

THE UNIVERSITY OF HULL

**An Investigation into the Relationship between  
Speaking-in-class Anxiety with Instructor Behaviour and  
Classroom Practices among Chinese ESL (English as a Second  
Language) First Year Undergraduates in a Hong Kong University**

being a Thesis submitted for the Degree of Doctor of Philosophy

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by

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## ABSTRACT

This study investigates the relationship of instructor behaviour and classroom practices with Chinese ESL speaking-in-class anxiety of a group of first-year university students in Hong Kong. The factors contributing to second language learning speaking-in-class anxiety (SA) are identified by means of interviews, a questionnaire and discussion. The relationship between sex, majors, students' second language (English) proficiency, self-evaluation of their first language (Chinese) and second language (L2) proficiency with SA are examined with the help of a questionnaire. A further aspect of the study explores the kinds of classroom practices and teacher behaviour that help students reduce SA by means of an experiment, comparison of data gathered from pre-and-post experiment questionnaires, participant observation, interviews, classroom activity records, audio recording and comparison of students' English oral grades before and after the experiment.

Factor analysis identified five factors contributing to SA. They are

- speech anxiety and fear of negative evaluation
- comfortableness when speaking with native speakers
- negative attitudes towards the English class
- negative self-evaluation and
- fear of failing the class/consequences of personal failure.



Speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time and not being allowed to use the first language in a second/foreign language class were also indicated by this group of first-year Chinese ESL university students as important elements leading to SA.

Results suggested that teacher behaviour such as creating a warm and easy going atmosphere in the classroom, upholding teaching professionalism, providing specific help to students and providing pleasant language experience are useful to encourage spoken English in an ESL classroom. Classroom practices such as adopting appropriate tasks and activities that address varied leaning styles and strategies in the classroom, adopting appropriate modes of assessment and correction, allowing preparation in advance before asking students to speak in front of the class, providing adequate wait-time and allowing the use of the first language help lower students' SA.

The thesis concludes with an examination of the methodological and theoretical implications of the study. The present research has highlighted the importance of considering the cultural elements, wait time and the use of L1 in the L2 classroom, elements which have been neglected in previous anxiety research. A number of tentative and practical recommendations from the study are proposed together with suggestions for future research.

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# Chapter One

## INTRODUCTION

### 1.1 BACKGROUND

Globalisation has led to a dramatic increase of people learning a second and/or foreign language all over the world and Hong Kong is no exception. Though over 98% of the population in Hong Kong is Chinese whose first language (L1) is Cantonese, English, being one of the two official languages in Hong Kong, has always maintained its importance before and after the handover of Hong Kong to Mainland China by Britain in 1997.

Although Chinese learners of English in Hong Kong learn English as a second language (ESL), English is viewed as one of the most important elements in the Hong Kong curriculum. Children usually start learning English when they are in primary one. Many students, however, start learning English as early as 3 years old when they are in kindergarten. English is a core and compulsory subject in primary and secondary education. Students have to satisfy the minimum requirement of English in the two public examinations if they want to study further. Thus, one external force for Hong Kong Chinese ESL students to learn English is to pass the school and public examinations. Most students have the intrinsic motivation to learn English because they

wish to be capable of communicating with the Westerners or native speakers of English. They also have integrative motivation because they wish to understand the discourse and the culture of other countries through the learning of their language.

There are other reasons why people in Hong Kong would like to learn English as a second language (L2). Some learn English with an instrumental purpose. They believe that a good mastery of English is a tool for them to climb up the social ladder by acquiring one more language. Being proficient in English would allow one to broaden one's career opportunities and to better survive in the competitive and demanding working labour market in Hong Kong nowadays.

Though the importance of a good mastery of English is acknowledged by Chinese ESL learners in Hong Kong, most of them spend their spare time on reading comics, playing computer games, watching films, watching television and gathering with peers. Not many of them would spend time on finding ways to improve or to use English, except those who seek help from tutorial schools in order to pass English in the public examinations.

To be proficient in English imposes a lot of anxiety on Chinese ESL learners in Hong Kong. Most of them were born and brought up in Hong Kong where they received their

primary and secondary education with Chinese used as the medium of instruction (MOI). Though some can afford to buy some English learning resources, for example, English books or English music tapes, for self-improvement and self-learning of L2, they have had very little exposure to and very few chances to use English because the dominant language used in these students' daily conversation with his/her family or among peers is Cantonese.

Liu and Littlewood (1997) found that Chinese learners of English in Hong Kong enjoyed few opportunities to speak English in class, while listening to the teacher came top as the most frequent activity (out of 12) in English classes when they were in the sixth form, followed by writing essays and reading comprehension exercises. Similar results were found in a separate survey of secondary school students (Yu et al, 1996). In both studies (Liu and Littlewood, 1997 and Yu et al, 1996), English is not among the three most frequent activities outside class for Chinese ESL students in Hong Kong. Teachers will want to help these students to practise as much English as possible in the classroom in order to improve or enhance their language proficiency.

Chinese ESL students in Hong Kong are usually shy, quiet and unwilling to speak out their voices in class or in front of the whole class. They are also hesitant, and are worried that they are not able to produce the 'correct answer' in the 'correct



grammatical pattern'. Though some are active-speakers, most of them are passive-listeners in general. The majority of the Chinese ESL students in Hong Kong possess quite a high degree of internal motivation for learning but the inhibition of speaking aloud remains. Most of the students have treated English as a content subject rather than a skill subject. They have little confidence and driving force for speaking English both inside and after class; and their behaviour in class is heavily affected by the peer pressure. Most of them are good at memorisation and imitation. They are willing to take risks and try provided that sufficient support and positive reinforcement are obtained from the teacher. They are hardworking and prefer to ask questions in person or face-to-face with the teachers and would only participate in classroom activities that have very little exposure to the public, for example, reading in their seats. Refer to chapter 2 for a detailed description of the characteristics of the Chinese.

In 1993, the introduction of the oral components to the Use of English (UE) paper in the Hong Kong Advanced Level Examinations (equivalent to General Certificate Examination, Advanced Level) brought about extra anxiety to these Chinese ESL students in Hong Kong. (For details of the UE components, refer to table 4.3.1.) It is because the majority of the Chinese ESL students in Hong Kong usually perform better in their reading, writing and listening skills when compared to their speaking skill.

As the oral components in the English paper in both the Certificate of Education Examination (equivalent to General Certificate of Education Examination, Ordinary Level) requires candidates to role-play and discuss a topic with other candidates while the Hong Kong Advanced Level Examinations (equivalent to General Certificate of Education Examination, Advanced Level) requires candidates to give an oral presentation and participate in a group discussion, many Chinese ESL students' second language learning speaking-in-class anxiety level (SA) has increased because they have to practise their speaking skills in class to prepare for the public examinations. Educators in Hong Kong have been looking for ways to help these students to reduce their SA in order to improve their oral proficiency and performance.

Over the past two decades, an upsurge of research on second language learning anxiety has advanced in parallel with an increasing interest in the role of speaking anxiety.

Recent research on second language anxiety appears to support the existence of language-skill-specific anxiety. In addition to a clear recognition of speaking anxiety (for example, Aida, 1994; Philipps, 1992; Mak and White, 1997; Mallows 1999; Oxford, 1999; Young, 1990) and writing anxiety (for example, Cheng et al, 1999; Hadaway, 1987; Masny and Foxall, 1992; Wu, 1992), documentation of second language listening comprehension anxiety (Vogely, 1998) and reading anxiety (Saito et

al, 1999) has also emerged.

Anxiety research in language learning has been carried out largely with English-speaking foreign language learners of Indo-European languages, and, more recently, of Japanese (for example, Aida, 1994). Most studies on second language speaking-in-class anxiety (SA) have been conducted with native speakers of English in the United States learning a second language. Moreover, these studies usually involve heterogeneous groups using English as a first language.

Most participants in American-based foreign language anxiety studies are students at prestigious universities who have been selected on the basis of rigorous SAT and grade point average entrance requirements (for example, Aida, 1994; Horwitz et al, 1986; Phillips, 1992; Price, 1991; Saito et al, 1999; Saito and Samimy, 1996; Young, 1990). Further development of the studies with different ethnic groups of language learners and in different learning contexts is necessary to understand how the results may generalise outside the United States.

Mak and White (1997) investigated the second language learning speaking-in-class anxiety levels (SA) of a group of high school Chinese learners of English in New Zealand. It was found that these Chinese learners of English experienced more SA than their American



counterparts.

The dissimilarity could be related to the particular situation of Chinese students. The American education system is reputed to have a strong emphasis on self-expression. By contrast, for Chinese students, the emphasis is on listening, rote memorisation and paying close attention to teacher instructions. Thus findings based on American foreign/second language students should not be expected to automatically equate with those based on Chinese students of English.

Ellis and Hedge (1993:33) noted that ‘... many studies haven’t actually been replicated and one may have doubts about the information those empirical studies have provided.’

It seems that there is a real need for more studies in new contexts to check the generalisability of the conclusions drawn.

Reid (1999) discussed the lack of research on affect in language and a lack of research on the relationship between affective factors and learning styles, as well as political and pragmatic challenges to instructional change.

Seliger and Long (1983) noted that learners who maintain high levels of interaction in the second language, both in the classroom and outside, progress at a faster pace than

learners who interact little in the classroom. Koch and Terrell (1991), Madsen et al (1991) and Young (1990) have found that students experienced different levels of anxiety with different language learning activities and they tend to prefer classroom practices typically associated with lessening students anxiety such as group work and friendly instructor behaviour. Palacios (1998) has found significant relationships between classroom environment variables, such as perceived degree of teacher support affiliation as well as involvement and students anxiety in 11 Spanish classes.

English is not used in everyday communication in Hong Kong, except in restricted situations at work. This is similar to what Kouraogo (1993) referred to as an 'input-poor environment' where most communication in the English classroom and outside classroom is carried in the L1. The lack of opportunity of practising for using English is a major factor contributing to students poor English performance in input-poor environments.

In their Students In Tutorial (SIT) Project conducted in Hong Kong with the aim to investigate interactive learning, a learning approach which emphasises social interaction as the key to constructing and processing knowledge in the teaching and learning of English, Lee and Littlewood (1999) concluded that there are five factors related to students' reluctance to participate in class tutorial and discussion. These five factors are, according to the importance ranked by the students, students' motivation, students' abilities and

confidence, teacher behaviour and expectations, reasons for participation as well as relationships among students. Results indicate that teacher behaviour affects student participation in class activities in which spoken English is needed in Hong Kong classrooms.

To conclude, though Chinese ESL learners in Hong Kong have very little exposure to and few chances to use English outside the classrooms, they are reluctant to participate in classroom activities in which spoken English is needed. However, their spoken communicative competence is evaluated in public examinations which have a long lasting effect on their study and career opportunities. It is thus important for educators to identify the factors contributing to the SA of these Chinese learners of English and find out means to reduce their SA. As most American-based research was conducted at the university level, the present study was also conducted with university students to enable a comparison of results.

## **1.2 EDUCATION IN HONG KONG**

As the present study investigates the relationship of instructor behaviour and classroom practices with ESL speaking-in-class anxiety in Hong Kong, it is important to discuss briefly the education in general and language education in particular in Hong Kong. This section will first describe the education system and types of schools in Hong Kong,



followed by a discussion of the language education in Hong Kong. The section will conclude with a figure showing the education and examination systems in Hong Kong.

### **1.2.1 Types of schools in Hong Kong**

According to the information provided by the Education Department (2002), in year 2001-2002, Hong Kong has 1320 schools. There are two types of schools, local schools (1250 schools) and international schools (70 schools).

#### ***a. Local Schools***

There are a total of 1250 local schools, 777 primary schools and 473 secondary schools.

Students are mostly Chinese using Cantonese as their first language (L1).

There are three types of local primary schools, namely, government and aided primary schools (771 schools), direct subsidized schools and private primary schools (8 schools).

There are 473 local secondary schools. Among these 473 local schools, 32 are direct subsidized secondary schools.

### ***b. International schools***

Besides the local schools, there were 70 international schools offering different curricula such as American, Australian, British, Canadian, French, German-Swiss, Japanese, Korean and Singaporean, providing a total of 31 000 places. Among these international schools, 23 operated up to secondary level and 38 at primary level.

### **1.2.2 Language education in Hong Kong**

Each child in Hong Kong receives a free and compulsory nine-year education, normally starting from the age 6 to 15. They must complete Primary 1 to Form 3. English is viewed as one of the most important elements in Hong Kong curriculum. Children usually start learning English when they are in Primary 1. But actually many students start learning English even earlier when they are in kindergarten, about 3 years old. English is regarded as a core and compulsory subject in primary and secondary education. Students have to satisfy the minimum requirement of English in the two public examinations if they want to continue their further studies. For instance, students who wish to continue their Form 6 and 7 studies must attain a minimum Grade E in English Language (Syllabus B) in the Hong Kong Certificate Examination. Local universities can only admit students who get a minimum Grade E in AS Use of English in the Hong Kong Advanced Level Examination.



Hong Kong Government's language policy is to enable students to learn effectively, and train them to be biliterate and trilingual, that is, to write good Chinese and English and to speak Cantonese, Putonghua and English fluently. To enable students to learn effectively, the Government has been promoting mother-tongue teaching since the 1980s. Chinese is adopted as the medium of instruction (MOI) in the majority of primary schools.

However, the case is slightly different in secondary schools. Following wide consultation, the Government issued the *Medium of Instruction Guidance for Secondary Schools* in September 1997. The Guidance stated that all secondary schools should adopt Chinese to teach all academic subjects, except English and English Literature, starting with their Secondary 1 intake in the school year 1998/99, and progressing each year to a higher level of secondary education, unless a school has got the approval to use English as the medium of instruction. Finally, 114 secondary schools that satisfied the requirements in terms of student ability, teacher capability and language learning-support strategies and programmes were allowed to teach in English and these are EMI schools, schools which use English as the medium of instruction. In the 1998/99 school year, the number of CMI secondary schools which used Chinese as the MOI rose by 223 from 77 to a total of 300. This makes up about 3/4 of all secondary schools in Hong Kong. Two main types of schools have arisen.

In September 2000, the Government accepted the recommendation of the Working Group on MOI, comprising members of the Board of Education and the Standing Committee on Language Education and Research, to continue with the MOI policy implemented in the 1998-99 school year up to the 2003-04 school year. In the meantime, schools adopting Chinese as MOI for junior secondary classes may opt to use English as the MOI for certain subjects in some classes in Secondary 4 and 5, provided that the subject teachers have the requisite capability, the students are sufficiently proficient in English and school-based support strategies and programmes are available. For Secondary 6 and Secondary 7, schools may decide what MOI to adopt on their own.

### **1.2.3 Results of the Chinese and English papers in the two public examinations in Hong Kong in 2001**

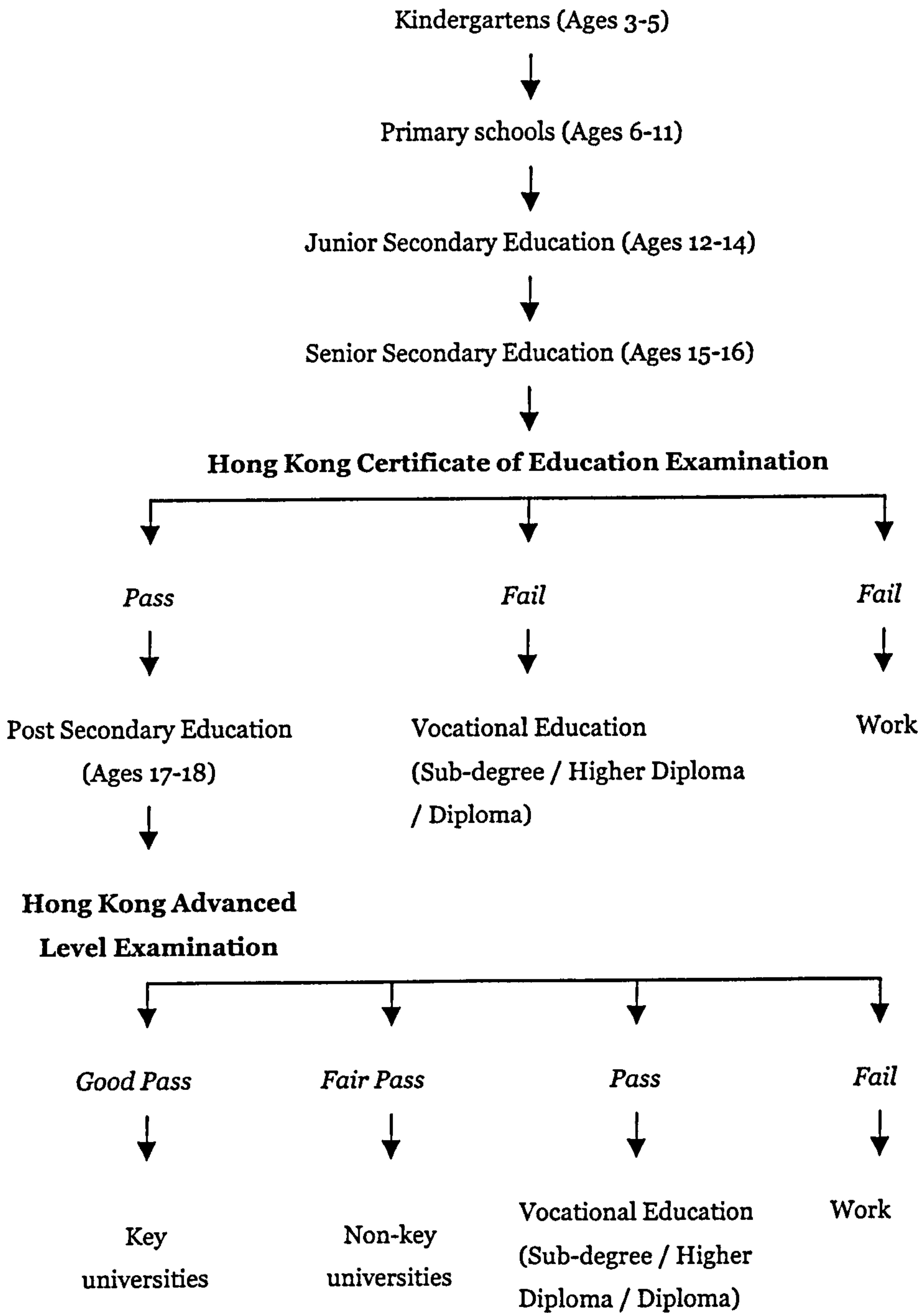
According to the Hong Kong Examination and Assessment Authority (2002), in the 2001 Hong Kong Certificate of Education Examination, the percentages of candidates who got A (the highest grade) in the Chinese Language, English Language (Syllabus B) and Mathematics were 2.7%, 2.4% and 3.7% respectively. While the percentages of getting Grade E (the passing grade) or above in the above subjects were 66.9%, 67.8% and 76%.



For the 2001 Hong Kong Advanced Level Examination, the percentages of candidates getting A in Advanced Supplementary Level (ASL) Chinese Language and Culture and ASL Use of English were 2.5% and 1.2%. And the percentages of getting Grade E or above in these two subjects were 89.4% and 79.8% respectively. Refer to figure 1.2.3 for the education and examination systems in Hong Kong.

Figure 1.2.3 The education and examination systems in Hong Kong

**Education and Examination Systems in Hong Kong**



As the present research was conducted in a university in Hong Kong, the population and setting as well as issues related to the language requirements and language courses of the university will be described in the following section.

### **1.3 POPULATION AND SETTING**

The university chosen as the context in this study is a publicly funded institution of higher learning. It is one of the smallest of its kind in Hong Kong. It offers a broad range of undergraduate honours degree courses as well as postgraduate degrees both by coursework and research. In the 1998 academic year, the total student enrollment was just under 10,000. To protect its anonymity, this university will be referred as University X in this study.

As the present study focuses on the second language learning anxiety of Chinese students in the ESL classroom, the following sections will briefly describe the general language proficiency of the students upon admission, the structure of the language programs and institutional expectations during their course of study as well as the language requirements for graduation in University X. A more detailed description of the respondents' language proficiency in this study will be given in chapter 4.



### 1.3.1 General language proficiency of the student participants upon admission

In 1998, according to the enrolment regulations for all universities in Hong Kong, all new entrants must achieve a certain standard in both official languages, English and Chinese. Students must attain at least grade E (the passing grade) or above in their Advanced Supplementary (AS) Use of English as well as Chinese Language and Culture papers in the Hong Kong Advanced Level Examination (equivalent to General Certificate of Education, Advanced Level) when they apply for admission in universities in Hong Kong. In 1998, 53.8% of the first year students in University X *obtained* grade D or above while 42.8 % *obtained* grade E in the AS Use of English results. 3.4% of the new entrants *obtained* grade F (a failing grade) meaning that they did not meet the English language requirements. As for the AS Chinese Language and Culture grades, 72.7%, 25.1% and 1.9% *obtained* grade D or above, grade E and grade F respectively. (0.2% of the new entrants do not have AS Chinese Language and Culture qualifications. They were, however, admitted because their qualifications in French language at Hong Kong Certificate of Education level were recognised.) Although some students did not meet with the language requirements (3.4% and 1.9% have only attained grade F in AS Use of English and Chinese Language and Culture respectively), they were accepted because they excelled in other subjects particularly in subjects related to their majors. They were at the top of the list of students admitted to their respective programmes and they are then required to retake the AS Use of English or

Chinese Language and Culture examinations as appropriate and obtain grade E or above before they can graduate. Appendices 1.3.1a and 1.3.1b shows the grades of AS Use of English and grades of AS Chinese Language and Culture attained by the 1998 intake in University X.

### **1.3.2 The structure of the language programs and institutional expectations during their course of studies**

University X offers an English Bridging Course, credit-bearing courses, language enhancement courses and supplementary language courses. Each of these courses is briefly described below:

#### ***a. English Bridging Course***

In terms of time sequence, the pre-session Bridging Course prepares students for academic work in English. Students admitted to University X with Grade E or below in the HKAS Use of English are required to take this course before the commencement of their studies. The course aims to prepare incoming students who are weak in English for instruction and learning in the language.

The course assessment consists of continuous assessment which accounts for 35% while the final test represents 65% of the total scores. Continuous assessment is based upon a written research project, an oral presentation reporting on the research project, daily

performance including class work and journal writing. The final test mainly measures students' mastery of the skills taught in the course, with test specifications drawn from the course content. Those who fail the course have to take a supplementary test eight months later. Failing that again, students will have to retake the whole English Bridging Course, this time at their own expense. In other words, students who are required to take the Bridging Course must pass the whole course before they can graduate.

### ***b. Core Credit-bearing Courses***

All students are required to take a English for Academic Purposes (EAP) course or comparable English subject. Most students are also required to take a subject in Communication in Modern Chinese or Modern Chinese writing. Some departments require their students to take Putonghua.

The credit-bearing language courses aim at helping students acquire the language skills needed for their studies and to some extent, prepare them for future careers.

All EAP subjects aim at helping students to acquire sufficient language proficiency to:

- Listen to and comprehend academic lectures and discussions in English;
- Speak coherently and effectively on academic subjects in English, in class presentations and discussions;



- Read materials of academic nature in English, with the ability to gather information and draw inferences effectively from a range of materials;
- Write reports, summaries, projects, and other academic writing in English, with adequate grammatical accuracy and organizational coherence.

The English for Business Course focuses on both spoken and written business communications. At the end of the course, students are expected to be proficient in giving oral presentations/reports on a business topic, and in writing a variety of texts, including business letters, reports, analyses, and so on.

The English Skills Course emphasizes academic writing skills. At the end of the course, students are expected to be able to write effectively and coherently on topics in the humanities, particularly small-scale papers on literary topics.

An

Advanced English Language and Communication Skills Course is offered for translation and European Studies majors. It aims at helping students acquire a more effective use and understanding of language of an imaginative and sophisticated nature so that they can exercise greater autonomy in managing their own learning.

Modern Chinese Writing Courses are writing-oriented courses while Communication in Modern Chinese Courses aim at improving students' general communication skills in Chinese. The Putonghua courses train students to speak and comprehend Putonghua and the levels vary according to the requirements of their respective disciplines.

All students taking credit-bearing courses are required to do assignments and sit examinations as required. To ensure the quality and consistency of the examinations, all examination papers have to go through peer reviews, and reviews by the section leaders and external examiners.

### *c. Language Enhancement Courses*

Language Enhancement Courses operate in conjunction with the regular credit-bearing courses to enhance students' language abilities. These include the Writing Enhancement Service and assistance offered to help students to manage Self-access Language Learning.

The Writing Enhancement Service is offered for students who wish to improve their writing skills in English and/or Chinese. Some students are referred to the service while others join the service on a voluntary basis.

The Self-access Language Learning facilities located in the library aim to help students develop their own proficiency in English and Chinese. Students are also encouraged to take responsibility for organizing and carrying out their own language learning.

*d. Supplementary Language Courses*

Through these courses, students are expected to enrich their repertoire of language in English, Chinese or Putonghua and reach the specified level of proficiency, e.g. advanced or immediate.

*e. Language requirements for graduation*

All undergraduate students are required to take some English courses (English for Academic Purposes, English Skills, English for Business or Advanced English Language and Communication skills). Written Chinese and/or Putonghua are compulsory for a number of courses. Students must fulfil all the language requirements before they graduate. These requirements include a pass in the language course(s) required of them by their home departments. For those who have a grade F in either /both AS Use of English or/and AS Chinese Language and Culture upon admission, they have to retake the respective examination and obtain grade E or above before they can graduate.



It can then be concluded that University X has clearly defined institutional expectations on the students' language proficiency.

### **1.3.3 Students' general attitudes to language learning**

There is a common belief among the Chinese ESL students in Hong Kong that language is something that requires one to spend quite a long time in order to master it successfully and students in University X are no exception. In spite of this, students are always looking for a short cut during the process of language learning. Some students have even considered the success of language learning as a kind of 'private goods' – not every one will be able to learn it well.

### **1.3.4 Students' perceived difficulties in learning English as a second language (L2)**

Cantonese (L1) interference can have an impact on their acquisition of English (L2). Students may tend to draw on their previous knowledge in L1 and transfer it to the learning of L2 whenever they have come across some new and unfamiliar words or language features in L2. Sometimes, students may even try to think in L1 first and then translate the thinking directly into L2, subconsciously.

The typological difference between L1 and L2 may pose difficulties to Chinese ESL students. Students may find it very hard to understand some of the English grammar

features which may not exist in their L1. Then, it may take them a long time to master it. Students will get frustrated easily as they always consider themselves spending so much time on learning the L2 but still no fruitful result is obtained.

#### **1.4 THE RESEARCH QUESTIONS**

One of the aims of the present study is to investigate the second language learning speaking-in-class anxiety (SA) levels of Chinese ESL learners in Hong Kong and the factors contributing to their SA. Other aspects of the study are to explore any relationships between SA levels and variables such as language proficiency, sex and majors. A further aim is to identify the kinds of teacher behaviour and classroom activities that may help students to reduce SA. For the purpose of this thesis, the following research questions were posed:

1. What are the factors contributing to students' second language learning speaking-in-class anxiety?
2. Is there any correlation between the level of second language learning speaking-in-class anxiety and language proficiency?
3. Do students' oral grades affect their overall language grades in the Advanced Supplementary (university entrance) Use of English examination?
4. Is there a relationship between sex of students and their second language learning speaking-in-class anxiety level?

5. Is there a relationship between students' major and their second language learning speaking-in-class anxiety level?

6. What kinds of classroom activities and teacher behaviour would help reduce second language learning speaking-in-class anxiety?

### **1.5 SIGNIFICANCE OF THE PRESENT STUDY**

Research findings investigating the influence of teacher behaviour and classroom practices on second language learning anxiety are relatively scarce (Mak and White, 1997; Truitt, 1995). Although some researchers (for example, Daly, 1991; Dunn, 1996; Kitao, 1995; Young, 1994) have suggested some means to reduce second language learning speaking-in-class anxiety, there is no documentation on the effectiveness of these methods in terms of teacher behaviour and classroom practices. Besides, students' opinions are usually not included. The present study aims to bridge this gap by focusing on the relationship of instructor behaviour and classroom practices with ESL second language learning speaking-in-class anxiety from the student perspective.

To date, there has been no large-scale investigation on the relationship of teacher behaviour and classroom practices with ESL second language learning speaking-in-class anxiety level of Chinese learners of English. In order to develop a fuller understanding of the nature of speaking-in-class language learning anxiety and its



implications for language education and teacher education, similar research should include Chinese ESL students. The present study takes a step in that direction.

Since speaking in the target language is a threatening aspect of SA, the current emphasis on the development of spoken communicative competence in the public examinations in Hong Kong poses great difficulties for the anxious Chinese ESL students in Hong Kong. Results of the present study should provide information for educators to formulate policies in relation to teacher education and classroom practices.

The relationship between SA and wait-time as well as the use of first language when learning a second language by Chinese ESL learners has not been explored in depth in previous research studies. The present study should facilitate discussion in this respect.

## **1.6 STRUCTURE OF THE THESIS**

There are six chapters in this thesis. Chapter 1 sets the scene of the study by providing a background for the study, followed by a discussion of the Hong Kong education system in general and the language education in particular. It then describes the population and setting of the university in which the present study was conducted, with special emphasis on issues related to language requirements and courses. It also presents the six research questions and discusses the significance of the study to educational research.

The chapter concludes with a discussion of the structure of the thesis.

Chapter 2 contains two parts which provide the reader with conceptual background in considerable depth by reviewing the related literature on the main concepts related to the present study. In Part A, these concepts include the concepts of affects, anxiety, speaking-in-class anxiety/communication apprehension. It also discusses the importance of affective factors in learning and educational contexts. Different types of anxiety such as trait anxiety, state anxiety and situation specific anxiety are also examined. Causes of anxiety and other concepts (for example, test anxiety, self-esteem, teacher and learner beliefs as well as classroom activities and methods) related to anxiety are discussed. There is also a review of the language learning anxiety studies and those on second language learning speaking-in-class anxiety (SA) in particular. In addition to discussing various important instruments (for example, Tobias Model (1986), MacIntyre and Gardners' Model (1991b)) used in second language learning speaking-in-class anxiety level studies, Horwitz et al's (1986) Foreign Language Classroom Anxiety Scale which formed the basis of many SA studies, (for example Aida, 1994, Ghadassey, 1996; Truitt, 1995 and the present study) is also reviewed.

In Part B of chapter 2, other main concepts related to the present study are discussed.

The concept of Chinese learning style is investigated in relation to the educational,

cultural and social contexts. Preferred learning practices of Chinese learners of English in Hong Kong are also highlighted. This part also reviews literature on the use of the first language in learning a second/foreign language, wait-time, classroom practices such as group work and questioning as well as teacher behaviour.

Chapter 3 describes the methods employed in this study in investigating the second language learning and its relationship to teacher behaviour and classroom activities among Chinese ESL learners in a university in Hong Kong. It starts with a presentation of the profiles of the student respondents in the present study and describes how these first year university student respondents were selected to participate in the study. It discusses the choice of research approach as reflected in the adaptation of both the qualitative and quantitative methodologies. This chapter also describes the use of various research techniques in gathering, recording and analyzing the data. Results for the pilot study will also be presented to support the development of and preference for a four-point scale questionnaire.

Chapter 4 presents the results of the study. It first describes the analysis related to the background information of the student respondents in the study, information such as their sex, majors, language proficiency and self-evaluation of their first and second language proficiency. Results in the study are then analysed to indicate the SA levels of



the student respondents as well as the relationship between each of the five factors contributing to SA and language proficiency identified by the established Foreign Language Classroom Anxiety Scale (FLCAS) originated by Horwitz et al (1986). The other four factors identified by the present study will also be presented. Data analysis also allows the discussion of the correlation between the SA levels and variables such as sex, majors and language proficiency. In this section, the kinds of preferred teacher behaviour and classroom activities that help reduce SA are also identified which then form the basis of the experiment. Results of the audio recordings as well as oral grades before and after the experimental periods are also presented to facilitate triangulation. Finally, the SA levels of the student respondents in the experimental and control groups before and after the experimental periods are compared to show the effect of the treatment.

Chapter 5 is devoted to the discussion of results. It first discusses the SA levels and the five factors contributing to SA levels of the student respondents in the study identified by the established Foreign Language Classroom Anxiety Scale (FLCAS) originated by Horwitz et al (1986) and then compares the results to previous studies. Implications of these five factors and the other four factors identified will also be presented. Correlation between SA and other variables such as sex, language proficiency and majors are also discussed, followed by a description of the implications. The chapter concludes with a

discussion of the kinds of preferred teacher behaviour and classroom practices indicated by student respondents as useful in lowering SA levels.

In the final chapter, the writer presents, based on the theoretical ideas, factors identified and empirical evidence gathered in the present study, a model about the relationship of teacher behaviour and classroom practices with second language learning speaking-in-class anxiety. The chapter also completes the study by discussing the implications of the research findings of the present study for foreign/ second language educators, who seek to provide a low anxiety, if not anxiety free, learning environment to promote the use of the spoken language which finally will facilitate the learning of the target language. Some limitations of the present study will also be discussed. The whole thesis concludes with some suggestions for further research.

## Chapter Two

### LITERATURE REVIEW

Anxiety, classroom practices and teacher behaviour are main areas of focus in the present study. This chapter, which is the literature review, is divided into two parts. Part A will review literature related to affect and anxiety. In Part B, concepts related to Chinese learning style and preferred learning style of Chinese ESL learners in Hong Kong, wait-time, classroom practices such as group work and questioning, teacher behaviour as well as the use of first language in the acquisition of a second / foreign language will be discussed.



## PART A

### 2.1 INTRODUCTION

As anxiety is one of the important affective variables, this part will first discuss the meaning of 'affect' and its importance in learning. The influence of affect in education will also be highlighted. The next section will define the essential characteristics of language learning anxiety and describe different types of anxiety and approaches used in the study of anxiety. Next, it will investigate the causes for anxiety and concepts related to it.

Furthermore, various language learning anxiety studies will be discussed, followed by a detailed description of studies related to second language speaking anxiety. The concepts of communication apprehension (CA) and speaking-in-class anxiety (SA) will also be presented.

Finally, four important models / instruments, namely Tobias' Model (1986), MacIntyre and Gardner's Model (1991), the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al in 1986 and the scale used by Young (1990) in the studies of the relationship between classroom practices and foreign language learning anxiety will also be examined in detail.

For the purpose of easy identification, the term speaking-in-class anxiety (SA) is used in

this study instead of communication apprehension (CA). It must be borne in mind that these two terms, SA and CA are interchangeable in this study as they both refer to the same kind of situation specific anxiety, that is, being anxious when speaking.

## **2.2 AFFECT**

### **2.2.1 Definition**

*Affect* refers to 'aspects of our emotional being' (Arnold and Brown, 1999:1) However, Fehr and Russell (1984:464) have noted that 'Everyone knows what an emotion is, until asked to give a definition'. Damasio (1994:145) makes a distinction between the terms, emotions and feelings. *Emotions* are 'changes in body state in response to a positive or negative situation' while *feelings* are 'perceptions of these changes'. Oatley and Jenkins (1996: 124) state that 'feeling is a synonym for emotion, although with a broader range. In the older psychological literature, the term 'affect' was used. It is still used to imply an even wider range of phenomena that have anything to do with emotions, moods, dispositions, and preferences.' Arnold and Brown (1999:1) consider 'affect broadly as aspects of emotion, feeling, mood or attitude which condition behaviour'.

### **2.2.2 Importance of affective factors in learning**

It should be noted that the affective side of learning is not in opposition to the cognitive side. Damasio (1994:xiii) affirms that 'certain aspects of the process of emotion and

feeling are indispensable for rationality' after years of clinical and experimental work on neurobiological level. LeDoux (1996) sees emotion and cognition as partners in the mind. He notes that, after years of behaviourist dominance, educators should 'reunite cognition and emotion in the mind' (1996:39). He even thinks that 'minds without emotions are not really minds at all' (1996:25).

Bruner (1996) remarks that educational institutes and educators have to deal with values and affective issues such as self-esteem and anxiety. Otherwise, learners will turn to a myraid of 'anti-schools' that will provide them with undesirable social models.

It is thus important to study affect in language learning because attention to affective aspects can lead to more effective language learning. Moreover, broader and better understanding of affect will allow us to change these negative emotions into facilitating factors in the language learning process. Arnold and Brown (1999:3) believe that

'the relationship between affect and language learning, is a bidirectional one. Attention to affect can improve language teaching and learning, but the learning classroom can, in turn, contribute in a very significant way to educating learners affectively. Ideally, we keep both directions in mind.'

### **2.2.3 The influence of affect in educational contexts**

The study of affective factors in education can go back as early as Dewey, Montessori and Vygotsky in the last century. Maslow (1968) and Rogers (1969) have noted the impact of



the increasing amount of studies on humanistic psychology. George Isaac Brown (1971) and Gloria Castillo (1973) stress the importance of exploring and integrating the cognitive and affective domains in educational research. As a result, the Confluent Education Movement was launched in the 1970s. The Human Potential Research Project set up by John Heron at the University of Surrey also employed the humanistic psychology approach in order to educate the whole person.

In the 1970s and 1980s, advocates of *Second Step Humanistic Language Teaching* such as Stevick (1976), Rinvoluceri (1982) and Moskowitz (1978) tried to integrate the affective aspects into language learning methodology.

Many major developments in language teaching and learning in the last 25 years acknowledged the importance of affect factors. Methods such as Suggestopedia, Silent Way, Community Language Learning, Total Physical Response have all taken into account the affective domain in terms of learning. (Refer to Asher, 1977; Curran, 1976; Larsen-Freeman and Long, 1991 as well as Stevick, 1998 for a full description and evaluation of these methods.)

The introduction of Communicative Language Teaching in the 1970s also highlights the importance of affective aspects in the process of language learning which is neglected in

the audiolingual and structural approaches. Richards and Rogers (1986) as well as Stevick (1998) called Communicative Language Teaching the 'humanistic approach'.

Krashen and Terrell (1983) take affect into consideration when developing the Natural Approach. The affective filter is one of the five hypotheses in Krashen's theory of second language acquisition. Activities developed for the Natural Approach are designed to minimise stress and anxiety.

Recent development in curriculum design focuses on humanistic learner-centred models (Nunan, 1988; Tudor, 1997). The learner-centred approach places emphasis 'on the language learners and their experience rather than simply on narrower field of non-learner related linguistic corpora' (Arnold and Brown, 1999:6).

Task-based learning also advocates the importance of learner participation which has to be purposeful and experiential, meaning that the social and affective domains have to be considered when designing a task. William and Burden (1997:44) believe that educational psychology shares much with humanistic approaches to language teaching, especially in the need to go beyond mere language instruction to a concern with 'making learning experiences meaningful and relevant to the individual, with developing and growing as a whole person'.

Arnold and Brown (1999) state that there are two types of affective factors, individual and relational. Internal factors are part of the learner's personality. Those individual factors identified as important in second language learning are anxiety, inhibition, extroversion-introversion, motivation and learner style. Relational factors include empathy, classroom transactions and cross-cultural processes.

Stevick (1999) relates affect to learning and memory. There are five roles for affect in learning and memory. Firstly, affective data are important in the learning and memory process. This corresponds to Hamilton's (1983:77) claim that affect is encoded to various degrees in the cognitive schemata of memory. Stevick (1996) believes that affective data may actually be the parts that the networks of memory are organised around. The second role of affect is to act as a source of clutter. In the process of new information, affect helps to activate or deactivate the learning networks, depending on whether the learner likes the process affectively or not.

The third role of affect is related to feedback.

'External cognitive feedback derives its effectiveness from the learners' desire to transmit and receive help while external affective feedback derives its effectiveness from a quite different source: from the learner's desire to identify with a particular group of people or dissociate from some groups of people' (Stevick, 1999:51).



The fourth role played by affect is related to the purpose of learning and the emotion related to it. The fifth role of affect in language learning is that it can interfere with one's ability to draw on the resources that are already well established in long-term memory.

Having considered the importance of affect in the learning contexts, the next section will focus on concepts related to anxiety.

## **2.3 ANXIETY**

### **2.3.1 Definition**

Arnold and Brown (1999) believe that anxiety may possibly be the most pervasive obstruction in the learning process. Heron (1989:33) notes that there are two types of anxiety, namely 'existential anxiety' and 'archaic anxiety'. Existential anxiety includes three components, acceptance anxiety, orientation anxiety and performance anxiety.

Archaic anxiety refers to 'repressed distress of the past- the personal hurt, particularly of childhood that has been denied so that the individual can survive emotionally'. Foreign language anxiety is regarded as a kind of archaic anxiety and the cause for foreign language anxiety is not clear (Mallows, 1999).

