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Comparative study of Foreign Language Anxiety in Korean and Chinese Students

by

Kevin F. Manley

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

October, 2015

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Abstract

This study focuses on Foreign Language Anxiety (FLA) in Korean university students and which elements of English class cause the most stress. The results give valuable insights into what is causing reticence in these EFL learners and the data could be very useful for teachers or researchers designing English teaching programs who would like to maximize speaking and minimize reticence. An exploratory literature review led to the focus of reticence and FLA and Barly Mak's 2011 study "An exploration of speaking-in-class anxiety with Chinese ESL learners" was replicated to provide both a well-rounded assessment of FLA and results from a Chinese population to compare to. This study revealed that a) the vast majority of students experienced moderate to high levels of FLA in English class situations; b) the levels of anxiety for the Chinese and Korean students were similar but the causes varied significantly, and c) speaking in front of the class caused the highest level of anxiety while pair work and longer wait times for responses emerged as viable strategies for reducing reticence.

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Chapter 1: Introduction

This study aims to evaluate anxiety factors affecting speaking reticence in Korean EFL learners. There is a large amount of research that points to a perceived reticence in Asian ESL/ESL speakers (Cortazzi & Jin, 1996; Jones, 1999; Li & Liu, 2011; Liu, 2006; Tani, 2005). A majority of the extant research focuses on Chinese EFL students or East Asian ESL students in Australia or the US. Foreign Language Anxiety (FLA) and variations on that concept was the most oft-cited reason for reluctance to speak in other studies and I think that specifically focusing on Korean EFL learners will provide valuable information to teachers in the region.

Proper research into the specific causes of reticence in Korean university students could help teachers choose the best approaches to deal with these problems and greatly reduce speaking reticence in their classes. Although the published data shows great similarities between students of general East Asian descent, specific investigation into Korean students' reticence issues will be very valuable. Comparing the results with existing research on Chinese students can help determine if Asian reticence is uniform across cultures and countries. Any congruence or differences from the established studies could help in the design of CLT programs for this specific population.

In this study a modified FLCAS (Foreign Language Classroom Anxiety Scale) was used, in the style of Barley Mak's 2011 study with Chinese students in Hong Kong. This will help establish Korean students' self-perceived problems with FLA. This emerged as a viable course of action after an exploratory review of literature on Asian reticence in English classes.

The Research Problem

I have been teaching in Korean Universities for over 4 years. The lack of speaking participation is a problem I have noted often in my own classes and has been reported to me by colleagues often. This reticence is seen as a detriment to proper learning by many teaching professionals here in Korea. These difficulties often lead to one of two outcomes: a) trying a variety of approaches to see which will get students speaking the most or b) avoiding speaking activities in class in lieu of other skills students participate more in.

Teachers need to know the source of the problem if they are to deal with it. At present various theories as to the cause of East Asian reticence range from cultural, educational background, personality, anxiety and the like. Clear, specific information on a Korean university population is needed to help inform actionable strategies to lessen reticence.

Purpose of the Study

This study will seek to replicate the quantitative study performed by Barley Mak in his 2011 study of in-class speaking anxiety using the FLCAS questionnaire (Mak, 2011). The FLCAS questionnaire, originating with Horwitz et al. in 1986, has yielded great insights into speaking reticence in ESL and EFL classes with varying populations. In regards to East Asian learners Liu and Jackson's 2008 study has also been very influential in the literature I have researched. Mak's study was chosen to replicate as it includes several items related to wait time and preparation that research has shown are important factors related to speaking anxiety (Chen, 2003; Lee & Ng, 2010; Li & Jia, 2006). It also includes questions directed towards group and pair work's effect on speaking anxiety. Group work is often proposed as a strategy to deal with speaking reticence (Cao & Philip, 2006; Cheng, 2000; Jackson, 2002; Li & Liu,

2011; Liu, 2006; Liu & Littlewood, 1997) and in light of its prevalence in the literature it is invaluable to include such questions.

Both Liu and Jackson's 2008 study and Mak's 2011 study focused on Chinese university students in Hong Kong while this study focused on a different population. Similarities or differences in the results will help teachers recognize common trends among East Asian students concerning speaking anxiety and specific factors affecting Korean students.

Research Questions

1. How do the results of a Korean FLCAS compare to existing data?
2. To what extent does anxiety account for reticence in EFL speaking classes?
3. Which specific elements of English classes do Korean students find cause the most anxiety?

Chapter 2: Literature Review

This literature review will examine a series of contemporary sources on the subject of East Asian reticence and explore the existing research on its existence, possible causes as well as actionable solutions that can be implemented to reduce speaking reticence in classrooms. The data will focus on learners from China, Korea and Japan in both ESL and EFL settings. The decision to look into both ESL and EFL situations was based on the idea that if there is Asian reticence it would be pervasive in various settings and a variety of perspectives would be useful in its study. This review will comprehensively address the popular theories for reticence and examine them in turn to find the popular causes and possible solutions that are agreed upon by experts in the field.

Existence of Reticence in East Asian Learners

There is much research and observations that support the idea that English learners from East Asian countries exhibit reticence and passivity in English classes. This low participation can be seen as a surface-learning that is commonly exhibited by Asian students (Tani, 2005). Li and Liu (2011) see it as a "...common phenomenon that students in China... are resistant to participating in individual or group based speaking activities, and the atmosphere of English classes are always inactive" (p. 961). Similar lack of participation in speaking activities in Chinese students was found by Cortazzi and Jin who found that brief replies and an unwillingness to offer opinions was the norm (Cortazzi & Jin, 1996). Extending past Chinese EFL situations, many researchers hold the belief that Asian learners are disproportionately passive in language classes when compared to other cultures (Liu, 2006).

Many of these observations came specifically from Western teachers' observations. In EFL situations such as Canberra a study found that 66% of teachers noted problematic reticence in non-native English speakers, specifically those from Asia (Jones, 1999). Similarly teachers at the Institute for Applied Language Studies (IALS) at Edinburgh found that Japanese students "...while diligent seemed unable or unwilling—or perhaps both—to speak in class" (Dwyer & Heller-Murphy, 1996, p. 3). Those same students echoed their teachers' observations with a personal dissatisfaction in their speaking participation and progress.

In the realm of self-reported reticence from students Meihua Liu conducted a study using the Foreign Language Classroom Anxiety Scale (FLCAS) in a Chinese university and found that there was significant foreign language anxiety (FLA) in her Chinese university students (Liu, 2006). She emphasizes the debilitating role that FLA can have on English learning and speaking, which can serve as evidence of reticence in those learners. Woodrow conducted an adjusted FLCAS questionnaire in an ESL setting and found that among the non-native students Chinese, Korean and Japanese students exhibited more anxiety than Vietnamese or European students. Related to this, shyness, which has a direct connection to reticence, has been shown to be higher in Asian heritage learners than European heritage learners in an ESL setting (Woodrow, 2006). Paulhus, Duncan, and Yik (2002) found that Asian heritage students were 24% shyer in classroom situations, researched through personal reports as well as classroom observations. This all shows that, at least in certain situations, a measurable level of reticence was observed in East Asian students.

Tani (2005) also found that a "peculiar feature of Asian students' low participation is that it appears to be confined in classrooms. In contrast Asians are very talkative outside of

lecture times and during consultation hours” (p. 1). This has made many educators wonder about the reasons for the classroom confined reticence, and question its link to features such as shyness. It has also been noted by many authors that Asian students actually self-report a high willingness to speak in class (Liu, 2005; Liu & Jackson, 2009; Liu & Littlewood, 1997). This leads to the notion that it is not the personality of these learners that is directly causing reticence, but something about the classroom environment itself that is preventing them from taking a more active role in communication.

Counterpoints to Asian Reticence

Not all authors in the research agree that reticence is actually present as a widespread problem in East Asian English learners. Cheng (2000), a researcher with 10 years of teaching experience in China, believes that reticence and other language difficulties are highly individualized and the act of ascribing a behavior to a diverse geographical and cultural landscape such as East Asia is misguided. Cheng sees “...Asian ESL/EFL learners’ reticence and passivity is largely a groundless myth” (p. 438) and points out that his students covered a spectrum from passivity to extremely activeness. Although it was previously noted that many Western teachers are the source of reticence complaints Debasish (2010) contends that those voices represent a small number of teachers in small scale studies and actually “...in China most Western teachers are generally happy with the student’s participation in speaking and listening classes” (p. 163). He believes that the existence of the passive Asian learner stereotype is a self-fulfilling prophecy in which some Western teachers underestimate the potential of Asian students which in turn affects their self-confidence and reduces their motivation to participate.

In Marlina's (2009) study of Asian ESL students in Australia a similar stereotyping was thought to grow from a cultural imperialism that ascribed these students' distinct characteristics. Marlina's data indicated that:

...there may be a need to perceive infrequent classroom participation as something that also exists in other non-Asian settings rather than as an 'Asian thing'. As evidenced by some of the participants, there were some English-speaking local (native English-Speaking Australian) students who were less participative and none of them attributed these characteristics to their culture. (Marlina, 2009, p. 241)

It is possible that Western pre-conceptions of what to expect from Asian students are both leading to improper observations of reticence and even the creation of reticence where it did not previously exist.

Even in Liu's (2006) study which indicated high levels of anxiety in Chinese students it was noted that the "...students, generally speaking, seemed relaxed in talking English with each other during pair work and group discussions and most of them actually actively participated in both activities" but granted that "Few students, however, would actively volunteer to respond to their teachers in class" (p. 313). This is an important caveat to bear in mind throughout this discussion, as it becomes important to find out if reticence is an Asian cultural phenomenon or a product of certain class interactions.

Allowances for Counterpoints

There are many pervasive arguments against the idea of an Asian-specific reticence among English learners, but nothing conclusive enough to dismiss the notion as not worthy of further inquiry. The lack of reticence claimed in EFL settings does not, for example, prove that English students from other cultures would not be even more talkative in the same situations. The goals of this paper, which are to identify reasons why students do not speak

more in class and examine areas that could lead to solutions, are of value in an educational setting even if Asian reticence is not a specific problem. And although Cheng, Debasish, Liu, and Marlina all oppose the notion of culturally specific reticence in Asian EFL students we shall see in the following section that there are clear situational instances in Western classrooms where Asian students' involvement is seen as less than ideal when compared to others.

Causes of Reticence in Asian ESL/EFL Students

In the research there are many possible causes discussed for the reluctance of Asian students to take active speaking roles in English classes. For ease of discussion I will group them broadly into: cultural reasons, educational history, Western class design, anxiety and teachers' actions. The cultural section will focus mainly on those Confucian ideals that Chinese, Korean, and Japanese cultures are rooted in that could lead to the appearance of passivity in class. Educational history will examine how the norms in native Asian classrooms which these students grew up in can lead to problems in speaking in Western style classes. Western class design will build on the previous section and show how the standards and practices of a Western classroom can cause problems for learners from a different background. The anxiety section will examine the research on how students hold back on speaking due to personal fears of errors. The final section will look into how the actions of teachers and how certain interactions with teachers leads to decreased oral participation in class.

Cultural Reasons

That reticence has been disproportionately noted in Chinese, Korean and Japanese students, three diverse countries with varied history and culture, has led many scholars to

focus on the commonality of Confucian cultural roots that these three places share. In Cortazzi and Jin's (1996) chapter on Chinese students in 'Society and the Language Classroom' the reluctance to speak in class was largely attributed to: saving face, collectivism and modesty. These ideas have been echoed by other researchers and will be discussed individually.

Saving face is linked to the idea of protecting one's own reputation by not making mistakes in front of others and not calling attention to the mistakes of others with different opinions. As fear of personal errors ties into the anxiety section later on this section will focus mainly on protecting face of others. In Jane Jackson's three year study on students in a Hong Kong university Chinese interviewees reported a strong preference to remain silent if they disagreed with other students or the teacher in class discussion, preferring to quietly discuss the points outside of class (Jackson, 2006). Jackson also found a similar result in a 2003 study where students also showed a reluctance to disagree, especially with the teacher (Jackson, 2003). In Chen's 2003 intensive study one of the two subjects, a Japanese student named Noriko, showed a specific lack of enjoyment for group work in which she was instructed to argue with other students (Chen, 2003).

