making them feel that they are being constantly observed and evaluated.

The third component of FLCA relates to instructor beliefs. Instructor-learning interactions are critical to consider because this affects how the instructor will

conduct the class and what kind of atmosphere the students will learn in. Many students prefer a "laid-back" atmosphere, one in which they do not have to worry about being evaluated or intimidated, in which they are free to make mistakes and be corrected without feeling threatened, which is seldom what they get because of time constraints, class size, and a need to cover a certain amount of material.

Young's (1991) final component of FLCA is classroom procedures. This source focuses on the types of activities in which students engage and how anxiety provoking they are. The most obvious example of an anxiety provoking activity is having to speak the target language in front of a group. Less anxiety provoking activities usually involve group work because all students must contribute something and all run the risk of making mistakes.

In addition to the Horwitz et al. (1986) and Young (1991) studies, other researchers have identified additional components of FLCA. A study by Nance (1992) lists a series of risk factors students face before they begin to speak in a foreign language. One of these factors is the size of the group. Nance hypothesizes that the smaller the group, the less anxiety a student will feel. Another source of anxiety is the amount of time a student has to respond to a question asked by the instructor. Nance hypothesizes that the more time a student has to respond, the less pressure they will feel which could, in turn, decrease the amount of communication apprehension by lowering the amount of perceived negative social evaluation. If a teacher gives a student adequate time to prepare an answer, the student might feel that the teacher is there to help or encourage, instead of there to evaluate or judge.

## Behavior Manifestations of FLCA

With an understanding of what FLCA is and its components, the next step in understanding FLCA is being able to identify the manifestations of FLCA in students. According to Young (1991), there are three behavior manifestations which students might exhibit when experiencing FLCA. The first of these, arousal-mediated responses, are "side-effects" of being nervous such as playing with articles of clothing or one's hair, stuttering or stammering when speaking, or generally appearing "jittery." The second category, disaffiliative behaviors, includes reducing social interactions, sitting in the back of the class, not speaking unless spoken to, and speaking for short periods of time. The third manifestation, image-protecting behaviors, includes head-nods or offering verbal feedback without joining the conversation or saying anything significant. This type of behavior is an attempt to mask fear by appearing to be very outgoing and friendly.

The Horwitz et al. (1986) study expands Young's (1991) list of physical FLCA manifestations to include trembling, perspiring, palpitations during class when one is called upon to speak or participate. Even when one is not physically in class FLCA can still manifest itself. Sleep disturbances can be caused by the anxiety the students feel, and some students avoid class altogether to try to avoid the source of anxiety which usually makes it worse because the student then falls further behind.

## Learning Effects of FLCA

In order to gain a complete understanding of FLCA, it is important to also know how FLCA affects students. According to Tobias (1986), FLCA is interference which affects a student's input, processing, and output when learning or speaking a foreign language. Regarding input, FLCA acts as a filter. A student with high FLCA simply cannot receive the information. The level of fear or discomfort can be so high that anxiety is all the student can think about, thereby being aware that someone is speaking, but not being able to focus on what is being said. This has negative effects later on. As stated before, because languages build on previous information, missing any information will make learning the language more difficult in the future. Most of the barriers to receiving the input are usually in the form of attention deficits or lack of understanding of the information.

FLCA also affects students in the processing stage, where the information is rehearsed. In this stage, the emotions created by anxiety interfere with tasks. The more difficult the task is, relative to a student's ability, the greater effect the anxiety will have on a student's ability to concentrate and use stored information. For example, having to talk about a topic when one lacks the vocabulary or the practice using that vocabulary can cause anxiety. Examples of this are having to discuss oneself, politics, economics, cooking, travel, or any other topic with which a student has little previous experience.

Finally, FLCA affects the output stage of learning. This is most often in the form of tests, but it also occurs during class discussions in the foreign language. In testing, whether oral or written, the student must recall all previous knowledge

of the material and apply it to the new subjects being tested. For example, if a student were taking an exam over the genitive case in German (forming words as the object of a preposition), aside from the construction needed to form the genitive case, the student would also have to remember the gender of the noun (masculine, feminine, neutral), the appropriate form and ending for the article in the genitive, the appropriate endings for the adjectives following the article, and any changes that occur to the noun itself in the genitive (there are several irregular nouns which change form in the genitive). An example is changing the noun "Student" (student) into the prepositional phrase "of the poor Student" as in "That is the house of the poor student" (a common construction for German). First, the student must know that the article for "the" in German for this masculine noun is "der." Second, the student must know how to construct the genitive. In this case, "der" becomes "des" meaning "of the." The next step is to know the word for "poor" (arm) and be able to attach the proper adjective ending: in this case "en." Finally, the student must recognize that the word "Student" is one of very few nouns which one declines differently. With most masculine nouns in the genitive, an "s" or "es" is added, depending on the number of syllables the noun has. In the case of "Student," one adds an "en" ending. Thus, the final outcome is "des armen Studenten." Construction of the genitive changes for feminine and plural nouns, as well as for nouns which use an indefinite article like "a" or "an." Having to remember all of these rules and then apply them to any given situation can be very arduous. Needless to say, tests in foreign language classes are always comprehensive because the students have to apply all previously learned information at the same time. Many students find that they

just cannot seem to retrieve all of the necessary information because they become overwhelmed.

The interference of FLCA with all three stages of information processing is evident in daily activities involving listening and speaking. First, if someone has a high degree of FLCA, listening, part of the input process, could be difficult. Students often complain that they have trouble distinguishing between the sounds and structure of the language. In German, this is especially true. The "s" is pronounced like a "z," and the "z" is pronounced like a "ts" sound. Also, the "e" is pronounced like the English "a" and the "i" is pronounced like the English "e." Furthermore, sometimes in German the verb comes at the end of the sentence or phrase, sometimes the helping verb and infinitive are split, and sometimes the verb and subject are inverted. To someone who has not learned those patterns, German could seem to be nothing but gibberish. Many fear that they will be unable to express themselves well and that others will evaluate them negatively.

FLCA also affects students when speaking. Studies by Young (1990) and MacIntyre and Gardner (1989) show this to be the biggest problem for students. Most students do not object to responding in class to drills when there is one correct answer and the whole class participates nor to giving prepared speeches because they have had time to rehearse them. Anxiety occurs when they are asked participate in role-playing activities. The reason is that this requires each student to be able to actively synthesize the information they have been taught. These types of activities require, in a short amount of time, both processing and output capabilities which are affected by FLCA.

## Second Language Acquisition

Learning a second language is different for every person based on the way one learns best. However, there are several theoretical models which try to explain how people learn a language. One of the most well known and widely discussed models of second language acquisition is called Krashen's (1982) Monitor Model which consists of five hypotheses. The first distinguishes between learning and acquisition: learning referring to the conscious knowledge one has of the rules and their application; and acquisition being the subconscious process by which one learns a language similar to how one learns a primary language. The second hypothesis maintains that one will learn grammatical structures in a predictable order when acquisition takes place outside of the classroom. The third hypothesis is that one attains fluency through acquisition; while learning, knowledge of grammatical structures, acts as an editor during the output stage. The fourth hypothesis copes with input. Krashen maintains that fluency cannot be taught, rather it "emerges" over time; and that "accuracy will develop over time as the acquirer hears and understands more input" (cited in Omaggio, 1986, p. 29). The fifth hypothesis describes the optimal affective variables which need to be present in order for acquisition to occur. They are motivation, self-confidence and a good self image, and low anxiety. Krashen states that if anxiety is high, the input cannot "get in." This is what Tobias (1986) is saying. If the student experiences too much anxiety in the class, he/she will be unable to receive the information being sent. The apprehension becomes a barrier to learning the language.