It is generally agreed that students' feelings about learning affect their ability to learn. One important affective variable in the learning process is anxiety (Bassano, 1983; Brown,

1987; Chastain, 1976; MacIntyre and Gardner, 1991a, 1991b; Scovel, 1978). Anxiety is a state of being uneasy, apprehensive, or worried about what may happen. Scovel (1978:134) has defined it as ' a state of apprehension, a vague fear'.

Until the 1970s, research efforts had not been directed towards the investigation of the role of anxiety in language learning. The studies which were carried out on anxiety in the 1970s were difficult to interpret because of contradictory results which probably resulted from the use of what were only very general measures of anxiety (MacIntyre and Gardner, 1989; Scovel, 1978). The marked increase in recent research on language learning anxiety (for example, Aida, 1994; Horwitz et al, 1986, 1988; Lucas, 1984; Mak and White, 1997; MacIntyre and Gardner, 1988, 1989, 1991a, 1991b, 1994a; Mallows, 1999; Phillips, 1992; Proulx, 1991; Samimy and Tabuse, 1992; Williams, 1991; Young, 1986, 1990, 1991) demonstrates the significance of this area in applied linguistics. In particular, a volume by Horwitz and Young (1991) provides an overview of the theory and research and attempts to link these to classroom practice.

Powell (1991) discusses, in detail, the extensive programme at the University of Texas to reduce anxiety. By saying 'rarely does an academic department include in its mandate the responsibility to teach students how to learn' (p 176), she challenges institutions for viewing language learning anxiety as an individual problem, not a systematic line.

### **2.3.2 Main types of anxiety**

The Trait-State Anxiety theory (Spielberger et al, 1970) separates anxiety into a transitory state and a relatively stable personality trait. Since then, anxiety is generally conceptualised in terms of trait anxiety, state anxiety or situation specific anxiety. Each of these will be considered briefly in turn.

#### ***2.3.2a Trait anxiety***

Traits are a permanent personality characteristic (Scarcella and Oxford, 1992; Wildemuth, 1977). Trait anxiety refers to 'relatively stable individual differences in anxiety proneness, that is, the differences between people in the tendency to respond to situations perceived as threatening' (Spielberger et al, 1970:3). Trait anxiety may be defined as an individual's likelihood of becoming anxious in any situation (Spielberger, 1983). A person with high trait anxiety would be highly likely to become apprehensive in a number of different situations. Trait anxiety has been shown to have such effects as the impairment of cognitive functioning, memory disruption, and avoidance behaviours (Eysenck, 1979).

Taylor's Manifest Anxiety Scale (1953) and Spielberger and associates' State-Trait Scale (1970) are the first two influential instruments to examine trait anxiety. Spielberger (1983) found that anxiety effects cognitive, affective and behavioural functioning. Though the study of trait anxiety in these studies has shed light on the effects of generalised anxiety, other studies (for example, Endler, 1980; Mischel and Peake, 1982) and others have



argued that traits are ‘meaningless unless they are considered in interaction with situation’ (MacIntyre and Gardner 1991a: 88). It means the trait anxiety approach only works when people consider their reactions over a number of situations.

Individuals high in trait anxiety may perceive a second language learning situation as more dangerous or threatening than people low in trait anxiety.

### ***2.3.2b State anxiety***

State anxiety refers to an unpleasant emotional condition or temporary state. It is a combination of trait and situational anxiety (MacIntyre and Gardner, 1991a). It has a strong correlation with trait anxiety which suggests that increased levels of trait anxiety are associated with higher state anxiety. It can be

‘conceptualised as a transitory emotional state or condition of the human organism that varies in intensity and fluctuates over time. The condition is characterised by tension and apprehension, and activation of the autonomic nervous system...’(Spielberger et al, 1970:3).

A person suffering from state anxiety manifests a stable tendency to exhibit anxiety. Test anxiety is one common kind of state anxiety (Phillips, 1992) and consists of two types. The ‘good’ kind of test anxiety is called *facilitating anxiety* since it helps motivate students’ learning (Brown, 1987; Scarcella and Oxford, 1992, Scovel, 1978). The ‘bad’ kind of test anxiety is termed *debilitating anxiety* since it harms students’ performance indirectly

through worry and self-doubt and directly by reducing participation and creating overt avoidance in learning. The construct of a facilitating and debilitating dichotomy for the description of anxiety was first theorized by Alpert and Haber (1960).

Parental anxiety is another type of state anxiety located by Zake and Wendt (1991) in their investigation of the relationship between initial understanding of information given by the school psychologist at parent conferences and the anxiety level of parents.

The state anxiety approach has been criticised for focusing too much on 'assumption' (MacIntyre and Gardner, 1991b). Research adopting this approach can only assume that the situation contributing most to the response is the one under experimental consideration. It is, however, impossible to have a clear identification of the cause.

### ***2.3.2c Situation specific anxiety***

Situation specific anxiety consists of anxiety which is aroused by a specific type of situation or event. The situation specific approach is more defined than the state anxiety and trait anxiety approaches mentioned earlier. Particular areas of concentration proceed relatively independently. It offers more to the understanding of anxiety because participants are asked about various aspects of the situation. There is no 'assumption' as in the case of the trait approach. Participants are also required to make attributions of anxiety

to particular sources (MacIntyre and Gardner, 1991a). The approach allows the testing of more detailed hypotheses, refining theoretical models and generating testable hypotheses.

This approach, however is also criticised. For example, the situation under consideration can be defined very broadly (for example, taking a test), more narrowly (for example, speaking in a foreign language), or quite specifically (for example, stage fright). It is important that the researcher makes sure that the situation is defined specifically but not so specifically that it does not permit generalizations. Despite these limitations, more meaningful and consistent results have emerged from studies adopting this approach (MacIntyre and Gardner, 1991a).

As explained in Chapter 1, situation specific anxiety is the focus of this research, specifically through speaking-in-class anxiety (SA), it is important to look at the ways in which SA has been tested. This kind of study involves trait measures limited to a given context. Research participants are tested for their anxiety reaction in a well-defined situation such as public speaking, class participation or role play.

In investigating situation specific anxiety, various aspects of the context are considered. Respondents are asked to make attributions of anxiety to particular sources. By testing more detailed hypotheses, the process by which a given situation generates anxiety can be



examined (MacIntyre and Gardner, 1991a and 1991b). This may be done through item content analysis of brief scales (such as Gardner's French Use Anxiety Scale, 1985) and factor analysis of larger scales (such as Horwitz et al's Foreign Language Classroom Anxiety Scale, 1986).

## **2.4 CAUSES OF ANXIETY**

Although some studies (see for example, Aida, 1994; Cheng, 1994; Horwitz et al, 1986; MacIntyre and Gardner, 1991a) have established a negative association between anxiety and second language performance, the directions of causation between them have been far from clear (MacIntyre, 1995; Sparks and Ganschow, 1995).

Sparks and Ganschow (1991, 1993a, 1993b, 1995) introduced the linguistic coding deficit hypothesis which postulates that language aptitude is the primary source of individual differences in language achievement. They argue that affective variables function as consequences, not causes, of individual differences. Sparks and Ganschow (1991) criticise FLCAS for overlooking native language deficits as the cause of both higher anxiety and lower proficiency. They argue that aptitude influences both proficiency and anxiety. Over 87 % of the questions in the FLCAS (29 out of 33) involve problems typically associated with difficulties in listening, speaking, reading, writing, memory for language and speed of language processing. They feel that foreign language educators should investigate

performance in native oral and written language among students who experience difficulties in foreign language learning as an alternative explanation to affective variables. Sparks and Ganschow (1995:240) suggest that 'anxiety about foreign language learning is likely to be related to anxiety about native language learning'. This argument, however, has not been supported in some studies (for example, MacIntyre and Gardner, 1989, 1991a, 1994b) as these studies conclude that language anxiety correlates significantly with foreign language tasks but not those same tasks performed in the native language.

Sparks and Ganschow's linguistic coding deficit hypothesis is challenged as it has 'reduced affective variables, such as language anxiety, to the role of unfortunate side effects, devoid of explanatory power' (MacIntyre, 1995:90). This hypothesis also ignores the context in which language learning occurs. Language learning is the act of inheriting someone else's language and culture (Scovel, 1978) and the ability to maintain one's ethnic identity and self-concept (Clement, 1980, 1987). It has placed undue emphasis on acquiring the technical skills necessary to encode and reproduce sounds. It has focused too much on the learning of the sound system of the language.

Ganschow et al (1994) suggested that high anxiety might be a result of language learning problems rather than the cause.

MacIntyre (1995) believes that language anxiety can play a significant causal role in creating individual differences in both language learning and communication. He studied the role of anxiety in the language learning process and concluded that the linguistic coding deficit hypotheses err in assigning epiphenomenal status to language anxiety.

Mallows (1999) believes that anxiety is caused by evaluation, novelty, ambiguity and conspicuousness, all of which can be experienced by second language learners easily as they are not only evaluated in formal testing, but are also informally evaluated through assessment of oral production and success in interaction. The parameters of a new language are always not well defined and the learners have to make some adjustments, even to very minor and novel points such as learning how to write the letters as in English and the strokes as in the case of Chinese.

Sparks et al (2000) argue that foreign language anxiety is a consequence rather than a cause of poor achievement in foreign language learning. They believe that previous literature on the moderate negative relationships between foreign language anxiety and language performance are results of an uncontrolled third variable, a subtle cognitive-linguistic disability, which causes poor performance which, in turn, causes anxiety.



Horwitz (2000), however, rejects Sparks et al's (2000) claim because

'about one third of American college learners have been found consistently to have moderate to severe levels of foreign language anxiety ... and participants in the anxiety studies are students at prestigious universities who have been selected on the basis of rigorous SAT and grade point (p.2).'

She concludes that as those American students experiencing foreign language anxiety are a restricted population with at least average cognitive and first language abilities, Spark et al's (2000) claim cannot be established.

Despite the limitations of the linguistics coding deficit hypothesis, it provides alternative speculations to previous hypotheses about the complex relationship between anxiety and language performance. It suggests the possibility of identifying 'subtypes' of anxious learners –students who are anxious and do well in a foreign language and students who are anxious and do poorly in a foreign language.

BBC News (2001) reports the findings observed by two psychologists from Cardiff University, Ray Crozier and Kirsten Hostettler, after they had observed 320 students –158 were regarded by their teachers as shy and 162 were seen as less shy. These students took some Mathematics and English tests on a one-to-one basis or in groups. It was found that shy children aged nine to ten did worse in both tests. Differences between shy and less shy

students were less noticeable at four to five years. Crozier and Hostettler suggest that shy children are disadvantaged when they are old enough to realise that they are being examined and when the anonymity of being tested in a group is removed. They believe that shy children's anxiety and self-consciousness may be a factor. They have, however, acknowledged the fact that the performance of these shy children may be due to the simple fact that they are not as good as others at mental arithmetic or vocabulary, implying that their poor performance is a result of an uncontrolled third variable, a subtle cognitive-linguistic disability, which causes poor performance which, in turn, causes anxiety.

## **2.5 CONCEPTS RELATED TO LANGUAGE LEARNING ANXIETY**

Oxford (1999:62) notes that 'correlates of language anxiety range from highly personal (such as self-esteem) to procedural (such as classroom activities and methods).' Some of the correlates of language anxiety are thus highlighted and reviewed below.

### **2.5.1 Self-esteem**

Price (1991) suggests that unsuccessful language learners often have lower self-esteem than successful language learners. This is particularly true if the learner perceives himself to be very competent in the L1 but inadequate in the L2. Horwitz, Horwitz and Cope (1986) remark that foreign language learning can cause a threat to self-esteem when the learners become so cautious about mistakes that they try not to use the language at all.

Many quantitative studies (for example, Cheng et al, 1999; Clement et al, 1977; Daly and Miller, 1975a; Horwitz et al, 1986; MacIntyre et al, 1997; Pajares and Johnson, 1993; Truitt, 1995) and qualitative studies (for example, Cheng, 1998; Cohen and Norst, 1989; Price, 1991) have identified an association between low self-esteem in language ability and language-related anxiety. However, self-esteem is conceptualised differently in some studies (for example, Cheng et al 1999; Horwitz et al 1986) when compared to Clement's (1980) Social Context Model of second language learning. According to Cheng et al (1999:13), in Clement's model, self-esteem is 'a higher-order construct subsuming both second language use and classroom anxiety and self-evaluations of second language proficiency'. In Cheng et al's (1999) study, self-esteem was subsumed as a 'sub-component of the larger second language classroom anxiety (p.14).' Although it is inconclusive in establishing whether low self-esteem is subsumed under the construct of language anxiety or vice versa, the evidence of consistent association between low self-esteem and language anxiety merits further research.

MacIntyre and Gardner (1991a) encourage students to reduce language learning anxiety by focusing on positive aspects of second language learning. It is concluded that by forcing students to concentrate on their reactions to events when using a focused essay, students' self-perceptions have changed and the anxiety level is lowered.



### **2.5.2 Tolerance of ambiguity**

Second language learning has a great deal of ambiguity about meanings, referents and pronunciation which could lead to language anxiety (Oxford, 1999). Chappelle and Roberts (1986) note that students who tolerate ambiguities when learning a new language tend to have lower anxiety.

### **2.5.3 Risk-taking**

It is natural for learners to take risks but some language learners are so concerned about their image that they do not want to take risks in order to avoid making mistakes. Decreases in risk-taking frequently occur when students feel extreme discomfort in the language classroom (Ely, 1986).

### **2.5.4 Competitiveness**

Bailey's (1983) students reveal in their diaries that competitiveness can lead to language anxiety. Scarcella and Oxford (1992) agree with Bailey but suggest that this link does not occur in all cultures. Refer to section 2.11 for details as how competitiveness is perceived in the Chinese culture.

### **2.5.5 Social anxiety**

Social anxiety can include speech anxiety, shyness, stage fright embarrassment, social-

evaluative anxiety and communication apprehension (Leary, 1983). Some language learners fail to relate to others or prefer to take a passive mode in the social setting because of fear of negative evaluation (Aida, 1994; Horwitz et al, 1986). Social anxiety has cognitive, affective and behavioural components (Sarason, 1978; Spielberger, 1983). Schwartzer and Kim (1984a: 277) define social anxiety by ‘ (1) feelings of tension and discomfort, (2) negative self-evaluations, and, (3) a tendency to withdraw in the presence of others’.

In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasised social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) find that some students are reluctant to speak up in class because they are shy. Some are afraid that others will feel that they are showing off if they speak up in class. In this Students In Tutorial (SIT) Project, a questionnaire was administered to 80 teachers and 601 students in four universities in Hong Kong.

In a study examining the effects of controlling situational factors (i.e. instructional interventions such as task difficulty, ambiguity reduction, acquaintance level, evaluation potential, familiarity and stimulus duration) on reducing the state anxiety level of students experiencing low and high public speaking anxiety, Neer and Kircher (1990) note that

speaking before half the class arouses less anxiety than speaking before the whole class.

Speaking last on the assigned day also arouses less anxiety than speaking first.

### **2.5.6 Test anxiety**

Test anxiety can be part of social anxiety, particularly in an evaluative situation. Sarason (1978) notes that test anxiety can occur in a non-communicative situation because of 'the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation'. It is one of the three components of foreign language learning anxiety (Aida, 1994; Horwitz et al, 1986.) In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasises that social interaction is the key to constructing and processing knowledge, Lee and Littlewood (1999) find that students are anxious that their performance might be assessed.

### **2.5.7 Identity and cultural shock**

Young (1990) suggests that anxiety is lower if a student feels that he is a member of that language group. Such identification is similar to what Guiora (1972) described as language ego. Culture shock is defined as 'a form of anxiety that results from the loss of commonly perceived and understood signs and symbols of social intercourse (Adler 1987:25).'



### **2.5.8 Teacher and learner beliefs**

Mismatch of teacher and learner beliefs could lead to anxiety (Young, 1991). Teacher-student learning conflicts have been shown to relate to lower grades for students and to contribute to stress in the classroom (Oxford, Ehrman, Lavine 1991).

### **2.5.9 Classroom activities and methods**

Being asked to speak in front of the class is cited by most second language learners as the most anxiety-provoking (Horwitz and Young, 1991; Koch and Terrell, 1991). For some language students, writing, reading or listening can also create fear, depending on the students and the way the teachers present the lesson (Horwitz and Young, 1991; Scarcella and Oxford, 1992). Some teaching methods, such as Community Language Learning can reduce language anxiety for many learners (Samimy and Rardin, 1994).

### **2.5.10 Instructor-learner interactions**

Many researchers relate language anxiety to instructor-learner interactions (Horwitz et al, 1986; Koch and Terrell, 1991; Mallows, 1999; Price, 1991; Scarcella and Oxford, 1992; Young, 1990). Harsh error correction and negative evaluation of students performance publicly are among the most important instructor-learner interaction issues related to language anxiety.

In their Students In Tutorial (SIT) Project which aimed at investigating interactive learning, a learning approach which emphasises social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) concluded that there are some factors affecting and stimulating student participation in classes. These factors are teachers' attitudes and behaviour, students' personality and experience as well as situation (context and task).

Having considered the relationship between language learning anxiety and other concepts in sections 2.4 and 2.5, literature focusing on language learning speaking anxiety studies will be discussed in the following section.

## **2.6 LANGUAGE LEARNING ANXIETY STUDIES**

In order to have a systematic review of studies related to language learning anxiety, this section will focus on those studies related to skills and factors besides speaking. Those studies investigating language learning speaking-in-class anxiety will be reviewed in section 2.7 in detail.

Research carried out in the 1970s (for example, Backman, 1976; Chastain, 1976; Gardner et al, 1976; Kleinmann, 1977, Swain and Burnaby, 1976) investigated the role of language learning anxiety. However, as Scovel (1978) suggests in his review of the relevant

literature, this research suffered several ambiguities because scholars at that time were unable to establish a clear-cut relationship between anxiety and overall language learning achievement. He finds that there are many problems in the investigation of language learning anxiety, for example, poorly defined variables, inconsistent results and only a handful of relevant studies. He believes that it is partly due to the inconsistency of anxiety measures used and concludes that 'it is perhaps premature to relate it (anxiety) to the global and comprehensive task of language acquisition (Scovel, 1978:132).'

### **2.6.1 Anxiety and overall proficiency**

Previous research on anxiety and second language learning has tried to find the relationship between anxiety and overall proficiency in a second language. Some of this research suggests that a negative relationship exists between anxiety and second language performance (for example, Brown, 1987; Chastain, 1975; Gardner et al, 1976; Kleinmann, 1977; Tucker et al, 1988). Aida (1994) for example, has found that the grades of her American students learning Japanese are negatively correlated to anxiety.

Other studies, however, state that anxiety may be positively or negatively related to particular language skills (Chastain, 1976; Wittenborn et al, 1945). Still other findings suggest that there is no relationship between anxiety and performance (Backman, 1976; Pimsleur et al, 1962). MacIntyre and Gardner (1988:11) point out that 'such frustration (as



caused by anxiety) may even be considered part of the learning process'. However, Gill (1998) remarks that the negative connotation of stress, nervousness and worry associated with anxiety could be replaced by positive connotations of strong wish and desire to succeed. Anxiety, if handled properly can be made to act as a strong facilitating, motivating factor rather than being debilitating (Mallows, 1999).

When studying the relationship of language learning anxiety and language proficiency of a group of Hong Kong undergraduates, Ghadessy (1998) notes that there is a significant difference between the proficiency levels and anxiety levels. The general interpretation is that more confident (less anxious) students score higher on the proficiency test.

### **2.6.2 Anxiety and attitudes and motivation**

The concept of foreign language learning anxiety has also been investigated in the context of attitudes and motivation and their relationship to proficiency (Chastain, 1976; Gardner and Lambert, 1972; Gardner et al, 1976). It was in one of these studies that Gardner et al (1976) developed the first specially designed instrument to measure foreign language anxiety. They developed a five-item instrument to measure French class anxiety as part of their test battery on attitudes and motivation and found small negative values of the correlation between this scale and four measures of achievement. A shortcoming of the instrument was that it was restricted to French classroom anxiety. The Attitudes and

Motivation Test Battery (AMTB) developed subsequently, subsumes the French Class Anxiety Scale (Gardner, 1985). Studies that have used the AMTB are generally more concerned with motivation and attitudes than with the more specific role of any single variant such as anxiety.

### **2.6.3 Anxiety and other types of anxiety**

MacIntyre and Gardner (1991a) examine the relationships among several types of anxiety using factor analysis. On the basis of the results, they argue that language anxiety can be distinguished from other types of anxiety and that such anxiety can disrupt both language learning and performance.

In his famous Socio-psychological Model of Second-Language Learning, Gardner (1985), updated in Gardner and MacIntyre (1993b), has identified language anxiety as an important affective variable and defines it as

‘the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient, and the propensity for an individual to react in a nervous manner when speaking, listening, reading or writing in the second language’ (Gardner and MacIntyre, 1993b:5).

Johnstone (1995) however, feels that Gardner’s social-psychological model lacks the pragmatic and education-centred perspectives and is grounded in the social milieu rather

than the foreign language classroom.

#### **2.6.4 Anxiety and various forms of language tests**

Madsen (1982) examined anxiety levels of students in various forms of language tests and concluded that different types of tests general different levels of anxiety. However, it is noted that when the anxiety level is high, the results in the oral proficiency tests can be high as well at times. The change of pattern should lead teachers to further decide what kind of oral test format should be adopted when trying to lower the anxiety level of the students.

Young's (1986) investigation of the effects of anxiety on standardised testing, specifically the Oral Proficiency Interview examined the issue of causality. She aimed to find out if anxiety would lead to poor performance or poor performance would cause anxiety. She concluded that 'anxiety does not exert as much influence as ability on foreign language oral proficiency scores' (Young, 1986:443).

#### **2.6.5 Anxiety and language in use**

Mejias et al (1991) examined communication apprehension of a group of bilingual Hispanic students and conclude that language use may be more important than the distinction between native and second language, as far as anxiety is concerned. Their



findings coincide with Daly's (1991) recommendations that though there are notable differences between the gap experienced during native and second language communication, principles and methodologies may be blended together.

#### **2.6.6 Writing anxiety**

Cheng et al (1999) examined the relationship between second language classroom anxiety and second language writing anxiety, in addition to their links with second language writing and speaking performance in four universities in Taiwan by using Horwitz et al's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and a modified second language version of the Daly-Miller Writing Apprehension Test (Daly and Miller, 1975b). A total of 433 Taiwanese university first-year English major students participated in the study. They were simultaneously taking English speaking and English writing classes. Results indicated that second language writing anxiety is a language-specific anxiety while second language classroom anxiety is more of a general kind of anxiety about learning a second language with a strong speaking anxiety element.

### **2.7 LANGUAGE SPEAKING ANXIETY**

Recent studies concerning students' anxiety in relation to speaking in a second language are relatively scarce (Young, 1990) although difficulty in speaking in class is probably the most frequently cited concern of anxious second language students (Aida, 1994; Horwitz

et al, 1986; McCroskey, 1984; Samimy and Tabuse, 1992; Scarcella and Oxford, 1992; Scovel, 1978; Young, 1986, 1990, 1991, 1992; Young, 1994). This is not surprising, as most people readily acknowledge becoming anxious at times when asked to speak in public, even in their native language. Horwitz et al (1986) call this second language performance anxiety 'communication apprehension' (CA).

Kleinmann (1977) was one of the first to examine the relationship between anxiety and speaking performance. She administered a modified version of the Achievement Anxiety Test (Alpert and Haber, 1960) which was designed to measure the facilitating and debilitating effects of anxiety as discussed and related to state anxiety (see section 2.2.1) on the academic performance of her Spanish and Arabic students who were learning English. She found that her subjects' oral performance was positively related to anxiety.

Bailey (1983) analysed some adult second language students' diary entries and concluded that competitiveness can lead to anxiety when language students compare themselves to others, or to an idealised self-image. Bailey (1983:27) noted that 'the stressful, competitive nature of oral public performance' was cited by her subjects in their diary entries as the main source of anxiety in a second language classroom.

Similarly, Koch and Terrell (1991) have reported that students found oral presentations,

role plays and charades to be the most anxiety-provoking language activities since they involve speaking in the second language in class. However, 'working in small groups, discussing relevant topics, and relating grammar and vocabulary to their personal interests will make students feel comfortable (Koch and Terrell, 1991:120).' Their research participants were students in the first two years of a Spanish class in the University of California, Irvine, and the information was obtained through interviews.

Price (1991) has also used interviews to examine the question of foreign language anxiety from the perspective of anxious English-speaking students of French at the University of Texas at Austin. They told her that speaking in the foreign language was the greatest source of anxiety when she interviewed them. One research participant said,

' French classes were very, very stressful for me, because I didn't speak well... everything came out in a Texas accent, which was horrible, because the professor would stop me and make me go over and over it and I still couldn't get it right. The more they make me do it, the more frightened I became' (p.104).

Samimy and Tabuse (1992) have explored the possible influence of affective variables on the acquisition of Japanese. The research participants for this study were American university students who were beginning students of Japanese. It was found that speaking anxiety was one of the important factors in determining the students' oral performance in Japanese.



These studies have shown that students often associate anxiety with speaking in class although the effects of anxiety on speech are often not clearly observable. Horwitz et al (1986) were the first to carry out a detailed examination of the dynamics of foreign language anxiety by using the Foreign Language Classroom Anxiety Scale (FLCAS). Based upon the work of Horwitz, in particular the FLCAS, Young (1990) developed a questionnaire to examine more systematically the types of in-class, speaking-oriented practices that evoke anxiety from the language student's perspective. Both Horwitz et al (1986) and Young (1990) have employed a situation specific approach in their studies of second language anxiety. The FLCAS and Young's questionnaire will be reviewed in greater detail in the latter part of this chapter (section 2.8.3).

## **2.8 SPEAKING-IN-CLASS ANXIETY (SA) / COMMUNICATION APPREHENSION (CA)**

Communication apprehension is closely related to language learning anxiety and speaking anxiety (Aida, 1994; Horwitz et al, 1986; McCroskey, 1984; Samimy and Tabuse, 1992; Scarcella and Oxford, 1992; Scovel, 1978; Young, 1986, 1990, 1991, 1992; Young, 1994). As one of the main foci of the present study is related to speaking-in-class anxiety which bears the same meaning as communication apprehension, it is thus appropriate to describe in detail the general research findings and measures used to investigate communication apprehension in foreign and second language learning situations. In this thesis, the terms communication apprehension and speaking-in-class anxiety will be used interchangeably.

### 2.8.1 Definition

Research in the speech communication area (for example, Daly, 1991; McCroskey, 1984) suggests that anxiety can affect an individual's performance. According to McCroskey (1984) and Mejas et al (1991), communication apprehension (CA) is defined as a person's level of fear associated with either real or anticipated communication with another person or persons. In the field of applied linguistics, Horwitz et al (1986) define CA as a type of shyness characterized by fear of or anxiety about communicating with people. In their studies, CA, together with fear of negative social evaluation and test anxiety, are the three components of foreign language learning anxiety.

Communication apprehension causes people to worry when they have to perform in unfamiliar situations where they are the objects of attention and are being critically evaluated by others whom they perceive to be dominating or demanding (Zimbardo, 1981). It is possible that teachers and other students are perceived by second language learners to be evaluators of their performance. Communicatively apprehensive people show avoidance and withdrawal in communication, and are more reluctant to get involved in conversations and to seek social interactions than others.

Mallows (1999:14) defines communication apprehension as 'a form of shyness manifested in anxiety about communicating with people.' It is thus likely that the second language

classroom is likely to augment communication apprehension because the learner has less control over the message received. When second language learners try to communicate in the second language, they are bound to make more mistakes than they would in the first language situation.

Arnold and Brown (1999:9) note that 'with the advent of methods which focus on communication, and especially communication involving more personal aspects of one's being, such as feelings, if care is not taken to produce an emotionally safe atmosphere, the chance for the development of anxiety-provoking situations can increase greatly.' It is particularly the case in an academic setting, where the evaluation of the learners can have far-reaching results.

Mak and White (1997) explored the sources of communication apprehension in relation to certain classroom practices such as questioning, voluntary speaking and pair work in the New Zealand ESL high school classroom. Results indicated that the language distance between Chinese and English contribute strongly to communication apprehension among Chinese ESL students. Within the classroom, an emphasis on voluntary speaking, insufficient preparation for speaking and fear of negative evaluation are important sources of communication apprehension.



## **2.8.2 General research findings related to CA**

It is important to reinforce the fact that communication apprehension can be experienced in general situations other than language learning situations. General communication apprehension and communication apprehension associated with language learning have certain characteristics in common. These include feelings of self-consciousness, fear of making mistakes, and a desire to be perfect when speaking (Friedman, 1980; Horwitz et al, 1986). Sufferers of general communication apprehension and communication apprehension associated with language learning perceive their communication to be less effective than that of their peers, and expect continued failure no matter what feedback they actually receive (McCroskey, 1977). Research conducted by Burgoon and Hale (1983b) on communication reticence indicates that communication apprehension varies according to the mode of communication.

However, communication apprehension (CA) for language learners is distinguished by the characteristic that CA seems to be a 'distinct complex of self-perception, beliefs, feelings, and behaviours... arising from the uniqueness of the language learning process (Horwitz et al, 1986:128).' Second language students have the dual task not only of learning a second language but of performing in it, whereas anxious native speakers in a communication classroom generally have only performance concerns. In addition, second language students may have difficulty understanding others (Foss and Reitzel, 1988). Second

language learning requires speakers to take risks because they know that it is difficult, if not impossible, to express themselves fully or 'perfectly' in the new language. As Horwitz et al (1986) point out, second language learners 'in presenting themselves to others may be threatened by the limited range of meaning and affect that can be deliberately communicated. Probably no other field of study implicates self-concept and self-expression to the degree that language study does (Horwitz et al, 1986:130).'

Communication apprehension in language learning has also been found to be closely related to self-esteem and risk-taking. (Refer to sections 2.5.1 and 2.5.3 for discussion.)

The silent student in the classroom may also be unwilling to take risks and make mistakes in front of the others (Brown, 1987; Young, 1990).

### **2.8.3 Important instruments in foreign language anxiety research**

It is important to study foreign language anxiety because it is a basis to improve classroom teaching and learning. Various instruments have been developed to study anxiety. Endler (1980) argued for a multidimensional view of anxiety. He proposed that to study anxiety is to study the interaction of the individual in the situation producing that anxiety. Some people may have anxiety in certain situations while others may not.

Eysenck (1979) noted that most anxiety research is focused exclusively on the quality of performance and may overlook its effects on other areas. Tobias (1986) started to develop

a model to conduct a more complex analysis of the subtle effects of language anxiety by investigating specific task performance and the cognitive activity preceding that performance.

The following will discuss Tobias' Model (1986), MacIntyre and Gardner's Model (1991b), Horwitz et al's Foreign Language Classroom Anxiety Scale (FLCAS) (1986) and the scale used by Young (1990) in his article entitled *An Investigation of Students' Perspectives on Anxiety and Speaking* in more detail.

### ***2.8.3a Tobias' Model (1986)***

Tobias' (1986) model describes the effects of anxiety on learning as seen in three stages: input, processing and output. The input stage refers to the language learner's first encounter with the language at a given time. At this stage, external stimuli are encountered and internal representations such as attention, concentration and encoding are made. Anxiety-arousal at this stage has an impact on all subsequent stages, unless the missing or misinterpreted input is recovered. In the second or foreign language learning contexts, learners will find it difficult to absorb what is being spoken if the speaking speed is too fast in the input stage.



The processing stage refers to the unseen and internal processing and manipulation of materials taken in the input stage. Latency is the primary indicator of activity at this stage.

Tobias (1986) suggests that anxiety impairs cognitive processing on tasks that are more difficult, more heavily reliant on memory and more poorly organised. Each of these increases the demands on processing time. In the second or foreign language learning contexts, learners will take a longer time to process difficult vocabulary or sentence structures.

The output stage refers to the production of previously learned material. Language learners are required to demonstrate their ability in using the language. Their performance can be measured in terms of test scores, verbal production, and the qualities of free speech, written production.

Though there are some limitations in Tobias' model as it divides the continuous learning process into three arbitrary stages, this model is useful in the sense that the roots of the effects of language anxiety are addressed. The use of these terms seems to correspond more closely to developmental psychologists who use the term 'stage of development of children' (Smith, Sarson & Sarson 1982).

### *2.8.3b MacIntyre and Gardner's model (1991b)*

MacIntyre and Gardner (1991b) adopted Tobias's model in an investigation of the effect of anxiety on input and output on both native and second languages. They used memory for numbers to measure learners' performance at the input stage. Learners' vocabulary production was used as an indication of their production in the output stage. They observed a significant correlation between language anxiety and second language performance at both the input and output stages.

MacIntyre and Gardner (1994b) used a video camera to arouse anxiety in all three stages. They noted that the presence of the video camera had affected the learners' processing and output stages greatly.

MacIntyre and Gardner (1994a) extended their research conducted in 1991 and offered a more complete analysis of the types of language learning processes that might be affected by language anxiety. They developed specific tasks on speaking to study language learning in terms of the input, processing and output stages. Some tasks followed the learners through more than one stage to examine the interaction of the stages of learning. Participants were 97 first-year undergraduates (73 females and 24 males) studying French as a second language in a monolingual (English) university. They developed three scales to focus on the stages of learning identified by Tobias (1986). Each six item scale includes

three positively and three negatively worded items. It was found that increased effort at the processing stage during the trial test reduced the effects of anxiety at the output stage. This study supports previous findings that language anxiety tends to correlate with measures of performance in the second language but not in the first language (Gardner, 1985; Horwitz et al, 1986; MacIntyre and Gardner, 1989 and 1991b). It also reinforces findings that global assessment of proficiency, such as course grade and standardised achievement tests are negatively associated with anxiety (Horwitz et al, 1986; Gardner and MacIntyre 1993b; Gardner, Smythe and Lalonde, 1984).

The Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al, 1986) and the questionnaire used in Young (1990) are reviewed in detail here as they are two important instruments used in the studies of second language speaking anxiety (for example, Aida, 1995, Cheng et al, 1999, Truitt, 1995). They have also been adopted in the development of instruments for the present study since they have employed the situation specific approach, an approach which has yielded more meaningful and consistent results than other approaches in second language speaking anxiety studies (MacIntyre and Gardner, 1991a and 1991b).

### ***2.8.3c Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix 2.8.3c)***

An article published by Horwitz, Horwitz and Cope in 1986, eight years after Scovel's



1978 review of language anxiety, entitled *Foreign Language Classroom Anxiety* could be considered as one of the most important contributions on anxiety in language learning. It is cited in many published articles on language learning anxiety. The FLCAS, a 33-item questionnaire was designed to measure foreign language anxiety.

It was based on an analysis of three potential sources of anxiety, namely CA, negative evaluation of performance and test anxiety.

\*

In the study reported by Horwitz et al (1986), the FLCAS was administered to 75 university students (39 males and 36 females ranging in age from 18 to 27) from four intact introductory Spanish classes in the third week of their semester in the University of Texas during the summer of 1983. Speaking and listening were cited as the main sources of anxiety by the research participants. Horwitz et al 's (1986) study suggested that language anxiety can be discriminated reliably from other types of anxiety.

In an attempt to evaluate the theoretical framework of Horwitz et al (1986), MacIntyre and Gardner (1989) designed a three-phase study. Participants were 52 male and 52 female native speakers of English learning French. In the first phase, participants were asked to fill out a three-part questionnaire containing the French-class anxiety, English-class anxiety and the Mathematics-class anxiety scales on a six-point Likert scale. The second phase

required the participants to complete a questionnaire containing the French-use anxiety, trait anxiety and computer anxiety scales on a six-point Likert scale. Participants were given four trials to learn 39 English-French pairs administered by computer and were tested prior to each trial. Spielberger's (1983) State-Anxiety Scale was administered after the three of these tests. The final phase involved French vocabulary production and free recall of paired associations. In the third phase, participants were asked to provide True/False responses for the measurements of test anxiety and audience anxiety.

The results support two of Horwitz et al's (1986) hypotheses that communication apprehension and peer evaluation are part of the elements of foreign language classroom anxiety but test anxiety is a general problem and not one that is specific to the language classroom.

Further validating evidence for the theories of Horwitz et al is accumulating (for example, Aida, 1994; Mallows, 1997; MacIntyre and Gardner, 1991a, 1991b; Young, 1990) and this research shows that the FLCAS is a trait-based scale. The FLCAS tends to focus on anxiety experienced while speaking the second language. It is useful in identifying individuals who have experienced state anxiety arousal in the past and in predicting those who will be most likely to experience state anxiety in the future.

The following sections will elaborate on the reliabilities of the FLCAS as well as the positive and negative comments about the FLCAS.

### *I. Reliabilities of the FLCAS*

Respondents of the FLCAC in Horwitz et al's (1986) study were American students enrolled in an introductory Spanish class. The internal consistency was .93 (by using Cronbach's alpha coefficient), the mean was 94.5, the standard deviation was 21.4 and the range was 45-147. When administering the FLCAS to her American students of Japanese, Aida (1994) found that the mean of her study, 96.7 was slightly higher than that of Horwitz et al's 1986 study. It may be due to the fact that students found it more threatening to study a non-Western foreign language, Japanese, as in the case of Aida's study. Truitt (1995) administered the FLCAS to a group of Korean students learning English in Korea. The score ranged from 41 to 162, with a mean of 101.22 and a standard deviation of 23.37.

### *II. Positive comments about FLCAS*

On the whole, the 33 items in the FLCAS have significant part-whole correlation with the total scale. The possible scores on the FLCAS range from 33 to 165 on a 5-point Likert Scale. When it was first administered to 108 undergraduate foreign language students in the University of Texas in 1983 by Horwitz et al., scores ranged from 45 to 147 (M =94.5, Mdn =95.0, SD =21.4) Internal consistency, as measured by Cronbach's alpha coefficient,



was .93, and test and re-test reliability over 8 weeks was  $r = .83$ ,  $p = .001$ ,  $n = 78$  (all significance tests reported are two tailed).

There have also been criterion-related studies that bear on the construct validity of the scale. Correlation of the FLCAS with the Trait scale of the State-Trait Anxiety Inventory (Spielberger, 1983) obtain  $r = .29$ ,  $p = .002$ ,  $n = 108$ ; with the Personal Report of Communication Apprehension (McCroskey, 1970),  $r = .28$ ,  $p = .063$ ,  $n = 44$ ; with the Fear of Negative Evaluation Scale (Watson and Friend, 1969),  $r = .36$ ,  $p = .007$ ,  $n = 56$ ; and with the Test anxiety Scale (Sarason, 1978),  $r = .53$ ,  $p = .001$ ,  $n = 60$ . These results suggest that foreign language anxiety can be discriminated from the related constructs although it appears that foreign language classroom anxiety is moderately associated with test anxiety. It is also noted that anxiety specifically related to foreign language class accounts for approximately 25.5% of the variance in final grade. It can be assumed that foreign language anxiety would correlate even more strongly with a measure of language proficiency. Refer to section 2.8.3c on Horwitz's study (1986) for a detailed discussion about the reliability and validity of the FLCAS.

Aida (1994) claims that the FLCAS is a measure of anxiety 'primarily' related to speaking situations. Cheng et al's (1999) study suggests that FLCAS is more than a measure of second language speaking anxiety. It is probably a measure of learners' broader concerns

about second language classes. Second language classroom anxiety, as defined by the FLCAS in Cheng et al's (1999:14) study, 'seems to represent a more general type of anxiety about learning a second language in a formal education context, with a strong speaking element.'

### *III. Negative comments about FLCAS*

Though validating evidence for the theories of Horwitz et al (1986) is accumulating and there is evidence for the reliability and validity of the FLCAS (for example, Aida, 1994; Mallows, 1997; MacIntyre and Gardner, 1991a, 1991b; Young, 1990.), there are some limitations in the design of the FLCAS.

Based on the assumption that speaking is the most anxiety-provoking aspect in learning a second language, the FLCAS tends to be dominated by items addressing anxiety about speaking a second language, mainly in a classroom situation. The dominance of speaking-related items raises concerns whether the FLCAS is capable of identifying students particularly anxious about performance and language skills other than speaking. With the assumption that the FLCAS primarily measures anxiety related to speaking situation, Philips (1992:20) claims that, among others, the moderate correlation ( $r = -.40$ ) between her subjects' score on the FLCAS and an oral examination could be 'because the FLCAS did not measure students' anxiety related to the specific oral examination.' Aida (1994)

also attributes her findings of a moderate correlation ( $r = -.38$ ) between anxiety and second language performance to the attenuating effect of using a performance measure ( i.e., participants' final course grades for Japanese classes) that did not specifically assess oral skills. These two studies have suggested problems of using second language classroom anxiety scales with questionable instrument specificity.