Collectivism in the Confucian ideal is that of putting the needs of the community before the needs of oneself, which can lead to a lack of desire to ask questions that would not benefit the class. Noriko, also displayed worries when she thought her questions might not be appropriate to her classmates, and preferred to ask them after class (Chen, 2003). In that same study the other subject, Seungwon, showed a preference for maintaining both group harmony

and face by not questioning or criticizing other students, only speaking out with close friends where he felt his "... candid statements would do no harm" (p. 269).

Modesty manifests itself in a reluctance to show off in front of the entire class by way of speaking too much in class. A Korean student under the alias of Ping discusses the issue in Li and Jia's (2006) study "If somebody, some student participate too much in class, every classmate will become hating him. Stopping him. If I talk too much like this, everybody hate me. So I have to keep silent" (p. 198). A Chinese student in Liu's (2005) study directly quotes culture as a reason for his modesty: "... Chinese culture tells us to be modest we often keep quiet and give chances to others... In Chinese opinion. The wisest thing for a person is that he shouldn't show his outstanding abilities even if he has the ability... Culture is deep in everyone's mind" (p. 9). Liu found that other students had similar sentiments when talking about personal reticence, however, somewhat paradoxically also found that students who did speak out in class were highly regarded by their peers for their bravery and skill. The students seem to have a negative opinion of themselves speaking out and not being modest, but no negative opinions of others that exhibit this same lack of modesty.

A strong counterpoint to the Confucian influence in reticence comes from Marlina (2009) who says that "... it may not be wise to treat the last 2000 years as it produced a monolithic philosophy still applicable to explain contemporary NESB ISA's reluctance to participate in the classroom" and that the Confucian ideals which encourage "students to become submissive and reluctant to speak may not be the case in contemporary classrooms in some East Asian countries" (p. 241). His in-depth study through interviews showed that

...the data gave no indication of students' lower participation in class back home as being shaped by the teachings of Confucianism. The participants from Korea, Japan

and China (often referred to as ‘Confucian Heritage Countries’) showed a strong preference for participating in class which seems to contradict with the teaching of Confucianism. (Marlina, 2009, p. 241)

Much as East-Asian reticence is predominately observed by Western teachers, so too it seems that Confucian influence on said reticence is self-observed by the Asian learners. Although there may exist some connection between the two it would be wise to examine other issues that might have a more direct connection.

Educational History

This section will look at the norms in East-Asian classrooms that would comprise the educational history of Asian English learners that would discourage speaking. Although these educational practices may have cultural roots this section differs from the section on Confucianism in that it does not focus on the cultural beliefs of the students but rather social adaptations. It stands to reason that if a student is acclimatized to one form of classroom discourse such habits would follow them into Western classrooms.

Liu and Littlewood (1997) note that while Asian students might have a high reported desire to speak in class their differing views on learner roles from their educational history can mean that they place little importance on raising questions and comments in the classroom. The researchers see this as “...an educational background which has socialized students into accepting a passive learning role which is not appropriate to the tertiary context” (p. 377). This socialization into passive roles, combined with insufficient opportunities to practice spoken English directly led them to having a “...lack confidence in spoken English and cannot perform without feelings of anxiety” (p. 377).

This lack of opportunity to speak English by Asian students was also noted by a student in Jackson's (2002) paper who was commenting on their groups' poor performance in a speaking activity:

I suppose that starting from primary, they haven't had much experience speaking in class in general and many probably have little experience speaking English in class or outside the class... That's what I heard from students so it's a challenge to get them to speak. (p 70)

Both subjects from Chen's observational study having

...been brought up and educated in competitive and exam-orientated educational systems, Noriko and Seungwon struggled to appreciate the collaborative and performance based learning context. Both had little experience with academic discourse prior to the ESL class. (Chen, 2003, p. 271)

Both students describe class in their home countries as consisting of mainly note-taking with no discussions.

Marlina's (2009) Asian ESL students noted that the classrooms in their home countries did not foster discussion, due to factors such as class size, teacher attitudes, lecture-only teaching methods and a high focus on exam preparation.

Kim (2013) describes a typical Korean educational history for the participants of her study as "...a formal, lecture-based approach in which discussions rarely occur. Remaining silent in class, listening carefully, and taking precise notes are regarded as traits of a good student" (p. 83). She goes on to note that although questions are allowed by instructors "...the purpose of these questions and answers is generally not to foster discussion but to confirm that students understand the content of the lecture" (p. 83).

In Chinese classrooms questions by a teacher to the class are often rhetorical and students accustomed to that style would likewise expect a Western teacher to answer their own questions rather than see them as an invitation to open discussion (Scollon, 1999).

All these points go to show that many students have grown up in an educational context that discourages excessive speaking prior to their experiences in ESL/EFL classes led by Western teachers. This could easily lead to a passivity in taking speaking roles and the appearance of reticence. Zhou (2013) points out that “If the students believe that active participation in class communication does not conform to social norms or expectations, they may experience anxiety and lack of confidence before or during speaking up and less motivated to engage in oral activities” (p. 15).

This social acclimatization to educational practices showed more evidence in the literature than cultural roots to the reticence issue. The classroom design that causes these problems are in keeping with the Confucian ideals on education (Ho & Hau, 2010), but it is important to trace the path of this Confucian influence. It would seem that Confucianism has had a direct effect on the East Asian education system, which has in turn had a direct effect on Asian students. This one degree of separation from direct Confucian influence on reticence seems to be very important to keep in mind if one wants to tackle the true source of the problem. Do the students personally hold strong Confucian beliefs or are they merely used to an educational system that holds strong beliefs?

Western Class Design

This section is closely linked to the last one and the focus will be on the situations and circumstances in Western style ESL and EFL classes that can cause problems for those students coming from an East Asian background. Jones contends that:

Coming from cultures where students are quietly and respectfully attentive and little or no interaction occurs between teacher and students, many NNSs would find the interactive vigor of the tutorial or seminar, its atmosphere of solidarity and informal student-teacher rapport, very strange and unsettling, and they would be unsure of how one can learn in such a setting. (Jones, 1999, p. 257)

In a classroom where students are expected to participate orally in class, group and pair work they may find themselves unaware of or unable to meet those criteria. Some students who are perceived as reticent believe themselves active in class because they are listening attentively (Liu & Jackson, 2009). Likewise Li and Jia found that students were unaware of the need to speak up in American classes and thought that being good listeners was what was expected of them (Li & Jia, 2006). Seungwon from Chen's study also believed that he should "Keep silent. Just listen to what the teacher says" (Chen, 2003, p. 268). When students do answer questions in class some show a preference for brevity, answering as briefly as possible unless specifically prompted for longer answers (Jackson, 2003).

In Liu and Littlewood's (1997) study when university students and teachers were asked to rank 10 classroom discourse options in order of importance 'raising questions in class' ranked second for teachers and eighth for students. This mismatch between the lecturers' and students' expectations can lead to a situation where a student is seen as reticent by their teacher but in their own views are acting as model students. In one of Jackson's (2002) studies the Asian EFL students viewed frequent comments and questions of the lone

American exchange student to the lecturer as a “waste of time, or perhaps uncomfortable” while in contrast “their lecturer saw them as a useful opportunity for learning” (p. 75).

In these cases the students are displaying what an instructor views as reticence, which might then be attributed to culture or shyness, where it is merely an ignorance of the social norms and expectations in a Western classroom. Debasish (2010) believes that these unfamiliar learning approaches require students to take time to adjust to and could be strongly related to their passivity. Dwyer and Heller-Murphy (1996) found a similar situation of ignorance with their Japanese students and state that “... it would be unrealistic to expect students to overcome such behavior without explicit training. If we fail to teach interactional/social rules to our Japanese students, and they then remain silent in class, the fault is surely ours, not theirs” (p. 47). Helping students to overcome these adaptation problems will be discussed in a later section.

Turn-taking caused many problems for Asian learners in ESL and EFL classes. Many students are used to being chosen to speak in class and are unused to volunteering and bidding for turns in class discussions (Liu, 2005). Students used to rhetorical questions from teachers were also shown to “...not see questions addressed to the whole class as genuine invitations to speak” (Jackson, 2002, p. 78). Asian students can be used to longer silences in class, and require longer wait time to answer questions, which can lead to them missing chances to answer questions in an ESL environment where non-Asian students take the floor more quickly (Li & Jia, 2006). This longer deliberation time was also noticed in Noriko, which although partially rooted in personality factors was indicated by the data to have cultural roots to not wanting to express viewpoints spontaneously (Chen, 2003).

Debasish (2010) notes that “Asian students are not very familiar with pair-work and group work, which are integral to the Western style of teaching and are unfamiliar to Asian students” (p. 164). He says that Western teachers implementing them without orientation or guidance can cause problems. Other authors have mirrored the notion that group and partner work may not be valued by Asian students as much as in Western cultures. In Li and Liu’s (2011) report on reticence they noted that for Chinese students: “The teacher is seen as the source of all knowledge and input, so Chinese students will not value partner and small group work as highly as students of other cultures” and that “...accuracy is valued more than fluency and the lack of the latter further diminish students’ willingness to communicate” (p. 963).

An important point to note is that “...students who have positive perceptions about the communication-orientated class environment tend to develop positive beliefs toward class oral participation and interaction in English (Zhou, 2013, p. 16). As we will see in the solutions section unfamiliarity with a Western classroom is a surmountable problem with proper guidance.

Anxiety and Reticence

Anxiety can come in many forms in an EFL or ESL class and, as previously discussed in Liu’s findings, can have a strong negative effect on speaking performance. This point is repeated by others who also show a correlation between willingness to speak and language learning anxiety, with some claiming it is the best predictor (Riasati, 2014). Anxiety can refer to any worry or apprehension about unsure outcomes, and so this section will deal with

findings authors have specifically related to FLA as well difficulties with making errors, self-confidence and shyness which also fall under this theme.

One point that that appeared often in the research is that many Asian English students claim that they have a high desire to speak English in class and often enjoy class or group discussion opportunities (Li & Jia, 2006; Liu, 2005; Liu & Jackson, 2009; Marlina, 2009). However, anxiety about self-perceived English level, mistakes and negative evaluations prevent them from acting on these desires. This phenomenon is summed up well by Liu: "...the students in the present study also wanted to speak perfect English to others in class. This pursuit of perfection, in return, forced many students to be reluctant to respond to the teacher and remain silent in class" (Liu, 2005, p. 12). The focus on accuracy rather than fluency can lead to a lack of oral participation.

Fear of speaking due to lack of confidence is often linked to a fear of mistakes in students. One Chinese student in Liu's study on reticence claimed "I am not active because I didn't have much confidence or enough courage though I want to answer the questions very much. But I am afraid that I can't do it well and my answer can't satisfy others" (p 11).

Similar to Liu's previously mentioned study Mak (2011) also administered the FLCAS to 313 first year Chinese students taking mandatory English classes in Hong Kong and found that out of the five factors that the survey assesses the "*speech anxiety and fear of negative evaluation* is the most important factor contributing to second language learning speaking-in-class anxiety" (p. 206). He relates an incident from one of his colleagues in which a high school student preferred the embarrassment and humiliation of being silent in English class

when called on for years rather than making a mistake. This extreme example shows how overpowering the fear of making errors can manifest itself in some students.

Direct fear of making errors in English when speaking was the most commonly repeated reason for reticence among Asian students in the research that was covered (Cao & Philip, 2006; Debasish, 2010; Jackson, 2002; Jackson, 2003; Li & Jia, 2006; Liu, 2005; Liu, 2006; Liu & Jackson, 2009; Liu & Littlewood, 1997; Mak, 2011; Paulhus et al., 2002; Riasati, 2014; Soo & Goh, 2013; Tani, 2005; Xia, 2009). This is a very intuitive finding, as a fear of mistakes and the resulting negative consequences naturally would impede any behavior—regardless of whether the individual was of East Asian heritage or not. The more salient question to be investigated here is if the anxiety about mistakes is demonstrably higher in Asian students in English classes.