The fourth hypothesis is important because it takes into account the idea of immersion in a foreign language. Essentially, the more contact one has to a foreign language being spoken by native speakers of that language, the more opportunity one has to learn new words, phrases, and structures. Omaggio (1986) applies B. F. Skinner's 1957 theory of operant conditioning to foreign language in that humans immersed in a foreign language become conditioned. "Some patterns of language are reinforced (rewarded) and others are not. Only those patterns reinforced by the community of language users will persist" (p. 26).

In order to rate levels of proficiency in a language, the United States government uses the Foreign Service Institute (FSI) scale which rates a person on a scale from 0 (no language ability) to 5 (able to speak like an educated native speaker). In the academic world, the ACTFL/ETS (American Council on the Teaching of Foreign Languages/Educational Testing Services) scale is commonly used. The ACTFL/ETS scale places a person into one of the following categories: novice, intermediate, advanced, superior, or native. A study by Carroll (1967) showed that the typical rating of college students was a 2 or 2+. However, the students tested were in the second semester of their senior year, were foreign language majors, had studied language and literature for at least four years, and had possibly learned the language in high school or had been abroad. Only a rare few obtained the 3 (superior) rating. Most of the students who take two years of a foreign language as a requirement for college graduation will receive a rating of 1 which, according to the ETS testing manual means they are able to ask and answer questions and participate in short discussions within the context of everyday survival requirements and courtesy requirements. Just knowing this

information could help to alleviate the fears and frustrations that many students experience when they are learning a foreign language. Young (1991) states that many students have misconceptions about how proficient they should be after one or two years of studying a language. Knowing what a normal level of achievement is could help reduce the amount of anxiety and frustration they encounter while making mistakes both in class and on tests. Another interesting point is the idea that immersion in the culture helps. As Carroll (1967) suggests, time spent in a country where the target language is spoken adds to a person's proficiency because he/she is constantly being bombarded with the language and culture. In order to survive, one must communicate, and by communicating, one becomes used to everyday conversation and can then focus on learning more specific vocabulary.

### German History

Although many Americans are aware that the Berlin Wall fell in 1989, few are knowledgeable of the history of the German Democratic Republic (GDR) and the conditions in which its citizens lived. After World War II, Germany was divided among the powers of the United States, the Soviet Union, Great Britain and France. The Western powers controlled the western half and West Berlin, while the Soviet Union controlled the East. A process of rebuilding took place for the first several years after the war, and then on October 7, 1949, the GDR was founded. Several years later, on August 13, 1961, because too many citizens were leaving East Germany, the government erected the Berlin Wall in order to keep its citizens in; often dividing families. For a period of just over 40 years, East

Germany lived under communist rule (Grosser, 1992). Peter Graf Kielmansegg (1992) describes the social system in East Germany as being well ordered in that there was little to no unemployment, and everyone felt secure, yet much of their equipment was outdated, and East Germany was unable to compete on the global market. After the Wall fell on November 9, 1989, people were surprised at what they saw. Public opinion polls and technology were at the same levels as West Germans in the 1950's and 1960's. "Communist rule [had] somehow frozen the societies of Eastern Europe" (Kielmansegg, 1992, p. 186). Poll data also indicated that East Germans were more conservative than their West German counterparts. Specifically, they were slightly more materialistic and less religious, but personal relationships were very important to them. Also, the traditional family unit was still in place, "probably because it [had] been important as a retreat and as a source of support in facing the intricacies of daily life in the former GDR" (p. 186). One of the "intricacies" to which Kielmansegg refers is the Stasi, or Staats Sicherheit (state security). The Stasi was a basically a network of citizen spies who spied on all members of East Germany by writing reports about others, taping conversations, and keeping important or high status people under surveillance. The purpose was to prevent citizens from uttering or expressing anti-government sentiments, thus preempting any and all power usurping entities in East Germany. This organization went so far as to recruit and force people to spy on their own family members. This is why the Stasi could be such a large factor contributing to CA and FLCA of Germans. If a person were caught expressing anti-government sentiments, the punishment was severe. One would no longer be able to study where he/she wanted, pursue the career he/she

wanted, get an apartment, or travel. For many, the risk of being caught was not worth speaking openly. One had to constantly monitor what one said.

After reunification it was difficult at first for the East Germans to adjust to Western standards "They had lived in isolation -- enforced isolation towards the West, and voluntary isolation, so to speak, towards the East. Russia was nothing but the intensely disliked hegemonic power for them" (Kielmansegg, 1992, p. 188). They have essentially never had a home. They could not identify with East Germany, the German Democratic Republic, because it was not really their government. As for the reunification, many argue that West Germany simply annexed East Germany, but not its traditions; thus extending West Germany's borders, but not undertaking a true unification of countries and cultures. Kielmansegg (1992) refers to this as domestic colonialism.

The impact of German History could affect the levels of communication apprehension and FLCA that Germans, especially former East Germans, experience. As stated before, East Germans were isolated from the West and had very little contact, if any, to western countries and had even less of a chance to speak English with native speakers. West Germans, however, because of their alliance with western powers, enjoyed the freedom of being able to travel to other countries like Great Britain or the United States. East Germans were prohibited from traveling extensively, even through Eastern Block countries. The experience of now having the whole world open to them could be quite intimidating. As stated before, many East Germans felt very comfortable and secure in the old German Democratic Republic.

Referring back to Wood (1997), the traditional family unit in the East might also affect the communication apprehension levels of East German women. By defining the family situation as traditional, one can assume that women most likely grew up in a subordinate role. By accepting this subordinate role, women might feel that it is not their place to challenge authority or to speak their minds which could lead to a fear of communicating with others.

### Summary

Based on research conducted by Horwitz et al. (1986), the concept of Foreign Language Classroom Apprehension (FLCA) has three basic components: General communication apprehension, fear of negative social evaluation, and test anxiety: all of which can be measured with the FLCAS (Foreign Language Classroom Apprehension Scale), developed by Horwitz et al. (1986). Young (1991) lists additional components of FLCA including erroneous learner beliefs about language teaching, instructor beliefs about language learning, instructor-learner interactions, and classroom procedures. According to Tobias (1986) FLCA can interfere in the way a student receives, processes, and retrieves data, which, according to MacIntyre and Gardner (1989) can manifest itself in poor listening, and especially in speaking when the student has little or no time to prepare to speak. Another manifestation can be seen in poor performance on tests.

In the area of foreign language acquisition, Krashen's (1982) five hypotheses try to explain how one learns a language (the grammatical structures) and one develops acquisition (being able to use the language). Krashen theorizes that

acquisition increases over time in relation to the amount of exposure a person has to the language.

Throughout their history, East Germans have had very little control as to what has happened to them. During the forty years in which they existed, they were under Soviet control, and since reunification, they have been controlled by the former West German government.

