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Academic Session: 2010-2011

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Date : 27 March 11
General Communication Anxiety among Iranian Students in the Intensive English Course in UTM

SAMIRA HASSANI

A thesis submitted in fulfilment of the requirements for the award of the degree of master of education

FACULTY OF EDUCATION
UNIVERSITY TECHNOLOGY MALAYSIA

March 2011
I declare that this thesis entitled “General communication anxiety among Iranian student in the Intensive Course” is the result of my own research except as sited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Signature : ..................................
Name : Samira Hassani
Date : 27 March 2011
This thesis is dedicated to my father, Mr. Ali Hassani who taught me the meaning of life, patience, and unconditional support with my studies all the way since I entered this life. And my mother Shahnaz Amjadi, for her endless love, support and encouragement. This thesis would be incomplete without the support of my lovely Husband “Nima Moeinzadeh Mirhosseini” to whom, this thesis is dedicated. He is my own soul out of my soul. This thesis is also dedicated to my lovely sisters “Sara” and “Mahsa” who prayed for me in this long way, and without them life is meaningless for me. Finally, this thesis is dedicated to all those who believe in the richness of learning.
I thank Allah, the Almighty, the Benevolent for his blessings and guidance for giving me the inspiration to embark on this project report and determination to see that this project report becomes a reality. Many people have contributed to the creation and completion of this project report. Therefore I would like to express my heartfelt gratitude to all who have helped in one way or the other.

I would like to express my deep and sincere gratitude to my supervisor, Dr. Noor Aireen. Her wide knowledge and her logical way of thinking have been of great value for me. Her understanding, encouraging and personal guidance have provided a good basis for the present thesis. I also wish to express my warm and sincere thanks to my thesis reader, Dr. Azizah and Associate Professor Dr. Salbiah for their guidance, advice and motivation. My sincere thanks also go to my father-in-law, Dr. Seyed Nezamaddin Moeinzadeh for his guidance and support during this project.

I owe my deepest gratitude to my lovely husband, Nima for his every day love and support during this project. Last but not the least; I would like to thank my beloved family, my parents and my lovely sisters Sara, and Mahsa for supporting me spiritually throughout my studies.
This study explores communication anxiety among Iranian students in the IEC in UTM. The problem of this study highlights the textbooks used at school in Iran, focused more on reading skill and with writing (only on e.g., spelling, and dictation) and speaking skill (e.g., only presenting dialogue). Therefore, there is no opportunity for learners to enhance their communication ability. This study focuses on the levels of anxiety among Iranian students in IEC which are divided in the following components; CA, TA, and FNE. The differences in the levels of anxiety between different gender, low intermediate and intermediate levels, were also identified among these students. 16 low intermediate and intermediate respondents of different gender were selected to answer the questionnaire. The questionnaire was divided into three parts to be aligned with the CA, TA, and FNE. The respondents were asked to answer their agreement or disagreement based on a five point scale. The findings were analyzed using SPSS based on descriptive and inferential statistics. Results indicated that most of the respondents have moderate level anxiety with no significant difference between male and female, and between the low intermediate and intermediate respondents.

Key words: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation.
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<td>TA</td>
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<td>ELPT</td>
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<td>FNE</td>
<td>Fear of Negative Evaluation</td>
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<td>IEC</td>
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