In Paulhus et al.'s (2002) study there was the aforementioned overall 68% reported shyness in Asian students versus 44% in European students. In of itself this is a very significant difference, however, the causes of this shyness came from a variety of sources. One of the four studies that informed the above figures was a take-home survey on causes of shyness which displayed the following results:

Reported reasons for classroom shyness by ethnic group		
	European heritage	Asian heritage
<i>N</i> :	151	137
Difficulty expressing oneself	08	11
Not appropriate to participate	02	13
Fear of being wrong	05	30
Do not belong to class in-group	06	06
Unwanted attention/judgment	28	29
Miscellaneous	02	02
Overall shyness rate	51	91
Note. <i>N</i> = 285 plus 24 of other ethnicities. The cell entries are frequency of reasons per 100 students of each ethnic group.		

(Paulhus et al., 2002, p. 447)

Figure 1. Reported Reasons for Classroom Shyness by Ethnic Group

The majority of the reasons are very similar with the notable difference being ‘fear of being wrong’ which was valued at 30% in Asian learners versus only 5% in European learners. This table also shows that the role taking and turn bidding issues detailed in the educational history section could account for the difference in the ‘Not appropriate to participate’ section responses between the cultures. Also interesting to note is that ‘Unwanted attention/judgment’, which links to the Confucian ideas of modesty and face, showed almost no difference between the cultures. This does not dismiss the effect of Confucian culture, but shows that even if Confucian modesty is a factor it is balanced by similar factors in the students from European cultures. The fear of making mistakes, however, seems to be a more unique attribute of Asian learners.

The fear of making mistakes is highly related to the self-assessed proficiency level of a student. If a student feels that he or she will make errors in a speaking task that is because he

or she believes that their English skills are not up to the task. Complaints about lack of English proficiency are therefore another facet to this problem. This was found in Janice Kim's study of Koreans in an American business school where students "...perceived their lack of English-speaking proficiency as the most significant factor influencing their class oral participation" (Kim, 2013, p. 86). The problem can be seen as not an issue with language mistakes themselves, but with the fear of making mistakes where adequate English could be produced. This can come from an issue Cyphert (1997) describes where "... expectations of language proficiency were not defined with respect to any objective standards of English fluency" and that lacking objective criteria students merely thought that they "should know more than they did" (p. 20). Even when the linguistic abilities were adequate there still remained a fear that they were not.

The situations that created the most overall anxiety for students in Woodrow's (2006) study, which had displayed the high anxiety levels of Confucian heritage ESL students, showed that communicating with the teacher in front of the class was the most stressful. The unfamiliar situation of speaking in front of class for those learners could compound the anxiety of making mistakes as it puts the feared errors in a very public light. It will be important next to see what influence the teacher creates on this anxiety and on Asian reticence in general.

Teacher Actions

The relationship and between students and teachers, as well as specific actions of the instructors themselves were also seen to be large factors in creating reticence in Asian students. The main factors to be discussed here are turn allocation, wait times and interaction patterns.

Asian students that are used to being called on and have trouble bidding for turns in class speaking interactions will be at the mercy of the turn allocation dictated by who the instructor calls on for questions. Tsui (1996) noted that teachers unevenly allocated turns: “in order to avoid not getting responses from students, teachers tend to ask brighter students from whom they are sure of getting an answer” which as one teacher pointed out directly leads to “... the weak and shy students feeling neglected. The more they feel neglected, the less willing they are to contribute” (p. 153).

As we discussed previously with Noriko (Chen, 2003) some Asian students may require longer wait times between an instructor’s question and their response than the instructor might be comfortable with. Tsui (1996) calls attention to the fact that many teachers are intolerant of silence in the classroom and “...feel uneasy or impatient when they fail to get a response from students” (p. 151). The IRF pattern of questioning (initiation, response, follow-up) used by many teachers can help scaffold answers from students, and it was the preferred method by both foreign teachers in Lee and Ng’s 2010 observations of a Chinese EFL situation. They saw that in one of the teacher subjects her inadequate wait time and dislike of silence led to a lack of results from the IRF methodology, and they speculate that the results could have been different if the teacher had just slowed down and allowed longer wait times (Lee & Ng, 2010). The students lack of proficiency in turn-taking can lead to Western professors not bothering to find out why the student is quiet and frequently jumping to the conclusion that the reticence is due to the student’s passivity (Cheng, 2000). This further strengthens the idea that the notion of Asian reticence is a factor in creating Asian reticence.

The interaction patterns of Western teachers using IRF and other methods can lead to the brief answers from students they would then qualify as reticence. As mentioned before brevity is highly valued by many Asian students. The ensuing feedback loop can be linked to the stereotyping on Asian learners that Debasish (2010) mentioned. This same cause and effect of self-fulfilling prophecies was seen by Scollon (1999) who paints the picture of:

Western teachers unaccustomed to a classroom full of Asian students all too frequently feel that their words are going to waste because they do not get the feedback they are accustomed to... It is all too common in such a situation to fall into a downward spiral of lowering our expectations and simplifying our language, using more direct questions that tend to elicit simple yes/no answers and decrease the possibility of dialogic exchange. (p. 27)

This is another case where the belief in East Asian reticence can lead to its' proliferation, by lowering the speaking expectations for those students. This applies in teaching situations regardless of whether or not problematic reticence is initially present. As we have seen there is some debate over the existence of reticence in Asian ESL/EFL students, but it seems here that another issue is that some teachers believe that if it is real then it can't be changed. We will see in the next main section that teachers that take a different approach and make efforts to increase oral participation can have success.

Other Factors

This literature review section has tried to highlight and organize the most common reported causes from the literature that pertain to the subject of reticence in Asian ESL/EFL speakers, however, there are many other factors aside from the ones in previous sections that have not been mentioned. Their exclusion was based on a lack of suitable consensus among the literature. In other cases the reasons were not seen as broadly applicable. For example since this paper is looking at both ESL and EFL factors to inform an EFL study, the effect of

classmates in an ESL setting has not been included. Although the list of reasons presented is extensive it is not complete, but it does serve as adequate input to help inform a survey about speaking reticence in Korean EFL learners

Classroom Strategies for Reticent Students

This section will focus on classroom strategies that teachers have found effective for dealing with reticence in Asian heritage students. Many of these interaction patterns are included on Mak's survey which was replicated, and it will be useful to see how the study of Korean students compares to the theories presented here. Of course any further understanding into what makes Asian students more comfortable and willing to speak in English class is a valuable resource for any educator to take note of. The techniques these authors have found to be useful in getting students to speak should be useful in any ESL/EFL setting—regardless of whether there is a pervasive reticence in Asian learners due to culture or socialization issues.

The methods discussed will fall into the headings of: group/pair work, class atmosphere, activity design and adaptation. Group/pair work will focus on creating classroom interaction patterns that students find more comfortable than speaking in front of the class. The class atmosphere section will highlight how a friendly and relaxed educational setting can engender a higher willingness to speak. Activity design will discuss classroom teaching methods that, when adopted, lead to more oral communication. Finally the adaptation section will discuss how efforts to offer deliberate orientation for East Asian students to unfamiliar Western educational practices can be very fruitful.

Group/pair Work

Splitting students into smaller groups to facilitate oral participation was the most widely proposed solution to the problem of reticence in East Asian English learners (Cao & Philip, 2006; Cheng, 2000; Jackson, 2002; Li & Liu, 2011; Liu, 2006; Liu & Littlewood, 1997). The general consensus seemed to be that groupings of four to six students would provide a more comfortable environment for students, in which there would be less anxiety about making mistakes or speaking one's mind. We have seen that speaking in front of the class was often the most stressful situation for students and this approach helps them avoid that level of exposure. It was a common finding in the research that: "Students, especially East Asian students, appear to be more active and willing to participate in small-group discussions (Li & Jia, 2006, p. 204). Liu's (2006) study on anxiety showed 80% of students who worked in groups or pairs did not feel nervous. This interaction pattern was found not to be limited to just foreign/second language anxiety as Jackson found that Chinese students expressed ideas in group work more freely than in front of the class regardless of whether L1 or L2 was used (Jackson, 2003). This approach also, by limiting the number of interlocutors, provides the individual with more chances to speak than one would find in a full-class setting.

Liu and Littlewood's 1997 paper has a section that summarizes well the benefits of group work to the Chinese students they studied at the university of Hong Kong. They saw the benefits as ones that could:

Break the monotony of the usual question-answer-feedback pattern and present less risk or threat to students because they have the safety of the group, which is relatively a more supportive learning environment... They allow for greater learner participations and responsibility, making learners become less dependent on the teacher and more dependent on the group for learning. ... Buzz groups also present learners with more practice opportunities, especially in speaking English. (p. 379)

In communicative language teaching classrooms group work is a common tool for ESL and EFL classes, and the prevalence of this practice in the papers reviewed indicate that Western teachers are already adopting this practice frequently. It is important to refer back to the educational history section to see that this practice which is readily accepted by Western teachers may not be regarded highly by Asian learners. A common complaint I have heard from my own students in an EFL setting is that they would prefer to interact with the native English speaking teachers. The value of group work might then seem more relevant to these students if the teachers relate to students the reasons for the methodology, and outline the above benefits.

In many of the studies that advocated group work, pair work was also recommended. Pair work further reduces the number of interlocutors, providing more speaking opportunities but takes away some of the safety of the group. Many researchers grouped results from group work and pair work together, but there were some reports of it in isolation. A teacher in one Chinese study found that even at the beginning of a term “more than two thirds were actively engaged in pair work” and after students had time to adapt to the system “... she could barely identify any silent students during pair work towards the end of the term” (Liu, 2005, p. 8).

For many Western EFL/ESL classes using a CLT approach group/pair work can be an indispensable teaching convention, which can provide increasing benefits as students become adapted to it.

Atmosphere

The atmosphere of a class involves the attitude of the teacher and the level of comfort that students feel in the class. A teacher having good relations with students as well as a

friendly rapport was seen as a good way to make students feel more comfortable speaking (Marlina, 2009; Tsui, 1996). The attitude of the teacher themselves is very important, if too aloof it can discourage oral discourse, conversely: “The more friendly and accessible the teacher is, the higher the possibilities of interaction” (Debasish, 2010, p. 167). Outside of Debasish strict or unfriendly teachers was not a commonly cited reason for reticence, however, friendly teachers were thought of to create a situation that could relieve anxiety from other sources.

Students often showed preference for a “Warm, friendly climate, a teacher who invites participation” (Jackson, 2006). The Korean students in Kim’s (2013) interviews feeling “...that they were affected more by their teacher’s attitude than that of their classmates. They also believed that teachers should be more responsible for generating a comfortable learning environment” (p. 92). If a classroom does not have a good atmosphere the students will be less likely to talk, and it is the teacher’s duty to take steps to change it.

Some suggestions for teachers to appear friendlier in class, and create this welcoming environment include: remembering students’ names, walking around and assisting students, giving students immediate praise and talking to students outside the classroom (Minh, 2013). Teachers have also been suggested to create a public forum for students, where ideas and opinions could be shared and the students can feel valued as sources of knowledge (Xie, 2009).

Riasati (2014) sees it as the duty of the teacher to create “... a situation in which everybody feels relaxed to air out what they have in mind. Making such a stress free environment can considerably contribute to an increase in the learners’ degree of willingness

to speak” (p. 117). He sees this supportive learning environment as having a dramatic influence on the learning process. For students coming from educational backgrounds where opinions and comments are not welcome, or societies that venerate harmony to the extent of avoiding controversial topics, they would need to feel they were in a safe environment to speak freely.

Activity Design

The act of changing the educational patterns in language classes can make a big difference in the way students participate. Adopting CLT, a more student-centered approach than traditional lecture style classes, is seen by many to be one of the best solutions to reticence in Asian learners (Liu & Jackson, 2009). Cheng noticed over years of classroom observation in China that EFL teachers that adopted a learner-centered nature had students that were much more active than the teacher-centered counterparts (Cheng, 2000). Although we have seen that East Asian students may be initially unused to this style of educational practice it is still regarded as the best classroom design for creating speaking opportunities and motivation.

A way to make the new class environment easier for students to adjust to would be to make them actively aware of the goals of the student-centered classroom. The high anxiety surrounding making mistakes in class led Mak (2011) to recommend “establishing a balance between accuracy and fluency” and that “focusing on fluency may be preferable to an undue focus on accuracy” (p. 212). It has been shown that Asian students have a disproportionate fear about errors and designing the speaking activities in ways that make students feel safer about making mistakes would reduce the anxiety and lead to active oral participation.