Sparks and Ganschow (1999) criticise the FLCAS for overlooking native language deficits as the cause of both higher anxiety and lower proficiency. They argue that aptitude influences both proficiency and anxiety. Over 87 % of the questions (29 out of 33) involve problems typically associated with difficulties in listening, speaking, reading, writing, memory for language and speed of language processing. They feel that foreign language educators should investigate performance in native oral and written language among students who experience difficulties in foreign language learning as an alternative of explanation to affective variables.

It is noted that out of the 33 questions, 13 questions clearly refer to productive problems (Qs 1,2,3,8,10,11,12,16,18,22,24,28,29) and only 5 to problems of reception (Qs 4,13,26,29,30). In this way, too much emphasis seems to have been placed on language output while not enough attention is given to the potential difficulties caused in processing input due to high levels of anxiety. MacIntyre and Gardner (1991a: 3) remark that 'at the



input stage, during the initial processing of incoming information, attention and concentration are critical to the accurate representation of stimulus items in memory.'

Another limitation of the FLCAS, a trait-based scale, is that the questionnaire mostly asks the respondents to reflect on the symptoms and not on the causes of second language anxiety and as such it is not always clear which question refers to which particular facet of that anxiety.

Mallows (1999) tried to correlate anxiety with the achievement in English of a group of refugees and asylums seekers in London. These 73 participants have a total of 20 different declared first languages. Mallows used an adapted version of the FLCAS. He found that there was no correlation between levels of foreign language classroom anxiety and achievement. The correlation was  $-0.0663$ . The average anxiety score of the 73 students who took part in the study was 79.3, below the neutral point, 90 on the questionnaire. Age ~~did not~~ seem to be an important factor and the first language again did not seem to play a very significant role in anxiety level. He concluded that the differences in findings between Horwitz et al (1986) and his could be due to three main reasons: mono-lingual versus multi-lingual groups, classroom ethos and ESL versus EFL learners. The learners who took part in Horwitz et al's (1986) study were undergraduates studying modern languages in U.S.A. As such, they would have been studying in a monolingual group and

most likely with classmates from other courses. These American students would normally communicate in their common L1 (English) and should all be fairly confident and competent in it. When they are in the Spanish class, they were required to use the L2 (Spanish). It is highly likely that most of them were more competent in their L1 and they would feel very anxious when they are not that good in the L2. Some of these American students might wish to shift back to their common L1 (English) for communication in order to lower their speaking-in-class anxiety. In a multi-lingual class as the one described in Mallows' study, the only means of communication for these students was English, their foreign language. They have no L1 communication with which to compare their L2 communication.

Having reviewed the reliabilities of the FLCAS (Horwitz et al, 1986) and the positive and negative comments of the FLCAS, the following section will discuss the questionnaire used in Young (1990).

#### ***2.8.3d An investigation of students' perspectives on anxiety and speaking Young (1990) (Appendix 2.8.3d)***

In Young's (1990) study, a questionnaire designed to identify sources of anxiety related to speaking in a foreign language was administered to 135 university-level Spanish students enrolled in three first-semester and five intensive Spanish courses at the University of Texas at Austin as well as 109 high school Spanish students enrolled in one first-year and

three second-year Spanish classes in an Austin high school. The questionnaire (Appendix 2.8.3d) had three sections. The first section asked students to agree or disagree with twenty-four items related to language anxiety. The aim of this section was to expand on findings on CA found in the FLCAS (Horwitz et al, 1986). Test-retest for reliability of this was satisfactory ( $r = .74, p < .0001$ ).

The second section asked students to indicate their level of anxiety regarding certain in-class practices. The activities were ranked according to their mean, and a Duncan's Multiple Range Test was used to determine which activity types were significantly different from each other.

The third section asked students to identify instructor characteristics and instructor practices that helped reduce language anxiety.

The research findings suggested, among other things, that speaking in the foreign language is not the exclusive source of CA, and that speaking in front of the class is an important contributing factor. This is supported by Mak and White (1997) in their study of the CA of a group of Chinese ESL learners in a New Zealand high school. On the basis of the results, Young concluded that the instructor's relaxed and positive attitude in relation to error correction helped to reduce language anxiety. Other possible remedies include personal



and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language testing.

Horwitz et al's FLCAS (1986) and the questionnaire used by Young (1990) in his article entitled *An Investigation of Students' Perspectives on Anxiety and Speaking* will be modified and adapted in the present study. Refer to section 3.6.1 for details

## 2.9 SUMMARY

Part A has reviewed concepts related to affect and anxiety. Studies on language learning anxiety, language learning speaking anxiety and important instruments used to measure foreign language speaking anxiety have also been presented. Concepts such as Chinese learning styles, wait-time, classroom practices such as questioning and grouping, teachers behaviour and the use of students' first language in the second language classroom will be discussed in Part B.

## **PART B**

### **2.10 INTRODUCTION**

This part will first discuss the educational, cultural and social characteristics of the learning style of the Chinese. Next, the three related concepts of wait-time, questioning techniques and grouping in the classroom will be examined. Finally the literature on teacher behaviour and the use of first language in the ESL classroom will be reviewed.

### **2.11 CHINESE LEARNING STYLE**

Researchers in language learning acquisition and culture have pointed out that cultural differences and different cultures of classroom practice are also related to second language anxiety (Brown, 1987; Gudykunst and Kim, 1984; Harvey, 1985; Wette and Lee, 1991; Young, 1987; Young, 1994). The next section in this literature review will look at issues related to the learning style of Chinese students.

The examination of Chinese learning style is central to the thesis. Nelson (1995:9) remarks that three main principles of Confucianism, namely humanism, faithfulness and propriety 'are operationalised in the learning-style dimension' of Chinese learners. According to Flowerdew (1998), these three principles are closely related to the three Confucian values, namely co-operation, the concept of 'face' and self-effacement. Humanism and faithfulness, which focus on empathy and social relationship, strengthen the co-operational

nature of individuals. Propriety, which concerns the outward manifestation of humanism and faithfulness through proper social behaviour, embodies the concepts of 'face' and self-effacement.

Chinese learning style will be discussed in terms of three sets of characteristics: educational, social and cultural. The discussion foreshadows the investigation of the three characteristics as possible sources for speaking-in-class anxiety. While each of these will be considered in turn, they are not discrete characteristics and in reality they overlap and intersect.

### **2.11.1 Educational characteristics**

Chinese learning methods have been discussed in detail in fields such as psychology, education and applied linguistics (for example, Anderson, 1993; Au, 1980; Burnaby and Sun, 1989; Chung, 1988; Erbaugh, 1990; Gudykunst and Kim, 1984; Henderson, 1988; Jones, 1979; Lai, 1994; Martini et al, 1992; Melton, 1990; Watkins and Biggs, 1996; Young, 1987; Young, 1994). Within these articles, a number of common themes emerge relating to the preferred learning styles of the Chinese. In a review article of research into Chinese classrooms, Young (1987: 27) concludes:

From the microethnographic and social-psychological data reviewed here, it is legitimate to conclude that there exist identifiable learning and teaching styles for Chinese students and teachers, and that these differ in significant ways from which the learning and teaching styles of other ethnic groups.



Memory is fundamental to Chinese teaching methods. Chinese students are used to remembering details, and in particular elegant language, which they use as a model for their speech as they grow older (Chung, 1988; Hill, 1991; Wette and Lee, 1991). Chinese students feel that they will learn better if they are good at rote memorization, grammar rules, and sentence construction. Conversation presents a number of difficulties in that it requires students to make up or create exchanges appropriate to the context instead of according to a model (Anderson, 1993). Thus, it is common to come across a Chinese student who is very good at writing but who sounds less natural in an ordinary conversation.

Chinese students believe that the written word carries power, and that passing examinations leads to social and financial success. Civil Service examinations, introduced by the Chinese in 196 B.C., were not abolished until 1905. In China, Taiwan, Hong Kong and Japan, examination scores, not preferences, determine the college attended and major subject taken. Students expect teachers to lecture and to provide models which will yield notes on which examinations will be based. In general, they regard process-oriented teaching which uses such techniques as role-play and brainstorming, as a waste of time and so do not want to spend time on speaking tasks (Erbaugh, 1990). Similarly, some Chinese teachers feel that the use of speaking tasks does not constitute 'real teaching'. Chinese students find it difficult to convince their parents or even themselves that they have learned

or achieved something through speaking tasks. To the Chinese, marks and grades are important. Assessments have to be carried out by recognised authorities such as teachers and examiners. They also think that self-assessment is not appropriate because it seems to relay unreliable and inaccurate data (Harvey, 1985). An important issue raised by Bassano (1983) and Thorp (1991) is the preference by Chinese students to have mistakes corrected immediately. Chinese students expect to be corrected at once when they have made a mistake. They want to know the exact and correct answers. Assessments on oral work are not as important as those on written work because it is the written work that carries more weight in the examination.

Chinese teachers are very sensitive to the status of their profession. In Asian countries, teachers are regarded as the 'kings or queens' of the classrooms and no student is allowed to challenge their authority (Burnaby and Sun, 1989). As a result, the classroom is teacher-centred with the teacher doing most of the talking. Students have to listen quietly and speak only when they are called upon. It is rude to ask the teacher a question because the teacher may not know the answer and it can be viewed as an indirect criticism of the way the teacher explains things (Thorp, 1991). Chinese students pay greater attention to the teacher and to other adults than students from other ethnic groups do (Young, 1987). Confucian ethics of respect for adults and teachers may be responsible for this attitude.

Although a more student-centred approach has been introduced and encouraged recently (for example, Nunan, 1999; Shulman, 1995), Chinese students are still more reluctant to speak than their European counterparts. They have been characterised as exhibiting relatively low verbal output, cautious and indirect speech, periods of silence, low expressiveness, and lack of eye contact (Harvey, 1985; Martini et al, 1992; Sato, 1990; Young, 1987).

Scollon and Scollon (1994:7) state that a Confucian teacher-student relationship does not encourage student questioning in class because 'questioning might be thought of as saying that the teacher had not taught well because there were still unanswered questions'.

In their study of the notion of culture in L2 lectures in Hong Kong, Flowerdew and Miller (1995) reveal that university lecturers in Hong Kong, particularly expatriate lecturers, feel frustrated with Chinese students' reluctance to give their opinions, even when asked. They contribute this kind of 'negative attitude to participation' (p.358) to the local and academic cultures students operate in. It may also be related to the traditional teacher-centred approach these university students are used to in their primary and secondary schooling.



### 2.11.2 Cultural characteristics

Because each culture places emphasis on different types of communicative skills and strategies, it is necessary to look at the role culture plays in language use in the examination of communication apprehension of Chinese ESL students.

People differ from one another in their construction of events and in the different approaches they take to the anticipation of the same event. When there is a large cultural gap in the classroom between the teacher and the students, misunderstandings and confusion can occur. It is particularly the case when there are basic cross-cultural differences in patterns of message decoding in interpersonal communication (Gudykunst and Kim, 1984). Jin and Cortaszi (1993) find that Chinese students are passive when asked to choose a research topic as their criterion for choosing is based on the needs of lecturers and the department. They prefer to be guided step by step all the way in their learning. Their British lecturers, on the other hand, expect them to be more independent.

In Western society, according to Gudykunst and Kim (1984), the tradition of rhetoric since the time of Plato and Aristotle explicitly demonstrates the crucial importance given to verbal messages. A primary function of speech in the Western tradition is to express one's ideas and thoughts as clearly, logically, and persuasively as possible, so that the speaker can be fully recognised for his or her individuality in influencing others.

In Chinese culture, however, verbal messages primarily serve the function of enhancing social integration and harmony rather than promoting the speaker's individuality or self-motivated purposes. Therefore, Chinese are more concerned with the overall emotional quality of the interaction rather than with the meaning of particular words or sentences. This explains the use of subdued and ambiguous verbal expressions by Chinese students. To Westerners, their answers in the verbal exchanges may sound very vague. However, hesitancy and being indirect are commonly preferred in the Chinese culture. The Chinese ideal traditionally is a non-assertive and restrained communication style. Elaborate care may be taken not to be straightforward when communicating.

An important issue raised by Bannai (1981) and Jones (1979) is that Confucianism and Buddhism also place a high value on silence and non-verbal communication of feelings. Chinese students may then appear to be reluctant to answer and ask questions. They believe strongly in the proverb 'Speech is silver, silence is golden'. Silent Chinese students may appear to be anxious or uncommunicative in the eyes of a European teacher whereas in fact they are enjoying their silence in the classroom, something which is totally acceptable in the Chinese context (Mak and White, 1997).

The concept of 'face' is very important in Chinese culture, with a strong concern for the establishment and maintenance of a positive image for the individual. This in turn affects

their willingness to express their opinions freely in public (Hendon, 1980; Hill, 1991; Xie, 1991). Chinese students are less likely to respond in situations when they are singled out before the group, and when their answers are subject to public evaluation by the teacher or the class. They prefer to speak only when they are sure of the answers (Tarone and Yule, 1989). Yu et al (1996) as well as Liu and Littlewood (1997) indicate that when Hong Kong Chinese students speak English, they have a strong concern to speak well. This is related to the matter of face in the Chinese culture.

Murphy (1987:43) notes that 'Hong Kong students display unquestioning acceptance of the knowledge of the teacher or lecturer. This may be explained in terms of an extension or transfer of the Confucian ethic of filial piety.' Flowerdew (1998:325) attributed this to the fact that 'students tend to dislike giving critical feedback individually on their peer's work to the whole class'.

For Chinese, the process of speaking displays a continual tension between two general communicative needs - the need to communicate as efficiently as possible and the need to be polite. Gudykunst and Kim (1984) and Sato (1990) have noted that in order to have a balance between these needs, Chinese students usually speak less than their European counterparts in the classroom. In Chinese culture, in order to be polite and to be perceived as being polite, it is better not to speak too much.



As Chinese cultural values are different from Western cultural values in relation to speaking and the use of language, Chinese students will confront new norms about language use when they learn English and have to use English in the Western classrooms (Jones, 1979; Harvey, 1985; Hill, 1991; Young, 1987; Young, 1994).

An individual's behaviour is greatly affected by the society or community he/she relates to, it is thus important to examine the characteristics of Chinese society in relation to speaking-in-class anxiety..

### **2.11.3 Social characteristics**

In Chinese society, close friends and family members always share their private lives. Such intense commitment between intimates is the source of an emotionally stable and secure community (Gudykunst and Kim, 1984; Young, 1994). Because of this, Chinese always strive to live up to the expectations of their intimates. They do not want to make mistakes as this brings shame to the whole group.

The traditional Chinese love of learning and hard working means that Chinese tend to achieve academic and professional success very rapidly (Chung, 1988; Lai, 1994 Young, 1994). Chinese students are always stereotyped as 'good students' and 'achievers'. They are under constant pressure to succeed, imposed on them not only by their parents, but also

their teachers, peers and to a certain extent society. As a result, some Chinese students prefer to remain silent in the classroom to listen and attempt to absorb the material instead of actively participating in verbal communication. The classroom, for some Chinese students, is an environment where they can relax at times while at home they have to work very hard in order to please their parents.

In Chinese society, people take speaking very seriously and wrong speaking can bring social censure. People are to be held responsible for what they say. They seldom speak in public as they have to be careful about the results.

Gudykunst and Kim (1984) use the terms 'restricted code' and 'elaborated codes' not in the sense employed by Bernstein (1970) but to distinguish between different uses of verbal and non-verbal channels. The restricted code, according to Gudykunst and Kim (1984), involves message transmission through verbal (word transmission) and non-verbal (intonation, facial features, gestures) channels. Restricted codes rely heavily on the hidden, implicit cues of the social context (such as interpersonal relationships, the physical and psychological environment, and other contextual cues). The elaborated codes, on the other hand, place little reliance on non-verbal and other contextual cues.

Chinese is a highly restricted language (Gudykunst and Kim, 1984). To be literate in Chinese, one must understand the meaning and the social context related to each character. The speaker has to know the culture, history, and specific social context of the communication transaction involved. Because of this, it is possible that Chinese ESL students feel anxious about speaking when they are not sure whether they have used the correct communication transaction in a new social context. In such a situation, silence may be the seen as the safest option.

It is also necessary to consider the importance attached to relationships in the Chinese context, which are based on social harmony. The roles for men and women are very clearly defined in a Chinese society. Chinese people also show great respect to their elders. Thus, Chinese students may feel uncomfortable and inhibited when asked to work with people from a different age group or people of the opposite sex (Gudykunst and Kim, 1984; Watkins and Biggs, 1996, 2001).

Chinese submerge their personal interests and desires in favour of those of the total group. They have a greater degree of submission of individual identity, individualism, and self-expression than Westerners. Whatever an individual does is strongly related to the group that individual belongs to. This explains why Chinese students do not want to be singled out and be praised for their success (Lai, 1994; Mak and White, 1997; Watkins and Biggs,



1996; Young, 1994). In addition, Chinese students think that it is rude when students are permitted to call out their answers at will (Young, 1994). Cortazzi and Jin (1996:178) who report on the Chinese kindergarten teachers, state that 'in Chinese society –and in the classroom - the priorities are that each person must be part of a group or community; learning interdependency, co-operation and social awareness.'

After this examination of the Chinese educational, cultural and social characteristics, it seems that the preferred Chinese learning styles which place a great emphasis on writing instead of speaking will create some speaking-in-class anxiety on the part of Chinese ESL learners because learning a second language also involves speaking. Speaking-in-class anxiety can be an ordeal.

#### **2.11.4 Preferred learning style of Hong Kong Chinese students**

Though most studies on Chinese learning styles (for example, Gudykunst and Kim, 1984; Flowerdew and Miller, 1995; Jin and Cortaszzi, 1993, Waktins and Biggs, 1996; Young, 1994) have commented on Chinese students' reluctance to adopt active speech roles in the classrooms, a large-scale survey conducted by Littlewood and Liu in 1994 have recorded contrary results. The target population of this student survey was first-year undergraduates in universities in Hong Kong. Stratified sampling techniques were used to identify a representative sample of 3,002 students from four universities in Hong Kong. The final

analyzable sample was 2,156, representing 20% of the six universities' 1994/1995 intake of 11,017 in Hong Kong.

Liu and Littlewood (1997) noted that these university students in Hong Kong exhibited no evidence of speaking reluctance and anxiety. 83% of students preferred an English class in which a lot of attention was paid to listening and speaking while 78% expressed their preferences for students doing most of the talking. When asked about their sixth form English lesson experiences, these students stated that they had enjoyed group discussion most out of 12 English class activities. Group discussion was ranked as their first preference, followed by watching videos and listening comprehension. It was also noted that they had few opportunities to speak English within or outside class while they were in Forms 6 and 7 because 'listening to teacher' was ranked as the most frequently adopted 'in class' activity, followed by 'writing essays' and 'reading comprehension' while 'listen to practice tapes and songs' was the most frequently used 'outside class' activity, followed by 'reading newspapers' and 'watching TV programmes'. These findings show that too much class time is taken up by teacher talk and the English classroom is not communicative enough to encourage and facilitate speaking and discussion. This classroom pattern may, to certain extent, be affected by the examination-orientated situation in Hong Kong in which students and teachers usually devote a lot of the class time to examination drills in order to get good results in the public examinations.

Though 78% of these students preferred to do most of the talking, yet 43% felt uncomfortable when they speak English. Littlewood et al (1996) and Liu and Littlewood (1997) attributed this to the limited opportunities these students have had in using English both inside and outside the classroom. This suggestion was supported by their ANOVA analysis (refer to Littlewood et al, 1996 for a fuller explanation of the analysis). It was also possible that these students felt uncomfortable speaking English simply because they have not had much practice on it. Another reason could be that they were fearful of negative evaluation which was one of three main components for communication apprehension (Horwitz et al, 1986; Mak and White, 1997; Young 1990).

Littlewood et al (1996:77) revealed that 'students' perceptions of their speaking abilities seem to have been influenced by their English learning experiences' and 'these results indicate that students feel confident about their oral proficiency simply because they have had a lot of practice in speaking.'

Littlewood et al's (1996) findings have added in another dimension into the Chinese learning style. Chinese students may be willing to speak up in an English class but their past language learning experiences may affect their perception of speaking up in an English class. Lessons with most class time devoted to a large amount of teacher talk and limited student talk do not facilitate and encourage students to speak up in the classroom.



Being silent in the language class may not necessarily be a result of speaking-in-class anxiety. It may be due to classroom routine.

It is true that there are students who always know the answers and are confident in their English but remain silent for various reasons, for example, being modest, selfish or even arrogant (for example, Mak and White, 1997). There are also students who think that questioning and expressing one's ideas freely in the class can be perceived as challenging the teachers' authority (Hwang, 1987; Ho and Crookall, 1995; Hon and Watkins, 1995). However, we cannot deny the fact that for some students, not speaking in the class can be a result of lack of competence and confidence.

In the next section, the concept of wait-time will be examined in relation to speaking-in-class anxiety and certain in-class practices.

## **2.12 WAIT-TIME**

In the previous section, aspects of Chinese learning style that may be potential sources of speaking-in-class anxiety (SA) have been discussed. This section will focus on a potential source of SA that lies beyond the students, that is, the concept of wait-time.

All verbal interactions require time. Time between teacher/student or student/student

interactions can be used for 'retrieval and translation of information, to reflect upon previous statements, to frame or complete a response, to complete a task, and to think' (Stahl, 1976:18). During wait-time, cognitive processing occurs. Wait-time, which is related to the duration of certain pauses between speakers, has been shown to have a consistent effect on the quality of verbal interaction in classrooms (Tobin, 1983).

In a series of studies of wait-time in the language classrooms, Rowe (1974a, 1974b, 1986) found that, on average, teachers waited less than one second before calling on a student to respond, and that only a further second was allowed for the student to answer before the teachers intervened, either supplying the required response themselves, rephrasing the question, or calling on some other students to respond. This short wait-time means that an adequate exchange of ideas and the nurturing of new ideas cannot take place. Rowe suggested that teachers could markedly improve the quality of discourse by increasing the wait-time to three seconds or longer after a pause or a response in a wide range of instructional situations and levels ranging from primary to university level.

White and Lightbown (1984) found that in the second language classes, teachers asked almost all the questions and students were rarely given sufficient time to formulate their answers before the teacher repeated, rephrased, or went on to ask another student the question. The average wait-time was only 2.1 seconds (based on total wait-time divided by

total number of questions) but 41% of the questions asked by the teachers were unanswered. The average wait-time decreased with the number of repetitions. In the 4th repetition, teachers were waiting an average of only 1.6 seconds. The shorter the wait-time, the shorter the responses were and in some cases, there was no response at all.

Shrum (1985) found that in second language classes, wait-time occurred after 94% of the solicitations. Although wait-time in second language classes was found to be longer than that in science classes, it was still too short to allow thoughtful cognitive processing.

A substantial body of research findings (Altiere and Duell, 1991; Mak and White, 1997; Rowe, 1974a, 1974b, 1986; Sato, 1990; Shrum, 1986; Tobin, 1980, 1983, 1984, 1987; Tsui, 1994; White and Lightbown, 1984) supports the notion that longer wait-time helps students to respond. Wait-time is important because the language acquisition process requires students to attempt to say something and to make guesses about how the target language words have to be put together to express that meaning. Languages are learned, not through memorization of their rules and structures, but through internalizing these rules from input made comprehensible within a context of social interaction (Pica, 1987).

Thus, results suggest that in the second language classroom, if teachers want answers, they have to wait longer. It seems that five to ten seconds might be a reasonable wait-time,



considering the needs of both teachers and students (Rowe, 1974a, 1974b, 1986; Sato, 1990; Shrum, 1986; Tobin, 1987; White and Lightbown, 1984).

Wait-time is also an important cultural dimension related to speaking-in-class anxiety. Sato (1990) points out that Chinese students need longer wait-time than their European counterparts in a second language classroom because they were more reluctant to speak and did not want to make any mistakes in front of the class. These findings are supported by Richards and Sukwiwat (1994) as well as Rivers (1994).

In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasised social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) find that students need time to put their thoughts in order. However, by the time they have done so, the discussion has already moved on.

It is thus important to ensure that students are given enough wait-time to formulate their ideas before they present them in the class.

## **2.13 CLASSROOM PRACTICES**

### **2.13.1 Group work**

Frequency of practice is a major factor leading to confidence and proficiency in spoken communication (for example, Ellis, 1994; Harmer, 1992; Nunan and Lamb, 1996; Short, 1999; Wright, 1994). It is thus important to design tasks that can facilitate students' speaking in class without making them feel anxious. These activities should aim at heightening students' awareness of how certain emotional and attitudinal factors might be shaping their behaviour (for example, Crookall and Oxford, 1991).

These group activities, including what Foss and Reitzel (1988) call 'rational emotive therapy' in which students share and examine their beliefs in pairs or small groups to see if they make sense before these beliefs are exposed to the whole class for comments, help students lower their anxiety levels which have been shown to be significantly correlated to reticence or L2 avoidance (Kleinmann, 1977), irrespective of students' cultural differences.

Teachers should have a general understanding of group development processes. According to Tuckman et al (1988), there are five stages, namely, forming, storming, norming, performing and adjourning. Corey and Corey (1992) propose that these five stages may overlap and some groups may never reach the mature stage. Senior (1997:5) states that 'if any small group is to develop into a mature work group capable of functioning

productively, all group members must share the same broad group goal'. Thus, the language teachers have to help the groups to establish group goals. This would include to encourage group members to develop appropriate behavioural norms within their groups / classes.

In their Students In Tutorials Project, Lee and Littlewood (1999) conclude that both teachers and students in universities in Hong Kong do not feel that it is important to enhance group cohesion. They do not think that positive group dynamics are important in facilitating group discussion. Though this is Hong Kong based research, the findings actually show that a lot of teachers and students expect that discussion will come, without realising the importance of employing relevant strategies to facilitate discussion and group work.

### **2.13.2 Importance of the frequency of practice opportunities**

ANOVA analysis of the Liu and Littlewood (1997) showed that frequency of practice opportunities alone was important to students' confidence and proficiency. The effect of frequency of oral activities in sixth Form English lessons was significant ( $p < 0.0001$ ) meaning that the more speaking students did, the higher they rate their ability to speak and vice versa. This means that students feel confident about their oral proficiency simply because they have had a lot of practice. Students who had lots of oral practices got better



English results in public examinations.

### **2.13.3 Promotion of authentic communication in the classroom**

In order to encourage students to participate in speaking activities, it is important that classroom activities involve the use of authentic communication in the classroom.

Nunan (1987:137) has suggested that

Genuine communication is characterized by uneven distribution of information, the negotiation of meaning (through, for example, clarification requests and confirmation checks), topic nomination and negotiation of more than one speaker and the right of interlocutors to decide whether to contribute to an interaction or not... In genuine communication, decisions about who says what are up for grabs.

Kumaravadivelu (1993:12-12) has pointed out that

In theory, a communicative classroom seeks to promote interpretation, expression and negotiation of meaning...[Learner] should be encouraged to ask for information, seek clarifications, express an opinion, agree and/or disagree with peers and teachers... In reality, however, such a communicative classroom seems to be a rarity. Research studies show that even teachers who are committed to communicative language teaching can fail to create opportunities for genuine interaction in their classrooms.

Donley (1997), Horwitz (1990) as well as Oxford and Lavine (1992) have also indicated that language teachers who are good at promoting speaking in the class are usually those who are good at promoting authentic communication in the classroom.

Thornbury (1996) studied the extent to which teacher talk supports a communicative environment in the classroom and specifically on how authentic it is. He has noted that it is important for teachers to design and/or carry authentic communication in order to reduce SA in the classroom.

Thus, teachers should ensure that their verbal behaviour in the classroom constitutes a communicative balance of behaviours for different teaching and learning purposes. Bowers (1980), cited in Malamah-Thomas (1987) has identified the following six categories of classroom verbal behaviour:

- Questioning/eliciting
- Responding to students' contributions
- Presenting/explaining
- Organising/giving instructions
- Evaluation/correcting
- 'sociating'/establishing and maintaining classroom rapport

#### **2.13.4 Questioning**

It is appropriate to examine the concept of questioning in the classroom because it is closely related to speaking and wait-time. Questioning plays an important part in all in-

class practices. For example, through the use of appropriate questions, teachers provide students with a cognitive focus on the instructional objectives. Questions are also widely used in language classrooms, often as prompts to elicit shows of student understanding.

Similarly, a clear explanation in response to students' questions can clarify misunderstanding that might otherwise inhibit learning (Chamot and O'Malley, 1990; Gall, 1970; Lynch, 1991; Pica, 1994). As early as 1961, Aschner highlighted the importance of questioning in the learning process when he called the teacher 'a professional question maker' and claimed that the asking of questions is 'one of the basic ways by which the teacher stimulates student thinking and learning (p.45).'

#### *a. Types of questions*

Different questions impose different cognitive and affective demands on the students.

Candlin et al (1987) propose five types of questions that can be asked or implicitly incorporated into procedures. They are:

1. literal questions concerning factual data, word meanings, recognition of ideas;
2. reorganization questions concerning analysis, synthesis, classification, reorganization of information;
3. inferential questions concerning conjecture, hypothesis, and prediction;
4. evaluation questions requiring students to draw on prior knowledge to make judgements on validity, accuracy, acceptability, or worth;



5. appreciation questions concerning language appreciation, significance, communicative value, and stylistic features.

According to Winne (1979), there are two kinds of questions, higher cognitive or divergent questions and lower cognitive or convergent questions. Winne (1979) defines higher cognitive or divergent questions as those requiring students to mentally manipulate bits of information previously learned to create or support an answer with logically reasoned evidence. Operations tend to underline responses to higher cognitive questions most closely correspond to application, analysis, synthesis, and evaluation in Bloom's taxonomy (Bloom, 1956). Lower cognitive or convergent questions are those calling for verbatim recall or recognition of factual information previously read or presented by a teacher. These questions correspond most closely to the levels of knowledge and comprehension in Bloom's taxonomy.

Redfield and Rousseau (1981) reviewed Winne's (1979) research data and concluded that 'regardless of type of study or degree of experimental validity, teachers' predominant use of higher cognitive questions has a positive effect on students' achievement' as students tend to give good answers after careful thinking and analysis.

In investigating the cognitive complexity of the written production of ESL learners, Zhang (1987) also found that students had more language output in response to higher level

questions than lower level ones.

*b. Questioning in the classroom*

Asking and answering questions is part of almost any conversation exchange but it is particularly characteristic of classroom interaction. It is thus appropriate to examine questioning techniques in the classroom.

Ralph (1982) argues that second language teachers should not always ask questions at the level of proficiency of the students. Instead, they should ask questions at a higher level of difficulty in order to stimulate thinking. Teachers should, however, ask fairly easy questions at first, to help build up confidence. Teachers should also require students to ask pertinent questions as well. His research indicates that two issues are involved with questions: cognitive complexity and linguistic complexity.

Long and Sato (1983) note that the classroom speech of second language teachers is affected by at least two kinds of constraints. These constraints are the classroom as the setting for conversation, including the patterns of speech associated with the role of teacher, and those constraints arising from the limited linguistic proficiency of the students.

Rost (1990) grades questions into five categories in terms of response required. Rost

believes that replicative questions are the easiest and least integrative work is involved while surmise questions are the most difficult and most integrative work is also required.

These questions are arranged according to their level of difficulty and degree of integrative work required below:

1. Replicative - answer replicates or repeats the text word for word
2. Echoic - the answer echoes the text although it may differ lexically or grammatically
3. Synthesis - the reader/hearer must connect and conflate a number of identifiable bits of information
4. Oblique - the reader/hearer must infer a fact which follows from something mentioned explicitly in the text
5. Surmise - the reader/hearer must infer a fact or idea, but not from an explicit statement in the text

It must be noted that answering questions in class is a complex process. On one hand, the students have to process the knowledge cognitively. On the other hand, they have to be prepared for negative evaluation in case a mistake is made.

An important issue raised by Wu (1993) is that most studies on teacher questions have so far been carried out in classrooms in the West. Relatively little research has been conducted in the East where cultural values and classroom settings are different. He also



points out that previous research tended to neglect factors such as students' attitudes and interpersonal variables on questioning and answering behaviour in the classroom.

The present study will try to fill this gap as it investigates speaking-in-class anxiety and related concepts such as questioning, groupings and teacher behaviour from the students' perspective. In addition, the respondents in the present study are Chinese ESL students whose Asian background will, hopefully, yield a new dimension in the results.

Having reviewed literature related to various classroom practices such as group work, the importance of frequency of practice opportunities, the promotion of authentic communication in the classroom and various aspects related to questioning, the following section will discuss different aspects of teacher behaviour.

## **2.14 TEACHER BEHAVIOUR**

On the chessboard of academic-style education, the most powerful single piece is the teacher. Society invests him or her with authority, which is the right to exercise power. The personal style with which she or he wields that authority is a principal determinant of the power structure of the class.

Stevick 1996:180

Teachers affect every facet of classroom life (for example, Ehrman and Dornyei, 1998; Wright, 1987). Though recent education and language learning research has advocated the

importance of learner-centred approach (for example, Nunan, 1999, Richards and Lockhart, 1994; Wright, 1996), the role of the teachers in the language learning classrooms has not diminished. The emphasis of current second language acquisition studies on qualitative research in which teachers are active participants or initiators acknowledges the importance of teachers' roles in the language learning process. Even in the self-access settings, teachers have a key role to play as they have to prepare the learners for the self-access settings and modify the learning paths as needed and felt. As such, the teachers play the role as facilitators (see, for example, Aoki, 1999; Pemberton et al, 1996).

In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasised social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) conclude the following instructor behaviour as supportive attitudes and behaviour perceived by both teachers and students.

They are listed below according to their order of importance:

*(1 being the most important and 7 being the least important)*

<i>Rank</i>	<i>Students</i>	<i>Teachers</i>
1	create an informal atmosphere in the classroom	give a lot of encouraging responses when students speak and participate
2	give a lot of encouraging responses when students speak and participate	create an informal atmosphere in the classroom
3	ask questions on topics about which the students have some knowledge or in which they are interested	ask questions on topics about which the students have some knowledge or in which they are interested
4	make explicit that students are encouraged to speak in class	make explicit that students are encouraged to speak in class
5	allow students to form groups with friends	avoid questions which are too easy or too difficult
6	avoid questions which are too easy or too difficult	avoid correcting language mistakes
7	avoid correcting language mistakes	allow students to form groups with friends

### **2.14.1 Teachers as mediators**

Feuerstein et al's (1991) notion of mediation gives a very empowering role to the teachers. They believe that the teachers can intervene in learners' thinking and experiences in the language learning classroom through the selection of learning experiences and interactions with the learners. A particularly important role of the teachers is to help 'individuals to see the significance to them of what it is they are required to do', including 'aims of a more life-long nature' and 'a more holistic attitude involving the development of the whole person' (Williams and Burden, 1997:67).



### **2.14.2 Teachers as models – cognitively and affectively**

Vygotsky believed that efficient teachers 'awakens and arouses to life those functions which are in a stage of maturing, which lie in the zone of proximal development (Vygotsky 1956:278 quoted in Wertsch and Stone, 1985). In neo-Vygotsky theory, modelling is important. Tharp and Gallimore (1988:47) define modelling as 'the process of offering behaviour for imitation'. Though modelling is always interpreted as a kind of cognitive process (for example, the language teachers are expected to provide good language examples for learners to follow), the affective effect of modelling should not be neglected (for example, how the teachers present the language and whether the teachers are caring or not). Christison (1996:13) states that L2 educators need to model the emotional intelligence they are trying to teach through 'caring, respectful and honest interactions with students and colleagues.'

### **2.14.3 Teachers as reflection promoters**

Recent studies have highlighted the importance for teachers to be reflective practitioners in order to improve their teaching approaches (for example, Richard and Lockard, 1994; Stanley, 1999). It is, however, equally important that teachers should be able to stimulate learners to reflect on their own learning (Stanley, 1999). It means that teachers should encourage students to share their learning experiences with others in order to improve on their learning. The teachers should help the students to lower their anxiety level.

#### **2.14.4 Teachers as facilitators**

Underhill (1999:130) suggests that the efficient teachers are also efficient facilitators. He believes that a facilitator should possess 'expertise in the knowledge of the subject matter.....skilful use in teaching skills..... and developing capacity to generate a psychological climate conducive to high quality learning (1999:130).'

As facilitators, the teachers should build up a psychologically secure environment, for example, to create an environment where students can comfortably speak up and do not view exposure to others as a threat (Aoki, 1999).

#### **2.14.5 Teachers as a class and group member, involving in students' learning process**

Senior (1997) puts forwards the idea of 'bonded' classes to describe the kind of classroom situation that facilitates discussion and language output. In her study, the teachers themselves are 'both an integral part of the class groups, and yet in a sense set apart---just as a parent who bonds with a child is both a blood relation and an authority figure.' She believes that having a dual identity as people who are 'friendly' and 'accessible' helps on one hand but also as people in the 'position of authority' help teachers to motivate their students to participate in the language class.

In their Students In Tutorial Project, Lee and Littlewood (1999) find that when asked of their expectations of teachers in tutorials, students expected teachers to provide them with structured notes and directions. They reflected their general preference towards the transmission of knowledge from teachers to them, rather than the exploration of knowledge by themselves, and to learn independently. Students would like teachers to have more involvement in their learning process, by showing interests and reacting in a co-operative and participatory way.

Dornyei and Malderez (1997) offer some practical suggestions for teachers to facilitate group development. These include spending some time consciously on group processes (Refer to section 5.8.6a III for a full discussion on the development stages of groups), and promoting peer relations by enhancing classroom interactions. Group cohesiveness can be enhanced by including small-group 'fun' competitions in the class.

Lee and Littlewood (1999) found that teacher and student perceptions of discussion are greatly affected by their knowledge of what they expect from the class activities (in their study, the class activity is tutorial). Their expectations of teachers' roles define relationship between teachers and students and that expectations also determine the approach to learning in the tutorial.



#### **2.14.6 Teachers' handling of errors**

Though making mistakes is part of the language learning process, particularly in the L2 setting, a lot of students feel anxious when they are corrected. Inappropriate error correction methods lead to language learning anxiety, particularly speaking-in-class anxiety (for example, Aida, 1994; Horwitz et al, 1986, Mak and White, 1997; Young, 1990, 1996).

Teachers may make some mistakes on purpose and laugh with the students about their own mistakes. Students are then invited to correct the teachers' mistakes. This would encourage the development of an atmosphere of relaxation and safety in the language class. Students can then have a feeling of ease about mistakes as the teacher also makes mistakes. Instead of feeling ashamed, they should develop a belief that it is no big deal to make a mistake as long as they can self-correct it. Once that barrier is bridged, students would be more willing to try to use the language. Neer (1982) notes that anxious students prefer not to receive any oral comments after their oral presentations or speeches. Instructors may counter such fears by explaining the importance of feedback as well as demonstrating it by ensuring that sufficient time is available for oral comments between speeches and oral presentations.

### **2.14.7 Knowing the needs of students**

A friendly and reassuring teacher definitely keeps students relaxed and amused. Stevick (1999) refers this as the feelings part. However, it is equally, if not more, important that teachers should know the needs of the students. 'Without this needs part, the feeling part is mere sentimental manipulation. On the other hand, the needs part without the feeling part is mere mechanical manipulation (Stevick 1999:56).'

Thus, L2 teachers should know the linguistic needs of their students and design materials and lessons accordingly to lower students speaking-in-class anxiety.

### **2.14.8 Knowing the learning strategies of students**

Cortazzi (1990:63) stresses the need for teachers 'to acquire knowledge of, and sensitivity towards learners' cultural and educational backgrounds, and perhaps consider adjusting their own expectations accordingly.' Flowerdew (1998) further extends Cortazzi's (1990) viewpoints and proposes that teachers should also take into consideration students' cultural background when adjusting their teaching strategies. For example, group work and pair work are preferred classroom activities for Chinese ESL learners. (Refer to section 2.11 for a full description of Chinese learning style.) Appropriate pair and group work will facilitate interaction in the language class which builds a low-anxiety classroom.

#### **2.14.9 Creating a warm and easy going atmosphere in the classroom**

It is important for teachers to create a warm and easy-going atmosphere in the classrooms.

Lucas (1987) suggests that teachers should encourage students to know one another at the beginning of the course by introducing one another through activities. This type of exercise not only helps students get to know each other, but it also gives them practice in using the appropriate language structures to communicate and carry out authentic dialogues. Students can also perform relaxation exercises of the suggestopedia type such as rhythmic breathing at the beginning of the class. Playing music in the background can reduce stress and anxiety.

To create positive climate is one way suggested by Oxford (1990), Oxford and Lavine (1992) and Horwitz (1990) that reduced anxiety in the language classroom. For the full list, refer to appendix 2.14.9.

#### **2.14.10 Helping students to identify their role in learning**

Many ESL students experience anxiety when asked to speak in English because they have a strong desire to say it well because of face (for example, Liu and Littlewood, 1997; Mak and White, 1997). Yu et al's (1996) survey also shows that when Chinese ESL students speak English, they have a strong concern to say it well.