The preceding review examines the literature regarding research conducted in the areas of communication apprehension in intercultural settings, communication apprehension and gender, foreign language communication apprehension, and second language acquisition. Because of the lack of this information as it pertains to Germany, it seems logical to conduct this study in order to fill gaps in each of the aforementioned areas of research to determine if these factors play a role in German society. Of specific interest is the affect that FLCA of learning English has on German high school students, if any. This is especially important because English is considered the lingua franca, and fluency in English has definite business advantages in the European Union.

## CHAPTER III

### RATIONALE

Research by Horwitz et al. (1986), MacIntyre and Gardner (1989), and Young (1991) indicates that FLCA can have a profound, negative effect on one's ability to effectively learn a foreign language. General communication apprehension, fear of negative social evaluation, and test anxiety impede a student's ability to effectively learn the target foreign language by interfering at the input, processing, and output stages. However, the research in this area has primarily focused on American students who are learning a foreign language at the university level. Many of the students tested in the previously reviewed studies were in the first or second year of learning a language, and there has not been any follow-up on students who then traveled to a foreign country and became immersed in the language. Research is lacking in this field because there have been no studies conducted on people who have been studying a language for an extended period of time during which a person could achieve proficiency and an ease within the language which may not exist in the first two years of learning. In order to determine this, a study would have to test students after several years of learning a language to determine if FLCA decreases at the later stages of second language acquisition. Research on second language acquisition shows that students who are immersed in a language learn more of the language than those without immersion. The fourth hypothesis of Krashen's (1982) Monitor Model supports this idea when Krashen writes that fluency emerges over time and that "accuracy will develop over time as the acquirer hears and understands

more input (cited in Omaggio, 1986, p. 29). When one is immersed in a language, one is constantly bombarded with that language, and patterns within the language become more evident more quickly than in non-immersion situations. FLCA will most likely be lower after one gains more exposure to and confidence using the language.

Based on the time this author spent as a student and teaching assistant in Germany, and because of the lack of FLCA research as it applies to Germany, the question as to whether or not Germans experience the same type of FLCA as Americans arose. Considering the unique history of Germany, being divided for 40 years with a strong American, British, and French influence in the West, this author also wondered if there would be a difference in the levels of FLCA between former East and West. The German Democratic Republic was isolated from the Western world and had political ties with Eastern Block countries. While most West Germans began learning English in the 5th grade, their East German counterparts began learning English in the 7th grade. Also, West Germans usually completed 13 grades while East Germans finished school after the 12th grade. Therefore, at the end of German secondary education, West Germans had usually completed nine years of English: East Germans only six. Furthermore, by living in the West and being allied with Western powers, West Germans had access to English speaking media including books, newspapers and magazines, and English and American radio and television programs. This was a chance to hear English being spoken by and for native speakers: an opportunity which did not exist in East Germany. Moreover, when there was a break in the school year, West Germans had the option of spending time on vacation in Great

Britain or the United States using English and using and hearing English in everyday contexts. Many students also chose to spend a semester or year abroad as a foreign exchange student. These options were not available to citizens of East Germany. Lastly, because there were many American and British soldiers and their families stationed in West Germany. West Germans had the opportunity to develop friendships with them and gain contact to native speakers of English. An interesting addendum to the situation in the East is that the Stasi, the "state security" police, may affect the levels of CA in former East Germany. Essentially, the Stasi spied on the citizens of East Germany, and no one knew who they were. Sometimes, spouses reported on each other. Therefore, one was careful about what he/she said for fear of saying something "anti-government" in front of a Stasi agent. This also overlaps with willingness to communicate. Germans living in this era were less willing to engage in conversation because of the possible effects of any statement, whether it be anti-government or not. Most did not want to even risk becoming the target of surveillance. The underlying factor in this equation was the fear of punishment or sanctions by the government. Because of the aforementioned reasons (more time studying English, more exposure to English speaking media, contact with native speakers through vacation and military stations) the following research question was determined.

RQ1: Will high school students in the West have less FLCA than those from the East?

Incidentally, since reunification, all Germans begin learning English starting in the fifth grade. This study examines the last class from the East who began learning English in the 7th grade.

Research indicates that American women tend to have more communication apprehension than American men. This probably stems from the subordinate role into which American society has placed most women. By speaking out, women are going against what is expected and accepted thereby being judged negatively by others. Because there is not any research regarding communication apprehension and Germany, it would be interesting from an intercultural perspective to determine whether higher levels of CA also exist for German women when compared to CA levels of German men and then to compare those scores to the average levels of CA in the United States. This might also show whether or not culture and the political system under which one grows up - in this case socialism - affects CA levels. Because the survey in the current study is a combination of the PRCA-24 and the FLCAS, because the current study surveyed almost equal numbers of males and females from the East and West, and because there is no information regarding the CA and FLCA levels in Germany, nor across its gender and political boundaries, this study will offer answers to the following questions:

RQ2: Is there a difference in the levels of CA between males from the East and males from the West?

RQ3: Is there a difference in the levels of CA between females from the East and females from the West?

RQ4: Is there a difference in the levels of CA between males and females who completed the survey?

RQ5: Is there a difference in the levels of FLCA between males from the East and males from the West?

RQ6: Is there a difference in the levels of FLCA between females from the East and females from the West?

RQ7: Is there a difference in the levels of FLCA between males and females who completed the survey?

One of the main components of FLCA is communication apprehension, specifically context-based communication apprehension, and most research has focused on how to identify and lessen its effects. Currently, however, there is no way to predict the extent to which a person will be affected by FLCA. Because there are many people who suffer from context-based communication apprehension, in public speaking classes, for example, and because FLCA is a type of context-based communication apprehension, and because McCroskey et al. (1985) show that CA is one's native language is a predictor that one will experience FLCA, it would be beneficial to use the information about the levels of CA and FLCA from the current study to add to the current body of knowledge surrounding CA and FLCA and to inquire:

RQ8: Is a person's PRCA-24 score a predictor of his or her FLCA level in this cultural examination?

## CHAPTER IV

### METHODS

#### Measures

The PRCA-24 (McCroskey, 1978) and FLCAS (Horwitz et al., 1986) were used to collect data to determine communication apprehension and foreign language communication apprehension levels, respectively. The PRCA-24 has a reliability of .92-.94, and the FLCAS has a reliability of .93. For this study, the alpha reliability coefficient for the PRCA-24 and FLCAS, which had been translated into German, were .92 and .93, respectively. The instruments were administered to 327 German high school students from both former East and former West Germany. The range for the CA scale, as per McCroskey (1984), is as follows: Low CA = 24-59; Moderate CA = 60-70; High CA = 71-120. The average CA score for Germany was 64.22: a composite of the average from the East (63.92) and West (64.55). The range for the FLCA scale is as follows: Low FLCA = 33-69; Moderate FLCA = 70-94; High FLCA = 95 - 195. Ranges for low, moderate, and high levels of FLCA were determined using standard deviation results. More than one standard deviation above the mean was high. Within one standard deviation above or below the mean was moderate, and more than one standard deviation below the mean was low. The FLCA score was calculated by adding the responses given by each student. Twenty four of the 33 items were reflected in this procedure. That is, some of the questions on the survey were worded so that a response which indicated a high level of FLCA was shown with a small value (1 or 2). In order to accurately measure FLCA

levels, such items were assigned a value of “5” or “4” in order to represent the high levels of FLCA which were experienced by the student for a particular question. The same procedure was followed for items which indicate low levels of FLCA with a high number (4 and 5 were converted to 2 and 1). Reflected items are marked with an asterisk (\*) on the FLCA instrument in the appendix. The average FLCA score for Germany was 82.70. The mean scores for East and West are discussed with research question one.