Another important element to the language class are the subjects and topics selected for the students to discuss. A lack of interest or knowledge about the subject matter can lead to a lack in oral participation. “The topic of discussion plays a vital role in making learners willing or unwilling to speak” among those factors familiarity, interest and preparation play a hand (Riasati, 2014, p. 119). Efforts to choose topics that students are interested and involved in can be difficult for teachers from a different culture, so Xie suggests that students should take an active role in topic selection. Xie’s (2009) findings “...suggest that teachers should relax their control and allow students more freedom to choose their own topics (p. 19). H. S. Goh adds that it is not only the selection of good topics, but also providing the students with the topics in advance so that they have adequate time to prepare that will help students speak with less anxiety (Soo & Goh, 2013). Easing the impromptu nature and allowing students to linguistically prepare for class speaking could help with initial confidence and build up to more spontaneous topics later in the educational project.

In this activity design section it would be good to revisit briefly the concepts of wait time and student selection. The amount of time a teacher spending talking in class is referred to as ‘teacher talk time’ and can create an environment where students don’t feel welcome to speak. Reducing teacher talk time and allowing for sufficient wait time (Nazari & Allahyar, 2012) are important matters to be aware of in lesson design. The teacher in Li and Jia’s (2006) study who was doing rapid fire IRF questions without allowing for proper response time claimed it was due to time constraints. Longer wait times will use up class time and teachers need to be aware of this in the lesson planning stages. Teachers should be active in selecting students for questions rather than allowing the class to volunteer, but not picking the same

students all the time (Jackson, 2002). The teacher requires some sort of method for equal student selection to ensure a balanced amount of turn taking is occurring.

Adaptation

Due to differences in educational history for an Asian student in an ESL class, or an EFL classroom with a foreign teacher, is likely to be unfamiliar with some of the didactic methods of the communicative language approach often adopted in those situations. Talley (2014) sees this as a plausible reason to consider adapting the western approaches in English teaching to make them more accessible to conservative Asian students. There are merits in the idea that if Asian students have such trouble with a CLT approach then allowances could be made. However, other research is very optimistic about the Asian learners' ability to adapt to the new environment with proper guidance.

Even Talley himself in a related study sees the ability of Asian learners to adapt: "Learners carry their own conceptions of what is appropriate behavior to the classroom, which may be entirely at odds with their teacher's expectations. They will have to realize the need to develop multiple personalities in the learning community do that they consider active participation as an opportunity to achieve their own cultural transformation" (Talley & Tu, 2014). This idea of multiple learner personalities implies that it is not important to try to override or erase a student's habitual learner instincts, but rather that they have the ability to form a new learner identity to deal with the challenges of a new classroom.

Learning which behaviors are required of this new learner identity should be made explicit. As we have seen some students may naturally think that listening is all that is required of them in a conversation class. "Once the reticent student learns that he/she should

not only be a good listener but also ... responsible for participation in group activities, the individual might feel obliged to participate and fulfill his/her role as a second language learner” (Li & Liu, 2011, p. 964). As Dwyer and Heller pointed out in their study of Japanese students, the onus is on the instructor to provide the guidelines on class expectations. In regards to a teacher’s role in helping non-native students with adaptation Jones (1999) sees two important ways:

One is to acquaint them, before or at an early stage of their studies, with the ethos of the tutorial or seminar in a Western English-speaking country. The other is to build up their interactional skills and command of the discourse norms that they will need to become equal partners with NS students. (p. 249)

Jones later highly recommends teaching active listening skills to students to help with turn taking. He also advocates teacher training into learner’s background culture and education history so that they will know which elements of the Western classroom would be unaccustomed to the students (Jones, 1999).

Even in the case of wildly different educational settings from what they are used to East Asian students have displayed the ability to adapt. It has been seen in an experimental English Village program at a Korean university where great care was made to create ample speaking opportunities and interesting activities for students the majority of learners were able to adapt and participate (Park & Oxford, 1998). This program forbade any use of L1 and created many discussion opportunities in academic and non-academic settings. Even over the short five week duration of this program Korean students unused to speaking in English quickly adapted and benefited from the immersive English environment.

In Li and Jia’s (2006) observation of a particularly adept American EFL teacher’s class in China they noted active participation from students in all activities, including group and

class discussions, a level of participation the teacher claimed took lots of work. Although it did take effort on the part of the instructor it is important to recognize that the Chinese students were able to change and adapt into new learner roles. This was also found by Liu's study whose teachers saw the students who were anxious in activities in the first few weeks showed more confidence as the term went on (Liu, 2005). Likewise Saihua Xie's in depth study on seven East Asian EFL learners in America showed that "Six out of seven participants transformed from being passive and inactive in class to feeling comfortable or very comfortable to participate" adding that the social and mental strategies used by students to achieve this are not in keeping with the idea of East Asian reticence being a cultural construct (Xia, 2009, p. 153).

All of these points come together to show that oral reticence in East Asian ESL/EFL students is not permanent condition, and can be addressed through many different means. Students have shown the ability to reach levels of oral participation that satisfy the requirements of a Western learning environment.

The second part of the questionnaire was a survey to determine which of eight different interaction situations (in front of class, pairs, groups etc.) caused the most and least anxiety. This section also included factors relating to wait times and L1 usage.

The additional questions on wait times and interaction patterns make this study seem very applicable to the causes of anxiety and reticence found in this section.

Chapter 3: Research Method

Participants

Participants were 832 first year students in a Korean university taking mandatory basic English classes. There were 407 males and 425 females who opted into the questionnaire. The students came from each of the 9 different departments in the university (Theology, Humanities, Techno Science, Engineering, Social Sciences, Music, Art & Design, Education, Film and Video TV). The basic English class is split into two relative ability levels with 299 participants from the lower level and 533 participants from the higher level. The levels are determined through a mock TOIEC test with students being split around the median.

The Study of Replication

Mak's 2011 study: "An exploration of speaking-in-class anxiety with Chinese ESL learners" has been chosen from the literature as a worthy study to replicate in my current environment. Mak (2011) studied 313 first year students in a Hong Kong university, using quantitative and qualitative means. Only the quantitative results are discussed in the paper noted above and only the quantitative elements will be replicated. Mak used a two-part questionnaire to identify causes of FLA in these students when speaking. Mak administered the FLCAS and classified the results into five main factors: speech anxiety and fear of negative evaluation, uncomfortableness when speaking with native speakers, negative attitudes towards the English class, negative self-evaluation and fear of failing the class/consequences of personal failure. These factors were then ranked in the order that they caused discomfort for the students. There were also six additional questions added to the

FLCAS that dealt with wait times and preparation and L1 usage that were answered by the students.

Research Design and Instrumentation

The research consisted of a quantitative survey almost identical to Mak's modified FLCAS survey which can be found in Appendix A. The FLCAS is originally a 33 question, 5-point Likert scale questionnaire used to evaluate students' perceived speaking anxiety. Part One Section A of Mak's survey contains the same 33 questions adapted to a 4-point Likert scale after too many responses in the pilot study were at the midpoint to "... force respondents to commit themselves" (Mak, 2011, p. 205). As in Mak's study the theoretical range for that part is 33-132 (33-item questionnaire with a 4-point scale).

Part One Section B of Mak's survey contained 6 additional questions about wait times, use of L1 and error correction. The use of L1 question was changed to reflect Korean as the first language rather than Chinese. The range of this section is 6-24 (6-item questionnaire with a 4-point scale).

Part Two of Mak's questionnaire that was replicated consisted of 8 questions indicating the degree of anxiety students experience in different classroom situations. This scale ranged from 1 (very low) to 100% (very high) with intervals of 20%. This part of the questionnaire employed 5-point Likert scale. Unfortunately due to researcher error two of these options ('Anxiety level when your classmates are assessing you when you speak' and 'Anxiety level when you are allowed to use some Chinese in an English class') were omitted from the current study. As the findings from this section did not contribute heavily to the

results section of Mak's paper it is believed that even this incomplete data should not interfere overmuch with the overall validity of the comparison.

Data Collection Procedures

All three sections were administered at the same time through an online based survey system with students completing the survey through smartphones and personal computers. The majority of surveys were completed in class on smartphones with some students completing the survey on their own time through personal computers.

Data Analysis

Eight hundred seventy responses were electronically gathered and 37 duplicate respondents were removed to give the final 832 responses. As in Mak's study the first 39 questions were assigned a numerical value ranging from 1 to 4 to correspond with the results on the four point scale. The 11 negatively worded items were reverse coded to ensure that a high score correlated with high anxiety levels in English class. There were no missing responses.

A factor analysis with varimax rotation on the first 33 items was performed as in Mak's study. All of Mak's original tables from the study of replication can be found in Appendix B.

Chapter 4. Results and Discussions

The internal consistency of Part One Section A yielded a Cronbach coefficient alpha of .965, which like Mak's score of .91 indicates that the section had acceptable reliability. The participant mean score for Part One Section A, with an aforementioned range of 1-132, was 78.1.

The results of the research that mirror Mak's study will be presented in three main segments: 4.1, 4.2 and 4.3. Section 4.1 will outline the results of all questions of the survey, including a factor analysis as well as representations of mean scores in the same manner that Mak did in his original study. Additional analysis and supporting items surrounding the factor analysis were added. Section 4.2 will directly compare and contrast the results of this study with the results of Mak's study.

General Results

A rotated component matrix performed on the first 33 items of the survey produced five factors which contribute to student's speaking anxiety in English class. Table 1 shows these results. Five factors emerged, which was the same number as in the original study. As in Mak's survey the factor titles were created by the researcher to best suit the various elements of each factor. The detailed list of correlations and significance of all items can be seen in Appendix C.

Factor 1 contains 14 items such as 'I can feel my heart beating when I'm going to be called on in English class' (item 20) and 'English class moves so quickly I worry about getting left behind' (item 12) which fit under the heading of *Anxiety about class performance*. These factors seem to deal with both fears of not being able to handle the level of course

content as well as making one's personal shortcomings publicly known both to the teacher and classmates.

Factor 2 was given the title *Uncomfortableness when Speaking*, and contains 12 items. Examples the negatively loaded 'I would probably feel comfortable around native speakers of English' (item 32) and "I feel confident when I speak English in English class' (item 18) factors. Some of the factors are similar to the fear of negative evaluation in factor one, however, these factors are more linked to public embarrassment rather than classroom evaluation.

Factor 3 contains three items; 'I am usually at ease during tests in my English class', 'I don't understand why some people get so upset over English classes' and 'I don't feel pressure to prepare very well for English class'. The title of *Pressure for Tests and Preparation* encompasses these feelings of unease with tests and general preparation.

Factor 4 consists of 'I keep thinking that the other students are better at English than I am', 'I always feel that the other students speak English better than I do' and 'I feel very self-conscious about speaking English in front of other students.' These feelings about one's classmates have been titled *Comparisons to Peers*.

Factor 5's three items are 'During English class, I find myself thinking about things that have nothing to do with the course', 'I often feel like not going to my English class' and 'I get upset when I don't understand what the teacher is correcting' have been put together generally as *Negative Attitudes towards English Class*.

Table 1

The Loading of Variables on Factors, Communalities, and Percent of the Variance for Speaking Anxiety in Part One Section A of the Questionnaire

Label	Anxiety about class performance	Uncomfortableness when Speaking	Pressure for Tests and Preparation	Comparisons to Peers	Negative Attitudes towards English Class
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Item 29	.655				
Item 16	.641				
Item 4	.614				
Item 26	.593				
Item 20	.591				
Item 30	.582				
Item 27	.582	.522			
Item 25	.561				
Item 12	.551				
Item 10	.531				
Item 19	.528				
Item 21	.527				
Item 31	.510				
Item 14*		.736			
Item 32*		.691			
Item 9		.664			
Item 18*		.638			
Item 33	.508	.614			
Item 1		.580			
Item 28*		.562			
Item 5*		.543			
Item 13		.537			
Item 2		.531			
Item 3					
Item 8*			.592		
Item 11*			.577		
Item 22*			.538		

Item 7				.803	
Item 23				.777	
Item 24				.536	
Item 6					.701
Item 17					.618
Item 15					.530
% of variance	17.8	17.1	8.4	8.2	5.7

^a Factor loading means correlation between the item and factor. The maximum is 1 (highly correlated), the minimum is 0 (no correlation). 0.5 is used as a cutoff for the inclusion of items in interpretation for the factor. Loading means how much that factor can explain for the variance of that item.