These results suggest that many students feel anxious when speaking English because they do not think they are performing well enough. Teachers should help students to identify their own role. Students should be informed of the teachers' expectations. Instead of adopting a teacher-centred approach, where teachers tend to be 'directing, informing and confronting', teachers can adopt the student-centred approach by 'sharing, eliciting and challenging'. Helping students to identify their role also facilitates the co-operative, collaborative and autonomous modes proposed by Lee and Littlewood (1999) to facilitate student participation in spoken activities in the classroom.

#### **2.14.11 Helping students to develop strategies to meet the classroom goals**

Appropriate learning strategies result in improved proficiency and greater self-confidence in many instances (for example, Cohen and Norst 1989; Ghadassey 1998; Oxford and Crookall, 1989; Oxford 1999; Savignon 1972; Scarella and Oxford, 1992; Wenden 1986a).

Skilled learners tend to select strategies that work well together in a highly cohesive manner. They are also capable of tailoring the strategies to the requirements of the language tasks.

Oxford (1990) has proposed a system of six general kinds of language learning strategies and they are listed as below:

- Planning/evaluating (metacognitive) strategies



- Emotion/motivational (affective strategies)
- Social strategies
- Memory strategies
- Cognitive strategies
- Compensation strategies (to compensate for limited knowledge)

Refer to appendix 2.14.11a for a full description of these strategies.

MacIntyre and Noels (1996) note that integrative motivation and language anxiety play a role in overall strategy use and the use of certain strategies, as well as the ratings of knowledge, effectiveness, difficulty, and anxiety caused by strategy use. Fifty language learning strategies have been cited by the participants in their study as useful in the foreign language classroom. The three most frequently used strategies are 'pay attention to L2 speakers', 'look for similar words in L1' and 'use synonyms'. These three strategies also receive among the highest ratings for knowledge and effectiveness, and among the lowest ratings of difficulty to use. The three least frequently used strategies are 'write feelings in a diary', 'give self rewards' and 'physically act out words'. The first two statements receive among the lowest ratings of knowledge, effectiveness, and anxiety, which was somewhat surprising. Two of these (write feelings in a diary and act out words) were also among the most difficult to use. For details of the fifty strategies, refer to appendix 2.14.11b.

It should be noted that 'giving self-award' is also one of the three emotional (affective) strategies suggested by Oxford (1990). The other two strategies identified by Oxford (1990) are 'anxiety-reducing' and 'self-encouragement.'

In their study, MacIntyre and Noels (1996) found that physically acting out words was not a frequently used strategy and anxiety appears to play a role. If the whole class was encouraged to act out words, as in the game of charades, anxiety may not be a problem as the whole class was involved. Though Foss and Reitzel (1988) noted that charades was regarded by some students (about 25% of students in their study) as anxiety-provoking, similar percentage of students (about 24%) have reported that charades made them feel comfortable if the whole class was doing it at the same time.

### **2.15 Use of the first language (L1) in the second language (L2) classroom**

Most teaching methods since the 1980s have adopted the Direct Method avoidance of the L1. Brooks (1964:142) states that 'Audiolingualism recommended rendering English (L1 in that context) inactive while the new language is being learnt'. Howatt (1984:289) highlights the 'monolingual principle'. Stern (1992:281) feels that 'many writers do not even consider cross-lingual objectives'. More recent ESL approaches such as the Communicative Approach and Task-based Learning do not promote the use of L1, but to minimise its use. Though the Grammar Translation Method has promoted the use of L1,

this method has little or no support.

Many linguists have stated that only the target language (TL) should be used in the classroom to facilitate teaching and learning. Ellis (1984:133) highlights the importance of using the TL only in the ESL classrooms by stating that 'in the ESL classroom,..... teachers sometimes prefer to use the pupils' L1 to explain and organise a task and to manage behaviour in the belief that this will facilitate the medium-centred (language-related) goals for the lesson. In so doing, however, they deprive the learners of valuable input in the L2'. Ellis' argument is supported by Chaudron (1988: 12) who claims that

'the fullest competence in the TL is achieved by means of the teacher providing a rich target language environment, in which not only instruction and drill are executed in the TL, but also disciplinary and management operations'.

When investigating teachers' attitudes to the use of the TL, Franklin (1990) notes that most teachers have insisted that only the TL be used as the medium of instruction in the language classroom. Atkinson (1993) states that the use of L1 is inappropriate when adopting a communicative approach in the classroom as the use of the mother tongue affects the promotion of authenticity because by definition, only interaction in the TL can ever be authentic. Scrivenor (1994:192) regards 'students using their own language' as a problem in the ESL classroom.

The widely held assumption that teachers and learners should only use the target language in the classroom has been challenged by second language learning researchers (for example, Cook, 2001; Holm and Dodd, 1996). As early as 1976, Wood, Bruner and Ross believed that the use of L1 helped students provide scaffolding devices to one another in their interaction. The natural approach promoted by Krashen and Terrell (1983) tolerates the use of limited L1 by learners not yet ready to produce the L2. Duff and Polio (1990) investigated how much TL was used in the foreign language classrooms at the University of California, Los Angeles. It was found that by allowing the students to ask questions in their L1, teachers could help reduce the level of anxiety in the classrooms. Auerbach (1993) reveals that allowing students to write drafts in their L1 does not harm the quality of their final papers written in L2 but reduces anxiety and enhances the affective environment for learning.

Anton and DiCamilla (1998) studied the use of L1 in the collaborative interaction of adult learners of Spanish who were native speakers of English. It was found that the use of L1 facilitated students to provide scaffolding help to one another. The use of L1 also helped externalising inner speech.

Cook (2001) points out that L1 has been used in alternating language methods that actively create links between L1 and L2, methods such as New Concurrent Method, Community



Language Learning and Dodson's Bilingual Method.

To conclude, there is literature for and against the use of L1 in the L2 classrooms.

## **2.16 SUMMARY**

Part B has reviewed concepts related to Chinese learning style, the preferred learning style of Chinese ESL learners in Hong Kong, wait-time, classroom practices such as questioning and group work, teacher behaviour that facilitates learning as well the use of the first language in learning a second/foreign language. The next chapter will discuss the methodology employed in the present study.

## Chapter Three

### METHODOLOGY

*People who write about methodologies often forget that it is a matter of strategy, not of morals, there are neither good or bad methods but only methods that are more effective under particular circumstances in reaching objectives on the way to a distant goal*  
(Hamons, 1949:330)

*Since SLA was a new, uncharted field, it was by no means highly likely how such investigation ought to be conducted. Many of its original research methodologies were consequently borrowed from first language acquisition research. Still others have come from education and other related disciplines.*  
(Larsen-Freeman and Long, 1991:10)

Although Hamons as well as Larsen-Freeman and Long made the above two <sup>quotations</sup> ~~quotes~~ at different times, in 1949 and 1991 respectively, they have both highlighted the point that the choice of methodologies is a matter of strategy rather than morals. The approach adopted by a particular piece of research should be best suited for the circumstances and the objectives of the research.

This chapter describes the methods employed in this study in investigating the second language learning speaking-in-class anxiety (SA) levels and its relationship to teacher behaviour and classroom activities among Chinese ESL learners in a university in Hong Kong. It will first describe the reasons for having included students as respondents and the details of the student respondents involved. Next, the debate related to quantitative and qualitative methodologies in ESL research will be highlighted, followed by a discussion of the strength of the research design of the present study because it has employed both quantitative and qualitative approaches. Then, the research design will be

introduced, followed by a detailed description of and justification for each of the research techniques employed. The final section explains how the pilot studies and the main study were carried out, followed by a summary for the whole chapter.

### **3.1 RESPONDENTS**

This section will first outline some reasons for having included students as respondents, followed by some details of the respondents.

Second language acquisition researchers (for example, Seliger and Long, 1983) have suggested that students' perception is important in the study of affective factors such as attitudes, motivation and anxiety. O'Malley's (1985a) experience has also supported this claim. In their study of learning strategies, they discovered that they had considerable success in identifying learning strategies when they interviewed the learners. They had less success when they interviewed the learners' teachers and very little success in identifying strategies based on the researchers' observation. In the first book on second language learning anxiety, Price (1991:108) also states that 'as we [teachers] design courses and plan classroom activities, it is important that we keep our students in mind and use their insights and impressions to help us in the decision-making process.'

A detailed description of the population and setting involved in the pilot and main studies can be obtained in chapter one. As all student respondents were first year undergraduates, below is a brief account of the profile of this group of students in general.



### **3.1.1 Profile of the first year undergraduates**

In 1998, there were 1360 first-year undergraduates in University X. According to a survey conducted by the General Administration Office on first year undergraduates, there were 497 males and 863 females. Their average age was 19.5 years old. The ratio of male to female students was 1:1.74. Their average age was 20.0. Relatively high portions, around 25.3% of the students were Christians. Almost all (98.3%) were Chinese and permanent residents of Hong Kong, with 86.9% of them being locally born. The majority of them (96.1%) indicated that their families have no plans to emigrate. Only a small portion of the students had attended some courses at the post-secondary level before they were admitted to this university, with slightly less than half of them at the degree level. 53.9% of the students showed an intention to pursue a higher degree, 23.5% of whom wished to obtain a doctoral degree and 76.5%, a master's degree.

All Hong Kong local people learn English as their second language since kindergarten. Some can be as young as 2 years 8 months old when they first learn English. Hong Kong is adopting a nine-year compulsory education policy (six-year primary education and three-year lower secondary education), meaning that all children under age 15 have to attend schools till Form three. As English is a compulsory subject in all primary and secondary schools in Hong Kong, it means that all first-year undergraduates in University X will have learnt English for at least thirteen years ( six-year primary and seven-year secondary education).

### **3.1.2 Selection of student respondents**

All student respondents are first year university students taking the compulsory Bridging Course, English for Academic Purposes Courses or Business English Course. They were chosen because most American based research (for example, Aida, 1994; Cheng, 1998;



Gardner and McIntyre, 1993; Horwitz et al, 1986; Saito and Samimy, 1996 and Young, 1990) and most Asian based research (for example, Truitt, 1995 and Yang, 1992) on second language learning anxiety was also conducted among first year university students and their results and findings would then be comparable with the present study. All student respondents were randomly selected by taking the odd numbered students of each teacher's class list.

### **3.2 QUALITATIVE VERSUS QUANTITATIVE METHODOLOGIES**

In the past, some second language acquisition (SLA) researchers believed that there were fundamental clashes between the quantitative and qualitative approaches. For example, Rist (1977:43) explains that 'ultimately, the issue is not research strategies *per se*. Rather the adherence to one paradigm as opposed to another predisposes one to view the world and the events within it in profoundly different ways.'

As early as 1979, Reichardt and Cook (p.10) provided a useful summary of the attributes of the qualitative and quantitative paradigms, which is replicated here as Table 3.2.

*Table 3.2 A useful summary of the attributes of the qualitative and quantitative paradigms (Reichardt and Cook, 1979 as quoted in Larsen-Freeman and Long, 1991)*

<i>Qualitative Paradigm</i>	<i>Quantitative Paradigm</i>
Advocates the use of qualitative methods	Advocates the use of quantitative methods
Phenomenonology and verstehen: 'concerned with <i>understanding</i> human behavior from the actor's own frame of reference'	Logical-positivism: ' seeks the <i>facts</i> or <i>causes</i> of social phenomena with little regard for the subjective states of individuals'
Naturalistic and uncontrolled observation	Obtrusive and controlled measurement
Subjective.	Objective.
Close to the data; the 'insider' perspective	Removed from the data; the 'outsider' perspective
Grounded, discovery-oriented, exploratory, expansionist, descriptive, and inductive	Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetico-deductive
Process-oriented	Outcome-oriented
Valid; 'read', 'rich', and 'deep' data	Reliable; 'hard' and replicable data
Ungeneralizable; single case studies	Generalizable; multiple case studies
Holistic	Particularistic
Assumes a dynamic reality	Assumes a stable reality

They also state that there are two implications for research when related to the summary. First, it is assumed that if researchers subscribe to one paradigm over the other, they must use different methods of inquiry. Second, the paradigms are assumed to be inflexible so that one can only choose between the two. It is highly likely that the above implications are too rigid because the two methods are regarded as the distinct elements.

However, recent SLA method researchers (for example, Larsen-Freeman and Long, 1994; Mitchell and Myles, 1998; Nunan, 1999) have stated that the present trend in SLA research methodology makes a combination of both approaches possible and preferable because triangulation can be achieved. This explains why the present study has incorporated both approaches. The next section will discuss the research design of the present study.

### 3.3 THE RESEARCH DESIGN

This section will present the research questions and examine the data collection techniques employed in the study. Some indication of the way in which data was collected will also be discussed.

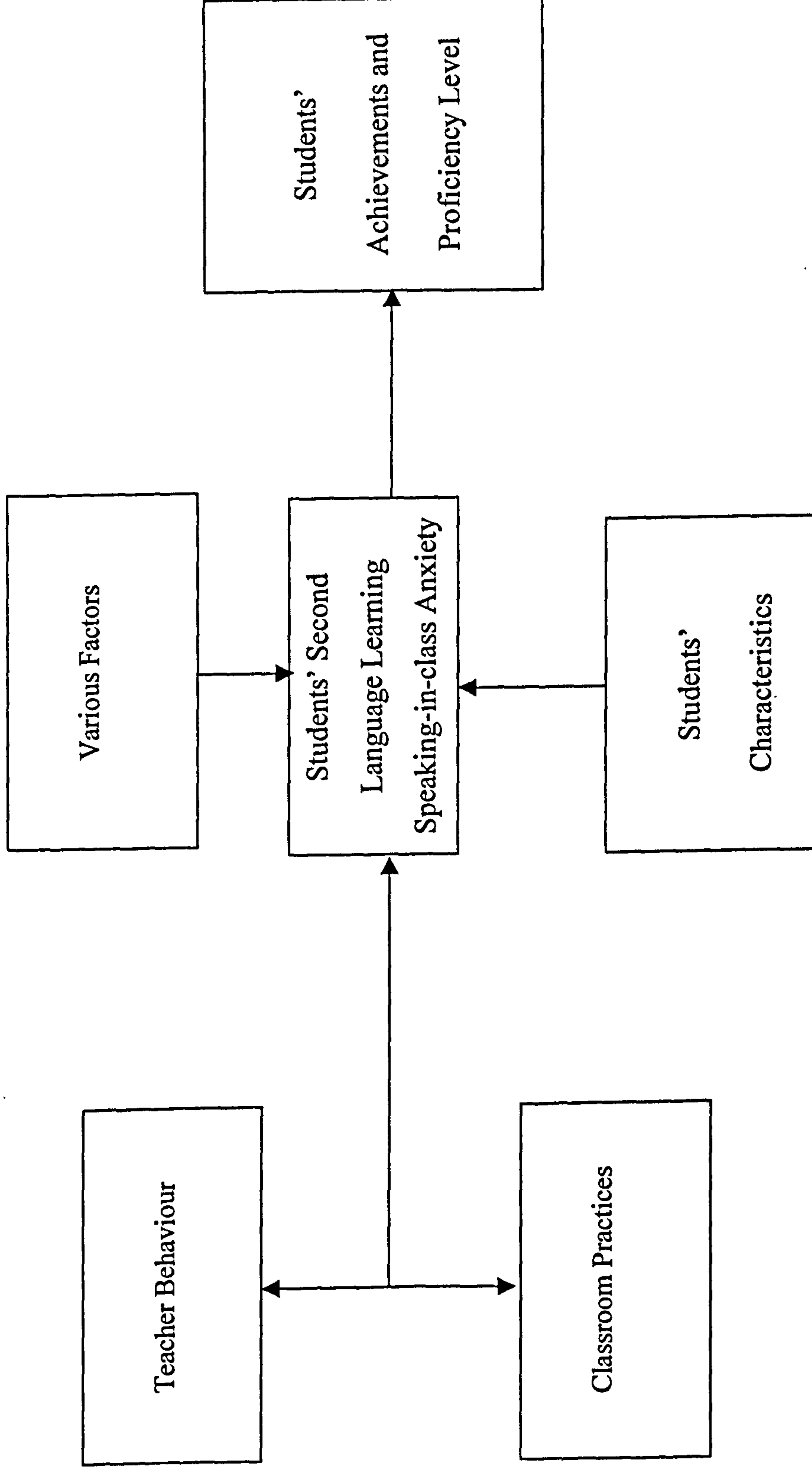
Research findings investigating the relationship between second language learning speaking-in-class anxiety (SA) with teacher behaviour and classroom practices are relatively scarce (Mak and White, 1997; Truitt, 1995). Although some researchers (for example, Daly, 1991; Dunn, 1996; Kitao, 1995; Young, 1994) have suggested some means to reduce second language learning speaking-in-class anxiety, there is no documentation on the effectiveness of these methods. Besides, students' opinions are usually not included. The present study aims to bridge this gap by focusing on the relationship of instructor behaviour and classroom practices with ESL second language learning speaking-in-class anxiety. The six research questions are as follows:

1. What are the factors contributing to students' second language learning speaking-in-class anxiety?
2. Is there any correlation between the level of second language learning speaking-in-class anxiety and language proficiency?
3. Do students' oral grades affect their overall language grades in the AS Use of English examination?
4. Is there a relationship between sex of students and their second language learning speaking-in-class anxiety?
5. Is there a relationship between students' major and their second language learning speaking-in-class anxiety?

6. What kinds of classroom activities and teacher behaviour would help reduce second language learning speaking-in-class anxiety?



Figure 3.3 The conceptual framework on research design



The following section describes briefly the methodology employed to gather data for each research question. Elaboration on the appropriateness of the types of instrument and methodology mentioned below will be discussed in section 3.5.

### **Research Question 1:**

*Question 1: What are the factors contributing to students' second language learning speaking-in-class anxiety?*

#### **Methodology**

- Interviews
- Questionnaire
- Discussion

### **Research Questions 2, 3, 4 and 5:**

*Question 2: Is there any correlation between the level of second language learning speaking-in-class anxiety and language proficiency?*

*Question 3: Do students' oral grades affect their overall language grades in the AS Use of English examination?*

*Question 4: Is there a relationship between sex of students and their second language learning speaking-in-class anxiety?*

*Question 5: Is there a relationship between students' major and their second language learning speaking-in-class anxiety?*

#### **Methodology**

- Questionnaire

## Research Question 6

*Question 6: What kinds of classroom activities and teacher behaviour would help reduce second language learning speaking-in-class anxiety?*

### Methodology

- Experiment
- Comparison of Data gathered from Pre-and-post Experiment
- Questionnaires
- Participant Observation
- Interviews
- Classroom Activity Records
- Audio Recording
- Comparison of Oral Grades before and after the Experiment

### **3.4 STRENGTHS OF THE RESEARCH DESIGN OF THE PRESENT STUDY**

This section will first describe the importance of triangulation and how triangulation is achieved in the present study. It will then discuss briefly why a combination of qualitative and quantitative approaches was adopted.

#### **3.4.1 The importance of triangulation and how triangulation is achieved in the present study**

In social sciences, the use of triangulation can be traced back to Campell and Fiske (1959) who developed the ideas of 'multiple operationalism'. They argued that more than one method should be used in the validation process to ensure that the variance reflected that of the trait and not of the method. This kind of triangulation was labelled by Denzin (1986:302) as the 'between (or across) method' type.

As early as 1979, triangulation was employed in the study of anxiety. Jick (1979) tried to document and examine the sources and symptoms of anxiety, the individual experiencing it and its impact on the functioning of a newly merging organisation. Data were collected over a period of 14 months which incorporated multiple viewpoints and approaches: both feelings and behaviour, direct and indirect reports, obtrusive and unobtrusive observation. A wide-range of methods was used to tap a variety of anxiety dimensions.

There were many 'standard' features in Jick's study. For example, questionnaires were distributed to a random sample of respondents. They contained a combination of standard and new indices related to stress and strains. A subsample of respondents was selected for the purposes of semi-structured, probing interviews.

The questionnaire also included items related to the symptoms of anxiety as well as projective measures which were developed to be indirect, non-threatening techniques. Respondents also indicated their anxiety in the form of self-reports.

These various techniques and instruments generated rich and comprehensive data for anxiety and job insecurity in Jick's study. Self-reports, interviews, and co-worker observations reflected a range of perceptions –some qualitatively described while others quantitatively represented. In turn, behavioural and objective data collected through unobtrusive measures complemented the other data.

According to Jick (1979), triangulation has many advantages. First, the multi-method allows researchers to be more confident of their results. It also helps to uncover the deviant or off-quadrant dimension of a phenomenon. Divergent results from multi-

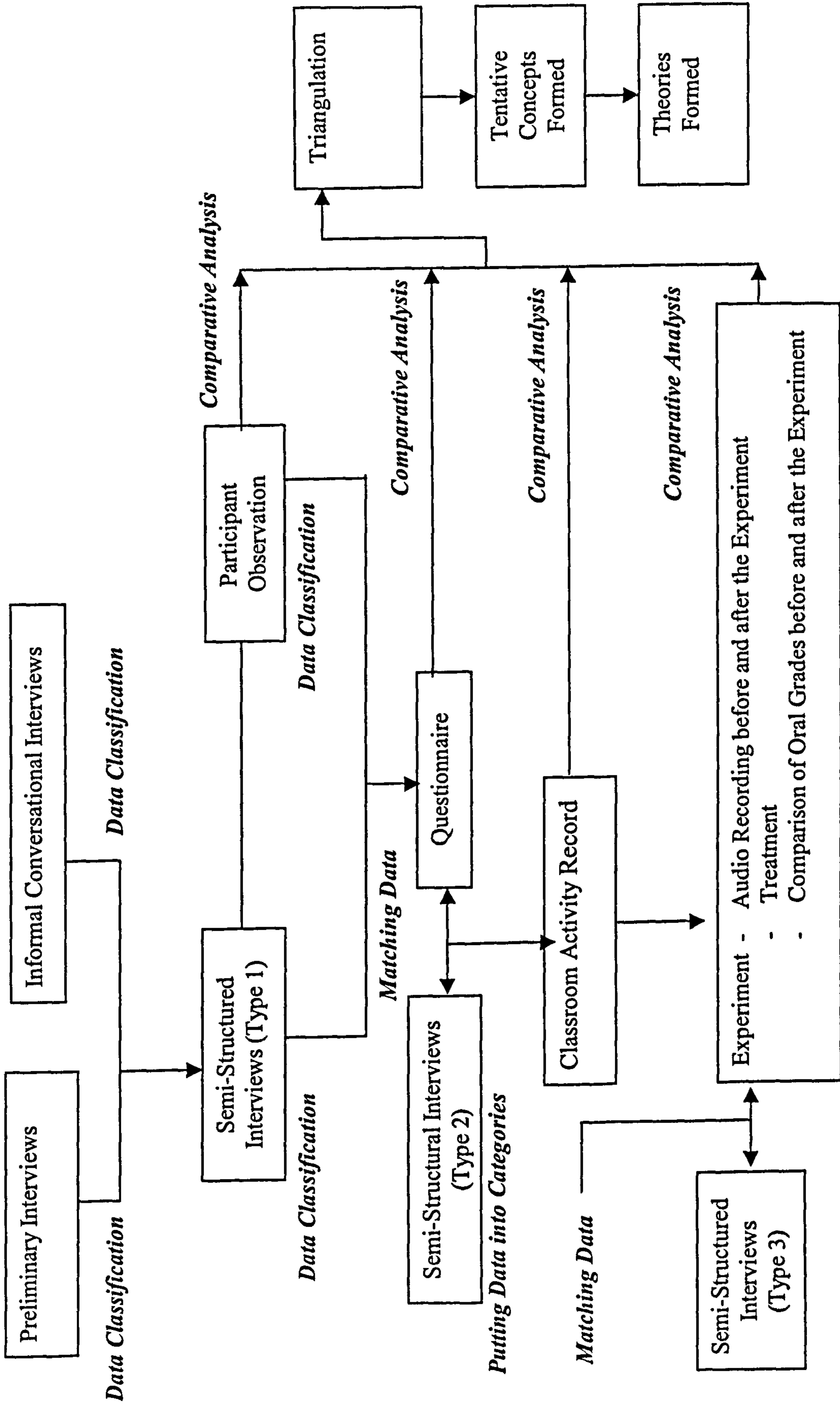


methods can lead to an enriched explanation of the research problem. Another advantage is that triangulation may also serve as a critical test, by virtue of its comprehensiveness, for competing theories.

Denzin (1986) identified four types of triangulation, namely data triangulation (involving time, space, and persons), investigator triangulation (consisting the use of multiple, rather than single observers), theory triangulation (including the use of more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (using more than one method). Employing all these four types of triangulation is called multiple triangulation.

In the present study, multiple triangulation is used and Figure 3.4.1 describes the data analysis process, through which multiple triangulation can be achieved in the present study.

Figure 3.4.1 Data analysis process (How triangulation can be achieved)



### **3.4.2 A combination of qualitative and quantitative approaches**

In order to validate the data collected, the present study has employed both the qualitative and quantitative approaches to ensure triangulation which is the application and combination of several research methodologies in the field of the same phenomenon. The diverse methods and measures combined will be discussed in detail in section 3.5 below because they relate to the specified way the theoretical constructs are under examination in the present study.

Various methods have been employed to investigate second language learning anxiety. Some research findings have relied solely on quantitative data collected through surveys and questionnaires (for example, Aida, 1994; Cheng et al, 1999; Ghadassy, 1997; Horwitz et al, 1986; Saito, 1996; Truitt, 1995; Young, 1994) while others have collected qualitative data through interviews (for example, Koch and Terrell, 1991; Mak and White, 1997; Price, 1991) and diary entries (for example, Bailey, 1983). Very little research has tried to employ both the qualitative and quantitative methods in the study of second language learning anxiety.

The investigator and White (Mak and White, 1997) have tried to bridge this gap by collecting both quantitative and qualitative data in a study of the sources of second language learning speaking-in-class anxiety (SA) among Chinese ESL students in New Zealand secondary schools. The relative importance of a number of sources of SA (educational, social and cultural characteristics of Chinese learning style) was investigated by means of interviews and a ranking exercise. In addition, a questionnaire and classroom observation session explored the sources of second language learning speaking-in-class anxiety in relation to certain classroom practices, such as questioning, voluntary speaking and pair work. Results indicated that the language distance between



Chinese and English contributed strongly to second language learning speaking-in-class anxiety among Chinese ESL students. Within the classroom, placing too much emphasis on voluntary speaking, insufficient preparation for speaking and fear of negative evaluation were important sources of second language learning speaking-in-class anxiety.

In order to tap ideas from different sources and perspectives, the data collection techniques used in the present study are a combination of widely used anxiety research methods (for example, interviews, questionnaire, discussion and comparison of oral grades) and new ones (for example, comparison of data gathered from pre-and-post experiment questionnaires, participant observation and classroom activity record).

The present study has collected data from students with the hope that first hand information could be generated in the research findings. It also aims to expand on previous second language learning anxiety research and find out means to encourage active student oral participation in a language class through preferred in-class practices and instructional behaviors.

A number of instruments were used to collect data for the research questions including both quantitative (by means of questionnaires, experiment, classroom activity records, audio recordings and pre-and-post-experiment oral grades) and qualitative (by means of different types of interviews, discussion and participant observation) methods in the present study.



### 3.4.3 Issues related to confidentiality and anonymity

As Fitzgerald (1992:30) pointed out,

‘The overriding concern of the participants was the maintenance of confidentiality. They did not want their school, or they themselves as individuals, identified’

Thus, in order to gain trust and support from all parties concerned during the process of the study, the researcher informed all student respondents and the teachers involved of the rationale for the research. They were free to join in or leave. In order to give them appropriate assurances of anonymity, the researcher made the following guarantees to the student respondents and the teachers involved:

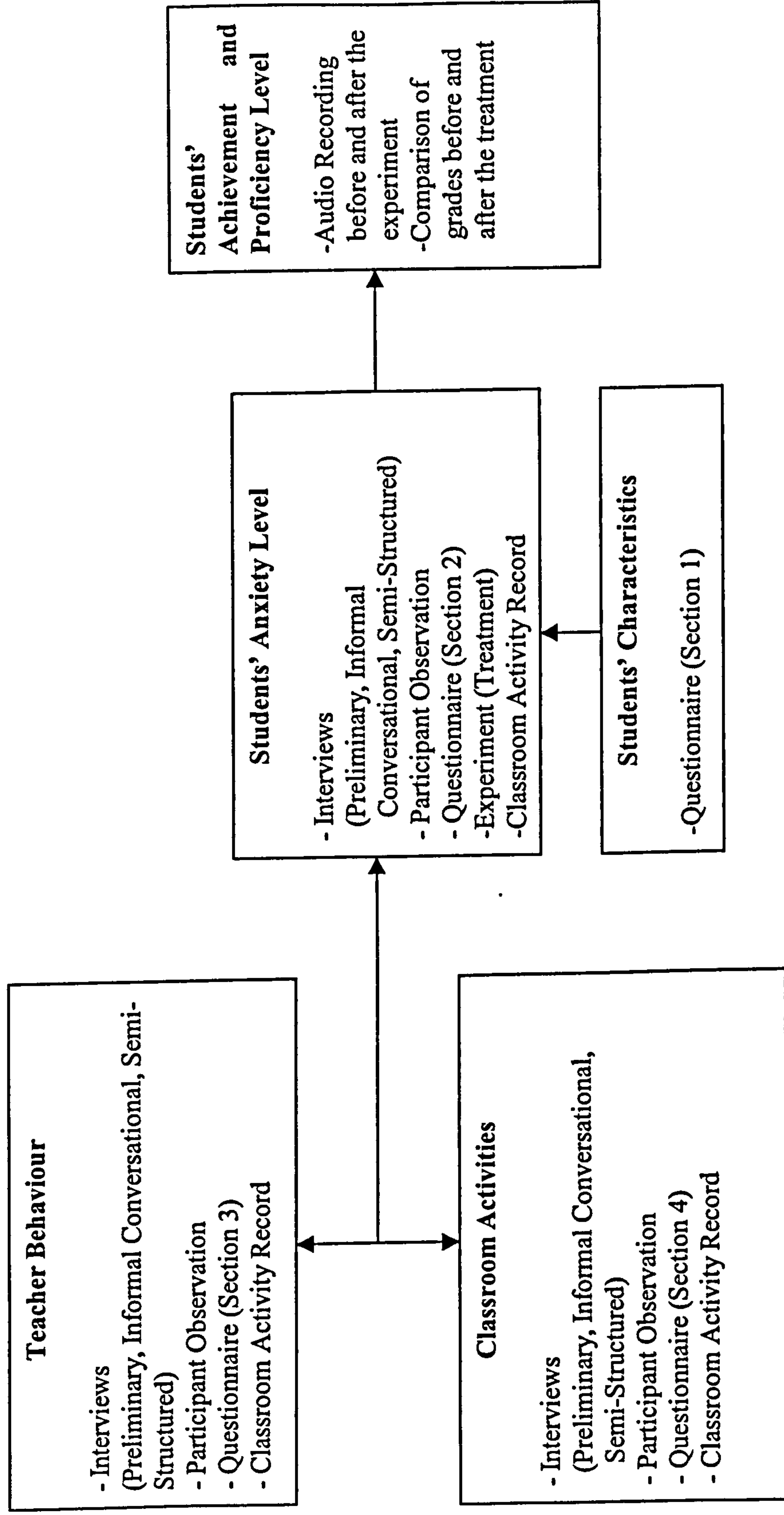
- a. All information obtained and its source will be treated confidentially and will not be passed from one person to another.
- b. Fictitious names will be used to preserve the anonymity of the university and the people involved so that neither the university nor any individual involved will be identified.

The researcher kept all these guarantees in mind throughout the whole process of the research and was very cautious neither to divulge sources of information nor to pass information from one person to another. When naming people or places, fictitious names were used. For example, the present study was undertaken at ‘University X’ which is not the real name of the university. By so doing, the anonymity of the university and the people could then be preserved and neither the university nor any individuals involved in the present study will be identified.

### **3.5 DATA COLLECTION TECHNIQUES**

This section will first present a summary of the research techniques and the types of data collecting instruments involved by means of figure 3.5. Next, each data collection technique will be examined in detail.

Figure 3.5 A summary of research techniques and data collecting instruments



### 3.5.1 Preliminary interviews

The preliminary interviews with fifteen randomly selected students (A number was allocated to each student in five classes with a total of 114 students. Fifteen numbers were picked and these students were asked to participate in the interviews) were conducted either at lunch time or after school in an informal and relaxed way. Care was taken to ensure that the atmosphere was as non-threatening as possible. It was explained to the student respondents that the focus of the study was to find out how they felt about learning and speaking English in the classroom. It was emphasised that this did not involve the assessment of their English skills and that participation was voluntary. Three trained student helpers interviewed them so that rapport could be established. This should have reduced bias due to the presence of the researcher (a lecturer). Each trained student helper had their first interview with the researcher who also acted as one of the two interviewers. Records were compared afterwards to ensure standardisation and reliability between interviewers.

The purposes of these preliminary interviews were to have a feel of students' second language learning anxiety and build up a sense of trust and confidence among student respondents and the interviewers. They were essentially exploratory.

They were given the guarantee that the information obtained from them would be kept anonymous and confidential and is for research purposes only. The purpose of the study was explained to them and they were assured that there was no intention to intrude <sup>upon</sup> their <sub>^</sub> privacy in terms of classroom activities and teacher behaviour. The information would not be used for evaluation of their teachers' performance.



### **3.5.2 Informal conversational interviews**

Besides immersing herself in the university life and observing language events and activities, the researcher also actively engaged herself in informal conversational interviews with as many respondents as possible. The researcher had casual chats with student respondents she met in the university grounds during breaks, lunch time and university functions.

The informal conversations entail no control. They were actually an integral part of ongoing participant observation (McMillan and Schumacher, 1993; Patton, 1990). It was different from passive observation in that it was interactive and the informants spoke to the researcher.

In these informal conversations with the respondents at the university, there were neither predetermined questions to be asked nor topics to be addressed. The conversations followed the natural flow of an interaction and the contents of conversations involved almost every aspect of ESL learning.

Hence, the informal conversations with the respondents helped the researcher to build rapport and to gain support from the respondents for the researcher to collect data. These data were recorded in a list derived from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986). The researcher put a tick against each of the thirty-three items stated in the FLCAS. Other ideas were recorded as well to form the basis of the questionnaire. This explains why there are thirty-nine items in section two of the questionnaire instead of thirty-three as suggested by Horwitz et al (1986) when students are asked about their anxiety level. For each item, the more ticks there were, the more anxious the student respondents felt. Refer to section and appendix

2.8.3c for details of the FLCAS. A more important use of these informal conversations with the respondents was to gain a better understanding of the language life of the university from the perspective of the respondents.

But the weakness of informal conversational interviews comes from the fact that the data gathered would be different for each person interviewed. Thus, it required a greater amount of time to collect systematic information and the data obtained were difficult to 'pull together' and analyse (Patton, 1990). In order to address this weakness, semi-structured informant interviews were also conducted.

### **3.5.3 Semi-structured interviews**

The interview is one kind of qualitative method that has been widely used in many fields (for example, education) but not in the study of second language anxiety until recent years. However, more recent second language learning anxiety research (for example, Koch and Terrell, 1991; Mak and White, 1997 and Price, 1991) has employed this method and found that interviews are useful both to obtain a subjective description of the interviewee's own experience and to investigate specific questions of interest to the researcher.

Three types of semi-structured interviews were conducted in the present study. The first type was carried out before the administration of the questionnaire as they helped to gather information that formed the basis of the questionnaire while the second type of interview was conducted after the analysis of the questionnaire to explore further the data collected. They serve to validate information provided by student respondents in the questionnaire. For details related to how these interviews were carried out, refer to section b below. The third type of interviews was conducted during the experiment to

ensure that detail recorded by the teacher and student respondents involved in the experiment are a true reflection of the classroom activities. Each type of interview will be described in greater detail in the following sections.

***a. Type One (Conducted before the questionnaire was formulated)***

Fifty student respondents were interviewed before the questionnaire was formulated. There are two purposes for this type of interview. The first aim was to collect information related to second language learning anxiety that would form the basis for the questionnaire from the student perspectives. A further aim of the interview was to gauge how readily students would identify with and respond to questions about second language learning anxiety. Trained student helpers conducting these interviews attended regular briefing and sharing sections with the researcher to ensure quality output. They were asked to work in pairs and compare their data to improve the reliability.

The first step in conducting the interviews was to obtain a pool of students who were identified as anxious about their English class and were willing to be interviewed. Though bias may exist, it was believed that these student respondents would be more willing to share their feelings in terms of second language learning anxiety than others as they had approached their English teachers for help in terms of second language learning anxiety. The fifty respondents were recruited in several ways:

1. An informal questionnaire was developed and administered to several lower proficiency classes. The questionnaire contained some questions about students' reactions to English classes, including several questions concerning anxiety. Those students who scored high in the anxiety level were invited to participate in the interviews.



2. Former students of the researcher who had at times expressed concerns about English learning anxiety were also contacted.
3. Other English teachers were asked to make referrals of students who appeared to be highly anxious in the English class.

These fifty student respondents were required to answer six questions orally in the interviews held during lunch time or after school. A tape recorder was used to record the whole interview for subsequent data analysis purpose. Student respondents were informed of the presence of the tape recorder. However the tape recorder was placed at a corner in order to reduce their anxiety level because the physical presence of recorders has been proved to be anxiety provoking (Gardner and McIntyre 1992b). These six questions were:

1. What is it like to be an anxious English language student?
2. What aspects of English language class cause the greatest anxiety?
3. What causes certain students to experience high levels of English language anxiety?
4. What role does the instructor play in the anxiety level experienced by English language students?
5. What kinds of instructor behaviour would reduce students' second language learning speaking-in-class anxiety?
6. What do anxious learners believe would make English language learning less stressful for them?

(Adapted from Price, 1991)

All student respondents were given a choice to use either/both English or / and Chinese in the interviews. 96% (48 out of 50 students) have opted for the use of Chinese while only 4% (2 out of 50 students) preferred to use both English and Chinese. None of the



student respondents used English. Their choice of language in the interviews could be due to the fact that they felt more at ease when communicating with others in their first language. Their mode of preference also shed some light on the language used in the questionnaire.

***b. Type Two (Conducted after the pre-experiment questionnaire was analysed)***

After the pre-experiment questionnaires were administered and analysed, a total of fifty student respondents were interviewed. They were voluntary and were among those who had filled out the questionnaire. They were identified because they had indicated their willingness to participate in the interviews when they were filling out the questionnaires. All interviews were held at lunchtime and the respondent's first language was used. The purpose of the interviews was to tap ideas on the kinds of teacher behaviour and classroom practices that reduce second language learning speaking-in-class anxiety from different perspectives. This combined approach of the earlier quantitative study (through the use of the questionnaire) and the qualitative data collected from the interviews constitute a form of investigative triangulation, which provides the present study with an improved perspective of the factors involved in second language learning anxiety.

During the interviews, the respondents were shown the kinds of teacher behaviour and classroom practices indicated by student respondents in the questionnaire as non-threatening in the learning of English in the language classroom. They were asked if they agreed or disagreed and to state their reasons.

Typical questions asked during the interviews with students were as follows:

1. Are you anxious in an English class? Why or Why not?

2. What kinds of classroom practices would help lower your English learning anxiety? (For those reluctant respondents, they were shown a list derived from the result of the questionnaire.)
3. Do you think that these kinds of teacher behaviour in the classroom help reduce your English learning anxiety? (They were shown a list derived from the result of the questionnaire.)
4. What do you think are the most anxiety provoking activity and teacher behaviour in an English class? Please name at least three for each category.
5. If you were allowed to use some Chinese in an English class, would you feel more relaxed?

All interviews were held after class in a relaxing way. Trained student helpers interviewed the students. Trained student helpers conducting these interviews attended regular briefing and sharing sections with the researcher to ensure quality output. They were asked to work in pairs at the beginning and compare their data for quality assurance and reliability purposes.

*c. Type Three (Conducted during the experiment period)*

This type of interview was conducted during the experiment. The teacher and five students of the experimental groups were interviewed every week either by the researcher or trained student helpers in order to make sure that both teacher and students knew how to fill in the Classroom Activity Record (refer to section 3.5.6 for a full description of this instrument) and that the records were a true reflection of the real classroom situation.