A factor analysis was completed for the FLCAS with seven factors emerging. They are CA, confidence in English, comprehension of English, English class anxiety, avoidance of English, feelings of being overwhelmed, and communicating with native speakers of English. Factor loadings were based on a 60-40 criterion. Items which loaded into more than one factor were reviewed and placed into the factor to which they were most similar.

### Participants

Data were collected from German high school students who were in the 12th grade when the questionnaire was administered. An interesting aspect of the German school system is that if a German fails any course badly enough during a given school year, the student must repeat the entire year, not just the course. This could increase a person’s FLCA level and influence performance in the English class. The participants came from the three former West States of Saarland, Nordrhein-Westfalen, and Baden Württemberg; and from the former East States of Saxony, East Berlin, and Mecklemburg Vorpommern. The sample

consisted of 327 students, 142 males and 183 females. (153 from the West, 176 from the East) ranging in age from 17- 20. All of the students surveyed were attending their English class when the survey was administered. Participation was voluntary; no extra credit was offered. Tables 1 and 2 display specific demographic descriptions of the subject pool.

### Procedures

Participants were asked to complete a survey which was a self report of the anxiety they have towards speaking in general and of the anxiety that they experience while in their English classes. The students completed a survey, a combination of the PRCA-24 and the FLCAS, which together contained 57 five-point scale questions. Additionally, a series of short answer questions were placed at the end of the survey to determine age, sex, how long the participants had been learning English, whether the participants had ever been in an English speaking country and for how long, and in what way the participants had contact with the English language. A copy of the survey in its original form, as well as a copy of the German translation, can be found in the Appendix.

The English version was translated into German by the author of the current study and then back translated into English by Mr. Frieder Seidel in order to ensure accuracy. This procedure is used in order to be sure that a person in the target language, in this case German, is able to understand both the words and the meaning of the survey within the target culture. The survey was back translated from German into English to see if the translated meaning of the survey was understood by the native speaker of German. After being back translated, it was

compared to the original English version. The author of the current study has a B.A. in German and was a student of German/English and English/German translating and interpreting at the Free University and Humboldt University in Berlin during his two year stay in Germany on Fulbright and Rotary Ambassadorial scholarships. Mr. Seidel, a German native, has been a teacher of Honors English at the Georgius-Agricola Gymnasium in Chemnitz, Germany, for the past 10 years. He has also passed the Cambridge First exam: a standardized exam which entitles him to teach English in Great Britain. After discussion of a few points of inconsistency, the survey was deemed accurate in both languages.

The German surveys were administered to the students by eight bilingual American teaching assistants during the months of May and June, 1997. All teaching assistants were provided with a copy of the survey in English and German and remained present while the survey was being completed in case any questions arose. The average time needed to complete the survey was approximately 40 minutes.

Table 1. Study Participants by Sex

<u>Participants</u>	<u>Male</u>	<u>Female</u>
Former West Germany	67	86
Former East Germany	77	97
<u>Total</u>	<u>144</u>	<u>183</u>

Table 2. Study Participants by Age

<u>Participants</u>	<u>years of age</u>			
	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
Former West Germany	18	107	23	5
Former East Germany	1	139	29	4
<u>Total</u>	<u>19</u>	<u>246</u>	<u>52</u>	<u>9</u>

## CHAPTER V

### RESULTS

The first research question in this study was posed to determine if the FLCA level of high school students in the West would be lower than those from the East. A t-test was then used to compare the overall FLCA levels of the students from the East to the students from the West by using FLCA scores. The mean score for the West was 82.42, and the mean score for the East was 82.94, yielding non-significant results.

However, within the FLCA instrument, there were significant differences in the way East and West German high school students answered specific questions. For instance, items 27, 30, 39, 42, 50, and 55 were significantly different (see Table 3) while items 28, 37, and 57 showed behavioral trends (see Table 4). The items which were significant are “I tremble when I know that I’m going to be called on in English class,” “During English class, I find myself thinking about things that have nothing to do with the course,” “I get upset when I don’t understand what the teacher is correcting,” “I feel confident when I speak in English class,” “I feel more tense and nervous in my English class than in my other classes,” and “I am afraid that the other students will laugh at me when I speak English.” The items which showed a trend are “It frightens me when I don’t understand what the teacher is saying in English class,” “It embarrasses me to volunteer answers in my English class,” and “I get nervous when the language teacher asks questions which I haven’t prepared in advance.”

Research questions two, three, and four focused on the levels of CA that German males and females experience. The second research question dealt specifically with the level of CA between males from the East and males from the West. A t-test was used to examine the differences in their levels, and no significance was found. The mean CA score for males in the East was 61.01. The mean CA for males from the West was 64.25.

The third research question examined the differences in the levels of CA between females from the East and females from the West. Once again, a t-test failed to reveal any significance for this item. The mean CA score for females from the East was 64.79. The mean score for females from the West was 66.16.

Research question four examined the levels of CA between males and females in the whole of Germany. A t-test analysis did not reveal any significance, but did show a trend ( $p < .0557$ ) that females tend to have slightly higher levels of communication apprehension. The mean for males in Germany was 62.56 while the mean for females was 65.52.

Research questions five, six, and seven examined the levels of FLCA that German high school students experience. Research question five examined the differences in the levels of FLCA between males from the East and males from the West. As was the case in examining CA, the results of a t-test showed no significant difference. The mean FLCA score for males from the East was 79.59. The mean FLCA score for males from the West was 81.02.

Research question six examined the differences in the levels of FLCA between females from the East and females from the West. No significant difference was

discovered. The mean score for females from the East was 85.58, and the mean score for females from the West was 83.51.

Research question seven viewed Germany as a whole and examined levels of FLCA between males and females. A t-test revealed a significant level of difference ( $p=.0388$ ) in the levels of FLCA between males and females. Again, females had a higher level of FLCA than males. The mean for FLCA for males was 80.25. The mean for females was 84.61.

Research question eight was designed to explore the relationship between CA and FLCA, specifically to determine if CA was a predictor of FLCA. A correlation and regression were performed and a moderate correlation was found ( $R^2=.30$ ,  $r=.55$ ,  $p<.0001$ ), showing that CA can be used as an effective predictor of FLCA. Results indicated that 30% of the variance in FLCA can be accounted for by CA.

One of the demographic questions asked on the survey was whether the students had traveled to an English speaking country be it on vacation, class trip, or foreign exchange. Of the 327 students, 235 had been to an English speaking country; 88 had not. Along East-West lines, 101 students from the East (58% of the Eastern participants) had been to an English speaking country. Seventy three claimed never to have had that experience. In the West, 134 of 153 (89.9%) had been to an English speaking country. Only fifteen (10.1%) had not.