^b Among the 5 factors, they account for 54.5% of total variance for the solution. For each of the factors, the % of variance is shown. The higher the % of variance the more important that factor accounts for the solution.

Table 2 ranks the means of the 33 items as in the original study. Due to the 1-4 point range for the questions indicate that any score above 2.5 would be considered more anxiety provoking than those who fell below 2.5. The mean scores ranged from 1.69 for item 19 (*I am afraid that my English teacher is ready to correct every mistake I make*) to a high of 2.92 for item 9 (*I start to panic when I have to speak without preparation in English class*).

Table 2

Ranking of the Means of Each of the 33 Items in Part One Section A of the Questionnaire

Item No.	Statement	Mean	Factor
9	I start to panic when I have to speak without preparation in English class.	2.92	2
24	I feel very self-conscious about speaking English in front of other students.	2.85	2
18*	I feel confident when I speak English in English class.	2.74	2
7	I keep thinking that the other students are better at English than I am.	2.73	4
1	I never feel quite sure of myself when I am speaking in my English class.	2.70	2
28*	When I'm on my way to English class, I feel very sure and relaxed.	2.67	2
14*	I would not be nervous speaking English with native speakers.	2.66	2
8*	I am usually at ease during tests in my English class.	2.64	3
32*	I would probably feel comfortable around native speakers of English.	2.62	2
5*	It wouldn't bother me at all to take more English classes.	2.61	2

33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.59	2
12	In English class, I can get so nervous I forget things I know	2.58	1
23	I always feel that the other students speak English better than I do.	2.58	4
13	It embarrasses me to volunteer answers in my English class.	2.53	2
11*	I don't understand why some people get so upset over English classes	2.53	3
2*	I don't worry about making mistakes in English class.	2.48	2
10	I worry about the consequences of failing my English class	2.45	1
29	I get nervous when I don't understand every word the English teacher says.	2.42	1
20	I can feel my heart beating when I'm going to be called on in English class.	2.42	1
25	English class moves so quickly I worry about getting left behind.	2.39	1
27	I get nervous and confused when I am speaking English in my English class.	2.30	1
4	It frightens me when I don't understand what the teacher is saying in English.	2.27	1
22*	I don't feel pressure to prepare very well for English class.	2.25	3
17	I often feel like not going to my English class.	2.24	5
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.22	1
16	Even if I am well prepared for English class, I feel anxious about it.	2.16	1
6	During English class, I find myself thinking about things that have nothing to do with the course.	2.15	5
26	I feel more tense and nervous in my English class than in my other classes.	2.13	1
3	I tremble when I know that I'm going to be called on in English class.	2.10	nil
31	I am afraid that the other students will laugh at me when I speak English.	2.10	1
21	The more I study for an English test, the more confused I get.	2.00	1
15	I get upset when I don't understand what the teacher is correcting.	1.80	5
19	I am afraid that my English teacher is ready to correct every mistake I make.	1.69	1

Notes: 4=Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree; Mean $(1 + 2 + 3 + 4)/4 = 2.5$; * = with negative loading.

In all 15 of the items ranked above the anxiety mean level of 2.5, ranging from 2.53 to 2.92, indicating that they are the important elements indicating English speaking anxiety.

As can be seen on the table, 10 of the questions from factor 2 (*uncomfortableness when speaking*) ranked above 2.5, along with two items from factor 4 (*comparisons to peers*), two from factor 3 (pressure for tests and preparation) and one from factor 1 (*fear of failure*)

and negative evaluation). None of the three elements of factor 5 (*negative attitudes towards English class*) scored above the mean.

As can be seen in Table 3 the five factors obtained from the varimax rotation account for 57.2% of the total variance. This indicates that these five factors, which are presented below in rank of importance, are the main contributing factors to English classroom speaking anxiety. It should be noted that the difference in variance for the first two factors are very close, which is supported by the various elements in the two factors i.e. that speaking and the fear of failure are highly correlated.

Table 3

Total Variance of Factor Analysis Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	5.875	17.802	17.802
2	5.654	17.133	34.935
3	2.778	8.417	43.352
4	2.722	8.248	51.600
5	1.875	5.681	57.281
Kaiser-Meyer-Olkin Measure of Sampling Adequacy= .965			
Bartlett's Test of Sphericity: $p < 0.01$			

Factor 1 – Anxiety about class performance (17.8% of variance)

Factor 2– Uncomfortableness when speaking (17.1% of variance)

Factor 3- Pressure for tests and preparation (8.4% of variance)

Factor 4- Comparisons to peers (8.2% of variance)

Factor 5- Negative attitudes towards English class (5.7% of variance)

Additional tables not found in the original study will now be presented to explore the factor analysis more thoroughly.

There were 33 items in Part One Section A (the original FLCAS) with a range on the likert scale of 1 (low anxiety) to 4 (high anxiety). The potential range for this part of the survey therefore is from 33 to 132. The means of the FLCAS and each of its subscales are summarized in Table 4.

Table 4

Statistical Analysis of Part One Section A and Its Factors (n=832, p < 0.01)

Measure	Mean	SD	Median	Mode	Minimum	Maximum
FLCAS	79.53	29.059	83	84	33	132
Factor 1	31.73	12.353	31.00	33.00	14	56
Factor 2	31.68	10.447	35.00	35.00	12	48
Factor 3	7.42	2.582	8	8	3	12
Factor 4	8.16	2.747	9	9	3	12
Factor 5	6.18	2.647	6	5	3	12

**These numbers are the sum of the totals from the four point scales, representing the means, medians and modes in the ranges provided between minimum and maximums.

Accordingly in Table 5 we can use these ranges to determine that for the entire FLCAS a score of less than 66 would indicate that the student has low anxiety, a score of 66 to 99 would indicate moderate anxiety and a score over 99 would indicate high anxiety. For Factor 1 a score of less than 28 would indicate low anxiety, a score ranging from 28 to 42 would show moderate anxiety and a score of over 56. For Factor 2 a score of less than 24 would indicate low anxiety, a score between 24 and 36 would indicate moderate anxiety and a score of over 36 would indicate high anxiety. For Factors 3, 4 and 5 the ranges were less than 6 for low anxiety, between 6 and 9 for moderate anxiety and over 9 for high anxiety.

Table 5

Anxiety Ranges of Part One Section A and Its Factors (n=832)

Measure	Minimum	Maximum	Low anxiety	Mod. anxiety	High anxiety
FLCAS	33	132	< 66	66-99	> 99
Factor 1	14	56	< 28	28-42	> 56
Factor 2	12	48	< 24	24-36	>36
Factor 3	3	12	< 6	6-9	>9
Factor 4	3	12	< 6	6-9	>9
Factor 5	3	12	< 6	6-9	>9

When the means of the responses for each student is calculated and compared against these ranges we can see how many students fit into each anxiety level for each factor. These results are charted in Figure 2.

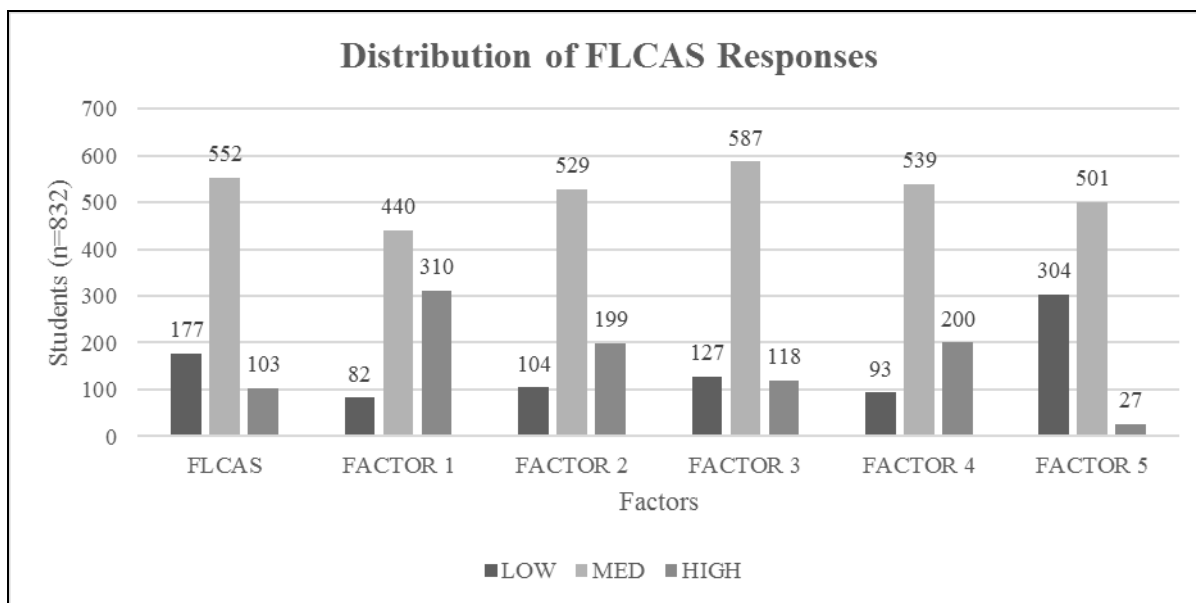


Figure 2. Distribution of FLCAS Responses

From this chart we can see that for all items on the FLCAS that while only 12% of students are experiencing high levels of anxiety in English class 66% of students are experiencing moderate levels of anxiety in English class and 21% are reporting low anxiety. This trend of the overwhelming majority experiencing at least moderate anxiety was mirrored in all factors.

The results of Factor 1 (*anxiety about class performance*) showed that only 10% of students reported low anxiety concerning that factor while 53% of students showed moderate anxiety. The highest amount of high anxiety responses were collected for this factor, with 37% of students responding in that way. This highlights the importance of the items in this factor with 90% of students showing signs of FLA.

Factor 2 (*uncomfortableness when speaking*) showed similar levels of low anxiety as Factor 1 with 13% of students responding that way. The distributions between moderate and high anxiety levels were slightly different at 64% and 24% respectively. The main difference between these two factors is the items in Factor 2 focus more on speaking anxiety in front of others rather than anxiety in situations related directly related to English class as in Factor 1. This could indicate that the self-perceived lack of abilities related to understanding English class cause slightly more overall anxiety than not performing well when speaking in front of others.

Factor 3 (*pressure for tests and preparation*) shows the highest incidence of moderate anxiety at 71%. The ranks of low and high anxiety are very similar at 15% and 14% respectively. Although this factor does not rank as high as the first two in importance this

distribution still indicates that the items in this factor should be addressed when trying to relieve FLA in students.

Factor 4 (*comparisons to peers*) is similar to Factor 2 in distribution with 11% reporting low anxiety, 65% reporting moderate anxiety and 24% reporting high anxiety. Since both of these factors deal mostly with other students, either speaking in front of them or directly comparisons to them, the similarity in results makes sense. It did not emerge as one of the strongest factors, however, this does back up some of the existing theories discussed in the literature section about how East Asian students view themselves among peers. The high regard for the ability and confidence of peers that speak out in class that Liu mentioned (Liu, 2005) comes through here as well. It does seem that students have different standards for evaluating peers than evaluating themselves.

Lastly Factor 5 (*negative attitudes towards English class*) is somewhat of an outlier in its results. Although at 60% the level of moderate anxiety is similar to other factors there were only 3% of responses that indicated high anxiety. 37% of students reported low anxiety. This would indicate that the items in this factor are of the lowest concern for trying to reduce FLA in this group of students.

Results of Additional Questions

In addition to the established FLCAS the results from the additional two sections Mak had added to the survey (Section One Part B and Section 2) will be discussed here.