Phenomenographic analysis was also carried out. Phenomenography aims to reveal qualitatively the different ways in which people experience or conceptualize various phenomena in the world around them. In this project, the phenomena refer to the second language learning speaking-in-class anxiety. This favoured research method is a type of clinical interview, which probes deeply into how each subject perceives the phenomena of interest. In this project, the subjects interviewed were the teachers and students in the experimental group. When analysing the interview transcripts, the researcher looked for consistencies and differences primarily across rather than within the subjects' responses. In this way, the researcher was able to 'visualise' what kinds of instructor behaviour and classroom practices took place in the classroom without participating or 'intruding' into the privacy of the teacher and student respondents by being physically present in the classrooms

The ultimate aim of this phenomenographic analysis was to come up with descriptions of conceptions. In this project, the conceptions are about second language learning anxiety. The description of these conceptions has been useful for offering further support and qualitative explanations for the quantitative data computed.

#### **3.5.4 Questionnaire**

The questionnaire format was chosen because it had been widely used in anxiety research (for example, Aida, 1994; Cheng et al, 1999; Ghadassy, 1997; Horwitz et al. 1986; Koch and Terrell, 1991; Mak and White, 1997; Gardner and MacIntyre, 1993; Young, 1990. Refer to sections 2.6 and 2.7 for a full description of these studies)

There are six sections in the respondents' questionnaire which was piloted three times before the main study was carried out. For ease of reference, the following description



of the questionnaire is based upon the one used in the main study. Refer to appendices 3.1 and 3.2 for the English version and 3.3 for the Chinese version used in the first two pilot studies. Appendix 3.4 is the English version used in the third pilot and the main study while appendix 3.5 is the Chinese version used in the third pilot and the main study.

As students have shown their preference for Chinese in the interviews and in order to guarantee that the student respondents understand the questionnaire, the English version of the questionnaire was translated into Chinese. There are two measures to ensure that the translation is appropriate. First, after an experienced bilingual language teacher had translated the student questionnaire from English into Chinese, it was back translated into English again by another bilingual language teacher. It was found that the final English version was the same as the original questionnaire, implying that the translation was well done. Second, ten students who attained grade D in the AS Use of English were asked to fill out both the Chinese and English versions. This group of students was chosen to ensure that they had the language ability to understand the English version. It was found that their answers in both versions corresponded to each other. Thus, it can be concluded that the translation is appropriate.

The student respondents were requested to fill out the questionnaires during their English class. The student respondents were identified in terms of the majors in the main study.

There are six sections in the questionnaire and each section will be described briefly in the following sections.



*a. Section one (Demographic details and language proficiency of student respondents)*

Five questions are included in this section. Questions one to three aim at eliciting demographic details of the respondents while question four asks the respondents to have a self-evaluation of their proficiency of Chinese (L1) and English (L2). Question five requests student respondents to provide a detailed breakdown of the grades they attained in the Hong Kong Advanced Level AS Use of English paper.

This section was analysed by using the SPSS procedures. A full description of the results will be presented in section 4.1

*b. Section two (Anxiety level)*

There are thirty-nine items. Each of the items is a statement that is intended to find out the factors for second language learning anxiety. The first thirty-three items were adapted from the Foreign Language Class Anxiety Scale (FLCAS) (Horwitz et al, 1986) (Refer to Section 2.8.3c for a full description of this scale). Items 34 to 39 were added on by the researcher based on information elicited from the respondents in the interviews and her own experience as an English teacher for many years. Horwitz et al's (1986) FLCAS contains thirty-three items, each of which is answered on a five-point Likert scale. In the present study, the five-point Likert scale was used in the pilot study but was then modified to a four-point scale in the main study. (Refer to section 3.6.1 for details of the pilot study.

In the main study, all the items in this section were answered on a four-point scale: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. A respondent's endorsement in 'strongly agree' was equated with a numerical value of four, 'agree' was three,

'disagree' was two and 'strongly disagree' was one. Missing responses were equated to zero.

For each student respondent, summing his or her ratings of the thirty-nine items derived an anxiety score. When the statements were negatively worded (statements 2, 5, 8, 11, 14, 18, 22, 28, 32, 34 and 38), responses were reversed and recoded to ensure that in all instances, a high score represented high anxiety in the English class. The theoretical range of the FLCAS was from thirty-three to 132 and that for the whole section two in the present study was 39 to 156.

The thirty-nine items can be grouped into 12 categories as shown in Table 3.5.4b:

*Table 3.5.4b Categories for section two of the questionnaire*

	Categories	Items
A.	<b>Speech anxiety</b>	1, 4, 9, 18, 24, 27, 29, 33, 35
B.	<b>Fear of negative evaluation</b>	2, 3, 12, 13, 16, 20, 31, 36, 38
C.	<b>Test anxiety</b>	2, 6, 8, 10, 21, 22
D.	<b>Fear of failing of the English Class/Consequences of personal failure</b>	10, 22, 25, 26
E.	<b>Attitudes towards the English class</b>	5, 11, 17, 28, 30
F.	<b>Speaking with native speakers</b>	14, 32
G.	<b>Voluntary speaking</b>	19, 39
H.	<b>Negative self-evaluation</b>	7, 23
I	<b>Mistake correction</b>	
	a. by teacher	15, 19, 34
	b. by peers	31, 36
J.	<b>Wait-time</b>	37
K.	<b>Use of Chinese</b>	39
L.	<b>Speaking with no preparation in advance (Exposure without preparation)</b>	9, 33, 35

Remarks: Some items can be put under two categories. For example:

- Item 2 for both 'Fear of negative evaluation' and 'Test anxiety'
- Item 9 for both 'Speaking with no preparation in advance' and 'Speech anxiety'
- Item 10 for both 'Text anxiety' and 'Fear of failing the English class'
- Item 39 for both 'Voluntary speaking' and 'Use of Chinese'

*c. Section three (Teacher behaviour that encourages English speaking in the class)*

Previous research indicates that different teacher behaviour might affect the second language learning anxiety level of the students (for example, Aoki, 1999; Ehrman and Dornyei, 1998; Pemberton et al, 1996; Price, 1991; Wright, 1987).

This part of the questionnaire asked the student respondents to indicate how important they think some elements related to teacher behaviour are in encouraging them to speak in their English class.

There are ten groups of elements, each focusing on one aspect of teacher behaviour. The respondents were not told of the heading for each group in the main study in case they guessed what kinds of results the researcher would prefer and that might affect their choice. The heading for each group of elements is presented below in Table 3.5.4c.



*Table 3.5.4c Headings for the ten types of teacher behaviour stated in section three of the questionnaire*

Group A	Teacher's personal manners
Group B	General professionalism of teachers
Group C	Specific help given by teacher to improve students' spoken English
Group D	Helping students to build up their confidence
Group E	Mode of assessment
Group F	Attitudes towards mistakes
Group G	Preparation in advance
Group H	Speaking in front of the class
Group I	Being allowed to use some Chinese
Group J	Wait-time

The elements indicated by student respondents as 'most important' in promoting the speaking of English in an English class were ranked according to their frequency. As a result, a list could be made up and that forms the Classroom Activity Record which is the basis of the treatment in the experiment. (The treatment is that the teacher would perform more the kinds of preferred teacher behaviour and would carry out more of the kinds of preferred classroom activities identified by student respondents in the questionnaires as effective in lowering students' second language learning speaking-in-class anxiety when teaching the experiment group.) Refer to section 3.5.6 for a full description of the Classroom Activity Record.

*d. Section four (Classroom activities that encourage speaking of English in the class)*

Previous research indicates that different in-class practices appear to cause various degrees of second language learning anxiety (for example, Koch and Terrell, 1991; Mak and White, 1997; Young, 1990). The purpose of this section is to get some ideas as how often certain kinds of activities take place in an English class and how the respondents feel about these kinds of activities. As it is not practical, if not at all impossible, to conduct classroom observations, this part of the instrument would serve as a compromise as it helps to gain insights into how the 'educational events' of the language classroom are enacted.

This part of the questionnaire asks the student respondents first to rate their level of anxiety when called on to participate in a number of classroom activities and second how often those activities happen in their English class. Based on the activities suggested by Koch and Terrell (1991), Mak and White (1997), Young (1990) and the researcher's own observation as an ESL teacher, the list was developed. The list is neither exhaustive nor reflective of any specific second language teaching method.

Twenty-five common language activities are listed in this section. It was hoped that two kinds of information could be elicited.

● *Part A*

Each of the activities is ranked on a four-point scale, ranging from 'very anxious', 'moderately anxious', 'moderately relaxed' to 'relaxed'. A respondent's endorsement in 'very anxious' was equated with a numerical value of four; 'moderately anxious' was three, 'moderately relaxed' was two and 'relaxed' was one.

The twenty-five activities would be arranged by anxiety level by means ranging from 'very anxious' to 'very relaxed' when analysed.

● *Part B*

Each of the activities was ranked on a four-point scale as how often they happen in the English class, ranging from 'nearly all the time', 'a lot', 'not very much' to 'hardly any or none'. A respondent's endorsement in 'nearly all the time' was equated with a numerical value of four, 'a lot' was three, 'not very much' was two and 'hardly any or none' was one.

The twenty-five activities were arranged by frequency in the English language by means, ranging from 'nearly all the time' to 'hardly any or none'.

Table 3.5.4d shows the groupings when the twenty-five activities are categorised into various headings

*Table 3.5.4d Categories for section four of the questionnaire*

	<b>Categories</b>	<b>Items</b>
A.	<b>Test anxiety</b>	16
B.	<b>Mistake correction</b>	
	<b>a. by teacher</b>	18, 19
	<b>b. by peers</b>	17
C.	<b>Speaking with no preparation in advance (Exposure without preparation)</b>	2, 6, 21, 22
D.	<b>Speaking with preparation in advance (Exposure with preparation)</b>	
	<b>a None</b>	1, 2, 3
	<b>b In pairs</b>	7
	<b>c In groups of 3 or 4</b>	4, 5
	<b>d Alone after the teacher</b>	5
	<b>e With the whole class after the teacher</b>	2
	<b>f In their own seats to the whole class</b>	23
	<b>g In front of the class</b>	8 (reading), 9 (writing)
	<b>h In front of the class</b>	10, 11, 13, 25

When analysed, anxiety level and frequency of the twenty-five activities were arranged by means. Refer to section 4.8.3 for a full description of the analysis.

*e. Section five (Indication of anxiety level by percentage)*

There are eight items in this section, all related to certain kinds of class practices or teacher behaviour. Student respondents were asked to indicate their anxiety level when asked to speak in English in an English class when those kinds of activities or behaviour took place. The scale ranges from 0 (very low) to 100% (very high) with an interval of 20%. The higher the percentage, the more anxious the student respondents would feel when asked to speak in English when these activities happened in the classroom.

The items in section five can be summarised as in Table 3.5.4e.



*Table 3.5.4e Categories for section five of the questionnaire*

	Categories	Items
A.	<b>Degree of being exposed when speaking</b>	1, 2, 3
B.	<b>Wait-time</b>	4, 5
C.	<b>Being assessed when speaking</b>	6, 7
D.	<b>Use of Chinese in an English class</b>	8

The items will be arranged according to their means when analysed to see which kinds of teacher behaviour or classroom activities are perceived by students as anxiety provoking. Refer to sections 4.4.3 and 4.6.3 for a full description of the results.】

***f. Section six (Unstructured section)***

This is an open-ended section in which student respondents were asked to list any kinds of teacher behaviour and in-class practices which they think are important in promoting the speaking of English in an English language class other than those listed in sections three and four.

The answers will be grouped under headings when analysed.

***g. Cross-referencing among sections of the questionnaire***

There are six sections in the questionnaire. One may think that it would be ideal to put the existing long questionnaire into a few short questionnaires and have them administered at different times so that the respondents would not feel bored because that could affect their choices. However, this method would bring a lot of administrative inconvenience. For example, it might be difficult to keep the respondents' anonymity when matching the responses from all the short questionnaires.

In order to check that the respondents' choices are consistent when filling out different parts of the questionnaire, some important items (for example, asked to speak without preparation, wait-time and the use of Chinese in an English class) are included in more than one section and analysis made on the comparison of means of these items among sections would also help to test the consistency of respondents' choices.

Table 3.5.4g further explains this aspect of the research design.

Table 3.5.4g Cross referencing of items in section two

	Categories	Section 2	Section 3	Section 4	Section 5
A.	Speech anxiety	1, 4, 9, 18, 24, 27, 29, 33, 35			
B.	Fear of negative evaluation	2, 3, 12, 13, 16, 20, 31, 36, 38			
C.	Test Anxiety	2, 6, 8, 10, 21, 22		16	6, 7
D.	Fear of failing of the English class/Consequences of personal failure	10, 22, 25, 26			
E.	Attitudes towards the English class	5, 11, 17, 28, 30			
F.	Speaking with native speakers	14, 32			
G.	Voluntary speaking	19, 39	Group H (b, c, d)		
H.	Negative self-evaluation	7, 23			
I.	Mistake correction				
	a. by teacher	15, 19, 34	Group F (c)	18, 19	
	b. by peers	31, 36	Group F (d)	17	
J.	Wait-time	37	Group J	14, 15	4, 5
K.	Use of Chinese	39	Group I	24	8
L.	Speaking with no preparation in advance (Exposure without preparation)	9, 33, 35	Group G (d)	2, 6, 21, 22	
M.	Speaking with preparation in advance (Exposure with preparation)				
	a. None			1, 2, 3	
	b. In pairs			7	
	c. In groups of 3 or 4			4, 5	
	d. Alone after the teacher			5	
	e. With the whole class after the teacher			2	
	f. In their own seats to the whole class			23	
	g. In front of the class			8 (reading), 9 (writing)	
	h. In front of the class			10, 11, 13, 25	
N.	Degree of being exposed when speaking				1, 2, 3



After the analysis of the questionnaire, those kinds of teacher behaviour and classroom activities perceived by the respondents to be able to help lower students' anxiety levels in an English class were listed in the form of a Classroom Activity Record (CAR). In order to test the validity and effect of them in the real classroom situation, an experimental approach was adopted for triangulation purposes and the CAR served as a record of the treatment.

### **3.5.5 Experiment**

The experimental study method was adopted in the present study as it has been widely used in second language learning research. Harley (1978, 1987) conducted an experiment to test the hypothesis that the immersion approach can be improved by increasing students' exposure to language that is specifically designed to focus their attention on problematic grammatical forms (focused input) and by simultaneously providing students with more opportunities to use the relevant forms in meaningful situations (productive output). Another experiment in the second language learning field is Henrichsen's (1984) factorial design studying the effect of Sandhi variation on the comprehensibility of English input. Day and Shapson (1991) used the experimental design to evaluate the effect of French language proficiency of an integrated formal, analytic and functional, communicative approach to second language teaching in French immersion.

The experimental approach has also been used in anxiety studies. Experimental investigations have been used to induce anxiety in a controlled environment in order to study its effect. Steinberg and Horwitz (1986) examined two groups. In one group, anxiety was aroused by impersonal treatment and videotaping students when they described ambiguous pictures. Another group of students was treated in a friendly way



and there was no videotaping. It was found that the group in which anxiety was induced was found to be significantly less interpretative than the more relaxed group when doing the task. A later study by Gardner and MacIntyre (1992b) found that simply introducing a video camera is not anxiety provoking enough. They suggested that the social interaction and fear of negative evaluation by the teacher and the peer group were the key elements in making the differences.

In the present study, six groups of students of different language proficiency level (high, middle, low) according to their university entrance Use of English examination were involved in the experiment. The two groups majoring in Business represent the high proficiency group while the two groups who major in Physical Education and Recreation Management (PERM) are of median language proficiency. The two groups of Science students are of low language proficiency. These groups of students were chosen for six reasons and each reason will be explained in turn briefly.

*a. Reasons for the selection of the experimental and control groups*

First, the six groups of students represent the high, middle and low English proficiency groups and they are of different majors. Their participation in the experiment would make it possible to see whether those kinds of teacher behaviour and classroom practices perceived by students as non-threatening in an English class are applicable for all students, irrespective of their English proficiency and majors.

Second, the researcher taught the Science groups and that made some participant observation possible. (Refer to session 3.5.7 for details related to participant observation.)

Third, the teacher (Teacher A) teaching the Business groups and the teacher (Teacher B) teaching the Physical Education and Recreation Management groups (PERM) were willing to participate in the experiment and PERM students are usually more active in classroom activities when compared with other majors.

Fourth, the three teachers have different teaching background and experiences and these differences would shed some light on the dimension as whether the same list works in lowering English language anxiety in all classroom situations, irrespective of the teacher's teaching background, sex and experiences.

Fifth, it was the first time Teacher A and teacher C (the researcher) taught the Business and Science students respectively while Teacher B had taught the PERM groups for one semester. This difference helped bring in another perspective of the study – would the effect of the treatment be affected by the length of time the teacher and the students have known one another?

Sixth, the selection of these six groups of students means that there are a more balanced numbers of males and females involved. There are usually more females in the Business groups and more males in the Science groups while the Physical Education and Recreation Management groups have an equal number of males and females. A total of 313 students, 132 male and 181 female participated in the present study (ratio being 1:1.37). Among these 313 students, 40 males and 55 females (ratio being 1:1.37) were involved in these six groups. The ratio of male and female is balanced in terms of the university population (ratio being 1:1.74).

Refer to table 3.5.5a for the profiles of teachers A, B and C.

Table 3.5.5a Profiles of teachers A, B and C

	<b>Teacher A (Teacher of the Business Groups)</b>	<b>Teacher B (Teacher of the Physical Education &amp; Recreation Management Groups)</b>	<b>Teacher C (The Researcher and Teacher of the Science Groups)</b>
<b>Sex</b>	Male	Female	Female
<b>Years of English Teaching Experience</b>	More than 5 Years	Less than 5 Years	More than 5 Years
<b>Highest Academic Qualifications</b>	M.A.	M.A.	M.A.
<b>Teaching Qualification</b>	Yes	No	Yes
<b>Teacher Education Experience</b>	Yes – Less than 10 Years	No	Yes – Over 10 Years
<b>First Language</b>	Chinese (Cantonese)	Chinese (Cantonese)	Chinese (Cantonese)
<b>Use of Chinese in the English Class</b>	No	No	No
<b>Years of English Teaching Experiences</b> ● Local ● Overseas	Over 5 Years Less than 5 years	Less than 5 Years No	Over 15 Years Over 5 Years
<b>Years of Living Abroad</b>	Yes – Less than 5 Years	No	Yes – Over 5 Years

***b. Selection of the experimental and the control groups***

The six groups of students were divided into two streams – the experimental and the control streams. There were three groups in each stream, each composed of one group each of Business, PERM and Science students.

Random group assignment allowed the researcher to assume that there were two truly comparable groups of the same major at the outset of the experiment.

***c. Profiles of the students in the experimental and the control groups***

Tables 3.5.5cI, 3.5.5cII and 3.5.5cIII present the profiles of the Business students, the Physical Education and Recreation Management students and Science students in the experimental and the control groups respectively:



Table 3.5.5cI Profiles of the Business students in the experimental and control groups

	Experimental Group	Control Group
<b>No. of Students</b>	20 – 9 boys 11 girls	15 – 5 boys 10 girls
<b>Language Proficiency (Use of English Results in the Advanced Level Examination)</b>	Grade A – 1 Grade C – 4 Grade D – 12 Grade E – 3	Grade C – 2 Grade D – 9 Grade E – 4
<b>Oral Participation in Class</b>	<ul style="list-style-type: none"> <li>– Very active and serious in group oral activities with/without preparation</li> <li>– A few students were quite voluntary to answer in class if preparation time is given in advance</li> </ul>	<ul style="list-style-type: none"> <li>– Very active and serious in group oral activities with/without preparation</li> <li>– A few students were quite voluntary to answer in class if preparation time is given in advance</li> </ul>

Table 3.5.5cII Profiles of the Physical <sup>Education</sup> and Recreation <sup>Management</sup> Study (PERM) students in the experimental and control groups

	Experimental Group	Control Group
<b>No. of Students</b>	13 – 4 boys 9 girls	14 – 5 boys 9 girls
<b>Language Proficiency (Use of English Results in the Advanced Level Examination)</b>	Grade B – 2 Grade C – 2 Grade D – 5 Grade E – 4	Grade C – 1 Grade D – 4 Grade E – 9
<b>Oral Participation in Class</b>	<ul style="list-style-type: none"> <li>– Active and serious in group oral activities if preparation is given beforehand.</li> <li>– Sometimes volunteer to answer in class</li> </ul>	<ul style="list-style-type: none"> <li>– Ready to speak up in group discussion.</li> <li>– Sometimes volunteer to answer in class</li> </ul>

*Table 3.5.5cIII Profiles of the Science students in the experimental and control groups*

	<b>Experimental Group</b>	<b>Control Group</b>
<b>No. of Students</b>	17 – 10 boys 7 girls	16 – 7 boys 9 girls
<b>Language Proficiency (Use of English Results in the Advanced Level Examination)</b>	Grade C – 1 Grade D – 6 Grade E – 9 Grade F – 1	Grade D – 3 Grade E – 11 Grade F – 2
<b>Oral Participation in Class</b>	– Very reluctant and unwilling to participate in oral activities	–Very reluctant to participate in oral activities

#### ***d. The experimental variable (The treatment)***

According to Wiersma (1995:107), 'an experiment is a research situation in which at least one independent variable, called the *experimental variable*, is deliberately manipulated or varied by the researcher.' It is thus appropriate to describe the experimental variable (treatment) in the present study.

Given that all the three groups in the experimental stream have a similar counterpart in the control stream in terms of English language proficiency, majors, teacher and other formal English language input in the university, the students in the experimental groups were treated in one fashion and those in the control groups in a different fashion. No other factors influence the two groups differentially, a cause-effect relationship between treatment and consequence can be determined.

In the present study, the teachers taught the control groups in the usual manner. In the experimental groups, the treatment or the experimental variable was that the teachers tried to do more of the kinds of classroom activities and teacher behaviour (as listed in the form of a Classroom Activity Record) perceived by student respondents in the questionnaires as non-threatening in an English classroom (Refer to section 3.5.4 and section 4.8.5c for a description of the questionnaires and results.)

#### **3.5.6 The Classroom Activity Record (CAR)**

The three teachers and five students randomly selected in each experimental group were asked to fill in one CAR for each English lesson during the experimental period. The formats of the teacher CAR and student CAR are the same. The aims of the CAR are first to allow the researcher to find out what their English classes were like and second to provide evidence that those kinds of preferred teacher behaviour and classroom

activities perceived by student respondents as non-threatening were actually conducted and happened in the English class.

There are three parts in the CAR (Refer to appendix 3.6 for the teacher version and appendix 3.7 for the student version). Part one explains to the respondents how to fill in the record. In order to make the respondents feel more relaxed when filling in the records, they were reminded that there were no right or wrong answers and no activity was better than another.

Part two asks the respondents to write down their names and major. Students were also requested to write down their contact number in case some points needed clarification in their records. They were also required to state the topic of the lesson to ensure that there were no mismatches when comparison was made among all students records and with the teachers.

In part three, twenty-three classroom activities and teacher behaviours, indicated by student respondents as helpful in lowering their English learning anxiety in the questionnaire were included. Both teachers and the five randomly selected students from the experiments were asked to indicate whether or not and/or how often these kinds of teacher behaviour and/or classroom activities had happened in the classroom.

At the end of each lesson, the five randomly selected students in each experimental group and the teacher teaching them would fill in the CAR. The students were not allowed to take the CAR home to prevent them recording the events from memory and from being affected by other students' choices. As the format of the CAR is simple, it



took less than three minutes to have one filled out and thus posed no hindrance in the class routines.

In order to ensure that both teacher and students knew how to fill out the CAR, individual interviews were conducted after the first two English lessons as well as when the first two sets of CAR were completed and analysed. The purposes of the individual interviews were to first ensure that the respondents would not feel anxious if their CAR was found to be different from others. Second, some qualitative data could be collected during the interviews which would help the researcher know how the 'educational events' were enacted in the actual classroom.

Interviews were then held once a week (after every three lessons) with the teacher and the students of the same major as a group from the second week onwards because rapport had been established and they all felt relaxed about the interviews by then.

### ***Duration of the experiment***

The experiment for the Business group lasted for two weeks while that for the PERM major lasted for four weeks. The Science major students participated in the experiment for six weeks.

The three experimental groups were involved in the experiment for different periods of time in order to see whether the time element, sex, teaching background and experience of the teacher would affect the results of the experiment.

Table 3.5.6 gives a summary as how the Classroom Activity Records were used.

*Table 3.5.6 A summary as how the Classroom Activity Records (CARs) were used*

<b>Major</b>	<b>Business</b>	<b>Physical Education &amp; Recreation Management</b>	<b>Science</b>	<b>Total</b>
<b>Duration of the Experiment</b>	2 weeks	4 weeks	6 weeks	12 weeks
<b>No. of lessons involved</b>	6 lessons (2 weeks x 3 lessons per week)	12 lessons (4 weeks x 3 lessons per week)	18 lessons (6 weeks x 3 lessons per week)	36 lessons
<b>Teacher</b>	A (male)	B (female)	C (female) and researcher	3 teachers
<b>No. of students in the whole class</b>	20 students - 9 boys - 11 girls	13 students - 4 boys - 9 girls	17 students - 10 boys - 7 girls	50 students - 23 boys - 27 girls
<b>Filling out the CARs</b>	5 students - 3 boys - 2 girls	5 students - 5 girls	5 students - 4 boys - 1 girl	15 students - 7 boys - 8 girls

### 3.5.7 Participant observation

Participant observation is very common in qualitative research. In participant observation, the researcher takes part in the activities he or she is studying. It provides the researcher with a detailed and comprehensive description of the respondents' behaviour. 'Such descriptions are psycholinguistically coherent in that they deal with a single subject's development (or only a few subjects' development) over time.' (Larsen-Freeman and Long, 1991:16).

Bailey's (1983) study of her own experience in the learning of French is a typical example of employing the participant observation methodology in second language acquisition study. She recorded data related to her own learning and that of her fellow students in her French course. She also included entries that consisted of observations of her French teacher.

In the present study, the researcher was a member of staff in University X. She was able to

'live and work in the community for a long period of time, learning the language and seeing the patterns of behaviour over time. Long-term residence helps the researcher to internalise the basic beliefs, fears, hopes and expectations of the people underway' (Fetterman, 1989:45).

The researcher's observations of and encounters with the student and teacher respondents over the years, in particular during the two semesters when the study was conducted, enabled the researcher to opt for a research design that most suited the community. The researcher was also able to look for patterns in naturally occurring data and, once detected, generate hypotheses which might account for them. These experiences also assisted the researcher to generate ideas which formed the basis of the

questionnaire. The researcher was also able to look for patterns of students' speaking behaviour in the classroom.

The researcher was also the teacher for those students majoring in Science. By participating in the experiment, the researcher was able to take copious notes on whatever she observed and experienced which would then form the basis for the formulation of questions in the interviews during the experiment.

### **3.5.8 Audio recordings before and after the treatment**

In order to provide information as to how often the students spoke up and participated in classroom activities before and after the treatment, (which is an indication of their anxiety level), two lessons of similar nature (both on the teaching of cohesion in writing) were audio-recorded in the Science experiment group. The purpose was to see whether the students were more willing to participate in classroom activity after the treatment.

In order to ensure that the introduction of the cassette recorder in the English classroom would not induce extra anxiety, the researcher, who was the regular teacher of the Science experimental group, had used audio recordings on various occasions before the experiment.

A lesson on cohesion was recorded before the treatment. A simple analysis was conducted to see how often the students participated in the class by adding up the total amount of minutes they spoke. Another lesson on cohesion was also recorded after the treatment and the same analysis was done. For details of the analysis, refer to section 4.8.5a.



Only the Science experimental group was audio recorded because there were two separate units in the Science syllabus for all Science students (there were more than 200 Science students in 13 groups in University X) on cohesion scheduled to be taught during the periods before and after the treatment. Thus, the teaching of the cohesion component twice would be seen as natural and comparison could be made possible and in a natural way. Audio recording was preferred to video recording in the present study as the introduction of videos has been proved to induce anxiety (for example, Steinberg and Horwitz, 1986; MacIntyre and Gardner, 1991a).

### **3.5.9 Comparison of oral grades before and after the treatment**

In order to formulate a kind of investigative triangulation, which provides the researcher with an improved perspective of whether the treatment helped in lowering students' English speaking anxiety, the students' English oral grades before and after the treatment were compared. These grades were awarded to students after they had made a presentation in an English class. Grades obtained by students in the control groups during the experimental period were also compared. Refer to section 4.8.5b for details of the grades for various groups.

Table 3.5.9 summarises the research techniques employed and types of data collected in the present study.

*Table 3.5.9 A summary of the research techniques and types of data collected*

<b>Research Techniques/ Instruments</b>	<b>Types of Data Collected</b>
<b>Preliminary Interviews</b>	<ul style="list-style-type: none"> <li>- To understand how students feel about learning and speaking English in the classroom</li> <li>- To gather information that forms the basis of the questionnaire</li> </ul>
<b>Informal Conversational Interviews</b>	<ul style="list-style-type: none"> <li>- To cover every aspects of ESL learning</li> <li>- To gain a better understanding of students' language anxiety from the perspectives of students</li> <li>- To gather information that forms the basis of the questionnaire</li> </ul>
<b>Semi-structured Interviews</b>	
<b>Type 1</b>	<ul style="list-style-type: none"> <li>- To gather information that forms the basis of the questionnaire</li> <li>- To gauge how readily student respondents would identify with and respond to questions about second language learning speaking-in-class anxiety</li> </ul>
<b>Type 2</b>	<ul style="list-style-type: none"> <li>- To validate results obtained from the questionnaire</li> </ul>
<b>Type 3</b>	<ul style="list-style-type: none"> <li>- To make sure that both the teachers and student respondents know how to fill out the Classroom Activity Records</li> <li>- To find out how the 'educational events' are enacted in the actual classroom</li> </ul>
<b>Participant Observation</b>	<ul style="list-style-type: none"> <li>- To gather data to form the basis of the questionnaire</li> <li>- To enable the researcher to opt for research design that most suits the community</li> <li>- To provide information on the patterns of students' speaking behaviour in the classroom</li> </ul>

Research Techniques/ Instruments	Types of Data Collected
<b>Questionnaire</b>	
Section 1	<ul style="list-style-type: none"> <li>- To obtain demographic details of the student respondents</li> </ul>
Section 2	<ul style="list-style-type: none"> <li>- Before the experiment <ul style="list-style-type: none"> <li>• to measure the anxiety level of student respondents</li> </ul> </li> <li>- After the experiment <ul style="list-style-type: none"> <li>• to provide data to prove that students' second language learning speaking-in-class anxiety has been lowered because of preferred teacher behaviour and classroom practice.</li> </ul> </li> </ul>
Section 3	<ul style="list-style-type: none"> <li>- To find out what kinds of teacher behaviour would encourage English speaking in the classroom</li> </ul>
Section 4	<ul style="list-style-type: none"> <li>- To identify what kinds of classroom practices would encourage speaking of English in the classroom</li> <li>- To find out how often these classroom practices happen in an English class</li> </ul>
Section 5	<ul style="list-style-type: none"> <li>- To measure the anxiety level of student respondents</li> <li>- To validate the results gathered from Section Two</li> </ul>
Section 6	<ul style="list-style-type: none"> <li>- To locate teacher behaviour and classroom practices that are important in promoting the use of English in class other than those listed in Sections Three and Four</li> </ul>

Research Techniques/ Instruments	Types of Data Collected
<b>Experiment – the treatment</b>	<ul style="list-style-type: none"> <li>- To find out the differences between students in the experimental groups and the control groups in terms of the following:               <ul style="list-style-type: none"> <li>● anxiety level</li> <li>● oral grades</li> <li>● total speaking turns</li> </ul> </li> <li>- To validate if the kinds of teacher behaviour and classroom practices identified by the students in the questionnaire are helpful in reducing students' anxiety level.</li> </ul>
<b>Classroom Activity Record</b>	<ul style="list-style-type: none"> <li>- To find out what the English classes are like when the treatment is carried out</li> <li>- To provide evidence that those kinds of preferred teacher behaviour and classroom practices proposed by student respondents as effective in lowering second language learning speaking-in-class anxiety are conducted in the English class</li> </ul>
<b>Audio Recordings before and after the Treatment</b>  <b>Comparison of Grades before and after the Treatment</b>	<ul style="list-style-type: none"> <li>- To provide information as to how often the students speak up and participate in the classroom activities before and after the treatment (which is an indication of their anxiety level)</li> <li>- To provide the researcher with an improved perspective as to whether the treatment helps in lowering students' English second language learning speaking-in-class anxiety</li> </ul>



After the description of the instruments and the data collection techniques, it is now appropriate to present how the pilot and main studies were conducted.

### **3.6 THE PILOT STUDY**

As the questionnaire formed the basis of data collection in the present study, this section will first describe how the questionnaire was piloted. A brief introduction as how the interviews and the Classroom activity Record were piloted will also be included.

#### **3.6.1 Piloting of the questionnaire**

##### ***a. The first pilot***

Fifteen randomly selected students participated in the pilot. They were given 30 minutes in class to complete the questionnaires.

The original questionnaire included six sections. (Refer to section 3.5.4 for a full description of the questionnaire.) In the first pilot study, section one was the same as the one used in the main study. As other four sections have been modified, it is thus appropriate to describe briefly what they originally looked like in the pilot study. (Refer to Appendix 3. 1 for a copy of the questionnaire used in the first pilot study).

##### ***I. Section two***

The part of the instrument was the same as the one used in the main study, except that each of the thirty-nine items was answered on a five-point likert scale with the middle one as 'neither agree nor disagree'. It was so designed because Horwitz et al (1986) have adopted the five-point likert scale when the instrument was first developed. Others (For example, Aida 1994; Cheng et al, 1999; Ghadassy, 1998; Truitt, 1995; Young

1990) have followed. In order that comparison can be made with these studies, the five-point likert scale was adopted in the first pilot study.

### *II. Section three*

Respondents were given a list of teacher behaviour and they were asked to state whether they are 'very important' or 'least important' in lowering English learning anxiety. Although all respondents have finished the tasks and indicated whether certain kind of teacher behaviour was 'very important' or 'not important' in the English classroom, the results were difficult to interpret. This was because it was difficult to decide which type of teacher behaviour was the most important or the least important in lowering language learning anxiety as there was no ranking in terms of importance within each list.

### *III. Section four*

This section is the same as that in the main study, except that when the respondents were asked (a) how they feel when participating in certain classroom activities and (b) how often those activities happen in the class, they were asked to rate on a five-point likert scale with the middle ones as 'neither anxious nor relaxed for (a) and 'not sure' for (b).

### *IV. Section five*

The respondents were asked to rate their level of anxiety by plotting a graph with '8' as the most anxious and '0' as the 'least anxious'.

The purpose of the pilot was to test if the language was appropriate and to trial the length of time for the procedure. Another aim of the pilot was to see if the present format would be able to provide the kind of information needed for the experiment.

Although in the preliminary and semi-structured interviews, the students preferred to use Chinese, the questionnaires were in English because the researcher would like to have it piloted and have feedback from students in terms of the language choice. After the first pilot, however, 80% (twelve out of fifteen students respondents) expressed <sup>the view</sup> that the language was too difficult and they had to guess the meaning of the questions at times. As a result, they were not able to give comments to some questions because of the language barrier.

The student questionnaires in the first pilot were then not analysed as the results would not be valid. The questionnaire was translated into Chinese. Refer to section 3.5.4 for a full description, as how the questionnaire was translated to make sure that translation was appropriate.

#### ***b. The second pilot study***

After the student questionnaire was translated into Chinese and the quality of the translation was guaranteed (refer to section 3.5.4 for details), fifteen student respondents were asked to participate in the second pilot.

When sections two and four were analysed, it was found that the respondents tended not to make a stand which might be due to their cultural background. Some cultures prefer not to give an opinion, especially a negative or critical one. The neutral response allows these respondents to opt out. Most Asians would not like to make their opinions explicit. (Young, 1991). As a result, their choices inclined to cluster in the middle. Good piloting and selection of items demands that only items attracting a minority of 'neutral' responses are included in the final version. Horwitz et al (1986) and others (for example, Aida, 1994; Cheng et al, 1999; Truitt, 1995) must have weeded out items attracting



'neutral' when the questionnaire (FLCAS) was administered to their respondents with various cultural backgrounds (for example, in Horwitz et al's and Aida's studies, the respondents were American first year undergraduates learning a foreign language while in Truitt's and Cheng et al's studies, the respondents were Asians - Koreans and Taiwanese respectively.) Thus, pilot studies of the present study have shown that there are many neutrals, that is, a strong cultural effect, meaning that the 'neutral' response is not really needed in the present study. When FLCAS was first constructed, pilot/trial items with a large use of the middle column will have been rejected. It was thus assumed that the original results generated from previous studies would not have made a large use of the 'neutral' response and so the omission of the 'neutral' column should not be very important. It was, however, noted that there was still a pronounced central tendency.

In section three, the teacher behaviour was grouped into ten groups with headings. Refer to section and table 3.5.4c for details of the headings. Respondents were asked to rank the teacher behaviour within each group according to their importance. This format was adopted because Koch and Terrell (1991) have found that a ranking task enables students to voice their opinions without the necessity of complex sentence. Mak and White (1997) have also used it with their ESL respondents in New Zealand and the results were promising.

Since the headings were given, students later expressed in the interviews <sup>the view</sup> that their choices were influenced by the headings and they tried to guess which answers were better than others instead of showing their own genuine and spontaneous reaction when indicating the choices.



The analysis conducted on section five showed that the 10% interval was too small and respondents found it difficult to make a choice. They mentioned that a 20% interval would be better as they can, to certain extent, equate '0%' to 'very relaxed', '20%' to 'moderately relaxed', '40%' to 'a bit relaxed', '60%' to ' a bit anxious', '80%' to 'moderately anxious' and '100%' to ' very anxious' when they make the choice.

Respondents also suggested to include an open-ended section so that teacher behaviour and in-class activities that are important in promoting the use of spoken English in class other than those listed in sections 3 and 4 can be included.

### *c. The third pilot study*

Because of the problems emerged in the second pilot, some sections of the questionnaire were modified in the third pilot study.

#### *I. Sections two and four*

The middle column was removed to avoid a pronounced central tendency. As such, the four-point likert scale was used.

#### *II. Section three*

The headings for each group of teacher behaviour were removed so that students could indicate their own spontaneous choices, instead of guessing which answers were better than others.

#### *III. Section five*

The scale was modified in the way that there was a 20% interval.

#### *IV. Section six*

As suggested by respondents, this open-ended section was added so that teacher behaviour and in-class activities that are important in promoting the use of spoken English in class other than those listed in sections 3 and 4 can be included.

Fifteen randomly selected students participated in the third pilot study and the analyses were able to provide the researcher with the kinds of information expected. As a result, the questionnaire used in the third pilot study basically remained unchanged, besides adding section 6, when used in the main study.

All the three pilot studies were conducted in an English class to ensure the return rate.

#### **3.6.2 Piloting of the interviewing questions and the Classroom Activity Record**

The questions used in the preliminary interviews were piloted with fifteen randomly selected students. The interviewing questions used in the semi-structured interviews were piloted with a group of 10 randomly selected students to see if the questions would be able to tap into the kinds of data needed. Both the researcher and trained student helpers were involved in the pilot. Refer to sections 3.5.1, 3.5.2 and 3.5.3 for a detailed description of the procedures involved in the pilot of these instruments. Refer to Table 3.7.2 for the number of student respondents involved.

The Classroom Activity Record was also piloted with a group of five randomly selected students in the Science experimental group taught by the researcher before it was used in the main study.

## **3.7 THE MAIN STUDY**

### **3.7.1 The questionnaire**

A total of 313 respondents filled out the questionnaire in the main study. They were all first year university students. Refer to section 3.1.1 for a detailed profile of these students. The questionnaires were passed on to the English teachers who then asked the student respondents to fill out the questionnaire during class time.

Table 3.7.1 gives a brief description of the questionnaires used in the pilot studies and the main study.

*Table 3.7.1 A brief description of the questionnaires used in the pilot studies and the main study*

	Section 1	Section 2	Section 3	Section 4		Section 5	Section 6
	Demographic Details	Anxiety Level	Teacher Behaviour that induces or reduces anxiety	(A) Anxiety level aroused by certain classroom practices	(B) How often certain classroom activities happen in class	Anxiety Index	Open-ended section
Pilot study 1 Appendix 3.1	5 questions	39 questions – 5-point likert scale	39 questions – identified as ‘very important’ or ‘least important’	25 questions – 5-point likert scale	25 questions – 5-point likert scale	8 questions – plotting a graph	N.A.
Pilot study 2 Appendix 3.2 (English version) Appendix 3.3 (Chinese version)	5 questions	39 questions – 5-point likert scale	10 kinds of teacher behaviour are given – choose 2 each for ‘most important’ and ‘least important’ – headings are given	25 questions – 5-point likert scale	25 questions – 5-point likert scale	8 questions – at 10% interval	N.A.
Pilot study 3 Appendix 3.4 (English version) Appendix 3.5 (Chinese version)	5 questions	39 questions – 4-point likert scale	10 kinds of teacher behaviour are given – choose 2 each for ‘most important’ and ‘least important’ – headings are not given	25 questions – 4-point likert scale	25 questions – 4-point likert scale	8 questions – at 20% interval	Free comments
Main Study Appendix 3.4 (English version) Appendix 3.5 (Chinese version)	5 questions	39 questions – 4-point likert scale	10 kinds of teacher behaviour are given – choose 2 each for ‘most important’ and ‘least important’ – headings are not given	25 questions – 4-point likert scale	25 questions – 4-point likert scale	8 questions – at 20% interval	Free comments



### **3.7.2 The interviews and the Classroom Activity Record**

As the instruments used in the pilot study were found to be suitable, they were adopted in the main study. Refer to sections 3.5.1, 3.5.2 and 3.5.3 for a detailed description of the procedures involved.