A correlation of a person's PRCA score and Factor 1 (CA) of the FLCAS (items 27, 33, 36, 37, 40, 44, 48, 50, 51, 52, 55, 57) showed a significant, substantial relationship between these two variables ( $r=.57$   $p<.0001$ ).

Implications of these results will be discussed in the next chapter.

Table 3. Items from the FLCA scale which show significance.

Item #		SA	A	N	D	SD	Averages
Item 27* (p<.05)	East	4	8	34	57	71	2.68
	West	2	4	20	58	69	2.93
Item 30* (p<.01)	East	46	75	35	12	6	2.71
	West	49	64	28	10	2	3.16
Item 39* (p<.05)	East	4	24	54	74	18	2.90
	West	2	18	58	62	13	2.61
Item 42 (p<.05)	East	9	39	63	51	12	3.08
	West	4	38	69	35	7	2.79
Item 50* (p<.01)	East	8	9	25	66	66	3.84
	West	1	7	26	57	62	4.12
Item 55* (p<.05)	East	4	8	22	70	70	3.57
	West	0	9	16	81	47	3.90

SA=strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD=strongly disagree  
 (\*) indicates a reflected item. For these items, a higher score denotes a lower level of FLCA.  
 NOTE: Item content can be found in the Appendix

**Table 4. Items from the FLCA scale which show trends.**

<b>Item #</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Averages</b>
Item 28* (p<.1)	East	4	28	36	59	47	4.05
	West	4	15	33	61	40	4.23
Item 37* (p<.1)	East	5	9	34	71	55	3.53
	West	2	9	32	61	49	3.73
Item 57* (p<.1)	East	5	19	31	85	34	3.57
	West	2	15	31	76	29	3.89

SA=strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD=strongly disagree  
 (\*) indicates a reflected item. For these items, a higher score denotes a lower level of FLCA.  
 NOTE: Item content can be found in the Appendix

## CHAPTER VI

### DISCUSSION

One of the main purposes of the current study was to determine if German high school students experienced similar levels of foreign language communication apprehension while speaking English, and if so, to what extent. The question was posed to determine if the exposure that West Germans have had to English and American media, the opportunity they had to travel to English speaking countries, and the amount of English they have received in school, would result in high school students from former West Germany having lower levels of FLCA than high school students from former East Germany. The analysis showed, however, that there is no significant difference between those levels. One explanation for this finding might be that (albeit a different language [usually Russian]) the students in former East Germany had to begin learning a foreign language at the same time as those in the West, starting with the fifth grade. Consequently, although the eastern students began learning English later, they were already familiar with the idea of speaking a foreign language, thus the thought of having to speak in any foreign language they had studied would not be a source of anxiety. Another possibility could be access. Although it was forbidden, some Germans did have access to books written in English, and some Germans were even able to receive broadcasts and other transmissions from the West. Some of these transmissions could very well have been in English because of the strong American military presence. Also, because of the size of Germany relative to the United States (Germany fits into Texas two-and-a-half times), it is

plausible that all Germans simply grow up with a different view towards languages. Because of the close borders, it is safe to assume that most children are exposed to several other languages while growing up, and might be more aware of the other languages and the need to learn one, two, or even three, foreign languages in order to communicate while traveling.

There are seven questions on the FLCAS which showed significant differences between East and West. The results of almost all of these questions shows West Germans to feel more confident in their ability to speak English. These items represent self-confidence in regard to using English. “I tremble when I know that I’m going to be called on in English class,” “I feel confident when I speak in English class,” “I feel more tense and nervous in my English class than in my other classes,” and “I am afraid that the other students will laugh at me when I speak English” are directly related to one’s confidence level when speaking English, and West Germans had lower levels of anxiety in all but one of these areas (see Table 3). Even Item 6, “During English class, I find myself thinking about things that have nothing to do with the course,” might show a disregard for what is being said in class because the student feels he/she will be able to respond if called upon.

The three FLCA items which show trends, “It frightens me when I don’t understand what the teacher is saying in English class,” “It embarrasses me to volunteer answers in my English class,” and “I get nervous when the English teacher asks questions which I haven’t prepared in advance,” are also directly related to the students’ confidence in English. On each of these items, West Germans had lower levels of FLCA.

An explanation for these trends can be found in the demographic information of the students. Almost 90% of West German high school students in this study had been to an English speaking country -- in stark contrast to their East German counterparts, only 58% of whom had been to an English speaking country. Based on Omaggio's (1986) writings on language acquisition, this could explain the difference in the confidence levels when speaking English. Those who have been to an English speaking country have had to use their English speaking skills to communicate and have probably realized that they do indeed possess the ability to use their knowledge effectively.

The one item which showed lower levels of FLCA for East Germans was item 39 (I get upset when I don't understand what the teacher is correcting.). This could be because the students in the former East do not see English as a part of their future, as something they will possibly use on a semi-regular basis, and therefore are not bothered or worried about not understanding what the teacher is correcting. Former West Germans, however, could understand the significance of the career opportunities open to those who speak English well. Therefore, because more is at stake, they become upset and frustrated when they don't understand the concept that the teacher is correcting.

Research from Tobias (1986) could also be applied to the importance of the FLCAS. Through the use of the FLCAS, it might be possible to determine where an individual's FLCA manifests itself. If it can be determined that a person's FLCA is most prevalent in the input, processing, or output stage, steps can be taken to alleviate fear in the whichever stage FLCA occurs in thereby giving the person the chance to learn the information. An example is item 54. If a person

feels overwhelmed by the number of rules one has to learn in order to speak English well, these feelings could prevent a student from acquiring any information about the language.

Research questions two and five examined differences in the levels of CA and FLCA between males from the East and males from the West. Questions three and six looked at the same issues among females. Significant results were not found between groups. One possible reason for this finding could be that most of the students were quite young when the two countries reunified. The West essentially annexed the East and imposed the culture of the West on everyone. That took place approximately seven years before the survey was administered. The students from the East have had plenty of time to adapt to their new lifestyles. Also, because of their age at the time of reunification, they probably had not had a chance to be completely immersed in the East German regime before it ended. Basically, in the past seven years East Germans have been acculturated in many ways by the West by taking on the tax system, school system and governmental organization of the West. Because they share the same way of life, it would therefore make sense that their levels of CA and FLCA would be similar. It is also possible that political climate has no influence over CA and FLCA, and a difference is simply not present.

Research question four examined Germany as a whole to determine if the levels of CA were different for males and females. There was not a significant difference, but there was a trend which showed that females tend to have slightly higher levels of CA than men. This could be because a traditional family structure is still in place in Germany; more so than in the United States. In this structure

females are usually more passive. This pattern is changing as more females enter the work force which could explain why the levels only show a trend and not a significant difference. Based on Wood's (1997) explanation of the theory of how cultural influences (rewards for engaging in desired behavior and punishment for engaging in undesired behavior) influence gender, it is plausible that in the future there will not even be a trend. In the past, modest, even submissive behavior for female members of a family might have been encouraged. However, as observed by the author during his two year immersion in Germany, German society today is more accepting of confident, assertive women in the workplace and in positions of power. These are now qualities that have been deemed acceptable by and encouraged in the target culture.