Part One Section B of the questionnaire (items 34-39) is presented in Table 6 with the means of the responses ranked. Mak noted that items 34 and 38 were negatively loaded, and the results of the Korean survey were calculated to match that. However, it is the opinion of this author that only item 35 (*I start to panic when I have to speak in front of the class without*

preparation in English class) describes a negative situation where a high score would indicate a negative reaction. In all other cases a high score would indicate a lack of anxiety in that situation. Therefore the items should be viewed individually to interpret the results.

Table 6

Ranking of the Means of Items 34-39 in Part One Section B of the Questionnaire

Item No	Statement	Mean
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	2.95
35	I start to panic when I have to speak in front of the class without preparation in English class	2.74
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.5
38*	I feel relaxed speaking English with friends I know.	2.46
39	If my English teacher allows me to use Korean at all times, I feel more comfortable to volunteer answers in class.	2.21
34*	I like my English teacher to correct me once I make a mistake.	1.86

* Item with negative loading

** the loadings were identical to Mak's original study with 1= strongly disagree and 4= strongly agree with Mak's threshold of 2.5 considered the marker for an overall anxiety causing factor.

The highest ranking items were 37 (*When I am given enough time to think of the answer, I feel more confident to speak in an English class*) with a mean of 2.95 and 35 (*I start to panic when I have to speak in front of the class without preparation in English class*) with a mean of 2.74 . This corresponds with the results of Part One Section A in that the highest anxiety causing situation was speaking without preparation. These point to wait time as a very important factor in lowering anxiety in this group of students.

The results of 36 (*I will speak more in class if my classmates do not laugh at my mistakes*) at 2.5 and 38 (*I feel relaxed speaking English with friends I know*) negatively loaded at 2.46 both comment on the social aspect of class. The students do not seem concerned by open laughter of peers, indicating either that it does not bother them or that it does not occur.

The students do not feel overwhelmingly comfortable even when speaking with friends, although it is unclear due to wording whether they would feel *more comfortable* in that situation than with strangers. It is also possible that the shame of speaking in front of friends causes them more anxiety, and as such this score close to the medium does not point to any strong results.

The low results from item 39 about the use of L1 indicates that the ability to use Korean in English class wouldn't help lower most students' anxiety. This could be an indication of cultural or educational background factors that are independent of language classes.

The lowest ranking item was 34 (*I like my English teacher to correct me once I make a mistake*), with the negative loading at 1.86. This indicates that Korean students desire immediate corrections. This correlates highly to item 19 from Part A (*I am afraid that my English teacher is ready to correct every mistake I make*), which also ranked the lowest in that section, showing that these students are not made anxious by corrections by teachers.

Table 7 partially replicates Mak's final set of questions related to different activities in English class and the percentage of anxiety they cause. This part of the survey used a 5-point Likert scale about anxiety levels ranging from 1 (very low) to 5 (very high). These responses were weighted and presented as in Mak's original study with the results representing the percentage of anxiety a student feels in each situation, progressing in 20% increments.

Table 7

Means of the Percentages in Speaking-in-class Anxiety Levels in Part Two of the Questionnaire

Item No	Teacher behavior or classroom activities	Mean* (100= max. anxiety level)
1	Anxiety level when speaking in front of the class	64.0
2	Anxiety level when speaking in a group of 3 - 4 people in class.	56.0
3	Anxiety level when speaking in a pair in class.	38.8
4	Anxiety level when given a long time to think about the answer before speaking in class	47.0
5	Anxiety level when given a short time to think about the answer before speaking in class	64.6
6	Anxiety level when the teacher is assessing you when you speak	64.8
7	Anxiety level when your classmates are assessing you when you speak	N/A
8	Anxiety level when you are allowed to use some Chinese in an English class	N/A

***this part of the survey utilized a five point Likert scale. This scale ranged from 1 (very low) to 100% (very high) with intervals of 20%.**

Three activities emerged with almost identical levels of high anxiety: *Anxiety level when the teacher is assessing you when you speak*, *Anxiety level when given a short time to think about the answer before speaking in class* and *Anxiety level when speaking in front of the class*. These support our factors from Part One Section A, showing that the combination of speaking and speaking in front of others that may be judging you is the highest source of anxiety for these students.

The high score of item 5 and the relatively low score of item 4 concerning wait times match with the findings of Part One in that longer wait times have a high effect on reducing the anxiety caused by speaking in class.

Interesting on the table is that the relationship between item 34 on Table 3 (*I like my English teacher to correct me once I make a mistake*) and item 6 from Table 1 (*Anxiety level when the teacher is assessing you when you speak*) and 34 from Table 3 (*I like my English teacher to correct me once I make a mistake*) is somewhat paradoxical. The students want to

be corrected by the teacher but recognize such an assessment process as anxiety provoking, showing that students may be willing to tolerate an uncomfortable situation for a suitable reward. Or this could indicate that students see assessing and correcting as separate entities.

Group work, which in this paper's research section identified as perhaps the strongest classroom management system for dealing with reticence is seen in these Korean students as a better option than speaking in front of the class (56% anxiety versus 64% anxiety). However, pair work came out as the lowest anxiety interaction process at 38%.

Comparisons to Original Study

There are many interesting differences when comparing the results from this survey to Mak's (2011) paper. The original tables from Mak's study can be found in Appendix B.

Comparison of Factor Analyses

Table 8 shows the factors and the percent of variance side by side. The names of the factors are somewhat subjective to the researcher, so those general similarities cannot be quantitatively evaluated. The Mak study had one clear contributing factor at 20.4% of variance while the current study was almost an even split between the first two factors.

Table 8

Comparison of Factors and Variance between Both Studies

Mak 2011		Current Study		
#	Factor	%	Factor	%
1	Speech Anxiety and Fear of Negative Evaluation	20.4	Anxiety about class performance	17.8
2	Uncomfortableness when Speaking with Native Speakers	11.3	Uncomfortableness when Speaking	17.1
3	Negative Attitudes towards the English Class	9.9	Pressure for Tests and Preparation	8.4
4	Negative Self-evaluation	6.7	Comparisons to Peers	8.2
5	Fear of Failing the Class/Consequences of personal failure	6.2	Negative Attitudes towards English Class	5.7

Comparison of Means

In Mak's paper the mean scores of the various questions were discussed heavily and direct comparisons will help contrast the findings of these two studies. Table 9 is provided in this section to supply an easy frame of reference.

Table 9 shows the original ranking of means from Mak's study. In Mak's study thirteen of the items rank above the anxiety threshold of 2.5 whereas fifteen items ranked above 2.5 in the current study (Table 2).

Table 9

Mak's Ranking of the Means of Each of the 33 Items in Part One Section A of the Questionnaire

Item No.	Statement	Mean	Factor
10	I worry about the consequences of failing my English class	2.81	5
11*	I don't understand why some people get so upset over English classes	2.76	2
28*	When I'm on my way to English class, I feel very sure and relaxed.	2.76	nil
18*	I feel confident when I speak English in English class.	2.71	2
14*	I would <u>not</u> be nervous speaking English with native speakers.	2.63	1
20	I can feel my heart beating when I'm going to be called on in English class.	2.62	2
8*	I am usually at ease during tests in my English class.	2.61	4
7	I keep thinking that the other students are better at English than I am.	2.6	4
23	I always feel that the other students speak English better than I do.	2.59	5
15	I get upset when I don't understand what the teacher is correcting..	2.58	2
32*	I would probably feel comfortable around native speakers of English.	2.57	1
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.55	1
9	I start to panic when I have to speak without preparation in English class.	2.54	nil
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.47	3
5*	It wouldn't bother me at all to take more English classes.	2.45	nil
2*	I <u>don't</u> worry about making mistakes in English class.	2.44	1
1	I never feel quite sure of myself when I am speaking in my English class.	2.38	5
22*	I don't feel pressure to prepare very well for English class.	2.38	1

29	I get nervous when I don't understand every word the English teacher says.	2.37	1
27	I get nervous and confused when I am speaking English in my English class.	2.31	3
6	During English class, I find myself thinking about things that have nothing to do with the course.	2.31	3
17	I often feel like not going to my English class.	2.31	1
3	I tremble when I know that I'm going to be called on in English class.	2.29	1
13	It embarrasses me to volunteer answers in my English class.	2.29	1
31	I am afraid that the other students will laugh at me when I speak English.	2.27	1
4	It frightens me when I don't understand what the teacher is saying in English.	2.25	1
24	I feel very self-conscious about speaking English in front of other students.	2.25	1
26	I feel more tense and nervous in my English class than in my other classes.	2.18	1
21	The more I study for an English test, the more confused I get.	2.15	nil
16	Even if I am well prepared for English class, I feel anxious about it.	2.17	1
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.17	1
25	English class moves so quickly I worry about getting left behind.	2.15	nil
12	In English class, I can get so nervous I forget things I know	2.11	1

Notes: 4=Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree; Mean (1 + 2 + 3 + 4)/4 = 2.5; * = with negative loading

(Mak, 2011, p. 208)

Although two more items ranked as anxiety provoking in comparison to Mak's study the overall average means of 2.43 for the Hong Kong study and 2.41 for the current study are almost identical. This seems to show support for the idea of uniform Asian reticence across cultures.

Table 10 puts the results from the two studies side by side for easier comparison. With the original paper's high focus on means rather than factors this format is useful for direct comparison. Items with a difference of less than 0.1 were omitted to allow focus on the more significant comparisons. From this table we can see that out of nineteen items eight ranked higher than the original study and eleven items ranked lower.

Table 10

Ranking of Means from Both Studies

#	Item	Mak	Current	Difference
24	I feel very self-conscious about speaking English in front of other students.	2.25	2.85	+0.60
12	In English class, I can get so nervous I forget things I know	2.11	2.58	+0.47
9	I start to panic when I have to speak without preparation in English class.	2.54	2.92	+0.38
1	I never feel quite sure of myself when I am speaking in my English class.	2.38	2.7	+0.32
25	English class moves so quickly I worry about getting left behind.	2.15	2.39	+0.24
13	It embarrasses me to volunteer answers in my English class.	2.29	2.53	+0.24
5	It wouldn't bother me at all to take more English classes.	2.45	2.61	+0.16
7	I keep thinking that the other students are better at English than I am.	2.6	2.73	+0.13
22*	I don't feel pressure to prepare very well for English class.	2.38	2.25	-0.13
21	The more I study for an English test, the more confused I get.	2.15	2	-0.15
6	During English class, I find myself thinking about things that have nothing to do with the course.	2.31	2.15	-0.16
31	I am afraid that the other students will laugh at me when I speak English.	2.27	2.1	-0.17
3	I tremble when I know that I'm going to be called on in English class.	2.29	2.1	-0.19
20	I can feel my heart beating when I'm going to be called on in English class.	2.62	2.42	-0.20
11*	I don't understand why some people get so upset over English classes	2.76	2.53	-0.23
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.47	2.22	-0.25
10	I worry about the consequences of failing my English class	2.81	2.45	-0.36
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.17	1.69	-0.48
15	I get upset when I don't understand what the teacher is correcting.	2.58	1.8	-0.78

* = with negative loading

The highest ranking item from the original study, item 10 (*I worry about the consequences of failing my English class*) at 2.81, had a difference of -0.36 and did not even rank above the anxiety threshold for the current Korean students at a score of 2.45. The highest ranking item for the current study was item 9 (*I start to panic when I have to speak*

without preparation in English class) at 2.92 which although ranked as anxiety causing for the Chinese students at 2.54 it was the lowest ranked result over the threshold.

Items 24 (*I feel very self-conscious about speaking English in front of other students*) at +0.60 and 12 (*In English class, I can get so nervous I forget things I know*) at +0.47 were the spots where Korean students showed the most increase in anxiety levels.

The items 15 (*I get upset when I don't understand what the teacher is correcting*) and 19 (*I am afraid that my English teacher is ready to correct every mistake I make*) both ranked much lower in this study (at -0.48 and -0.78 respectively). The difference in item 15 was the highest difference recorded.

Based on these results it seems that the Korean students have less anxiety about failing the class or stress that comes from not performing well academically. Although that stress does exist in some cases the greater anxiety comes from speaking English in front of others in general. From the comparisons in this section it seems that although overall mean scores for anxiety were very similar the items that lead to that anxiety vary significantly between the two groups of students.