Having discussed the pilot study and the main study, Table 3.7.2 gives the total number of student respondents involved in the present study.

Table 3.7.2 Total number of student respondents involvement in the present study

Procedure	No. of students Involved	
	Pilot Study	Main Study
<b>Preliminary Interviews</b>	15	15
<b>Informal Conversational Interviews</b>	20	20
<b>Semi-structural Interviews</b>		
<i>Type one:</i> Conducted before the questionnaire was formulated	10	50
<i>Type two:</i> Conducted after the pre-experiment questionnaire was analyzed	10	50
<i>Type three:</i> Conducted during the experiment period	5	15 (5 from each of the three experimental groups)
<b>Questionnaire</b>	45 (15 in each of the three pilot studies)	313
<b>Classroom Activity Record</b>	5	15 (5 from each of the three experimental groups)
<b>Audio-recording Before and After the Experiment</b>	N.A.	17
<b>Comparison of Oral Grades Before and After the Experiment</b>	N.A.	Business –20 PERM – 13 Science - 17

### **3.8 SUMMARY**

This chapter has given a detailed description of and justification for each of the research methods involved. The strength of having included both the qualitative and quantitative approaches in the research design and how triangulation can be achieved have also been discussed. This chapter will end with table 3.8 which gives an overview of the research process in order to help readers to re-conceptualise the research process involved before the data results and discussion are presented in the following two chapters.

Table 3.8 An overview of the research process

Time	Phases of Field Work	Data Gathering Techniques	Data Analysis
Oct., 1996 to May, 1997	Preparation of Research Proposal		
May, 1997 to Oct., 1998	Gaining Entry to the Site		
Nov., 1998 to Feb., 1999	The Period of Exploration	<ul style="list-style-type: none"> <li>- Preliminary Interviews</li> <li>- Informal Conversational Interviews</li> </ul>	<ul style="list-style-type: none"> <li>- Data Collection</li> <li>- Data Classification</li> </ul>
March, 1999 to Dec., 1999	The Period of Inspection	<ul style="list-style-type: none"> <li>- Semi-structured Informal Interviews (Type One)</li> <li>- Participant Observation</li> <li>- Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Data Collection</li> <li>- Data Classification</li> </ul>
Jan., 2000 to Oct., 2000	The Period of Triangulation and Verification	<ul style="list-style-type: none"> <li>- Semi-structured Informal Interviews (Type Two)</li> <li>- Classroom Activity Record</li> <li>- Experiment                             <ul style="list-style-type: none"> <li>* experimental group</li> <li>* control group</li> </ul> </li> <li>- Semi-structured informal interviews (Type Three)</li> <li>- Participant Observation</li> <li>- Audio Recording before and after the Treatment</li> <li>- Comparison of Oral Grades before and after the Treatment</li> </ul>	<ul style="list-style-type: none"> <li>- Triangulation</li> <li>- Triangulation</li> <li>- Classification</li> <li>- Data Collection</li> <li>- Triangulation</li> <li>- Triangulation</li> <li>- Phenomenographic Analysis</li> <li>- Verification</li> <li>- Further Data Collection</li> <li>- Triangulation</li> </ul>



<b>Time</b>	<b>Phases of Field Work</b>	<b>Data Gathering Techniques</b>	<b>Data Analysis</b>
Nov, 2000 to Feb., 2003	Preparation for the Thesis		<ul style="list-style-type: none"> <li>- Final Classification</li> <li>- Final Data Categorization</li> <li>- Comparative Analysis</li> <li>- Development of Theories</li> <li>- Drafting and Final Writing of the Thesis</li> </ul>

## Chapter Four

### RESULTS

The chapter begins by reporting the preliminary analyses of the background information of the 313 student respondents. It will then present the results of this study according to the sequence of the six research questions. To facilitate the discussion, the six research questions are presented below:

1. What are the factors contributing to students' second language learning speaking-in-class anxiety?
2. Is there any correlation between the level of second language learning speaking-in-class anxiety and language proficiency?
3. Do students' oral grades affect their overall language grades in the Advanced Supplementary (university entrance) Use of English examination?
4. Is there a relationship between sex of students and their second language learning speaking-in-class anxiety level?
5. Is there a relationship between students' major and their second language learning speaking-in-class anxiety level?
6. What kinds of classroom activities and teacher behaviour would help reduce second language learning speaking-in-class anxiety?

#### **4.1 BACKGROUND INFORMATION OF THE STUDENT RESPONDENTS**

All student respondents were first year university students taking the compulsory Bridging Course, English for Academic Purposes Courses or Business English Course. They were chosen because most American based research (for example, Aida, 1994; Cheng et al, 1999; Gardner and McIntyre, 1993b; Horwitz et. al., 1986; Saito and Samimy, 1996; Young, 1990) and most Asian based research (for example, Ghadessy, 1998; Truitt, 1995; Yang, 1992) on second language learning speaking-in-class anxiety was also conducted among first-year university students. The findings of these studies can then be compared with the present study. Random selection was adopted to identify the student respondents in which a number was allocated to each student and every class. Classes/students allocated with an odd number were selected to participate in the study, depending on the numbers of respondents/classes required in that particular data selection process. For example, only 15 student respondents were required in the pilot studies for the questionnaire but 6 classes were required for the experiment.

#### **4.1.1 Sex**

In 1998, there were 1360 first year students in University X. A total of 313 students (around 23 % of the total number of first year students) were randomly selected. (Refer to section 4.1 as how these students were selected). There were 132 males and 181 females. The ratio of male to female students is 1:1.37 which is similar to the survey conducted by the General Administration Office of University X on first year undergraduates. (There were 497 males and 863 females. The ratio of male to female students was 1:1.74.)

#### **4.1.2 Faculties/Schools/Majors of the student respondents**

These student respondents came from five faculties/schools. These faculties/schools were the Faculty of Arts, the School of Business, the School of Communication, the Faculty of Science and the Faculty of Social Science.

Table 4.1.1 shows the number of males and females participating in the study and the faculties / schools they belong to while Table 4.1.1a shows the majors of the male and female respondents.



*Table 4.1.1 The number of males and females participating in the study and the faculties / schools they belong to*

FACULTY / SCHOOL	SEX	
	MALE	FEMALE
ARTS	8	35
BUSINESS	14	21
COMMUNICATION	7	21
SCIENCE	79	51
SOCIAL SCIENCE	24	53
<b>TOTAL</b>	<b>132</b>	<b>181</b>

*Table 4.1.1a Majors of the male and female participants*

FACULTY / SCHOOL		SEX		total
		MALE	FEMALE	
<b>ARTS</b>	ENGLISH	2	12	14
	MUSIC	0	4	4
	RELIGIOUS STUDIES	3	11	14
	TRANSLATION	3	8	11
<b>BUSINESS</b>	ACCOUNTING	5	10	15
	HUMAN RESOURCES MANAGEMENT	9	11	20
<b>COMMUNICATION</b>	APPLIED COMMUNICATION STUDIES	3	11	14
	CINEMA AND TELEVISION	4	10	14
<b>SCIENCE</b>	APPLIED BIOLOGY	11	16	27
	APPLIED CHEMISTRY	10	7	17
	APPLIED PHYSICS	10	2	12
	COMPUTER STUDIES (INFORMATION SYSTEMS)	10	7	17
	COMPUTER SCIENCE (COMPUTER SYSTEMS)	5	4	9
	MATHEMATICAL SCIENCE	6	10	16
	PHYSICS	27	5	32
<b>SOCIAL SCIENCE</b>	CHINA STUDIES	2	9	11
	GEOGRAPHY	9	23	32
	GOVERNMENT & INTERNATIONAL STUDIES	4	3	7
	PHYSICAL EDUCATION & RECREATION MANAGEMENT	9	18	27
<b>TOTAL</b>		<b>132</b>	<b>181</b>	<b>313</b>

#### 4.1.2 Student respondents' self-evaluation of their language proficiency

Student respondents were asked to self-evaluate their own language proficiency in terms of Cantonese, English, Putonghua and any languages they know and the results are listed in table 4.1.2 below:

*Table 4.1.2 Respondents' self-evaluation of their language proficiency*

FACULTY/ SCHOOL		ARTS	BUSINESS	COMMUNICAT- ION	SCIENCE	SOCIAL SCIENCE
CANTONESE	1	10	9	11	26	11
	2	24	21	13	52	38
	3	8	5	4	47	25
	4	0	0	0	3	2
	5	0	0	0	1	1
ENGLISH	1	0	0	0	0	2
	2	2	5	0	9	3
	3	33	26	21	74	54
	4	8	4	5	41	15
	5	0	0	2	6	3
MANDARIN	1	0	0	0	1	1
	2	1	2	1	5	6
	3	13	12	7	29	22
	4	23	17	12	55	34
	5	6	4	8	37	13
OTHER LANGUAGES	1	0	0	0	1	0
	2	1	1	0	0	2
	3	0	2	2	4	0
	4	1	1	2	3	1
	5	3	4	6	5	1

Notes: 1= excellent      2= good      3 = average      4 = poor      5 =very poor

#### ***4.1.2a Student respondents' self-evaluation of their first language proficiency (Cantonese)***

Results indicated that 21.4% (67 out of 313 students) and 47.2% (148 out of 313) student respondents thought that they had excellent and good command of their first language respectively. About 28.4 % of them (89 students) showed that they had average first language proficiency. Five of these student respondents (1.5%) believed that they had poor first language proficiency while two student respondents (0.63%) even thought that they had very poor first language proficiency. All the seven (2.13%) student respondents indicating that they had poor or very poor first language proficiency were from the Social Science or Science Faculties.

#### ***4.1.2b Student respondents' self-evaluation of their second language proficiency (English)***

Only 2 student respondents (0.63%) from the Faculty of Social Science and a total of 19 student respondents (6.07%) from the other faculties/schools indicated that they had excellent or good English language proficiency respectively. Most of them (208 students – 66.4%) believed that they had average English language proficiency. 145 student respondents (46.3%) thought that they had poor English language proficiency while 11 of them (3.5%) felt that they had very poor English language proficiency.

To conclude, 11 student respondents (3.5%) and 145 student respondents (46.3%) felt that they had poor and very poor English language proficiency respectively while only 2

student respondents (0.63%) and 5 student respondents (1.5%) felt so in terms of their first language proficiency.

It is common that people have better first language (L1) proficiency and feel that they have better L1 proficiency when compared to their second/foreign language proficiency. However, it should be noted that half of the student respondents (50%) in the present study believed that they had poor or very poor English language proficiency and none of the Arts student respondents stated that they had excellent English language proficiency although some of them scored grade A in the Use of English examination. Their humble self-evaluation in terms of language proficiency, implying that negative self-evaluation of their language proficiency may shed light on their second language learning speaking-in-class anxiety and this aspect will be discussed in Chapter 5.

#### **4.1.3 English language proficiency of the student respondents**

The student respondents' Advanced Supplementary Use of English (UE) examination results were used as a point of reference in terms of their language proficiency in the present study. Table 4.1.3 presents the overall UE grades of the 313 student respondents and their individuals grades of the five papers (listening, writing, reading, oral as well as practical skills for work and study) that make up the overall grades. Grade A represents an excellent grade while grade E is a bare pass. Grade F is a failing grade and grade U is



a very bad failure, an unidentified grade. For details related to the nature, importance and components of the examination, refer to sections 1.2.2 and 4.3.

*Table 4.1.3 The overall UE grades of the 313 student respondents and the individuals grades of the five papers*

<b>UE GRADES</b>	<b>OVERALL</b>	<b>LISTENING</b>	<b>WRITING</b>	<b>READING</b>	<b>ORAL</b>	<b>PRACTICAL SKILLS FOR WORK AND STUDY</b>
<b>A</b>	3	6	2	5	9	1
<b>B</b>	3	7	10	5	14	10
<b>C</b>	19	23	27	28	34	21
<b>D</b>	98	101	90	83	98	82
<b>E</b>	130	102	109	120	87	102
<b>F</b>	25	42	34	33	36	38
<b>U</b>	1	3	5	1	2	5
<b>Missing</b>	34	29	36	38	33	54
	313	313	313	313	313	313

Results showed that most students in the present study did not have good English language proficiency and most of them had grade D (98 students, 30.67%) or grade E (130 students, 41.5%). However, it should be noted that 34 students (10.8%) did not enter their overall grades. This missing piece of information may affect the profile of the student respondents in terms of their English language proficiency.



## **4.2 FACTORS CONTRIBUTING TO STUDENTS' SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA) (RESEARCH QUESTION 1)**

Before identifying the factors contributing to students' second language learning speaking-in-class anxiety, it is important to look at the reliabilities and mean of the scale, Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al, 1986), employed in the present study. Why factor analysis was chosen for data analysis in this section of the questionnaire and how factor analysis was performed in order to identify the five factors will also be described.

### **4.2.1 The reliabilities and mean of the scale, Foreign Language Classroom Anxiety Scale (FLCAS)**

#### ***4.2.1a The mean for the instrument***

##### ***4.2.1aI A four-point scale FLCAS***

In the present study, all the thirty-three items in section 2 of the questionnaire (the FLCAS) asking student respondents to indicate their second language learning speaking-in-class anxiety were answered on a four-point scale: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. A respondent's endorsement in 'strongly agree' was equated with a numerical value of four, 'agree' was three, 'disagree' was two and 'strongly disagree' was one. Missing responses were equated to zero.

The mean for each question is  $(1+2+3+4)/4=2.5$ . As there are a total of 33 questions, therefore, the mean for the whole four-point scale instrument is  $2.5*33=82.5$ .

#### ***4.2.1aII A five-point scale FLCAS***

In previous studies (for example, Aida , 1996; Horwitz et al, 1986; Truitt, 1995;) all the thirty-three items in the FLCAS asking student respondents to indicate their second language learning speaking-in-class anxiety (SA) were answered on a five-point scale: 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree'.

A respondent's endorsement in 'strongly agree' was equated with a numerical value of five, 'agree' was four, 'neither agree nor disagree' was three, 'disagree' was two and 'strongly disagree' was one. Missing responses were equated to zero.

The mean for each five-point scale question is  $(1+2+3+4+5)/5=3$ . There are a total of 33 questions, therefore, the mean for the five-point instrument is  $3*33=99$ .

Results showed that the mean for the present study using a four-point scale FLCAS is 80.09. In order to compare the results of the present study with similar studies using the five-point scale FLCAS, the four-point scale mean (80.09) obtained in the present study was 'enlarged' mathematically as if a five-point scale were used. It was established that the mean would have been 95.71 if a five-point scale had been employed in the present study.

### 4.2.1b Reliability of the FLCAS

Reliability analysis allows one to study the properties of measurement scales and the items that make them up. Table 4.2.1b shows the reliabilities of the FLCAS in the present and other three studies.

*Table 4.2.1b Reliabilities of the FLCAS in the present and other three studies*

	<b>Mak, 2003</b>	<b>Aida, 1994</b>	<b>Truitt, 1995</b>	<b>Horwitz et.al, 1986</b>
<b>Sample size</b>	313	96	198	108
<b>Student status</b>	First year	First year	First year	First year
<b>Conducted in</b>	Hong Kong	America	Korea	America
<b>Nationality</b>	Hong Kong Chinese	American	Korean	American
<b>First language</b>	Chinese (Cantonese)	English	Korean	English
<b>Cronbach's alpha</b>	0.91	0.94	0.95	0.93
<b>Range</b>	38-117	47-146	41-162	45-147
<b>Mean (for a five-point scale)</b>	95.71 (80.09 in the present four-point scale study)	96.70	101.22	94.50
<b>Standard deviation</b>	10.73	22.10	23.37	21.40
<b>Test-retest reliability</b>	r=0.80, p<0.01 n=104; over 6 weeks	r=0.80, p<0.01 n=54; over 1 semester	r=0.72, p<0.001 n=198	r=0.83, p<0.01 n=108; over 8 weeks



It should be noted that the five-point scale was adopted in the studies by Aida (1994), Horwitz et al (1986) and Truitt (1995) but a four-point scale was adopted in the present study because of various reasons. (Refer to the Methodology chapter, section 3.6.1 for a full discussion why a four-point scale was adopted in the present study.)

The mean in terms of student respondents' second / foreign second language learning speaking-in-class anxiety for the studies of Aida (1994), Horwitz et al (1986) and Truitt (1995) are 96.70, 94.50 and 101.22 respectively. The test-retest reliability for these three studies are  $r = 0.80, p < 0.01$  ;  $r = 0.83, p < 0.01$  and  $r = 0.72, p < 0.001$ .

An internal consistency reliability check was computed on the adapted four-point scale FLCAS in the present scale in order to check the internal consistency of the instrument. Cronbach Coefficient Alpha, Kuder Richardson (KR) formula or Split-half Reliability Coefficient were the choices. Cronbach Coefficient Alpha was preferred over the other two methods because it can be used for both binary-type and large-scale data. On the other hand, KR formula can be applied to dichotomously-scored data only. For example, if the test questions are multiple choices or true/false items, the responses must be binary in nature (either right or wrong). If the test is composed of essay-type questions and each question is worth 10 points, the scale ranges from 0 to 10.

Cronbach Alpha Coefficient is a measure of squared correlation between observed scores and the true scores. It means that reliability is measured in terms of the ratio of true score variance to observed score variance. The higher the Alpha is, the more reliable the test is. There is not a generally agreed cut-off. Usually 0.7 and above is accepted (Nunnally, 1978). It is a common misconception that if the alpha is low, it must be a bad test. Actually a test may measure several attributes/dimensions rather than one and thus the Cronbach alpha is deflated.

In the present study, section two of the questionnaire asks student respondents to indicate how they feel about various activities and aspects related to second language learning speaking-in-class anxiety, the Cronbach' coefficient alpha for the adapted four-point FLCAS computed on participants was 0.91. This result indicates that the adapted FLCAS is satisfactorily reliable in terms of the internal consistency.

#### **4.2.2 Reasons for choosing factor analysis for data analysis**

In order to find out the factors contributing to students' second language learning speaking-in-class anxiety, factor analysis was performed to detect an underlying structure of the scale in section two of the questionnaire which composes of thirty-nine items (FLCAS's thirty-three items and six items added by the researcher), i.e. students' ratings of the original (unreversed and unrecoded) thirty-nine statements.

Before discussing the results in terms of factors contributing to students' second language learning speaking-in-class anxiety identified by factor analysis in the present study, it is important to discuss briefly why factor analysis was chosen in the data analysis and what factor analysis involves in the present study.

#### ***4.2.2a Why was factor analysis chosen in the data analysis of the present study?***

As early as the 1960s, factor analysis was employed in language learning studies. In his factor analytic studies, Carroll (1962) found that four variables, namely phonetic coding, grammatical sensitivity, inductive language learning ability and rote memory were related to foreign language learning. Pimsleur (1962) found that auditory problems were greatly responsible for those foreign language learning problems not easily interrupted by low intelligence or poor motivation when studying foreign language underachievers.

Eleven anxiety scales were factor analysed by MacIntyre and Gardner in 1989 and two orthogonal dimensions of anxiety emerged. The first factor, including scales of trait, state and test anxiety was labelled as *general anxiety*. The second factor, was called *communicative anxiety*. It was found that communicative anxiety was a factor in both the acquisition and production of French vocabulary. Analyses of the correlation between the anxiety scales and the measures of achievement showed that scales of



foreign language anxiety and state anxiety were associated with performance. Scales of test anxiety, audience sensitivity, trait anxiety and other types of anxiety did not correlate with any of the production measures.

When MacIntyre and Gardner (1991a) factor analysed 23 scales assessing the relationship between language and various forms of anxiety, they identified three separate factors of social evaluation, state and language anxiety and found some correlation between scores based on these factors and measures of memory and vocabulary production in both native and second language. For details of the 23 scales, refer to appendix 4.2.2a.

Factor analytic studies have been consistent that language anxiety is associated with factors defined by self-rated proficiency, actual proficiency, or both with the second language (Clement, Gardner and Smythe, 1977, 1980; Gardner, Smythe and Lalonde, 1984; MacIntyre, Noels and Clement, 1997).

It can be concluded that factor analysis has been commonly employed in studies related to second language anxiety. As such, factor analysis was also adopted in the data analysis in the present study to identify factors contributing to students' second language learning speaking-in-class anxiety.



#### ***4.2.2b What is factor analysis?***

Factor analysis attempts to identify underlying variables, or factors, that explain the pattern of correlation within a set of observed variables. Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifest variables. It facilitates the understanding of the underlying dimensions (sub-scales) of a large scale. Factor analysis can also be used to generate hypotheses regarding causal mechanisms or to screen variables for subsequent analysis.

The purpose of factor analysis is to describe, if possible, the covariance relationships among many variables in terms of a few underlying, but unobservable, random quantities called factors. It is supposed that variables can be grouped by their correlation. That is, all variables within a particular group are highly correlated among themselves but have relatively small correlation with variables in a different group. It is conceivable that each group of variables represents a single underlying construct, or factors, that is responsible for the observed correlation.

Factor analysis can be considered an extension of principal component analysis which will be discussed in greater detail in the following section. The approximation based on the factor analysis model, however, is more elaborate.

## **Principal component analysis**

Principal component analysis with varimax rotation was performed on the thirty-nine items. Orthogonal rotation was used because of conceptual simplicity and ease of description (Aida, 1994).

The objective of adopting principal component analysis is for data reduction and interpretation.

Principal component analysis explains the variance-covariance structure of a set of variables through a few linear combinations of these variables.

$p$  components are required to reproduce the total system variability, often much of this variability can be accounted for by a small number  $k$  of the principal components. If so, there is (almost) as much as information in the  $k$  components as there is in the original  $p$  variables. The  $k$  principal components can then replace the initial  $p$  variables, and the original data set, consisting of  $n$  measurements on  $p$  variables, is reduced to a data set consisting of measurements on  $k$  principal components.

Both factor analysis and principal component analysis can be viewed as attempts to approximate the covariance. However, the approximation based on the factor analysis model is more elaborate.

#### ***4.2.2c How were the factors contributing to SA identified?***

The initial run of rotated component matrix on the thirty- nine items resulted in nine factors and twenty items unloaded. Appendices 4.2.2cI and 4.2.2cII show the communalities and variance when thirty-nine items were used respectively. The results have provided evidence that the researcher's attempt of including the six additional items (items 34 to 39) is not preferred in terms of factor analysis as indicated in the pilot test. But because of the content importance, these items were nevertheless retained.

As a result, only items 1 to 33 (the full FLCAS) were used for analysis. In a rotated matrix, there were seven factors with SSLs (the sum of squared loadings, which is equal to the eigenvalue in the unrotated matrix). Therefore, the subsequent analysis specified the number of factors as seven. Refer to Table 4.2.2.cI for details of the rotated component matrix of these seven factors. With a factor loading of .50 (twenty-five percent of the variance) as a cutoff for inclusion of a variable in the interpretation of a factor, six items (items 2, 18, 21, 25, 28 and 30) did not load on any factor. None of the items loaded on more than one factor with a loading of .50 or greater.

Table 4.2.2cI The rotated component matrix of the original seven factors in section two of the questionnaire

Rotated Component Matrix<sup>a</sup>

	Component						
	1	2	3	4	5	6	7
Q01	.543	.273	3.106E-03	.225	.242	.259	-.178
Q02	.499	4.113E-02	-.109	-.138	-2.58E-03	.456	.155
Q03	.691	.185	-8.52E-03	.221	.149	.159	-.153
Q04	.639	6.318E-02	.318	-.147	4.839E-02	.172	-8.58E-02
Q05	-.114	-9.18E-02	1.045E-02	.207	5.710E-02	8.282E-02	.703
Q06	.195	.136	-6.97E-02	.663	-.142	-1.20E-02	5.108E-02
Q07	.246	.750	.193	.179	-1.98E-02	9.721E-02	-2.76E-02
Q08	.180	.296	.189	-.108	.110	.651	1.061E-02
Q09	.667	.201	3.398E-03	1.135E-02	.124	.172	-.123
Q10	.136	.194	.675	-.141	-3.04E-02	.188	-3.52E-02
Q11	6.036E-02	-2.91E-02	.168	.247	.179	.659	7.899E-02
Q12	.613	.109	.276	7.728E-02	.105	1.832E-02	3.642E-02
Q13	.586	-2.27E-02	4.677E-02	.331	3.700E-02	.133	-.202
Q14	.122	-7.36E-03	.222	3.990E-02	.714	.161	-.139
Q15	.459	.127	.503	-.132	.111	1.389E-02	2.755E-02
Q16	.548	.212	.332	.130	.161	9.571E-03	.106
Q17	.109	.108	3.613E-02	.715	.128	7.710E-02	.270
Q18	.370	.233	-2.49E-02	.147	.348	.491	-.242
Q19	.566	-6.59E-02	.344	9.315E-02	-2.69E-02	3.534E-02	-5.84E-02
Q20	.537	.287	.131	-6.11E-02	.181	-.122	8.068E-02
Q21	.317	6.503E-03	.475	.346	5.877E-02	-3.35E-02	-7.37E-02
Q22	-2.79E-03	4.145E-02	.510	.386	7.961E-02	5.962E-02	.175
Q23	.232	.802	.101	.103	7.252E-02	8.758E-02	-5.15E-02
Q24	.566	1.163E-02	.138	.320	5.381E-02	.123	-.132
Q25	.433	.221	.128	.205	-3.42E-02	-2.18E-02	.342
Q26	.559	.309	4.786E-02	.135	.146	.168	.188
Q27	.693	.276	-3.62E-02	.146	.306	1.925E-02	.102
Q28	.214	.403	-1.04E-02	-2.02E-02	.495	.276	1.641E-02
Q29	.556	8.140E-02	.377	-.167	7.227E-02	2.185E-02	.287
Q30	.199	.194	.236	.275	.158	-.301	-.121
Q31	.642	6.403E-02	5.896E-02	.185	-9.15E-02	5.633E-02	9.720E-02
Q32	.150	9.798E-03	-5.38E-02	-2.36E-02	.739	2.728E-02	.193
Q33	.636	.193	.107	4.161E-02	.225	1.848E-02	-.153

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 19 iterations.



Thus, among the thirty-three items, fifteen items were grouped under the first factor, three in factor three, two each in factors two, four, five, and six as well as one item in the seventh factor, with six items unloaded.

As there are important conceptual similarities among some items, the fourth factor (with two items) was merged with the seventh factor (with one item), the fifth factor (with two items) was combined with the sixth (with two items) while the first factor (with fifteen items), the second factor (with four items) and the third factor (with three items) were kept as they were originally loaded. Finally, there are only five factors.

Refer to appendix 4.2.2cIII for the communalities when thirty-three items were used.

After these original seven factors were grouped as five factors, the % of variance has changed. For example, the % of variance for the original second factor (negative self-evaluation) is 6.7. When the original factors 4 and 7 were grouped together (because they both refer to negative attitudes in class) and became another factor, the % of variance of that new factor was increased to 9.862. The % of variance when combining the original factor 5 and factor 6 was 11.268.

To facilitate the discussion, the final five factors were arranged according to their % of variance. Table 4.2.2cII shows, firstly, how the original seven factors were grouped as five factors and secondly, how these five factors were re-arranged according to the % of variance of each factor.

*Table 4.2.2cII      Grouping of the original seven factors as five factors and rearrangements of these five factors according to the % of variance of each factor in section two of the questionnaire*

<b>original</b>	<b>updated</b>
<b>Factor 1</b>	<b>Factor 1</b>
<b>Factor 2</b>	<b>Factor 4</b>
<b>Factor 3</b>	<b>Factor 5</b>
<b>Factor 4</b>	<b>Factor 3</b>
<b>Factor 5</b>	<b>Factor 2</b>

Table 4.2.2cIII shows the loadings of variables on factors, communalities, and percent of the variance.

*Table 4.2.2cIII The loadings of variables on factors, communalities, and percent of the variance in section two of the questionnaire*

Factors Loadings, Communalities ( $h^2$ ), Percents of Variance for Five-Factor Principal Component Analysis with Varimax Rotation on FLCAS Items.

Label	Speech Anxiety and Fear of Negative Evaluation	Comfortable-ness when speaking with Native Speakers	Negative Attitudes towards the English Class	Negative Self-evaluation	Fear of Failing the Class	
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	$h^{2***}$
Item 27	.69*					.68
Item 3	.69					.63
Item 9	.67					.55
Item 31	.64					.48
Item 4	.64					.57
Item 33	.64					.53
Item 12	.61					.48
Item 13	.59					.52
Item 19	.57					.46
Item 24	.57					.48
Item 26	.56					.51
Item 29	.56					.57
Item 16	.55					.51
Item 1	.54					.58
Item 20	.54					.45
Item 32		.74				.61
Item 14		.71				.62
Item 11		.66				.57
Item 8		.65				.60
Item 17			.72			.63
Item 5			.70			.57
Item 6			.66			.52
Item 23				.80		.73
Item 7				.75		.70
Item 10					.68	.57
Item 22					.51	.45
Item 15					.50	.51
% of variance	20.4**	11.3	9.9	6.7	6.2	
% of total variance accounted for by the solution						54.5

Footnotes:

\*Factor loading means correlation between the item and factor. The maximum is 1 (highly correlated), the minimum is 0 (no relation). 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.

\*\*Among the new 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.

\*\*\* $h^2$ , 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.



There were fifteen items in factor one. Examples of items included in this factor are 'I never feel quite sure of myself when I am speaking in my English class' (item 1)' and 'It embarrasses me to volunteer answers in my English class' (item 13).' This factor was named 'Speech anxiety and fear of negative evaluation'.

The second factor included four items (8, 11, 14 and 32) and was called 'Comfortableness when speaking with native speakers'. Examples of items included in this factor 'I would not be nervous speaking English with native speakers (item 14)' and 'I would probably feel comfortable around native speakers of English (item 32).'

There were three items (5, 6 and 17) in factor three which was categorised as 'Negative attitudes towards the English class'. Examples of items included 'It wouldn't bother me at all to take more English class (item 5)' and 'I often feel like not going to my English class (item 17).'

Two items (7 and 23) comprised factor four which was labelled as 'Negative self-evaluation'. These items were 'I keep thinking that the other students are better at English than I am (item 7)' and 'I always feel that the other students speak English better than I do (item 23).'

Factor five was made up of three items (10, 15 and 22) and was called 'Fear of failing the class', meaning that students are worried of the consequences of personal failure. Examples of items were 'I worry about the consequences of failing my English class (item 10)' and 'I get upset when I don't understand what the teacher is correcting (item 22).'

The new 5 factors accounted for 54.5% of the total variance for the solution. The % of variance for each of the factors is shown in table 4.2.2cIII. The higher the % of total variance accounted for by the solution, the more important that factor is. It means that factor one – 'speech anxiety and fear of negative evaluation'- is the most important factor contributing to second language learning speaking-in-class anxiety in the present study.

To conclude, the five factors contributing to second language learning speaking-in-class anxiety identified in the present study are presented as follows, according to their level of importance:

Factor 1 – speech anxiety and fear of negative evaluation (% of variance: 20.4)

Factor 2 –comfortableness when speaking with native speakers (% of variance:11.3)

Factor 3 – negative attitudes towards the English class (% of variance: 9.9)

Factor 4 - negative self-evaluation (% of variance: 6.7)

Factor 5 –fear of failing the class/consequences of personal failure (% of variance: 6.2)

Table 4.2.2cIV shows the percentage of students selecting each alternative in the five factors.

*Table 4.2.2cIV The percentage of students selecting each alternative in the five factors*

**FLCAS Items with Percentage of Students Selecting Each Alternative in Five Factors**

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	SA <sup>a</sup>	A	D	SD
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*Factor One (Speech Anxiety and Fear of Negative Evaluation)*

27	I get nervous and confused when I am speaking English in my English class.	3 <sup>b</sup>	32	59	6
3	I tremble when I know that I'm going to be called on in English class.	3	33	54	10
9	I start to panic when I have to speak without preparation in English class.	6	46	44	5
31	I am afraid that the other students will laugh at me when I speak English,	3	31	57	9
4	It frightens me when I don't understand what the teacher is saying in English.	2	32	56	11
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	5	48	45	3
12	In English class, I can get so nervous I forgot things I know.	1	21	66	13
13	It embarrasses me to volunteer answers in my English class.	3	33	56	9
19	I am afraid that my English teacher is ready to correct every mistake I make.	1	25	64	10
24	I feel very self-conscious about speaking English in front of other students.	2	28	62	8
26	I feel more tense and nervous in my English class than in my other classes.	3	23	63	11
29	I get nervous when I don't understand every word the English teacher says.	1	40	54	5
16	Even if I am well prepared for English class, I feel anxious about it.	1	25	64	10
1	I never feel quite sure of myself when I am speaking in my English class.	3	39	52	6
20	I can feel my heart beating when I'm going to be called on in English class.	5	55	38	3



*Factor Two (Comfortableness when speaking with Native Speakers)*

32<sup>j</sup> I would probably feel comfortable around native speakers of English.

3            54            39            3

14<sup>j</sup> I would not be nervous speaking English with native speakers.

7            53            36            4

11<sup>i</sup> I don't understand why some people get so upset over English classes.

7            64            28            1

8<sup>j</sup> I am usually at ease during tests in my English class.

6            53            36            5

*Factor Three (Negative Attitudes towards the English Class)*

17 I often feel like not going to my English class.

6            29            56            10

5<sup>j</sup> It wouldn't bother me at all to take more English classes.

6            39            49            6

6 During English class, I find myself thinking about things that have nothing to do with the course.

2            34            58            6

*Factor Four (Negative Self-evaluation)*

23 I always feel that the other students speak English better than I do.

7            47            45            1

7 I keep thinking that the other students are better at English than I am.

7            48            43            2

*Factor Five (Fear of Failing the Class/Consequences of Personal Failure)*

10 I worry about the consequences of failing my English class.

19            49            26            6

22 I don't feel pressure to prepare very well for English class.

1            39            56            4

15 I get upset when I don't understand what the teacher is correcting.

3            55            39            3

*Items Not Included in the Factor Solution*

2 <sup>j</sup>	I don't worry about making mistakes in English class.	3	45	46	7
18 <sup>j</sup>	I feel confident when I speak English in English class.	5	62	31	2
21	The more I study for an English test, the more confused I get.	2	23	67	8
25	English class moves so quickly I worry about getting left behind.	0	24	68	9
28 <sup>j</sup>	When I'm on my way to English class, I feel very sure and relaxed.	7	62	30	0
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	5	43	47	5

<sup>a</sup>SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.

<sup>b</sup>Percentages in this table are rounded to the nearest whole number, thus may not add up to 100.

<sup>j</sup>Items that were negatively loaded on the factors.

The factors identified in the present study are comparable to previous findings (for example, Aida, 1994; Horwitz, et al, 1986; Truitt, 1995) and will be discussed in greater detail in Chapter 5.

### **4.3 THE RELATIONSHIP BETWEEN FACTORS CONTRIBUTING TO SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA) AND LANGUAGE PROFICIENCY**

This section will first discuss the components of the Advanced Supplementary AS (university entrance) Use of English (UE) examination because this examination was used as the point of reference in the present study in terms of student respondents' language proficiency. It will next discuss the second language learning speaking-in-class anxiety (SA) of the student respondents as indicated by the thirty-three items in the FLCAS. The relationship between the five factors contributing to second language learning speaking-in-class anxiety and language proficiency will then be presented, followed by a discussion about the relationship between each of the five factors contributing to second language learning speaking-in-class anxiety and student respondents overall and oral language proficiency.

#### **4.3.1 The Components of the Use of English examination**

Student respondents' Advanced Supplementary (university entrance) Use of English results were used as a point of reference in the present study in terms of student respondents' language proficiency. The factors contributing to second language learning

speaking-in-class anxiety and language proficiency are the five factors presented in section 4.2.2c.

In Hong Kong, form seven high school students have to take the Advanced Level Examination (the qualifications obtained are equivalent to those of the Advanced Level General Certificate of Education) before they enter the university. English is a compulsory subject for these form seven high school students and is attempted at the Advanced Supplementary Level (AS) instead of the Advanced Level because the students in Hong Kong are taking English as a second language. All universities in Hong Kong require all first year new entrants to have attained at least grade E, the passing grade, or above in AS Use of English examination or equivalent upon admission to the universities. In the AS Use of English examination, there are seven grades, grade A being the highest, grade E being the passing grade, grade F being a failing grade and grade U being an 'unidentified' grade meaning a very bad failure. In terms of international standards, a grade E in AS Use of English is equivalent to 515 points in TOFEL.

Based upon the student respondents' AS Use of English results (both the overall grade and oral grade), this section will first present the findings showing the second language learning speaking-in-class anxiety of the student respondents to see which group of



student respondents are most anxious and least anxious in terms of each factor. Both the overall grade which represents the student respondents' English language performance in all areas (these areas are practical skills in work and study, reading, listening, speaking, writing and oral) as well as their single oral grades are used as points of reference in terms of their language proficiency. This is because the present study investigates the second language learning speaking-in-class anxiety of the student respondents and their oral grades obtained in the AS Use of English examination is thus a reliable indicator of their speaking performance. In the Use of English examination, the oral grade contributes to 18% of the overall grade. For details of the components of the AS Use of English from 1985 to 2002, refer to tables 4.3.1 below.

*Table 4.3.1 The profile components for Use of English from 1985 to 2002*

<b>Year</b>	<b>Profile Components</b>	<b>Percentage</b>
85 – 88 (AL Use of English)	Cursory Reading	25%
	Intensive Reading (Comprehension and Summary)	30%
	Composition	25%
	Listening Test	20%
89 – 93 (AL Use of English)	Listening	18%
	Writing	23%
	Reading and Language Systems	24%
	Practical Skills for Work and Study	35%
94 –2002 (AS Use of English)	Listening	18%
	Writing	18%
	Reading and Language Systems	18%
	Oral	18%
	Practical Skills for Work and Study	28%

It should be noted that students' oral performance was not assessed in the Use of English examination before 1993.

### **4.3.2 The second language learning speaking-in-class anxiety levels of the student respondents**

Section two of the questionnaire required student respondents to indicate their anxiety levels when asked to speak in English in class. There are 39 items in this section. Items 1 to 33 are identical to those included in the FLCAS. Items 34 to 39 were added on by the researcher because these items relate to such concepts as wait-time, the use of Chinese in the class and error correction which may affect the second language learning speaking-in-class anxiety of the student respondents in the present study.

As discussed in section 4.2.2c, factor analysis was performed on the 33 items included in FLCAS instead of the whole 39-item instrument used in the present study. Notwithstanding this, the second language learning speaking-in-class anxiety level of the student respondents identified by items 34 to 39 will still be presented after the discussion of their second language learning speaking-in-class anxiety level indicated by the 33-item FLCAS because of the content implications related to items 34 to 39.

#### ***4.3.2a The second language learning speaking-in-class anxiety levels of the student respondents as indicated by the thirty-three items in the FLCAS***

Before discussing the second language learning speaking-in-class anxiety of the student respondents as indicated by the thirty-three items in the FLCAS, it is important to look at how the FLCAS was analysed, what the means for each item and the whole FLCAS were and how 'anxious' was defined in the present study.

In the main study, all the items in the FLCAS were answered on a four-point scale: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. A respondent's endorsement in 'strongly agree' was equated with a numerical value of four, 'agree' was three, 'disagree' was two and 'strongly disagree' was one. Missing responses were equated to zero.

For each student respondent, summing his or her ratings of the thirty-three items derived an anxiety score. When the statements were negatively worded (statements 2, 5, 8, 11, 14, 18, 22, 28, 32, 34 and 38), responses were reversed and recoded to ensure that in all instances, a high score represents high anxiety in the English class. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. Refer to section 4.1aI for a detailed explanation as how 2.5 and 82.5 are derived as the means for each item and for the whole four-point scale FLCAS respectively.