Research question seven showed a significant difference in the levels of FLCA between males and females. This can also be culturally explained. First, because some females might still believe that they will enter traditional roles in the home, they may not see the need to learn foreign languages well foreseeing that they will have less of an opportunity to use them. They might pay less attention in class and feel more uncomfortable having to use the language later. Another explanation, also based on observations of the author, might be that German females have not yet reached the highest levels of business administration as some women in the United States have. Because much of the need for regular use of a foreign language occurs at this level, and because women tend to be in more subordinate positions in a company, although not exclusively, German high school girls might not see an incentive or foreseeable need to master a foreign

language. It could also be the case that women simply have less opportunity to practice their English and therefore feel less confident about the idea of speaking English.

Research question eight showed a significant correlation between a person's CA level and his/her FLCA level. This makes sense because the two constructs are related. FLCA is a type of context based communication apprehension, and the PRCA examines four contexts in which CA occurs: group interactions, public speaking, communicating at meetings, and interpersonal encounters. These findings also support McCroskey et al.'s (1985) findings that communication apprehension in one's native language is a much better predictor of communication apprehension in the second language than is self-perceived competence in that language. With this being true, the question "Why then does one need to complete the FLCA instrument to obtain an FLCA score when the PRCA can predict one's level of FLCA?" arises. The reason is that the FLCA instrument can pinpoint specific areas (i.e., factors 1-7) which are especially troublesome for the communicator and help him or her improve upon those specific areas. As shown earlier, East Germans seem to lack the confidence that the West Germans have about speaking English.

Essentially, there is no significant difference in the levels of CA or FLCA experience by former East and West Germans. There is, however, a significant difference in the FLCA levels between men and women in Germany, and a trend for differing CA levels between men and women in Germany. In both cases, men showed lower CA and FLCA levels.

## Treatment

One of the more important areas of past FLCA research is treatment. Once FLCA has been identified, a foreign language instructor will be able to design a treatment program for his/her students. MacIntyre and Gardner (1989) make suggestions for reducing FLCA. In order to make the learning environment less stressful, they recommend an environment in which the students know each other well because most people are less apprehensive if they know the people to whom they are speaking. One way of accomplishing this is to let the students know on the first day of class that everyone makes mistakes when learning a foreign language. The teacher made mistakes when he/she was learning and will most likely make mistakes during the course of the class. Knowing that they are not expected to be fluent or speak without mistakes may reduce FLCA and encourage students to speak and practice with fear of retribution.

Young (1990) has several recommendations for how an instructor can reduce FLCA in the classroom. The first of these focuses on overcoming a student's fear of speaking in front of the class. Young (1990) recommends that each student recite a well-rehearsed script in front of the class only after practicing it in smaller groups. Examples of such scripts are plays, dramas, or directed dialogues. This helps students in several ways. First, by participating in groups, every student has a chance to take part in the activity without one student being singled out. This takes away some of the pressure and conspicuousness that one feels when one must perform alone. Second, by playing another person, most students feel less apprehensive about speaking because it is not like they are speaking; it is their character. After this type of experience, students often feel less

apprehensive about speaking and more willing to communicate. Another benefit is that by performing a play or drama in the foreign language, students get a feel for the rhythm of the language because it is in a usable context rather than in a list of verbs or another paradigm.

In selecting activities for the class, interviewees for Young's (1992) article (Stephen Krashden, a linguistics professor at the University of Southern California and an expert in second language acquisition, Terry Terrell, co-founder of "the Natural Approach" to second language acquisition and Jennybelle Rardin, an internationally recognized trainer of teaching foreign language) all agree that there are guidelines to follow. First, students should not be "put on the spot." Volunteerism is much more productive. Also, students should get practice speaking. One way they suggest to accomplish practice in speaking without being singled out is through oral interpretation of texts. As is the case with dramas and plays, this allows students to view the target language in a usable context.

### Future Research

One of the major contributions to CA and FLCA research that this study provides is an accurate, reliable translation of the PRCA-24 and the FLCAS into German. The scale provided in the appendix of this study can be used to conduct further research in German speaking countries (Germany, Austria, and Switzerland).

Future FLCA investigations, pertaining to Germany or any other country, might include a follow-up survey of the same subjects ten years later to determine if they experience different levels of CA and FLCA as an adult (i.e., noticing a

decrease as they get more exposure to the language; even though German high school students receive a moderate amount of exposure to English). Another project could be a longitudinal study of Germans, from the time they start learning English until the last year of high school, in order to chart their FLCA levels over a period of time. One could also conduct an experiment now with adults to determine if Germans who grew up before the Berlin Wall fell and the European Union formed would have higher or lower levels of CA and FLCA than the high school population examined in this study.

Most studies of other countries which use the PRCA as an instrument can calculate a numerical value for the average CA level of that country and compare it with the United States whose average lies between 60 and 70. Germany's average is 64.22 which is comparable to the United States. This could be because both cultures are low context cultures. But because studies regarding FLCA have reported the results of the FLCA only descriptively, not in numerical form, and because Germany is now the only country to have a score for FLCA, a project even larger in scope would be to calculate the FLCA score for several countries around the world and examine the reported levels based on the world view of that country to see if FLCA is a part of their daily life. A low score might appear in countries that have much contact with other cultures and languages, like most European countries, and a high average FLCA score might appear in countries that have less contact with other countries and cultures, like the United States.

McCroskey et al. (1990) report that culture, low context or high context, has no impact on CA. Another area of future research would be to determine if the

same holds true for FLCA. Culture may again have no influence, but because one may be going from a high context to a low context culture, or vice versa, one may have a greater fear of negative social evaluation because one is not competent in expressing himself/herself in the language or the culture.

### Limitations

A possible limitation of this study was the number of participants. There were only 153 surveys from the West and 174 from the East. A larger sample might yield different results. Diversity was a major issue. Of the eleven federal states which formerly made up West Germany, three were represented in this study. Only two of the five new federal states which were part of former East Germany were represented. Berlin was represented, but only by schools from the former eastern section. A sample from West Berlin, an island in former East Germany which belonged to former West Germany, would be needed to achieve a more accurate representation of today's Berlin. A more comprehensive pool of participants from all federal states would be more representative more reliable.

### Conclusion

Essentially, there is no difference in the levels of communication apprehension of former West and East German citizens. Whether there was before the Berlin Wall fell will never be known, but whether that were the case or not, it is remarkable how quickly former East Germany has been assimilated to the standards of former West Germany to create a unified Germany. This study had the unique opportunity to research the last set of students who began their high

school career under East German rule. With their graduation, another door to the past is closed. Germany will slowly lose its brand of being two countries and has the chance to start again as a new country. Because they have only moderate levels of CA and FLCA, Germans will be able to compete in the 21st century using the lingua franca: English.

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## APPENDIX

This instrument is composed of 57 statements concerning feelings about communicating with other. Please indicate the degree to which each statement applies to you by marking whether you

Strongly agree	1
Agree	2
Neither Agree nor Disagree	3
Disagree	4
Strongly Disagree.	5

Please respond with your first impression.