Comparison of Additional Questions

Table 11 shows the differences in means of the additional six questions that Mak added to the FLCAS. Again, due to the negative loading system applied by Mak the items should be considered individually and the average means would not be indicative of any trends. Aside from one mean that differed by only -0.07 the ranges were a significant 0.18-0.55 difference. This shows a general lack of consistency between the two sets of results.

Although the overall means were very similar the items that contributed to the total scores differed significantly.

The biggest differences in individual items are that of 39 (*If my English teacher allows me to use L1 at all times, I feel more comfortable to volunteer answers in class*) with Korean students ranking -0.55 lower than the Hong Kong. This would indicate that L1 does not alleviate anxiety in the same way as it does for the Chinese students.

Table 11

Comparison of Means in Part One Section B from Both Studies

#	Statement	M	C	D
34*	I like my English teacher to correct me once I make a mistake.	2.04	1.86	-0.18
35	I start to panic when I have to speak in front of the class without preparation in English class	2.52	2.74	+0.22
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.74	2.5	-0.24
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	3.02	2.95	-0.07
38*	I feel relaxed speaking English with friends I know.	2.2	2.46	+0.26
39	If my English teacher allows me to use L1 at all times, I feel more comfortable to volunteer answers in class.	2.76	2.21	-0.55
average means		2.55	2.47	-0.08

M= Mak C= Current Study D= Difference in means

The lowest difference at 0.07 for item 37 shows that both groups feel that wait time would help lower anxiety. The 0.22 increase in item 35 (*I start to panic when I have to speak in front of the class without preparation in English class*) could indicate that Korean students feel more anxiety from lack of preparation/ wait times or it could be from the general exposure of speaking in front of the class.

Again the Korean students show a relative disinterest in being laughed at by other students, exhibited by the negative 0.24 difference in item 36. Through personal observation I have never seen that kind of behavior in Korean adult English classes, and believe that this

indicates not that students are comfortable being laughed at but rather than there is little fear of that situation.

The difference in item 38, where Korean students show less ease speaking with friends than the Hong Kong students by 0.26 can also be supported by my personal observations. Korean EFL speakers generally do not like speaking to other Korean EFL speakers in English, even in the case of friends they have commented that they are worried about differences in level.

Table 12 shows the compared means of Part Two of the questionnaire. The first three items deal with class, group and pair speaking activities. Although Korean students ranked much higher on item 24 in Part One Section A (*I feel very self-conscious about speaking English in front of other students* at +0.6) they actually showed a slightly lower level for *Anxiety level when speaking in front of the class* at -8.2. Conversely working in groups (Item 2) and pairs (Item 3) ranked higher than the Chinese students at +22.4 and +11. These additional questions on Mak's survey are very useful here as we can triangulate the results from Section A to see the discomfort of speaking in front of others is not alleviated by different discourse methods as much as the other study.

Items 4 (*Anxiety level when given a long time to think about the answer before speaking in class*) and 5 (*Anxiety level when given a short time to think about the answer before speaking in class*) deal with wait times. Much like the Chinese students the short wait times cause a lot of anxiety for the students, but we can see that longer wait times cause more anxiety than the in the Chinese students. Whereas long wait times produced a 36.4% reduction in anxiety for the Hong Kong students compared to short wait times the reduction

was only 17.6% in Korean students. As wait time was seen in the research section as allowing students to have more time to think of the correct answer Korean students' lower concern with academic performance could be part of the cause of this discrepancy. Even having more time to formulate more correct responses does not erase the anxiety of speaking in general.

The Korean students showed a -8.1 percent lower response for item 7 (*Anxiety level when the teacher is assessing you when you speak*) which matches the results from Part One Section A item 9 (*I am afraid that my English teacher is ready to correct every mistake I make*) being lower than the Chinese students by 0.48 points and item 34 from Part One Section B (*I like my English teacher to correct me once I make a mistake*) having a lower anxiety of -.018 points.

Table 12

Compared Means of the Percentages in Speaking-in-class Anxiety Levels in Part Two of the Questionnaire

Item	Teacher behavior or classroom activities	M	K	Diff
1	Anxiety level when speaking in front of the class	72.2	64.0	-8.2
2	Anxiety level when speaking in a group of 3 - 4 people in class.	33.6	56.0	+22.4
3	Anxiety level when speaking in a pair in class.	27.8	38.8	+11
4	Anxiety level when given a long time to think about the answer before speaking in class	32.7	47.0	+14.3
5	Anxiety level when given a short time to think about the answer before speaking in class	69.1	64.6	-4.5
6	Anxiety level when the teacher is assessing you when you speak	72.9	64.8	-8.1
7	Anxiety level when your classmates are assessing you when you speak	67.9	N/A	
8	Anxiety level when you are allowed to use some Chinese in an English class	26.1	N/A	

M = Mak's 2011 study, C=Current Study D= Difference in means

Overall it would again seem that although the general anxiety levels of Korean and Hong Kong students are similar that the sources of these anxieties vary greatly. The Korean

students show more general anxiety about speaking and less anxiety about failing the classes.

They also have a higher preference for being corrected by the teacher.

Chapter 5: Conclusions and Implications

This study has given some interesting data about what causes FLA for Korean students and how Korean students compare to Chinese students. The scope of the study was not able to address all possible factors surrounding reticence described in the literature section, but many points worthy of consideration were brought forth.

Through the three part questionnaire we have been able to identify what elements cause the most and least amounts of anxiety for these students. Much like the Chinese students speaking in front of a class caused the highest anxiety levels. As seen in Table 3 the Korean students top two factors; anxiety about class performance (17.8% of variance) and Uncomfortableness when Speaking (17.1% of variance) encompassed many individual elements related to high anxiety when speaking in front of any other amount of interlocutors in English. Speaking in front of the class matched with Woodrow's (2006) findings as the most stressful situation, but at a lower percentage than the Chinese students.

The desire for teacher corrections coupled with the anxiety speaking English in front of everyone fits with the aforementioned feeling of perfectionism (Liu, 2005) explored in the research section. The anxiety seems to stem not as much from direct fear of public embarrassment, as there was little worry of being laughed at by other students and reducing the number of interlocutors did not have as great an effect as in the Chinese students. The fear of mistakes that was seen as such a big cause of reticence (Cao & Philip, 2006; Debasish, 2010; Jackson, 2002; Jackson, 2003; Li & Jia, 2006; Liu, 2005; Liu, 2006; Liu & Jackson, 2009; Liu & Littlewood, 1997; Mak, 2011; Paulhus et al., 2002; Riasati, 2014; Soo & Goh, 2013; Tani, 2005; Xia, 2009) also seems not to be related to school performance as they had a

relative disregard for failing the class and desired much teacher correction. This does seem to point to internal feelings of perfectionism and not Confucian ideals of saving face.

Although group work was shown to lower anxiety levels when speaking in class it did so to a much lower amount than in Chinese students. Pair work was by far the best interaction method for speaking, but even with close friends there is still anxiety. Seungwon from Cheng's (2000) mentioned earlier said that he felt comfortable speaking with close friends, however, it is unclear which language he was communicating in when feeling this comfort. It is not clear if the freedom afforded in Korean society by talking with close friends extends into speaking foreign languages. Both Debasish (2010) and Jones (1990) mentioned that Asian students would have an initial dislike for group work but Debasish and others said that in time they could adapt to these perhaps unfamiliar interaction methods (Dwyer & Heller-Murphy, 1996). It could be that the idea of group work is more stressful than group work itself, and students have not been acclimatized to it enough to properly evaluate it. Only a small percentage of the 832 students in the survey are ones that I personally taught, and an observational study of the instructors and classrooms would have to be conducted to see if efforts were made to get students used to, and show the value of group work. If such guidance was absent then it would seem that such an approach could be beneficial.

Pair work definitely seems like the most viable option, even taking into account the relatively higher anxiety levels when compared to the Chinese students and the discomfort speaking with friends it still shows itself as the best choice for Korean students based on the current study. This is a highly actionable finding that many teachers in the region could apply

Similar to pair work the information on wait times before answering questions proved to be not as dramatic as in the Chinese students in relieving anxiety but still the best course of action. Speaking without preparation was the worst situation and in all items longer wait times were shown to lower anxiety. If teachers give more time for students to answer they will feel less nervous, however, other methods can be used to help the feelings of being unprepared. The ideas of using topics that students are familiar with (Riasati, 2014; Xie, 2009) could help them feel less anxious, but Soo and Goh's (2013) ideas on giving students topics to prepare in advance could also work very well with longer wait times.

Mak's own conclusions about fluency and accuracy do hold strong here (2011), and overall the Korean students' apparent perfectionism does seem to be the biggest obstacle to speaking. Working in pairs and allowing long wait times could help with initial feelings of anxiety early in the semester, however, trying to help the students adapt to a system where fluency is valued more over the course of a semester or year could be valuable. The FLCAS of course tells us only what students are currently uncomfortable with, not what they are unable to adapt to.

The idea that there is a uniform Confucian root for the reticence seen in East Asian learners does not seem to hold up through the research. Although the Korean and Chinese learners showed overall similar levels of FLA the individual scores varied greatly. If the reasons for the reticence were similar we would expect to see less variance among these two groups of learners from traditionally Confucian societies. This is in keeping with the idea that Confucianism does not have a direct effect on today's EFL/ESL students (Cheng, 2000; Debasish, 2010; Marlina, 2009).

Based on the results of this comparative study the high levels of anxiety found in these two groups of students seems unrelated based on individual factors, however, similar techniques can be used to alleviate FLA in both instances. It seems that to find specific methods that help Korean students then Korean students should be focused on, rather than trying to adopt a system based on Asian learners as a whole. This study has backed up many of the popular theories on dealing with reticence and given specific areas (e.g., fear of failing) that the population of Korean university students seem unconcerned with.

Limitations and Suggestions for Future Research

There are always limits with sampling sizes and selection, and although this research had a large number of respondents further studies would have to be performed with other students in Korea to see if the results were uniform. The university this study was performed at is not a top-tier school in Korea and the concerns about failure and class performance could vary greatly in other schools.

The differences in students' results on the FLCAS could be linked to ability levels in English. The students in Mak's study met their university language entrance requirement for English, whereas the Korean school does not have an entrance requirement for English.

The FLCAS is a self-reported questionnaire, and pairing it with semester-long classroom observations could help see how much the claims of high anxiety hold up in class. For example the idea of speaking in groups might seem stressful when presented on paper, but perhaps doing the activity would be less stressful than it seems. Also this could help find if the link between reticence and FLA is as strong as the research assumes.