The mean for the adapted four-point scale FLCAS used in the present study has been identified statistically as 82.5. It should be noted, however, that it is difficult, if not impossible to decide on scores to determine 'high anxiety', 'medium anxiety' and 'low anxiety' because second language learning speaking-in-class anxiety is a kind of situation specific anxiety. If the mean (82.5) was used to denote the anxiety levels, it would be

too arbitrary to state that a student respondent scoring 82.4 (just 0.01 below the mean of 82.5) had low anxiety while one who scored 82.6 (just 0.01 above the mean of 82.5) was very anxious. As such, in the present study, after presenting the second language learning speaking-in-class anxiety levels of the student respondents, attempts will be made to compare their anxiety levels among themselves in terms of variables such as sex, language proficiency and majors. Findings from previous results will also be compared with those generated from the present study to investigate which group of students has higher second language learning speaking-in-class anxiety level in Chapter 5.

Refer to table 4.3.2a in relation to the mean of each of the 33 items in section two of the questionnaire which asks student respondents how they feel about some situations related to speaking in English in an English class. The situations/ activities described in items with the mean above 2.5 will be regarded as comparatively more anxiety-provoking than those having a lower mean. The higher the mean, the more anxiety-provoking that activity/situation is.



*Table 4.3.2a Ranking of the mean of each of the 33 items in section two of the questionnaire*

No.	Question	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	nil
14.*	I would <u>not</u> be nervous speaking English with native speakers.	2.63	2
20.	I can feel my heart beating when I'm going to be called on in English class.	2.62	1
8*	I am usually at ease during tests in my English class.	2.61	2
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	4
15.	I get upset when I don't understand what the teacher is correcting.	2.58	5
32.*	I would probably feel comfortable around native speakers of English.	2.57	2
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	1
30.	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.47	nil
5.*	It wouldn't bother me at all to take more English classes.	2.45	3
2.*	I <u>don't</u> worry about making mistakes in English class.	2.44	nil
1.	I never feel quite sure of myself when I am speaking in my English class.	2.38	1
22.*	I <u>don't</u> feel pressure to prepare very well for English class.	2.38	5
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	1
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	3
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.	2.18	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=Strong Disagree
- Mean :  $(1+2+3+4)/4=2.5$
- \*with negative loading

The mean scores ranged from 2.11 for item 12 (In English class, I can get so nervous I forget things I know) to 2.81 for item 10 (I worry about the consequences if failing my English class).

The mean scores of thirteen items were above the mean, ranging from 2.54 to 2.81, implying that these thirteen items provoked higher second language learning speaking-in-class anxiety levels when compared to the other twenty-two items.

Among these thirteen items that provoke high second language learning speaking-in-class anxiety, it is noted that the means of all items (items 11, 14, 8 and 32) which were labelled as 'Comfortableness when speaking with native speakers (factor 2)' were all above the mean (2.76, 2.63, 2.61 and 2.57) respectively.

The means of both items (7 and 23) labelled as 'Negative self-evaluation' (factor 4) were also above the mean (2.6 and 2.59 respectively).

As for factor 5, (Fear of failing the class/consequences of personal failure), two items (10 and 15) out of three scored above the mean (2.81 and 2.58) respectively.



The implications of these results will be elaborated in greater detail in Chapter 5.

**4.3.2b *The second language learning speaking-in-class anxiety levels of the student respondents as indicated by items 34 to 39 in section 2 of the questionnaire***

These 6 items were analysed and means identified in the same way as the other 33 items described in section 4.3.2a. Refer to table 4.3.2b for the ranking of the means of items 34 to 39 in section two of the questionnaire. The higher the means, the more student respondents agreed with the statements and /or the more anxiety-provoking it would be if that activity/situation was not carried out.

*Table 4.3.2b Ranking of the means of items 34 to 39 in section two of the questionnaire*

Items	Questions	Mean
34*	I like my English teacher to correct me once I make a mistake.	2.04
38*	I feel relaxed when speaking English with friends I know.	2.20
35	I start to panic when I have to speak in front of the class without preparation in English class.	2.52
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.74
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	2.76
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	3.02

\*item with negative loading

Results indicated that enough wait-time helped lower the second language learning speaking-in-class anxiety of students respondents because the mean for item 37 (When I am given enough time to think of the answer, I feel more confident to speak in an English class) was 3.02 meaning that students respondents strongly agreed with this

item. It should be noted that the mean for item 37 was the highest among all 39 items. (The highest mean for those 33 items included in the FLCAS used for factor analysis was 2.81 for item 10 – I worry about the consequences of failing my English class.)

Four (items 35, 36, 37 and 39) of the six items added by the researcher for the present study had a mean higher than 2.5, meaning that these items reflected important aspects of second language learning speaking-in-class anxiety of Chinese learners of English. Besides item 37 discussed in the last paragraph, the other three items were item 35 (I start to panic when I have to speak in front of the class without preparation in English class.) with a mean of 2.52, item 36 (I will speak more in class if my classmates do not laugh at my mistakes.) with a mean of 2.74 and item 39 (If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.) with a mean of 2.76.

Implications of these results will be discussed in greater detail in Chapter 5.

For details of statistics such as standard deviation and standard error of mode, refer to appendix 4.3.2.



### **4.3.3 The relationship between the five factors contributing to second language learning speaking-in-class anxiety and language proficiency**

In general, it was found that for all factors, apart for factor three (Negative attitudes towards the English class), students with better language proficiency levels were usually less anxious, that is, student respondents getting grades D or lower were more anxious than those who got grades, A, B or C.

However, for factor 3 (Negative attitudes towards the English class), it is just the opposite. For overall grade, those getting the highest grade, grade A were those who were most anxious. For oral grade, those getting grade B were the most anxious. Refer to tables 4.3.3a and 4.3.3b for details. The implications of the results, in particular those related to factor 3, will be discussed in detail in Chapter 5.

*Table 4.3.3a Relationship between Use of English overall grade and the five factors*

Factor	most anxious	least anxious
<i>Factor One (Speech Anxiety and Fear of Negative Evaluation)</i>	U	B
<i>Factor Two (Comfortableness when speaking with Native Speakers)</i>	U	B
<i>Factor Three (Negative Attitudes towards the English Class)</i>	A	B
<i>Factor Four (Negative Self-evaluation)</i>	U	A
<i>Factor Five (Fear of Failing the Class/Consequences of Personal Failure)</i>	F	B

*Table 4.3.3b Relationship between Use of English oral grade and the five factors*

Factor	most anxious	least anxious
<i>Factor One (Speech Anxiety and Fear of Negative Evaluation)</i>	U	B
<i>Factor Two (Comfortableness when speaking with Native Speakers)</i>	U	A
<i>Factor Three (Negative Attitudes towards the English Class)</i>	B	A
<i>Factor Four (Negative Self-evaluation)</i>	U	A
<i>Factor Five (Fear of Failing the Class/Consequences of Personal Failure)</i>	U	B

The next section will discuss the relationship between each of the five factors contributing to second language learning speaking-in-class anxiety and language proficiency.

#### 4.3.4 The relationship between each factor contributing to second language speaking-in-class anxiety and language proficiency

##### *a. The relationship between factor one (speech anxiety and fear of negative evaluation) and language proficiency*

There are fifteen items in factor one and the score ranges from 15 to 60. The mean for each item is 2.5 and the mean for the 15 items is 37.5. As discussed, for missing cases, the mean (2.5) for the missing item was imputed. It should be noted that the higher the mean, the more anxious the student respondents were.

Table 4.3.4a shows the relationship between Use of English (UE) *overall* grade and factor one (speech anxiety and fear of negative evaluation) while table 4.3.4b shows the relationship between Use of English *oral* grade and factor one.

Table 4.3.4a The relationship between Use of English overall grade and factor one (speech anxiety and fear of negative evaluation)

Factor One: Speech Anxiety and Fear of Negative Evaluation

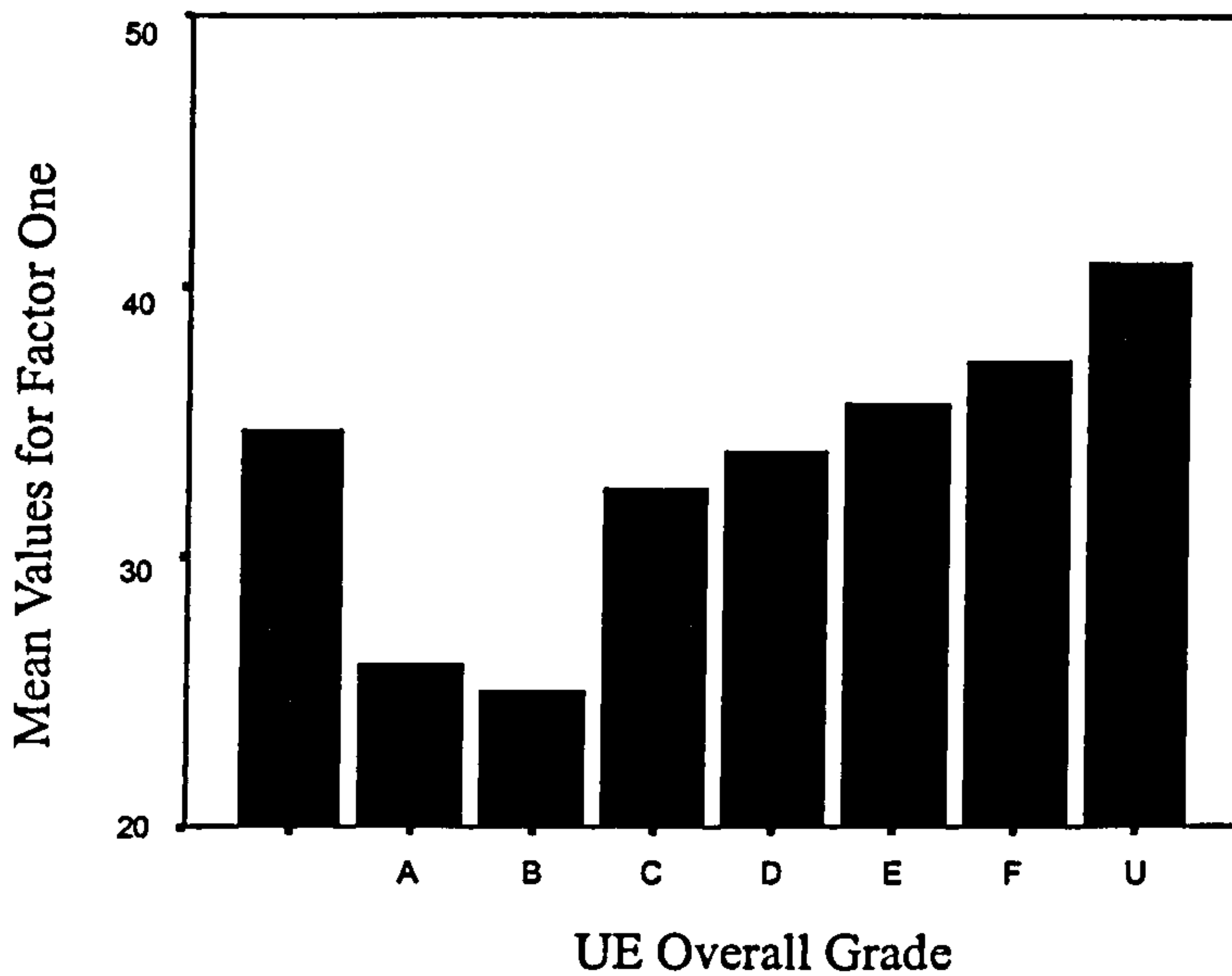
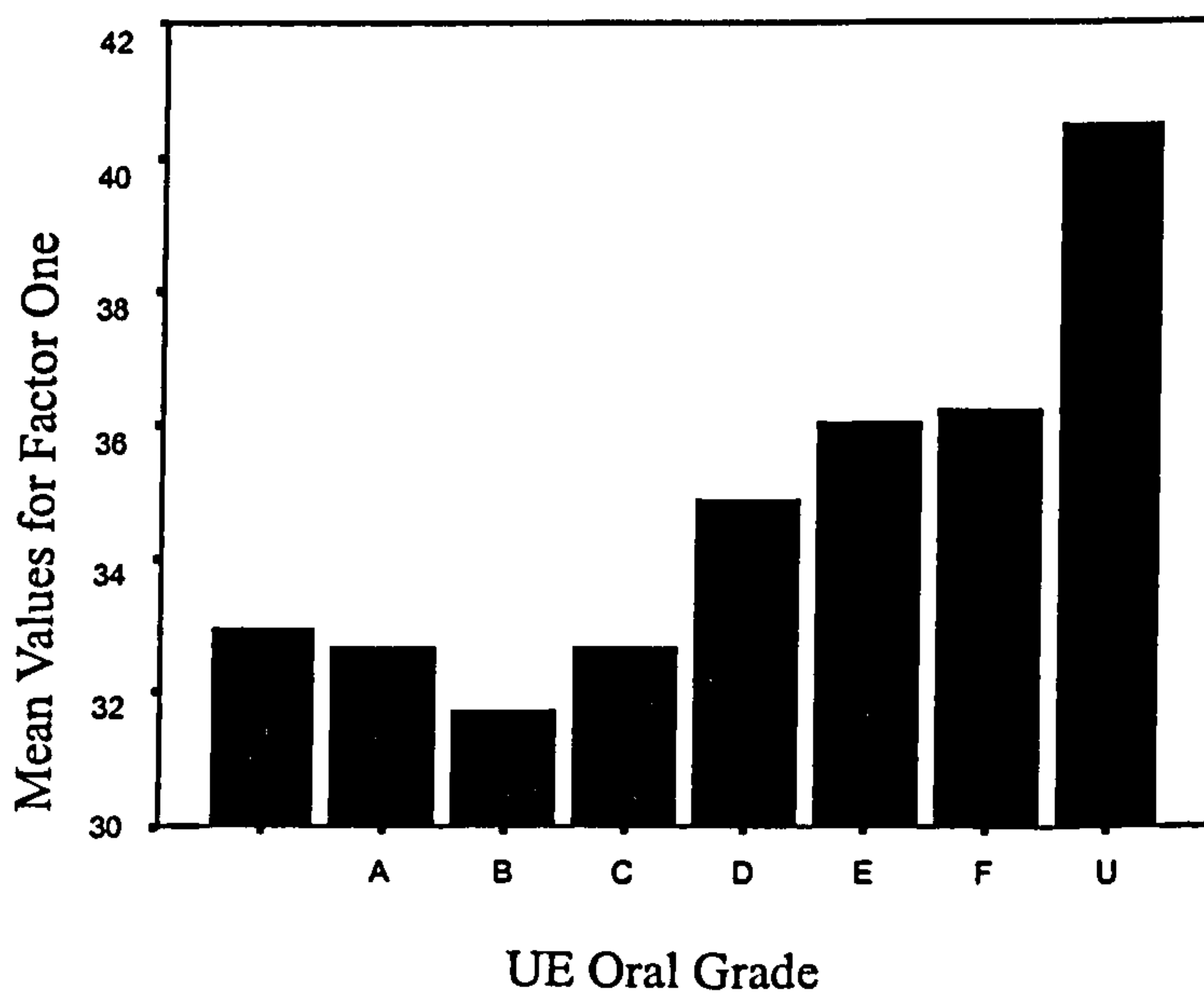


Table 4.3.4b The relationship between Use of English oral grade and factor one (speech anxiety and fear of negative evaluation)

Factor One: Speech Anxiety and Fear of Negative Evaluation





It was noted that student respondents getting grade A were more anxious than those getting grade B although in all other cases, student respondents getting higher grades were less anxious than those getting lower grades.

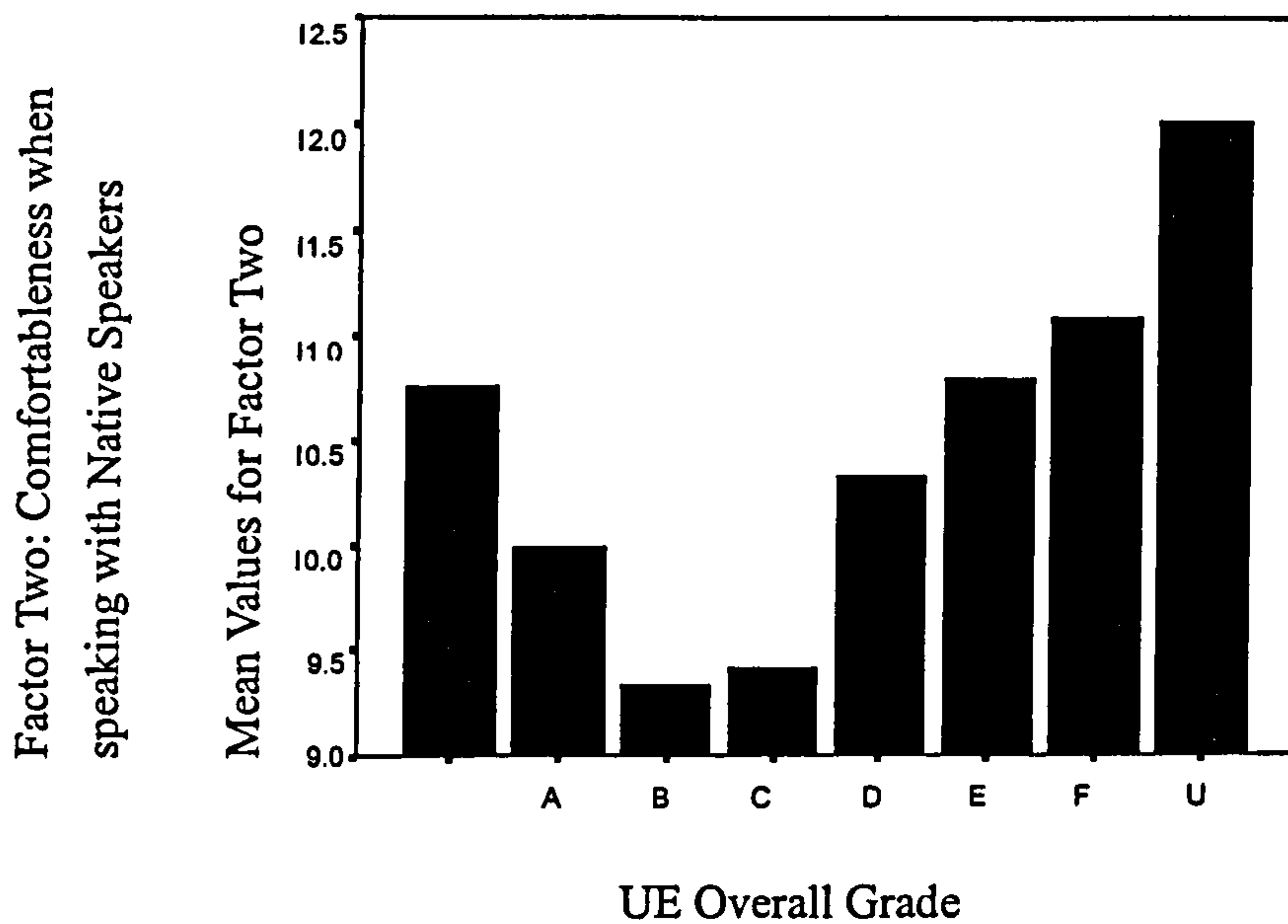
Implications of these results will be discussed in greater detail in Chapter 5.

***b. The relationship between factor two (Comfortableness when speaking with native speakers) and language proficiency***

There are four items in factor two and the score ranges from 4 to 16. The mean for each item is 2.5 and the mean for the 4 items is 10. As discussed, for missing cases, the mean (2.5) for the missing item was imputed.

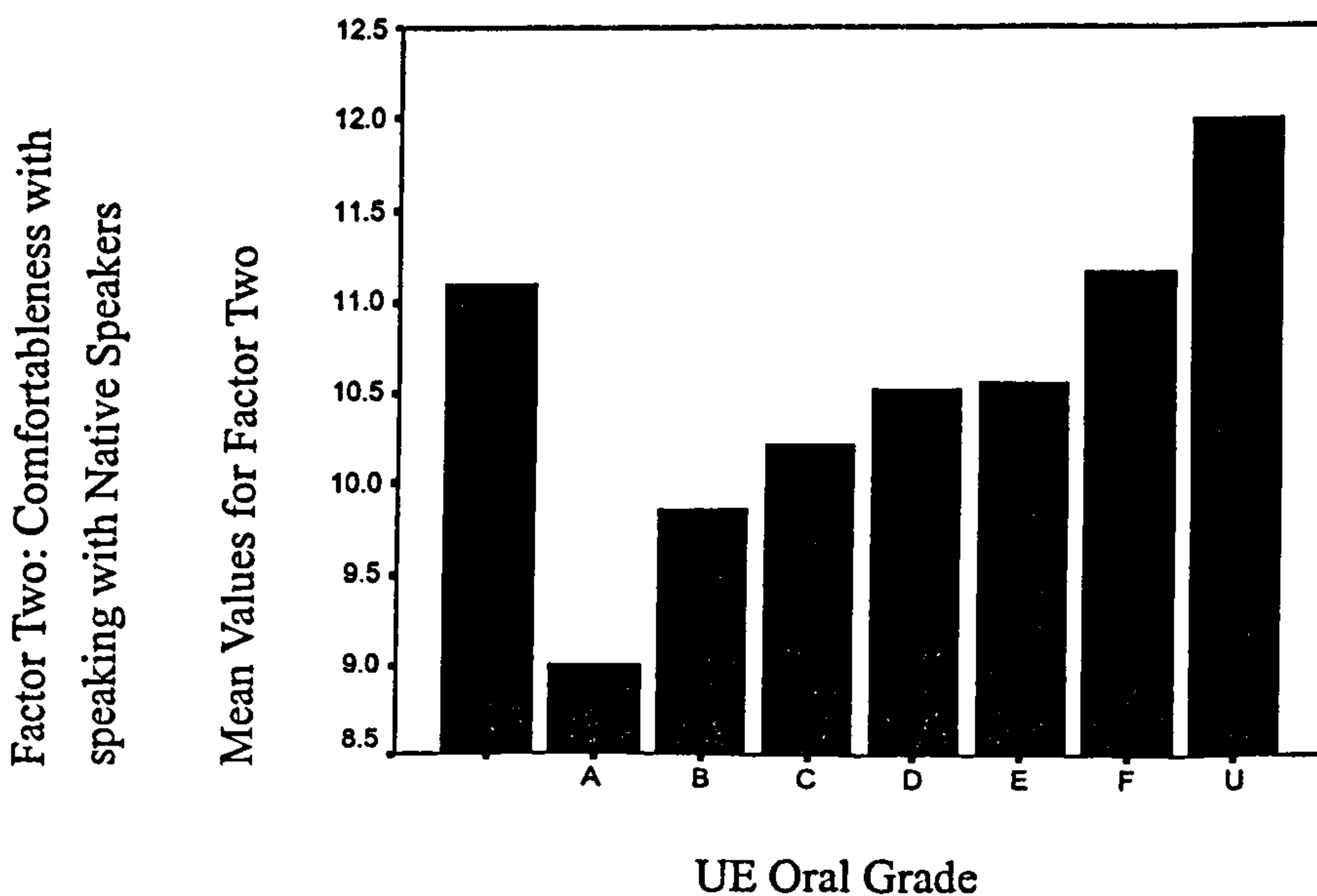
Table 4.3.4c shows the relationship between Use of English *overall* grade and factor two (Comfortableness with speaking with native speakers) while table 4.3.4d shows the relationship between Use of English *oral* grade and factor two.

Table 4.3.4c The relationship between Use of English overall grade and factor two (Comfortableness when speaking with native speakers)



It should be noted that the higher the mean, the more uncomfortable the student respondents felt.

Table 4.3.4d The relationship between Use of English oral grade and factor two (Comfortableness when speaking with native speakers)



Generally speaking, the lower the student respondents' overall grades, the more anxious they were when speaking with native speakers. But within grade A, B and C students in terms of overall grades, grade A students seemed to be more anxious than those getting grades B and C which was against the norm.

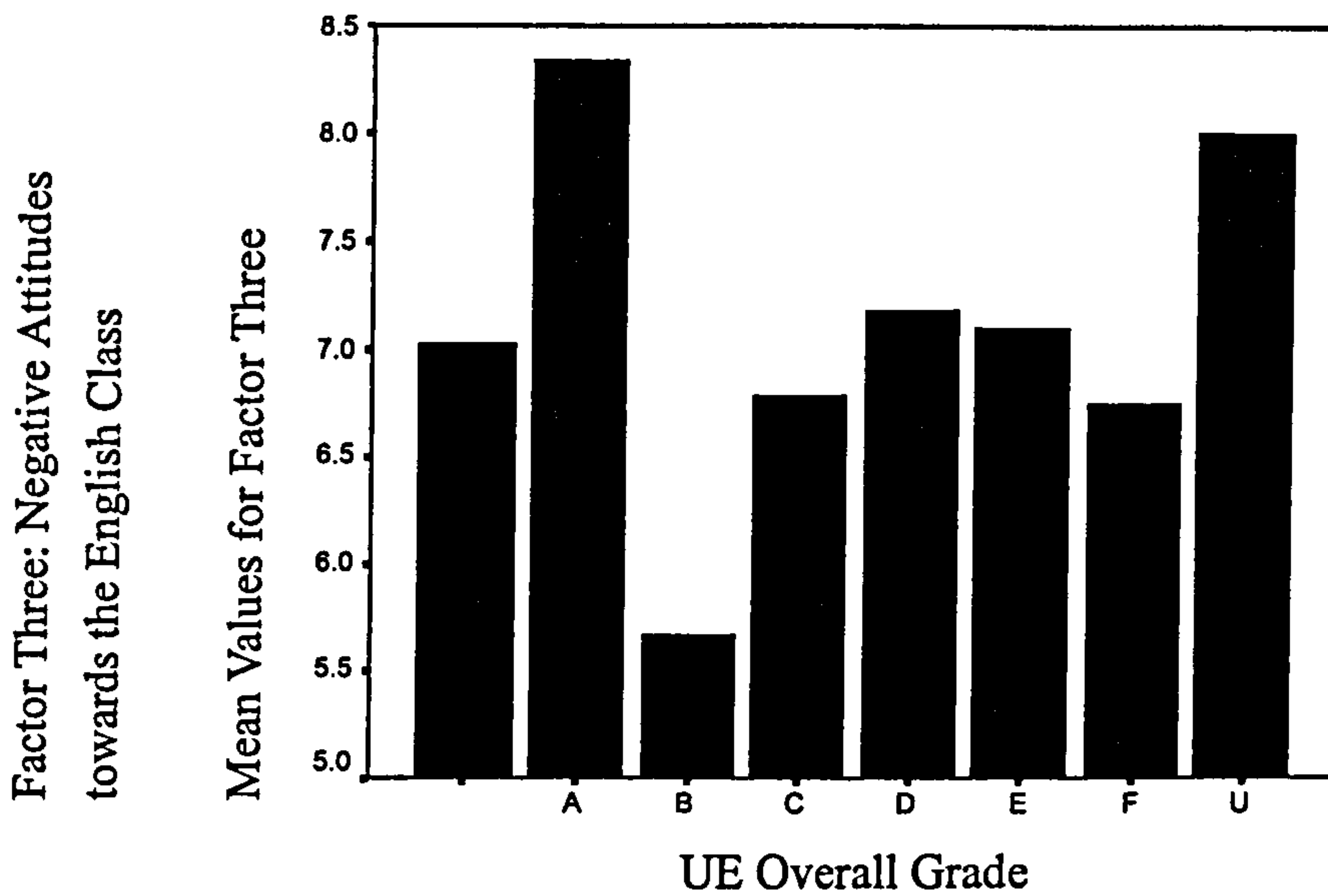
For oral, however, the lower the student respondents' oral grades, the more anxious they were when speaking with native speakers. It could be due to the fact that some students getting grade A as an overall grade may not have got an A in the oral section. On the other hand, more students getting grades B and C as their overall grades (in areas such as writing and reading) got grade A in the oral paper.

***c. The relationship between factor three (Negative attitudes towards the English class) and language proficiency***

There are three items in factor three and the score ranges from 3 to 12. The mean for each item is 2.5 and the mean for the 3 items is 7.5. As discussed, for missing cases, the mean (2.5) for the missing item was imputed.

Table 4.3.4e shows the relationship between Use of English *overall* grade and factor three (Negative attitudes towards the English class) while table 4.3.4f shows the relationship between Use of English *oral* grade and factor three.

Table 4.3.4e The relationship between Use of English *overall* grade and factor three (Negative attitudes towards the English class)



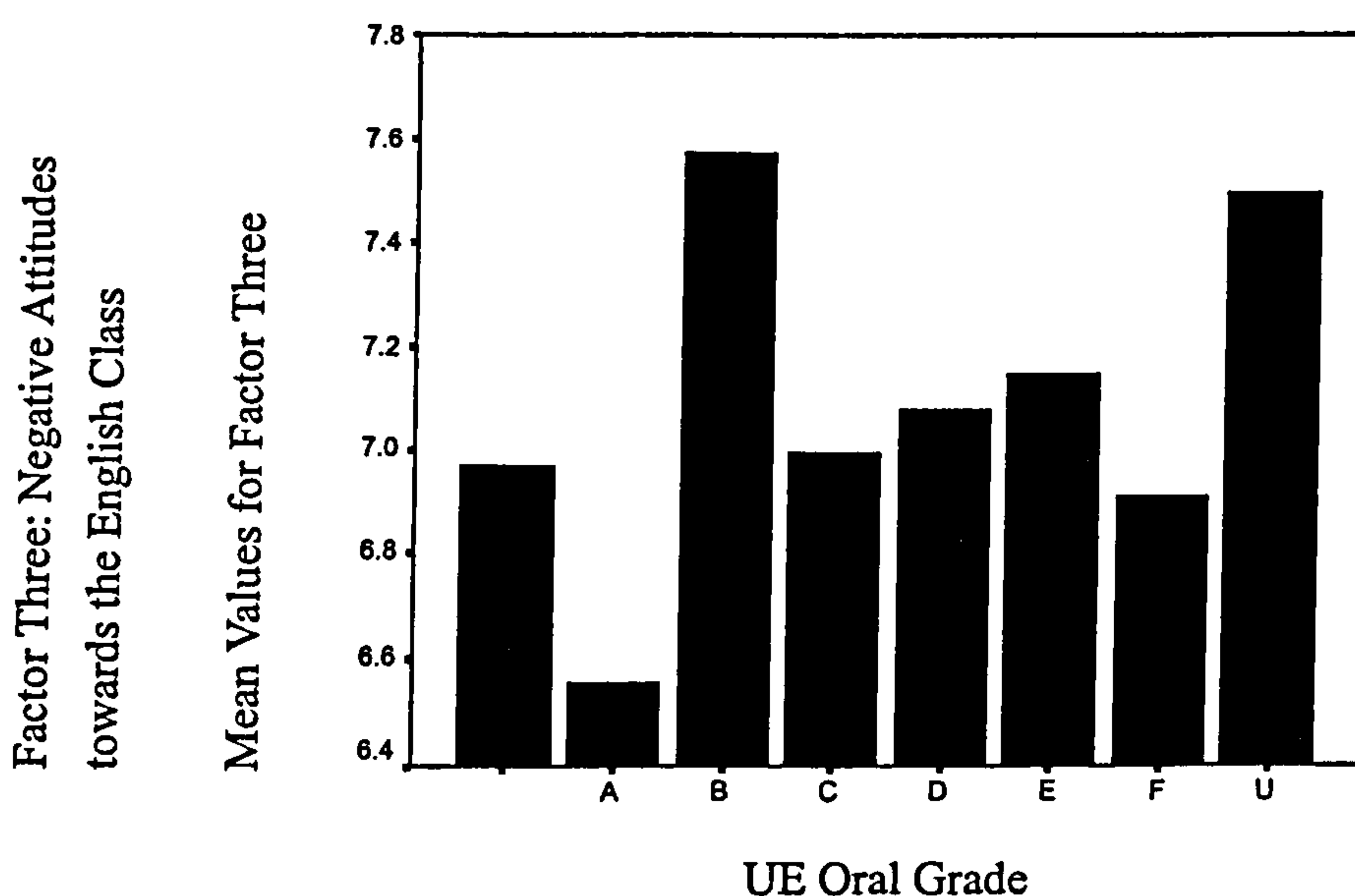
It should be noted that the higher the mean, the more negative the student respondents felt toward the English class.

It was noted that students scoring grade A in the overall result were the most anxious. It could be due to the fact that they had high expectations of themselves as they have always been perceived as outstanding students and achievers. It should also be noted that according to statistics, most students scoring grades A as their overall grades had not necessarily scored grades A as their oral grades. On the other hand, more students scoring grades B as their overall grades get A as their oral grades when compared to students getting an overall grade A. This could be due to the fact that besides having high expectations of themselves, students scoring grade A always felt that they were not adequate in terms of speaking. As a result, they had negative attitudes towards the



English class and themselves. Their negative attitudes towards the English class actually could have affected their oral performance, and consequently, their oral grades because in that part of the test, students are expected to speak a lot and contribute to role plays and discussion in a positive manner.

*Table 4.3.4f The relationship between Use of English oral grade and factor three (Negative attitudes towards the English class)*



Here, students getting grades B as their oral grades were the most anxious. It could be due to the fact that although this group of students performed well in other areas, their negative attitudes toward the English class actually affected their performance in the oral test. The pattern that students getting grades B were the most anxious matches with bar charts in table 4.3.4a and 4.3.4c that these grade B students performed better in

other areas. As a result, they were those who got an overall grade A but only scored grade B in their oral paper.

*d. The relationship between factor four (Negative self-evaluation) and language proficiency*

There are two items in factor four and the score ranges from 2 to 8. The mean for each item is 2.5 and the mean for the 2 items is 5. As discussed, for missing cases, the mean (2.5) for the missing item was imputed.

Table 4.3.4g' shows the relationship between Use of English *overall* grade and factor four (negative self-evaluation) while table 4.3.4h shows the relationship between Use of English *oral* grade and factor four.

Table 4.3.4g The relationship between Use of English overall grade and factor four (negative self-evaluation)

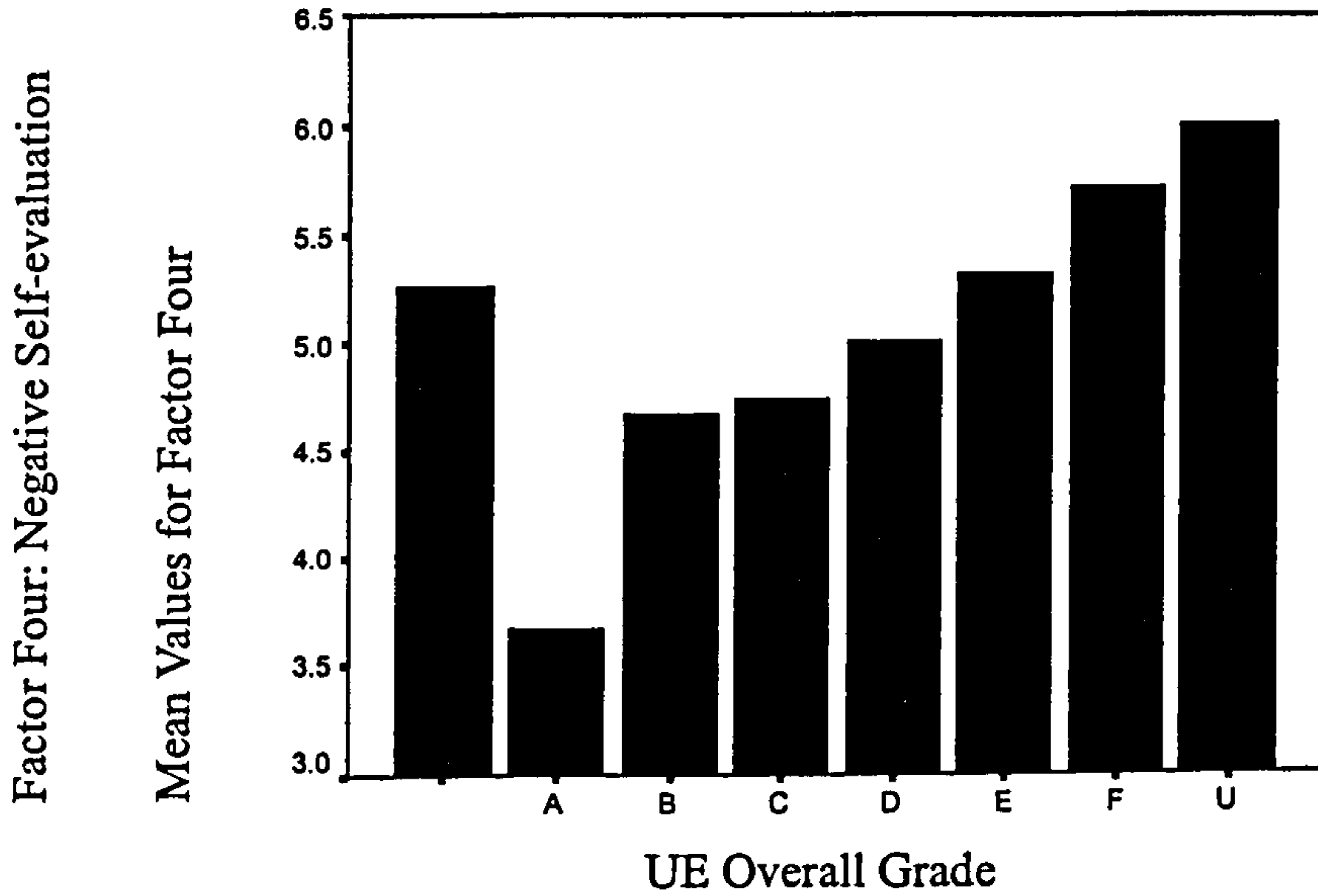
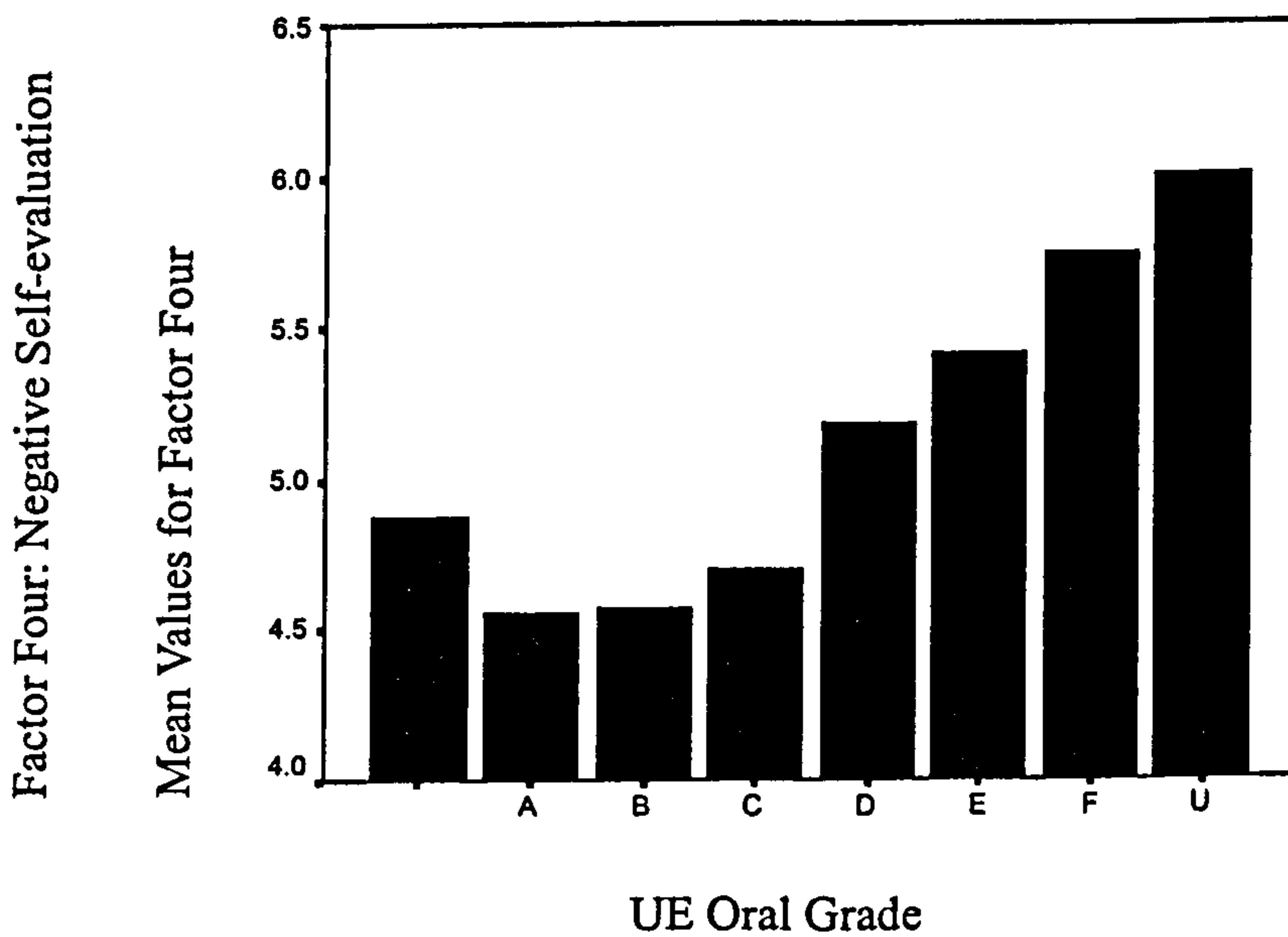


Table 4.3.4h The relationship between Use of English oral grade and factor four (negative self-evaluation)



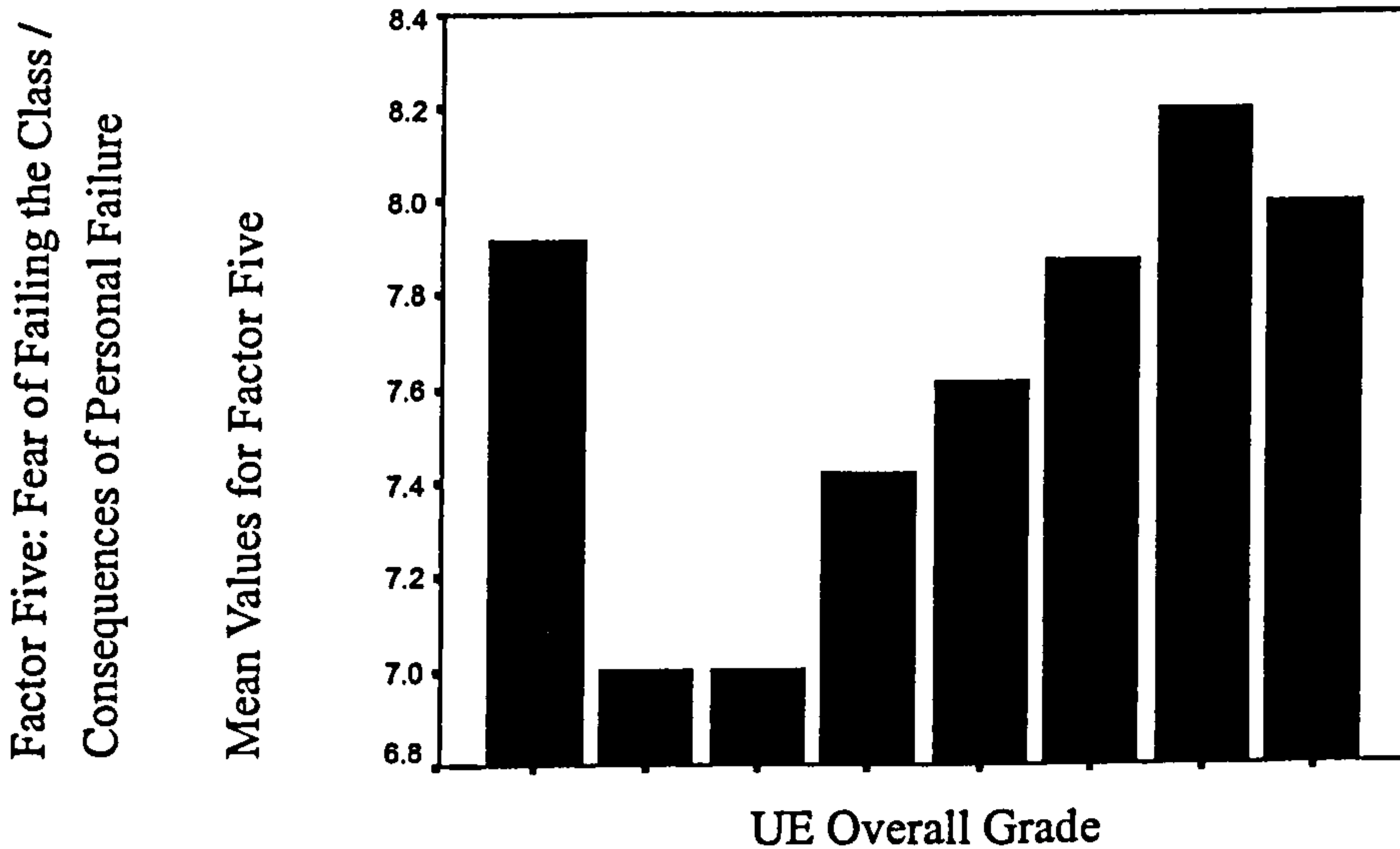
In both cases, the higher grade the students got, the less anxious they were.