1. \_\_\_\_\_ I dislike participating in group discussions.
2. \_\_\_\_\_ Generally, I am comfortable while participating in group discussions.
3. \_\_\_\_\_ I am tense and nervous while participating in group discussions.
4. \_\_\_\_\_ I like to get involved in group discussions.
5. \_\_\_\_\_ Engaging in a group discussion with new people makes me tense and nervous.
6. \_\_\_\_\_ I am calm and relaxed while participating in group discussions.
7. \_\_\_\_\_ Generally I am nervous when I am called upon to express an opinion at a meeting.

8. \_\_\_\_\_ Usually I am calm and relaxed while participating in meetings.
9. \_\_\_\_\_ I am very calm and relaxed when I am called upon to express an opinion at a meeting.
10. \_\_\_\_\_ I am afraid to express myself at meetings.
11. \_\_\_\_\_ Communicating at meetings usually makes me uncomfortable.
12. \_\_\_\_\_ I am very relaxed when answering questions at a meeting.
13. \_\_\_\_\_ While participating in a conversation with a new acquaintance, I feel very nervous.
14. \_\_\_\_\_ I have no fear of speaking up in conversations.
15. \_\_\_\_\_ Ordinarily I am very tense and nervous in conversations.
16. \_\_\_\_\_ Ordinarily I am very calm and relaxed in conversations.
17. \_\_\_\_\_ While conversing with a new acquaintance, I feel very relaxed.
18. \_\_\_\_\_ I'm afraid to speak up in conversations.
19. \_\_\_\_\_ I have no fear of giving a speech.
20. \_\_\_\_\_ Certain parts of my body feel very tense and rigid while giving a speech.
21. \_\_\_\_\_ I feel relaxed while giving a speech.
22. \_\_\_\_\_ My thoughts become confused and jumbled when I am giving a speech.
23. \_\_\_\_\_ I face the prospect of giving a speech with confidence.
24. \_\_\_\_\_ While giving a speech, I get so nervous I forget facts I really know.
- 25\*. \_\_\_\_\_ I never feel quite sure of myself when I am speaking in my English class.

26. \_\_\_\_ I don't worry about making mistakes in my English class.
- 27\*. \_\_\_\_ I tremble when I know that I'm going to be called on in English class.
- 28\*. \_\_\_\_ It frightens me when I don't understand what the teacher is saying in English class.
29. \_\_\_\_ It wouldn't bother me at all to take more English classes.
- 30\*. \_\_\_\_ During English class, I find myself thinking about things that have nothing to do with the course.
- 31\*. \_\_\_\_ I keep thinking the other students are better at English than I am.
32. \_\_\_\_ I am usually at ease during tests in my English class.
- 33\*. \_\_\_\_ I start to panic when I have to speak without preparation in English class.
- 34\*. \_\_\_\_ I worry about the consequences of failing my English class.
35. \_\_\_\_ I don't understand why some people get so upset over English class.
- 36\*. \_\_\_\_ In English class, I can get so nervous I forget things I already know.
- 37\*. \_\_\_\_ It embarrasses me to volunteer answers in my English class.
38. \_\_\_\_ I would not be nervous speaking English with native speakers.
- 39\*. \_\_\_\_ I get upset when I don't understand what the teacher is correcting.
- 40\*. \_\_\_\_ Even if I am well prepared for language class, I feel anxious about it.
- 41\*. \_\_\_\_ I often feel like not going to English class.
42. \_\_\_\_ I feel confident when I speak in English class.
- 43\*. \_\_\_\_ I am afraid that my English teacher is ready to correct every mistake I make.

- 44\*. \_\_\_\_ I can feel my heart pounding when I'm going to be called on in English class.
- 45\*. \_\_\_\_ The more I study for an English test, the more confused I get.
46. \_\_\_\_ I don't feel pressure to prepare very well for English class.
- 47\*. \_\_\_\_ I always feel that the other students speak English better than I do.
- 48\*. \_\_\_\_ I feel very self-conscious about speaking English in front of other students.
- 49\*. \_\_\_\_ English class moves so quickly I worry about getting left behind.
- 50\*. \_\_\_\_ I feel more tense and nervous in my English class than in my other classes.
- 51\*. \_\_\_\_ I get nervous and confused when I am speaking in my English class.
52. \_\_\_\_ When I'm on my way to English class, I feel very sure and relaxed.
- 53\*. \_\_\_\_ I get nervous when I don't understand every word the English teacher says.
- 54\*. \_\_\_\_ I feel overwhelmed by the number of rules you have to learn to speak English.
- 55\*. \_\_\_\_ I am afraid that the other students will laugh at me when I speak English.
56. \_\_\_\_ I would probably feel comfortable around native speakers of English.
- 57\*. \_\_\_\_ I get nervous when the language teacher asks questions which I haven't prepared in advance.

Age \_\_\_\_\_

Sex            M     F

(circle one)

In which federal state do you live? \_\_\_\_\_

Which English course do you attend? \_\_\_\_\_

How many years have you been taking English? \_\_\_\_\_

Have you ever been to an English speaking country? \_\_\_\_\_

- if yes, answer the following questions

For what purpose? (class trip, family vacation, personal vacation, student exchange, other)

When?

How long were you there?

In which way(s) do you have contact to the English language?

(Use the following scale to rate each category)

Daily	1
Three or four times per week	2
Once or twice per week	3
Once or twice per month	4
Once or twice every six months	5
Once or twice per year	6
Almost never	7

Through	How often
Music/radio	_____
Television	_____
Films in the original version	_____
Books, newspapers, etc.	_____
Pen pals and other contact through letters	_____
Acquaintances, friends, or relatives who are native speakers	_____

Dieser Fragenbogen setzt sich aus 57 Aussagen zu individuellen Einstellungen zur Kommunikation mit anderen Menschen. Bitte kennzeichnen Sie inwiefern jede einzelne Aussage für Sie zutrifft, indem Sie die entsprechende Zahl links eintragen.

Starke Zustimmung	1
Zustimmung	2
Weder Zustimmung noch Ablehnung	3
Ablehnung	4
Starke Ablehnung	5

Bitte antworten Sie mit Ihrem ersten Eindruck.

1. \_\_\_\_\_ Ich mag es nicht, an Gruppendiskussionen teilzunehmen.
2. \_\_\_\_\_ Normalerweise fühle ich mich wohl, während ich an Gruppendiskussionen teilnehme.
3. \_\_\_\_\_ Ich bin angespannt und nervös, während ich an Gruppendiskussionen teilnehme.
4. \_\_\_\_\_ Ich mag es, mich aktiv an Gruppendiskussionen zu beteiligen.
5. \_\_\_\_\_ Die Teilnahme an einer Gruppendiskussion mit unbekanntem Gesprächspartnern macht mich angespannt und nervös.
6. \_\_\_\_\_ Ich bin ruhig und gespannt, während ich an einer Gruppendiskussion teilnehme.
7. \_\_\_\_\_ Meistens bin ich nervös, wenn ich an einer Versammlung teilnehmen muß.