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Appendix A: Original FLCAS Survey with Korean Translations, Converted to Online Format

A1: Original FLCAS survey with Korean translations, converted to online format

Student number 학번호: _____

성별: 남/여

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

1. 강하게 동의하지않는다 2. 동의하지않는다 3. 동의한 4. 강하게 동의한다

1.	I never feel quite sure of myself when I am speaking English in my class. 나는 수업 시간중 영어로 말할때 확신이 서질 않는다.	1	2	3	4
2.	I don't worry about making mistakes in the English class. 나는 영어 수업의 실수에 대해 걱정하지 않는다.	1	2	3	4
3.	I tremble when I know that I'm going to be called on in the English class. 나는 영어 수업중에 질의를 받을거라는 생각만해도 두렵다.	1	2	3	4
4.	It frightens me when I don't understand what the teacher is saying in English. 나는 교사가 하는 영어를이해하지 못할때 불안하다.	1	2	3	4
5.	It wouldn't bother me at all to take more foreign language classes. 나는 더 많은 외국어 수업도 걱정하지 않는다.	1	2	3	4
6.	During my English class, I find myself thinking about things that have nothing to do with the course. 나는 영어 수업중에 수업에 상관없는 일들을 생각한다.	1	2	3	4
7.	I keep thinking that the other students are better at English than I am. 나는 다른 학생들이 나보다 영어를 더 잘한다고 생각한다.	1	2	3	4
8.	I am usually at ease during English tests in my class. 나는 수업시간에 테스트를 보는 것을 편하게 생각한다.	1	2	3	4
9.	I start to panic when I have to speak without preparation in the English. 나는 준비 없이 영어로 말을해야 할때 당황하기 시작한다.	1	2	3	4
10.	I worry about the consequences of failing my English class. 내 영어 수업 결과의 실패에 대해 우려하고있다.	1	2	3	4
11.	I don't understand why some people get so upset over English classes. 나는 어떤 사람들이 영어수업에 대해 불만을 나타낼때 이해할수 없다.	1	2	3	4
12.	In the English class, I can get so nervous I forget things I know. 나는영어 수업에서, 너무 긴장해서 내가 아는 것들을 잊어버릴 수 있다.	1	2	3	4

13.	It embarrasses me to volunteer answers in my English class. 나는 영어 수업중에 질문에 대한 자발적인 대답을 원할때 곤란해진다.	1	2	3	4
14.	I would not be nervous speaking English with native speakers. 나는 원어민과 말할때 긴장하지않다.	1	2	3	4
15.	I get upset when I don't understand what the teacher is correcting. 나는 교사가 나의 영어에 대한 실수를 설명없이 정정해줄때 기분이 좋지않다.	1	2	3	4
16.	Even if I am well prepared for the English class, I feel anxious about it. 나는영어 수업에 대한 준비를 다 마쳤다하더라도, 그것에 대해 불안하다.	1	2	3	4
17.	I often feel like not going to my English class. 나는 종종 내 영어 수업에 가고싶지 않다.	1	2	3	4
18.	I feel confident when I speak English in class. 나는 수업 시간중 영어를 할 때 자신 있다.	1	2	3	4
19.	I am afraid that my English teacher is ready to correct every mistake. 나는 영어 선생님이 나의 모든 실수를 수정할 준비가 되어있는 것이두렵다.	1	2	3	4
20.	I can feel my heart pounding when I'm going to be called on in the English class. 나는 영어 수업중에 나의 대답을 원할때 가슴이 두근거리는 것을 느낄 수 있다.	1	2	3	4
21.	The more I study for an English test, the more confused I get. 나는 영어 시험에 공부하면 할수록 더욱 혼란스럽다.	1	2	3	4
22.	I don't feel pressure to prepare very well for the English class. 나는 영어 수업을 위해 준비하는 것이 부담을 느끼지 않는다.	1	2	3	4
23.	I always feel that the other students speak English better than I do. 나는 항상 다른 학생들이 나보다 영어를 잘한다고 생각한다.	1	2	3	4
24.	I feel very self-conscious about speaking English in front of other students. 나는 다른 학생 앞에서 영어로 말할때 부족함을 느낀다.	1	2	3	4
25.	The English class moves so quickly I worry about getting left behind. 영어 수업이 빠르게 진행되는거에 비해 내가 뒤쳐질까봐 걱정된다.	1	2	3	4
26.	I feel more tense and nervous in my English class than in my other classes. 나는 다른 수업에 비해 영어수업에 많은 긴장과 불안을 느낀다.	1	2	3	4
27.	I get nervous and confused when I am speaking English in class. 나는 수업 시간중 영어로 말할때 긴장과 혼란을 느낀다.	1	2	3	4

28.	When I'm on my way to the English class, I feel very sure and relaxed. 나는 영어 수업에 갈때 자신감과 편안함을 느낀다.	1	2	3	4
29.	I get nervous when I don't understand every word the English teacher says. 난 영어 선생님이 말하는 모든 단어를 이해하지 못할때 긴장한다.	1	2	3	4
30.	I feel overwhelmed by the number of rules I have to learn to speak English. 나는 영어를 배워야 하는 규칙의 수에 압도감을 느낀다.	1	2	3	4
31.	I am afraid that the other students will laugh at me when I speak English. 나는 영어로 말할 때 다른 학생들이 날 비웃을 것이 두렵다.	1	2	3	4
32.	I would probably feel comfortable around native speakers of English. 나는 원어민들과 함께 있다 하더라도 편안한다.	1	2	3	4
33.	I get nervous when the English teacher asks questions which I haven't prepared in advance. 나는 영어 선생님이 내가 미리 준비하지 않은 질문을 물어 보면 긴장한다.	1	2	3	4

A2: Additional questions added by Mak (2008)

34.	I like my English teacher to correct me once I make a mistake. 나는 나의 실수를 영어선생님이 고쳐주는 것을 좋아한다.	1	2	3	4
35.	I start to panic when I have to speak in front of the class without preparation in English class 나는 영어시간에 미리 준비하지 않고 사람들앞에서 말하면 당황하기 시작한다.	1	2	3	4
36.	I will speak more in class if my classmates do not laugh at my mistakes. 나는 내가 실수할때 친구들이 비웃지 않으면 영어를 더 많이 말할 것이	1	2	3	4
37.	When I am given enough time to think of the answer, I feel more confident to speak in an English class. 나는 대답을 생각할 시간이 충분히 주어지면 더 자신감 있게 말할 수 있을 것이다.	1	2	3	4
38.	I feel relaxed speaking English with friends I know. 나는 내가 아는 친구들과 영어로 말할때 더 편안한 느낌이 든다.	1	2	3	4
39.	If my English teacher allows me to use Korean at all times, I feel more comfortable to volunteer answers in class. 나는 영어시간에 언제나 한국어를 사용할 수 있게 허락된다면, 영어로 답하는데 더 편안한 느낌을 받을 것이다.	1	2	3	4

1. Very high 2. high 3. Normal 4. Low 5. Very Low

1. 매우 높음 2. 높음 3. 보통 4. 낮은 5. 매우 낮은

1	Anxiety level when speaking in front of the class 반 전체 앞에서 말할때의 불안 수준	1	2	3	4	5
2	Anxiety level when speaking in a group of 3-4 people in class 3-4 명의 그룹 앞에서 말할때의 불안 수준	1	2	3	4	5
3.	Anxiety level when speaking in a pair in class 짝과 말할때의 불안 수준	1	2	3	4	5
4.	Anxiety level when given a long time to think about the answer before speaking in class 수업시간에 답을 생각할 시간이 충분할때 의 불안수준	1	2	3	4	5
5.	Anxiety level when given a short time to think about the answer before speaking in class 수업시간에 답을 생각할 시간이 짧을때의 불안 수준	1	2	3	4	5
6	Anxiety level when the teacher is assessing you when you speak 선생님이 나의 영어 스피킹을 평가할때 불안 수준	1	2	3	4	5
7	Anxiety level when your classmates are assessing you when you speak 친구들이 나의 영어 스피킹을 평가할때 불안 수준	1	2	3	4	5
8	Anxiety level when you are allowed to use some Korean in an English class 영어 수업 시간에 한국어 사용이 허락될때의 불안 수준	1	2	3	4	5

**Appendix B: Mak's (2001) Loadings of Variables on Factors, Commonalities, and
Percent of the Variance of the FLCAS Questionnaire**

B1: Mak's (2011) loadings of variables on factors, communalities, and percent of the variance in Part One Section A of the FLCAS questionnaire.

Label	Speech Anxiety and Fear of Negative Evaluation	Uncomfortableness when Speaking with Native Speakers	Negative Attitudes towards the English Class	Negative Self- evaluation	Fear of Failing the Class/Consequences of personal failure	
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	h ^{2c}
Item 27	0.69 ^a					0.68
Item 3	0.69					0.63
Item 9	0.67					0.55
Item 31	0.64					0.48
Item 4	0.64					0.57
Item 33	0.64					0.53
Item 12	0.61					0.48
Item 13	0.59					0.52
Item 19	0.57					0.46
Item 24	0.57					0.48
Item 26	0.56					0.51
Item 29	0.56					0.57
Item 16	0.55					0.51
Item 1	0.54					0.58
Item 20	0.54					0.45
Item 32		0.74				0.61
Item 14		0.71				0.62
Item 11		0.66				0.57
Item 8		0.65				0.60
Item 17			0.72			0.63
Item 5			0.70			0.57
Item 6			0.66			0.52

							78
Item 23					0.80		0.73
Item 7					0.75		0.70
Item 10						0.68	0.57
Item 22						0.51	0.45
Item 15						0.50	0.51
% of variance	20.4 ^b	11.3	9.9	6.7	6.2		
% of variance accounted for by the solution							54.5

^a Factor loading means correlation between the item and factor. The maximum is 1 (highly correlated), the minimum is 0 (no correlation). 0.5 is used as a cutoff for the inclusion of items in interpretation for the factor. Loading means how much that factor can explain for the variance of that item.

^b Among the 5 factors, they account for 54.5% of total variance for the solution. For each of the factors, the % of variance is shown. The higher the % of variance the more important that factor accounts for the solution.

^c The proportion of the variance of the *i*th item contributed by the factors is called the *i*th item. h^2 means the variance accounted by the 5 factors, the higher the value, the more suitable the factor chosen.

B2: Ranking of the mean of each of the 33 items in Part One Section A of the questionnaire

(Mak 2011)

Item No.	Statement	Mean	Factor
10	I worry about the consequences of failing my English class	2.81	5
11*	I don't understand why some people get so upset over English classes	2.76	2
28*	When I'm on my way to English class, I feel very sure and relaxed.	2.76	nil
18*	I feel confident when I speak English in English class.	2.71	2
14*	I would <u>not</u> be nervous speaking English with native speakers.	2.63	1
20	I can feel my heart beating when I'm going to be called on in English class.	2.62	2
8*	I am usually at ease during tests in my English class.	2.61	4
7	I keep thinking that the other students are better at English than I am.	2.6	4
23	I always feel that the other students speak English better than I do.	2.59	5
15	I get upset when I don't understand what the teacher is correcting..	2.58	2
32*	I would probably feel comfortable around native speakers of English.	2.57	1
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.55	1
9	I start to panic when I have to speak without preparation in English class.	2.54	nil
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.47	3
5*	It wouldn't bother me at all to take more English classes.	2.45	nil

2*	I <u>don't</u> worry about making mistakes in English class.	2.44	1
1	I never feel quite sure of myself when I am speaking in my English class.	2.38	5
22*	I don't feel pressure to prepare very well for English class.	2.38	1
29	I get nervous when I don't understand every word the English teacher says.	2.37	1
27	I get nervous and confused when I am speaking English in my English class.	2.31	3
6	During English class, I find myself thinking about things that have nothing to do with the course.	2.31	3
17	I often feel like not going to my English class.	2.31	1
3	I tremble when I know that I'm going to be called on in English class.	2.29	1
13	It embarrasses me to volunteer answers in my English class.	2.29	1
31	I am afraid that the other students will laugh at me when I speak English.	2.27	1
4	It frightens me when I don't understand what the teacher is saying in English.	2.25	1
24	I feel very self-conscious about speaking English in front of other students.	2.25	1
26	I feel more tense and nervous in my English class than in my other classes.	2.18	1
21	The more I study for an English test, the more confused I get.	2.15	nil
16	Even if I am well prepared for English class, I feel anxious about it.	2.17	1
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.17	1
25	English class moves so quickly I worry about getting left behind.	2.15	nil
12	In English class, I can get so nervous I forget things I know	2.11	1

Notes: 4=Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree; Mean (1 + 2 + 3 + 4)/4 = 2.5; * = with negative loading

B3: Ranking of the means of items 34-39 in Part One Section B of the questionnaire

Item No	Statement	Mean
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	3.02
39	If my English teacher allows me to use Chinese at all times, I feel more comfortable to volunteer answers in class.	2.76
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.74
35	I start to panic when I have to speak in front of the class without preparation in English class	2.52
38*	I feel relaxed speaking English with friends I know.	2.20
34*	I like my English teacher to correct me once I make a mistake.	2.04

* Item with negative loading

B4: Mean of the percentages in speaking-in-class anxiety levels in Part Two of the questionnaire (Mak 2011)

Item No	Teacher behavior or classroom activities	Mean % (out of 100)
1	Anxiety level when speaking in front of the class	72.2
2	Anxiety level when speaking in a group of 3 - 4 people in class.	33.6
3	Anxiety level when speaking in a pair in class.	27.8
4	Anxiety level when given a long time to think about the answer before speaking in class	32.7
5	Anxiety level when given a short time to think about the answer before speaking in class	69.1
6	Anxiety level when the teacher is assessing you when you speak	72.9
7	Anxiety level when your classmates are assessing you when you speak	67.9
8	Anxiety level when you are allowed to use some Chinese in an English class	26.1

*means represent average anxiety level represented as a percentage.