8. \_\_\_\_\_ In der Regel bin ich ruhig und entspannt, während ich an Versammlungen teilnehme.
9. \_\_\_\_\_ Ich bin sehr ruhig und entspannt, wenn ich angesprochen werde, meine Meinung auf einer Versammlung zu äußern.
10. \_\_\_\_\_ Ich habe Angst, mich auf Versammlungen zu äußern.
11. \_\_\_\_\_ Ich fühle mich unwohl, wenn ich auf Versammlungen sprechen muß.
12. \_\_\_\_\_ Ich bin sehr entspannt, wenn ich Fragen auf einer Versammlung beantworte.
13. \_\_\_\_\_ Während ich an einem Gespräch mit einem Menschen, den ich gerade erst kennengelernt habe, teilnehme, fühle ich mich sehr nervös.
14. \_\_\_\_\_ Ich habe keine Angst, mich bei Gesprächen zu äußern.
15. \_\_\_\_\_ Normalerweise bin ich in Unterhaltungen sehr angespannt und nervös.
16. \_\_\_\_\_ Normalerweise bin ich in Unterhaltungen sehr ruhig und entspannt.
17. \_\_\_\_\_ Während ich mit einem Menschen, den ich gerade erst kennengelernt habe, spreche, fühle ich mich sehr entspannt.
18. \_\_\_\_\_ Ich habe Angst, mich bei Gesprächen zu äußern.
19. \_\_\_\_\_ Ich habe keine Angst davor, einen Vortrag zu halten.
20. \_\_\_\_\_ Bestimmte Teile meines Körpers sind angespannt und verkrampft, während ich einen Vortrag halte.
21. \_\_\_\_\_ Ich fühle mich entspannt, während ich einen Vortrag halte.
22. \_\_\_\_\_ Meine Gedanken geraten durcheinander, während ich einen Vortrag halte.

23. \_\_\_\_\_ Ich blicke dem Gedanken, einen Vortrag halten zu müssen, mit Zuversicht entgegen.
24. \_\_\_\_\_ Während ich einen Vortrag halte, werde ich so nervös, daß ich Tatsachen, die ich eigentlich kenne, vergesse.
- 25\*. \_\_\_\_\_ Ich fühle mich nie ganz sicher, wenn ich im Englischunterricht spreche.
26. \_\_\_\_\_ Ich mache mir keine Sorgen darum, Fehler im Englischunterricht zu machen.
- 27\*. \_\_\_\_\_ Ich zittere, wenn ich weiß, daß ich im Englischunterricht aufgerufen werde.
- 28\*. \_\_\_\_\_ Es erschreckt mich, wenn ich nicht verstehe, was der/die Lehrer/in in Englisch sagt.
29. \_\_\_\_\_ Es würde mich überhaupt nicht stören, mehr Englischunterricht zu haben.
- 30\*. \_\_\_\_\_ Während des Englischunterrichtes, ertappe ich mich dabei, daß ich über Sachen nachdenke, die überhaupt nichts mit dem Kurs zu tun haben.
- 31\*. \_\_\_\_\_ Ich denke ständig, daß die anderen Schüler besser in Englisch sind, als ich.
32. \_\_\_\_\_ Meistens bin ich während Arbeiten/Klausuren im Englischunterricht gelöst.
- 33\*. \_\_\_\_\_ Ich gerate in Panik, wenn ich ohne Vorbereitung im Englischunterricht sprechen muß.

- 34\*. Ich mache mir Sorgen um die Folgen, wenn ich den Anforderungen des Englischunterrichtes nicht gerecht werden würde.
35. Ich verstehe nicht, warum einige Leute wegen Englisch so aus der Fassung geraten.
- 36\*. Im Englischunterricht kann ich so nervös werden, daß ich Dinge vergesse, die ich eigentlich weiß.
- 37\*. Es ist mir peinlich, Antworten im Englischunterricht freiwillig zu geben.
38. Es würde mich nicht nervös machen, Englisch mit Muttersprachlern zu sprechen.
- 39\*. Ich werde unruhig, wenn ich nicht verstehe, was der/die Lehrer/in korrigiert.
- 40\*. Selbst wenn ich auf den Englischunterricht gut vorbereitet bin, fühle ich mich ängstlich.
- 41\*. Oft habe ich keine Lust, zum Englischunterricht zu gehen.
42. Ich fühle mich sicher, wenn ich im Englischunterricht spreche.
- 43\*. Ich befürchte, daß mein/e Englischlehrer/in nur darauf wartet, jeden Fehler, den ich mache, korrigieren zu können.
- 44\*. Ich fühle, wie mein Herz pocht, wenn ich weiß, daß ich im Englischunterricht aufgerufen werde.
- 45\*. Je mehr ich für eine Englischarbeit lerne, desto verwirrter werde ich.
46. Ich empfinde keinen Druck, mich sehr gut für den Englischunterricht vorzubereiten.

- 47\*. \_\_\_\_ Ich glaube immer, daß die anderen Schüler besser Englisch sprechen als ich.
- 48\*. \_\_\_\_ Ich fühle mich gehemmt, wenn ich Englisch vor anderen Schülern spreche.
- 49\*. \_\_\_\_ Englishunterricht geht so schnell, daß ich befürchte, den Anschluß zu verlieren.
- 50\*. \_\_\_\_ Ich fühle mich angespannter und nervöser im Englishunterricht als in den anderen Kursen.
- 51\*. \_\_\_\_ Ich werde nervös und verwirrt, wenn ich im Englishunterricht spreche.
52. \_\_\_\_ Wenn ich zum Englishunterricht gehe, fühle ich mich sicher und entspannt.
- 53\*. \_\_\_\_ Ich werde nervös, wenn ich nicht jedes Wort, das der/die Lehrer/in sage, verstehe.
- 54\*. \_\_\_\_ Ich fühle mich überwältigt von der Zahl der Regel, die man lernen muß, um Englisch zu sprechen.
- 55\*. \_\_\_\_ Ich habe Angst, daß die anderen Schüler mich auslachen werden, wenn ich Englisch spreche.
56. \_\_\_\_ Im Beisein von Muttersprachlern würde ich mich wahrscheinlich wohl fühlen.
- 57\*. \_\_\_\_ Ich werde nervös, wenn der/die Englishlehrer/in Fragen stellt, die ich nicht im voraus vorbereitet habe.

Alter \_\_\_\_\_

Geschlecht            M            W

(zutreffendes umranden)

In welchem Bundesland wohnen Sie? \_\_\_\_\_

Was für einen Englischkurs besuchen Sie? \_\_\_\_\_

Wieviele Jahre lernen Sie schon Englisch? \_\_\_\_\_

Waren Sie schon mal in einem englischsprachigen Land?

- Wenn ja, für den jeweiligen Aufenthalt:

Zu welchem Zweck? (Klassenfahrt, Familienurlaub, Einzelurlaub, Austausch,

Sonstiges)

Wann?

Wie lange?

Inwiefern haben Sie Kontakt zur englischen Sprache?

Jeden Tag	1
Drei/viermal die Woche	2
ein-/zweimal die Woche	3
ein-/zweimal im Monat	4
ein-/zweimal im halben Jahr	5
ein-/zweimal im Jahr	6
fast nie	7

Wodurch

wie oft

durch Musik/Radio

\_\_\_\_\_

durch das Fernsehen

\_\_\_\_\_

durch Filme in der Originalsprache (Video/Kino)

\_\_\_\_\_

Bücher/Zeitungen usw.

\_\_\_\_\_

Briefkontakte

\_\_\_\_\_

Bekannte/Freunde/Verwandte, die Muttersprachler sind.

\_\_\_\_\_

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