*e. The relationship between factor five (Fear of failing the class / Consequences of personal failure) and language proficiency*

There are three items in factor five and the score ranges from 3 to 12. The mean for each item is 2.5 and the mean for the 3 items is 7.5. As discussed, for missing cases, the mean (2.5) for the missing item was imputed.

Table 4.3.4i shows the relationship between Use of English *overall* grade and factor five (Fear of failing the class/Consequences of personal failure) while table 4.3.4j shows the relationship between Use of English *oral* grade and factor five.

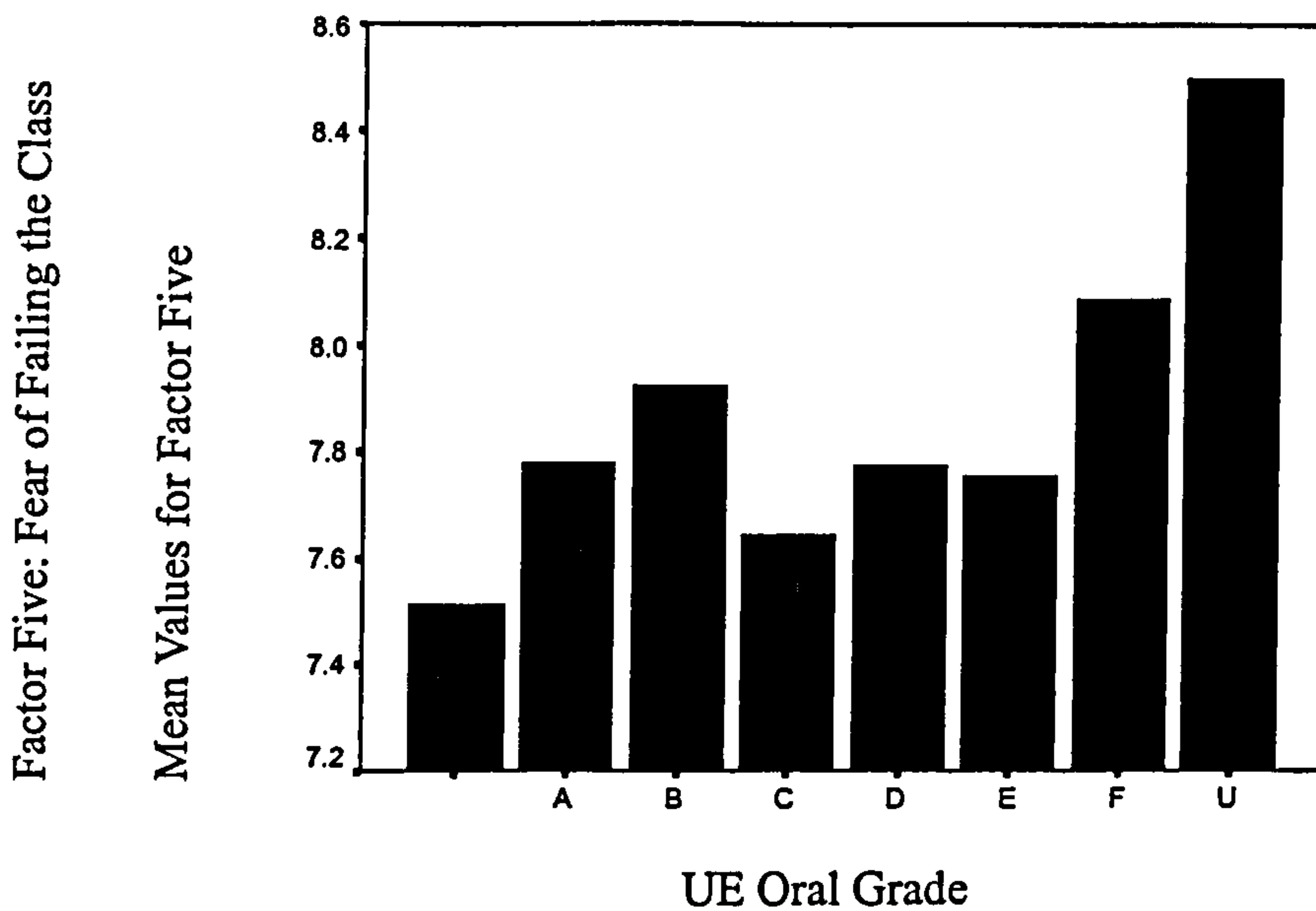
*Table 4.3.4i The relationship between use of English overall grade and factor five (fear of failing the class / consequences of personal failure)*





As expected, most students getting higher grades were less anxious. However, students getting F as their overall grades were a little bit more anxious than those getting grade U –an unclassified grade for very poor performance. This could be due to the fact that students getting grade U were never worried about failing the class/consequences of personal failure because they understood that they had very low language proficiency. No matter how worried or how hard they tried, they were not going to attain a passing grade - grade E. For those students getting grade F, on one hand, they hoped that they could attain the passing grade –grade E. On the other, they were afraid of the consequences of failing English because students who fail in English in the AS Use of English examination in Hong Kong cannot enter university. As education is perceived by many in Hong Kong as the passport to success, failure to have a university education can be threatening.

*Table 4.3.4j The relationship between Use of English oral grade and factor five (Fear of failing the class/Consequences of personal failure)*



It was noted that students getting grades A and B as their oral grades were more anxious than those getting grades C, D and E. It could be because those students getting grades A and B performed better in other parts (for example, writing, reading, listening) of the AS Use of English examination.

#### **4.4 CORRELATION BETWEEN THE LEVEL OF SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY AND LANGUAGE PROFICIENCY (RESEARCH QUESTION 2)**

In order to have cross-referencing, t-tests were performed in sections 2, 4 and 5 of the questionnaire to see if there was a significant difference between the level of second language learning speaking-in-class anxiety and language proficiency in terms of the AS Use of English overall and the oral grades.

It should be noted that although 313 student respondents were asked to fill out the questionnaire, some of them forgot what grades they had got in the AS Use of English examination. Thus, the total number of grades recorded for analysis did not add up to 313.

##### **4.4.1 Comparison of mean scores between the level of second language learning speaking-in-class anxiety and language proficiency in section 2**

In order to find out the correlation between the level of second language learning speaking-in-class anxiety and language proficiency in section 2, a t-test was adopted to compare the means.

###### ***a. Overall grades***

Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the AS Use of English examination in section 2 in terms of group statistics and independent samples t-test will be presented in tables 4.4.1a and 4.4.1b respectively.

*Table 4.4.1a Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 2 –group statistics*

**Group Statistics**

	<b>OVERALL</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>SUM33*</b>	<b>Grade E, F, U</b>	152	82.2171	10.8230	.8779
	<b>Grade A, B, C, D</b>	121	77.3306	9.8720	.8975

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language learning speaking-in-class anxiety. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Results showed that students having a higher proficiency level (those getting grades A, B, C or D, mean =77.33) were not so anxious as those who got lower grades (grades E, F or U, mean = 88.21).



*Table 4.4.1 b Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 2 – independent samples t-test*

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SUM33 Equal variance assumed	1.025	.312	3.852	271	.000	4.8865	1.2686	2.3889	7.3841
Equal variance not assumed			3.892	265.981	.000	4.8865	1.2554	2.4147	7.3583

Footnotes: As the two set of data are similar (same year, same university), we assume the variances are equal.

For section two, there was definitely a significant difference ( $t=3.852$ ,  $p=0.000$ ) between anxiety levels and students' overall language proficiency. More proficient students, As, Bs, Cs and Ds, were more confident (less anxious) than less proficient ones.

**b. Oral grades**

**Table 4.4.1 c Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 2 –group statistics**

	ORAL	N	Mean	Std. Deviation	Std. Error Mean
SUM33	Grade E, F, U	122	82.6198	9.6430	.8766
	Grade A, B, C, D	153	78.4575	11.1302	.8998

**Table 4.4.1 d Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 2 – independent samples t-test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SUM33	Equal variances assumed	.775	.380	3.258	272	.001	4.1623	1.2774	1.6475	6.6772
	Equal variances not assumed			3.313	269.708	.001	4.1623	1.2563	1.6890	6.6356

**Footnotes:**

- **t-test, nominal vs nominal, nominal:** mutual exclusiveness and characteristics of exhaustiveness, eg, college, major, sex
- **Equal variance (not) assumed,** as the 2 groups of data (for example, they have similar background, age, language input) are similar, we will assume their variance is equal.
- **Level of Significance:** Corresponding to an observed value of a test statistics, the p-value is the lowest level of significance at which the null hypothesis could have been rejected. To demonstrate a difference in an extremely conservative manner, the .001 level should be used.

(Miller and Miller, 1999)

There was definitely a significant difference between second language learning speaking-in-class anxiety levels and students' language proficiency in terms of the Use of English oral grade ( $t=3.258, p=0.001$ ). More proficient students, those getting grades A, B, C or D were more confident (less anxious) than less proficient ones (students getting grades E, F or U).

#### 4.4.2 Correlation between the level of second language learning speaking-in-class anxiety and language proficiency in section 4

##### a. Overall grades

*Table 4.4.2a Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 4 – group statistics*

Group Statistics					
	OVERALL	N	Mean	Std. Deviation	Std. Error Mean
SUM4A*	Grade E, F, U	112	57.9911	9.8662	.9323
	Grade A, B, C, D	99	58.2727	9.5296	.9578
SUM4B**	Grade E, F, U	112	53.0893	7.4211	.7012
	Grade A, B, C, D	97	51.5979	9.0354	.9174

\*The theoretical range of section 4A of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate how *they feel* when asked to participate in 25 classroom activities.

\*\* The theoretical range of section 4B of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate *how often* those 25 classroom activities happen.

*Table 4.4.2b Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 4 –independent samples t-test*

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SUM4A	.004	.947	-0.210	209	.834	-0.2817	1.3394	-2.9222	2.3589
Equal variances not assumed			-0.211	207.345	.833	-0.2817	1.3366	-2.9167	2.3534
SUM4B	3.730	.055	1.310	207	.192	1.4913	1.1386	-.7535	3.7362
Equal variances not assumed			1.292	186.026	.198	1.4913	1.1547	-.7867	3.7694

There was no significant difference ( $t=-0.210$ ,  $p=0.834$ ) between anxiety levels and students' language proficiency.



**b. Oral grade**

**Table 4.4.2c Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 4 – group statistics**

ORAL		N	Mean	Std. Deviation	Std. Error Mean
SUM4A	Grade E, F, U	93	58.6344	8.9379	.9268
	Grade A, B, C, D	113	57.6991	10.2285	.9622
SUM4B	Grade E, F, U	92	53.3152	7.4154	.7731
	Grade A, B, C, D	114	51.4474	8.9572	.8389

**Table 4.4.2d Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 4 –independent samples t-test**

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SUM4A	Equal variances assumed	1.172	.280	.691	204	.490	.9353	1.3536	-1.7335	3.6041
	Equal variances not assumed			.700					203.247	.485
SUM4B	Equal variances assumed	3.424	.066	1.805	204	.110	1.8678	1.1639	-4.270	4.1627
	Equal variances not assumed			1.837					203.857	.103

It was found that there was no significant difference ( $t=0.691$ ,  $p=0.490$ ) between student respondents' second language learning speaking-in-class anxiety levels and students' oral grade in section 4.

#### 4.4.3 Correlation between the level of second language learning speaking-in-class anxiety and language proficiency in section 5

##### a. Overall grade

*Table 4.4.3a Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 5 – group statistics*

Group Statistics					
OVERALL		N	Mean	Std. Deviation	Std. Error Mean
SUM5A*	Grade E, F, U	122	118.3607	56.2515	5.0928
	Grade A, B, C, D	104	115.1923	58.9550	5.7810
SUM5B**	Grade E, F, U	122	82.6230	42.9453	3.8881
	Grade A, B, C, D	104	85.2381	40.3851	3.9412
SUM5C#	Grade E, F, U	121	103.6860	69.9233	6.3567
	Grade A, B, C, D	104	107.5000	43.1018	4.2265
SUM5##	Grade E, F, U	121	333.7686	159.8619	14.5329
	Grade A, B, C, D	104	331.3462	131.8948	12.9333

\*Sum 5A refers to the sum of questions 51, 52 and 53 of section 5 of the questionnaire which asked respondents to indicate their levels of anxiety when asked to speak in English in front of the class, in groups of 3 to 4 people and in pairs respectively. The mean is 150.

\*\*Sum 5B refers to the sum of questions 54 and 55 of section 5 of the questionnaire which asked respondents to indicate their levels of anxiety when asked to speak in English in terms of wait-time. The mean is 100.

# Sum 5C refers to the sum of questions 56, 57 and 58 of section 5 of the questionnaire which asked respondents to indicate their levels of anxiety when asked to speak in English when they are being assessed by the teachers when speaking, assessed by their classmates and allowed to use Chinese in class respectively. The mean is 150.

## Sum 5 refers to the sum of all the 8 questions mentioned above in section 5 of the questionnaire which asked respondents to indicate their levels of anxiety. The mean is 400.

*Table 4.4.3b Comparison of mean scores between the level of second language learning speaking-in-class anxiety and overall grade in the Use of English examination in section 5 –independent samples t-test*

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SUM5A	Equal variances assumed	.919	.339	.413	224	.680	3.1683	7.6755	-11.9570	18.2637
	Equal variances not assumed			.411	214.787	.681	3.1683	7.7043	-12.0174	18.3541
SUM5B	Equal variances assumed	.175	.676	-.470	225	.639	-2.6151	5.5819	-13.5752	8.3449
	Equal variances not assumed			-.472	223.217	.637	-2.6151	5.5363	-13.5252	8.2549
SUM5C	Equal variances assumed	3.509	.062	-.483	223	.630	-3.8140	7.8984	-19.3790	11.7509
	Equal variances not assumed			-.500	203.269	.618	-3.8140	7.6335	-18.8650	11.2369
SUM5	Equal variances assumed	.912	.341	.123	223	.902	2.4224	19.7370	-36.4724	41.3173
	Equal variances not assumed			.125	222.644	.901	2.4224	19.4545	-35.9180	40.7609

There was no significant difference between student respondents' second language learning speaking-in-class anxiety levels and students' overall language proficiency among the questions in section 5 ( $t=0.413$ ,  $p=0.680$ ;  $t= - 0.470$ ,  $p=0.639$ ;  $t= - 0.483$ ,  $p=0.630$ ;  $t=0.123$ ,  $p=0.902$ ).

*b. Oral grade*

*Table 4.4.3c Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 5 – group statistics*

**Group Statistics**

	ORAL	N	Mean	Std. Deviation	Std. Error Mean
SUM5A	Grade E, F, U	100	125.6000	53.1117	5.3112
	Grade A, B, C, D	124	112.0968	60.0173	5.3897
SUM5B	Grade E, F, U	100	86.4000	40.5896	4.0590
	Grade A, B, C, D	125	81.2000	44.3883	3.9702
SUM5C	Grade E, F, U	99	105.8586	43.5424	4.3762
	Grade A, B, C, D	124	105.5323	69.6426	6.2541
SUM5	Grade E, F, U	99	347.8788	134.6141	13.5292
	Grade A, B, C, D	124	323.1129	159.2777	14.3036

*Table 4.4.3d Comparison of mean scores between the level of second language learning speaking-in-class anxiety and oral grade in the Use of English examination in section 5 –independent samples t-test*

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SUM5A	Equal variances assumed	3.427	.065	1.761	222	.080	13.5032	7.6666	-1.6053	28.6118
	Equal variances not assumed			1.785	220.056	.076	13.5032	7.5669	-1.4096	28.4160
SUM5B	Equal variances assumed	.373	.542	.907	223	.366	5.2000	5.7347	-6.1010	16.5010
	Equal variances not assumed			.916	219.005	.361	5.2000	5.6778	-5.9902	16.3902
SUM5C	Equal variances assumed	1.835	.177	.041	221	.968	.3263	8.0192	-15.4776	16.1303
	Equal variances not assumed			.043	209.806	.966	.3263	7.6331	-14.7211	15.3738
SUM5	Equal variances assumed	2.223	.137	1.235	221	.218	24.7659	20.0614	-14.7703	64.3020
	Equal variances not assumed			1.258	220.262	.210	24.7659	19.6884	-14.0358	63.5676

There was no significant difference between anxiety levels and students' oral proficiency among the questions. (t=1.761, p=0.080; 0.907, p=0.366; t=0.041, p=0.968; t=1.235, p=0.218)



To conclude, data generated from section 2 of the questionnaire (the FLCAS) showed that there was definitely a significant difference between student respondents' second language learning speaking-in-class anxiety levels and students' language proficiency in terms of the Use of English overall grade ( $t=3.852$ ,  $p=0.00$ ) and the oral grade ( $t=3.258$ ,  $p=0.001$ ). More proficient students, those getting grades A, B, or C as well as some students getting grades D, were more confident (less anxious) than less proficient ones (students getting grades E, F or U)

There was, however, no significant difference between student respondents' second language learning speaking-in-class anxiety levels and students' language proficiency in terms of the Use of English overall grade ( $t=0.210$ ,  $p=0.83$ ) and the oral grade ( $t=0.691$ ,  $p=0.490$ ) in sections 4 and 5. It could be due to the fact that sections 4 and 5 refer to actual activities carried out in the classroom. No matter what their actual language proficiency was, student respondents had to face the same kind of atmosphere, environment and challenges when they were asked to use their second language (English) to carry out those activities stated in sections 4 and 5. On the other hand, items in section 2 asked students 'how they feel about those situations or scenarios stated—they are not activities to be carried out in the classroom. As such, more proficient students, were more confident (less anxious) than less proficient ones.

These results will be discussed in greater detail and compared to previous studies in chapter 5.

#### 4.5 THE EFFECT OF THE ORAL GRADE ON THE OVERALL GRADE (RESEARCH QUESTION 3)

Candidates' oral performance was not assessed in the Use of English examination before 1994. Refer to table 4.5.1 for details in relation to various components contributed to the overall grades from 1985 to 1993.

*Table 4.5.1 Profile components of Use of English from 1985 to 1993*

Year	Profile Components	Percentage
85 – 88 (AL Use of English)	Cursory Reading	25%
	Intensive Reading (Comprehension and Summary)	30%
	Composition	25%
	Listening Test	20%
89 – 93 (AL Use of English)	Listening	18%
	Writing	23%
	Reading and Language Systems	24%
	Practical Skills for Work and Study	35%

As from 1994 onwards, oral has become an assessed component of the Use of English examination. A candidate's oral performance contributes to 18% of the overall grade.

Refer to table 4.5.2 for details of the profile components from 1994 to 2002.

*Table 4.5.2 Profile components of Use of English from 1994 to 2002*

Year	Profile Components	Percentage
94 – present (2002) (AS Use of English)	Listening	18%
	Writing	18%
	Reading and Language Systems	18%
	Oral	18%
	Practical Skills for Work and Study	28%

As the Practical Skills for Work and Study paper contributes to 28% of the overall grade while the oral grade only accounts for 18% of the overall grade, it is important to investigate if the oral grades of this group of student respondents affect their overall grade because one important aspect of the present study is to study the second language learning speaking-in-class anxiety of the student respondents.

Table 4.5.3 shows the descriptive statistics of the correlation between the overall and oral grades while table 4.5.4 describes the correlation between the overall and oral grades.

*Table 4.5.3 Descriptive statistics of the correlation between the overall and oral grades*

**Descriptive Statistics**

	Mean	Std. Deviation	N
OVERAL2	4.5066	.8666	229
ORAL2	4.2555	1.2287	227
SUM4A	58.1983	9.5666	232
SUM4B	52.4087	8.2868	230

Table 4.5.4 Correlation between oral grade and overall grade

Correlation		OVERALL
ORAL	Pearson Correlation	.514**
	Sig. (2-tail)	.000
	N	213

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The p-value was  $0.000 < 0.01$  and the correlation value was 0.514. It means that the overall grade and oral grade were positively correlated, i.e. the higher the oral grade, the higher the overall grade.

It was also noted that in terms of importance when determining the overall grade, the respondents' performance in the 'Practical Skills for Work and Study' paper was the most important. This was as expected because the grades respondents attained in this paper contributed to 28% of the overall grade while each of the other four papers namely writing, listening, reading and oral contributed to 18% of the overall grade. (Refer to table 4.5.2 for the profile components of the Use of English examination.)

Though candidates' proficiency in writing, listening, reading and oral carry the same weight when determining their overall grades in the Use of English examination, it was, however, interesting to note that for the student respondents in the present study,



besides having 'Practical Skills for Work and Study' as the most important element when deciding their overall grade, the second most important was writing, followed by oral, reading and listening. These phenomena may explain why students getting an overall grade A were more anxious than students getting an overall grade B when the relationship between factor two (comfortableness when speaking with native speakers) and AS Use of English overall grade was investigated. As discussed in section 4.3, students getting an overall grade A may not have scored grade A in the oral paper, meaning that they experienced higher second language learning speaking-in-class anxiety. As results indicated in tables 4.5.3 and 4.5.4, these students may have scored higher in writing instead. Table 4.5.5 shows the parameter estimates of the five papers and table 4.5.6 shows the importance of the five papers when contributing to the overall grade.

*Table 4.5.5 The parameter estimates of the five papers in the Use of English examination*

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	T for H0: Parameter=0	Prob >  T
INTERCEPT	1	0.949617	0.21825582	4.351	0.0001
LISTENING	1	0.091314	0.04030487	2.266	0.0249
WRITING	1	0.171377	0.03538274	4.844	0.0001
READING	1	0.122639	0.04627523	2.650	0.0089
ORAL	1	0.165200	0.03046499	5.423	0.0001
PRACTICAL SKILLS	1	0.260109	0.03594360	7.237	0.0001

*Table 4.5.6 The importance of the five papers when contributing to the overall grade*

	Parameter
Variable	Estimate
LISTENING	0.091314
WRITING	0.171377
READING	0.122639
ORAL	0.165200
PRACTICAL SKILLS	0.260109

Importance: writing > oral > reading > listening

It should be noted that the Practical Skills for Work and Study paper was not ranked in terms of its importance in determining the overall grade because this paper contributes to 28 % of the overall grade. Only four papers (listening, writing, reading and oral) were ranked because they all have the same weighing (18%) when contributing to the overall grade.

#### **4.6 THE RELATIONSHIP BETWEEN SEX OF STUDENT RESPONDENTS AND THEIR SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (RESEARCH QUESTION 4)**

When investigating the relationship between sex of student respondents and their second language learning speaking-in-class anxiety as stated in research question 4, in order to have cross-referencing, t-tests were performed in sections 2, 4 and 5 of the questionnaire to see if there is a relationship between sex of student respondents and their second language learning speaking-in-class anxiety. The procedures were similar to those adopted in section 4.4.

It should be noted that since some student respondents have not indicated their gender, the total number for analysis varied and did not add up to 313.

#### 4.6.1 The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 2

Table 4.6.1a The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 2 - group statistics

##### Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
SUM33*	Male	129	80.2713	10.8727	.9573
	Female	177	79.9661	10.6573	.8011

##### Footnotes:

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.6.1b The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 2 – independent samples t-test

##### Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SUM33	.269	.605	.245	304	.806	.3052	1.2443	-2.1433	2.7538
Equal variances assumed									
Equal variances not assumed			.245	272.756	.807	.3052	1.2482	-2.1522	2.7626

In section 2 of the questionnaire which measures the students' anxiety on FLCAS, there was no significant difference (0.05 level) between second language learning speaking-in-class anxiety and students' sex. ( $t=0.245$ ,  $p=0.806$ ). The means and standard deviations for male and female were ( $M=80.27$ ,  $SD=10.87$ ) and ( $M=79.97$ ,  $SD=10.66$ ), respectively.



**4.6.2 The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 4**

*Table 4.6.2a The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 4 - group statistics*

<b>Group Statistics</b>					
	<b>SEX</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>SUM4A*</b>	<b>Male</b>	90	56.5222	8.8104	.9287
	<b>Female</b>	142	59.2606	9.9000	.8308
<b>SUM4B**</b>	<b>Male</b>	90	52.8667	8.1492	.8590
	<b>Female</b>	140	52.1143	8.3899	.7091

Footnotes:

\*The theoretical range of section 4A of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate how *they feel* when asked to participate in 25 classroom activities.

\*\* The theoretical range of section 4B of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate *how often* those 25 classroom activities happen.



*Table 4.6.2b The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 4 – independent samples t-test*

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SUM4A Equal variance assumed	.832	.363	-2.141	230	.033	-2.7383	1.2791	-5.2585	-.2182
Equal variance not assumed			-2.198	205.410	.029	-2.7383	1.2461	-5.1951	-.2816
SUM4B Equal variance assumed	.390	.533	.671	228	.503	.7524	1.1209	-1.4564	2.9611
Equal variance not assumed			.675	193.952	.500	.7524	1.1138	-1.4444	2.9492

In section 4, there was a definite difference (0.05 level) between anxiety and students' sex. ( $t = -2.141$ ,  $p = 0.033$ ). The means and standard deviations for male and female were ( $M = 56.52$ ,  $SD = 8.81$ ) and ( $M = 59.26$ ,  $SD = 9.90$ ) respectively. Female respondents were found to have a higher second language learning speaking-in-class anxiety level.

Implications of the findings will be discussed in Chapter 5.

### 4.6.3 The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 5

*Table 4.6.3a The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 5 - group statistics*

<b>Group Statistics</b>					
	<b>SEX</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>SUM5A</b>	<b>Male</b>	100	115.8000	53.7330	5.3733
	<b>Female</b>	150	117.0667	58.8200	4.8026
<b>SUM5B</b>	<b>Male</b>	100	82.4000	39.9272	3.9927
	<b>Female</b>	151	84.5695	42.5321	3.4612
<b>SUM5C</b>	<b>Male</b>	100	103.8600	73.2000	7.3200
	<b>Female</b>	149	105.2349	45.2259	3.7051
<b>SUM5</b>	<b>Male</b>	100	328.2600	150.8901	15.0890
	<b>Female</b>	149	333.6913	142.5461	11.6778

**Footnotes:**

\*Sum 5A refers to the sum of questions 51, 52 and 53 of section 5 of the questionnaire which ask respondents to indicate their levels of anxiety when asked to speak in English in front of the class, in groups of 3 to 4 people and in pairs respectively. The mean is 150.

\*\*Sum 5B refers to the sum of questions 54 and 55 of section 5 of the questionnaire which ask respondents to indicate their levels of anxiety when asked to speak in English in terms of wait-time. The mean is 100.

#Sum 5C refers to the sum of questions 56, 57 and 58 of section 5 of the questionnaire which ask respondents to indicate their levels of anxiety when asked to speak in English when they are being assessed by the teachers when speaking, assessed by their classmates and allowed to use Chinese in class respectively. The mean is 150.

## Sum 5 refers to the sum of all the 8 questions mentioned above in section 5 of the questionnaire which ask respondents to indicate their levels of anxiety The mean is 400.

*Table 4.6.3b The relationship between sex of student respondents and their second language learning speaking-in-class anxiety in section 5 – independent samples t-test*

Independent samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SUM5A	.717	.398	-0.173	248	.863	-1.2667	7.3385	-15.7204	13.1871
			-0.176	224.965	.861	-1.2667	7.2068	-15.4681	12.9348
SUM5B	.251	.617	-0.405	249	.686	-2.1695	5.3526	-12.7117	8.3726
			-0.411	221.241	.682	-2.1695	5.2841	-12.5832	8.2441
SUM5C	1.814	.179	-0.183	247	.855	-1.3749	7.5081	-16.1629	13.4131
			-0.168	149.653	.867	-1.3749	8.2043	-17.5860	14.8362
SUM5	.111	.740	-0.288	247	.774	-5.4313	18.8670	-42.5921	31.7295
			-0.285	204.126	.776	-5.4313	19.0801	-43.0506	32.1831

In section 5, there was no significant difference (0.05 level) between second language learning speaking-in-class anxiety and students' sex in the 8 questions asking students their usual level of second language learning speaking-in-class anxiety when requested to speak in English in an English class. ( $t=-0.173$ ,  $p=0.863$ ;  $t=-0.405$ ,  $p=0.686$ ;  $t=-0.183$ ,  $p=0.855$ ;  $t=-0.288$ ,  $p=0.774$ ).

To conclude, there was no significant difference between sex of student respondents and their second language learning speaking-in-class anxiety in sections 2 and 5 but there was a difference in section 4. Chapter 5 will elaborate on the implications and relate the findings to previous research.



#### **4.7 THE RELATIONSHIP BETWEEN STUDENTS' MAJORS AND SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (RESEARCH QUESTION 5)**

This section will first compare the speaking-in-class anxiety levels of student respondents among the five faculties, namely, the Faculty of Arts, the Faculty of Social Science, the Faculty of Science, the School of Communication and the School of Business. Next, the second language learning speaking-in-class anxiety levels of student respondents taking different majors within the same faculty will be examined. Finally, the means of second language learning speaking-in-class anxiety level of students taking the same major will be used to identify which group (major) is the most anxious and which group (major) is the least anxious.

The means obtained in section two of the questionnaire indicating student respondents' levels of second language learning speaking-in-class anxiety when asked to speak in an English class will be used for comparison purposes in this section.

T-tests and chi-square / Kruskal-Wallis tests were used to find out the differences in terms of the second language learning speaking-in-class anxiety levels of various faculties/majors as the former method identifies the differences between two groups while the latter, which is a parametric test can identify the differences between groups.



#### 4.7.1 Comparison of the second language learning speaking-in-class anxiety levels of student respondents among the five faculties / schools

The second language learning speaking-in-class anxiety levels of student respondents among the five faculties / schools were compared to see if there were any differences.

Table 4.7.1a describes the ranking of the five faculties/schools when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.2b presents the test statistics.

*Table 4.7.1a The mean rank of the five faculties / schools when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

FACULTY /SCHOOL	No of students	Mean Rank
SUM33* ARTS	41	165.56
SOCIAL SCIENCE	75	155.59
SCIENCE	128	150.29
COMMUNICATION	28	152.07
BUSINESS	34	147.60
Total	306	

#### Footnotes:

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language learning speaking-in-class anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.1a ranks the total second language learning speaking-in-class anxiety scores of 306 students (the score range for each student respondent was 33 to 132 because it is a four-point scale) indicated in section two of the questionnaire from low to high (least anxious to most anxious). For example, each of the 41 Arts student respondents had their own rank number and the mean rank (165.56) was the mean of the 41 individual students' mean.

Among the 306 student respondents in the five faculties/schools, the 41 Arts students were comparatively the most anxious (with a mean of 81.61) in terms of second language learning speaking-in-class anxiety while the 34 Business students were the least anxious (with a mean of 78.74).

Refer to appendix 4.7.1 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the five faculties / schools indicated in section two of the questionnaire.

*Table 4.7.1b The test statistics of the five faculties / schools when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	1.132
df	4
Asymp. Sig.	.889

a. Kruskal Wallis Test

b. Grouping Variable: FACUL\_NO

Results indicated that there was no significant difference among the second language learning speaking-in-class anxiety level of the five faculties/schools (sig. = 0.889 > 0.05).

**4.7.2 Comparison of the second language learning speaking-in-class anxiety levels of student respondents within the Faculty of Arts**

The second language learning speaking-in-class anxiety levels of student respondents of the four departments/majors (Music, Translation, Religious Studies and English) within the Arts Faculty were compared to see if there were any differences. Table 4.7.2a presents the mean rank of the four departments/majors within the Faculty of Arts when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.2b shows the test statistics.

*Table 4.7.2a The mean rank of the four departments / majors within the Faculty of Arts when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

	MAJOR	N	Mean Rank
SUM33	MUSIC	4	17.38
	TRANSLATION	11	27.50
	RELIGIOUS STUDIES	13	18.65
	ENGLISH	13	18.96
	Total	41	

Footnotes:

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.2a ranks the total second language learning speaking-in-class anxiety scores of 41 student respondents indicated in section two of the questionnaire from low to high (least anxious to most anxious). The score range for each student respondent was 33 to 132 because it is a four-point scale. Thus, each of the 4 Music student respondents had his/her own rank number among 41 students. When they were ranked with the other 37 student respondents in the Faculty of Arts, the mean rank of these students was 17.38.

Among the 41 student respondents in the Faculty of Arts, the 11 Translation students were comparatively the most anxious (with a mean of 87.45) in terms of second



language learning speaking-in-class anxiety while the 13 Religious Studies were the least anxious (with a mean of 78.69).

Refer to appendix 4.7.2 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the four departments/majors indicated in section two of the questionnaire.

*Table 4.7.2b The test statistics of the four departments / majors within the Faculty of Arts when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	4.498
df	3
Asymp. Sig.	.212

a. Kruskal Wallis Test

b. Grouping Variable: MAJOR\_NO

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the four departments/majors (Music, Translation, Religious Studies and English) within the Faculty of Arts (sig. = 0.212 >0.05).

### 4.7.3 Comparison of the second language learning speaking-in-class anxiety levels of student respondents within the Faculty of Social Science

The second language learning speaking-in-class anxiety levels of student respondents of the four departments / majors (Government and International Studies, China Studies, Geography and Physical Education and Recreation Management) within the Faculty of Social Science were compared to see if there were any differences. Table 4.7.3a presents the mean rank of the four departments / majors within the Faculty of Social Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.3b shows the test statistics.

*Table 4.7.3a The mean rank of the four departments / majors within the Faculty of Social Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

DEPARTMENT / MAJOR	N	Mean Rank
SUM33* GOVERNMENT & INTERNATIONAL STUDIES	7	40.79
CHINA STUDIES	10	40.90
GEOGRAPHY	31	35.48
PHYSICAL EDUCATION & RECREATION MANAGEMENT	27	39.09
Total	75	

**Footnotes:**

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.3a ranks the total second language learning speaking-in-class anxiety scores of 75 students (the score range for each student respondent was 33 to 132 because it is a four-point scale) indicated in section two of the questionnaire from low to high (least anxious to most anxious). Thus, each of the 7 Government and International Studies student respondents had their own rank number among 75 students. When they were ranked with other 68 students in the Faculty of Social Science, the mean rank of these students was 40.79.

Among the 75 student respondents in the Social Science Faculty, the 7 Government and International Studies were comparatively the most anxious (with a mean of 82) in terms of second language learning speaking-in-class anxiety while the 31 Geography were the least anxious (with a mean of 79.26).

Refer to appendix 4.7.3 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the four departments/majors within the Faculty of Social Science indicated in section two of the questionnaire.

*Table 4.7.3b The test statistics of the four departments / majors within the Faculty of Social Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	.774
df	3
Asymp. Sig.	.856

a. Kruskal Wallis Test

b. Grouping Variable: MAJOR\_NO

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the four departments/majors (Government and International Studies, China Studies, Geography and Physical Education and Recreation Management) within the Faculty of Social Science (sig. = 0.856 > 0.05).

**4.7.4 Comparison of the second language learning speaking-in-class anxiety levels of student respondents within the Faculty of Science**

The second language learning speaking-in-class anxiety levels of student respondents of the seven departments / majors (Applied Biology, Physics, Mathematical Science, Computer Science -Computer Systems, Computer Studies – Information Systems, Applied Chemistry and Applied Physics) within the Science Faculty were compared to see if there are any differences. Table 4.7.4a presents the mean rank of the four departments/majors within the Faculty of Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.4b shows the test statistics.



*Table 4.7.4a The mean rank of the seven departments / majors within the Faculty of Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

MAJOR	N	Mean Rank
SUM33 APPLIED BIOLOGY	26	65.00
PHYSICS	32	56.45
MATHEMATICAL SCIENCE	16	65.94
COMPUTER SCIENCE (COMPUTER SYSTEMS)	9	87.17
COMPUTER STUDIES (INFORMATION SYSTEMS)	16	80.97
APPLIED CHEMISTRY	17	73.21
APPLIED PHYSICS	12	31.67
Total	128	

**Footnotes:**

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.4a ranks the total second language learning speaking-in-class anxiety scores of 128 students (the score range for each student respondent was 33 to 132 because it is a four-point scale) indicated in section two of the questionnaire from low to high (least anxious to most anxious). For example, each of the 26 Applied Biology student respondents had their own rank number and the mean rank (65) was the mean of the 26 individual students' mean.

Among the 128 student respondents in the Faculty of Science, the 9 Computer Science (Computer Systems) students are comparatively the most anxious (with a mean of

87.33) in terms of second language learning speaking-in-class anxiety while the 12 Applied Physics students were the least anxious (with a mean of 71.17).

Refer to appendix 4.7.4 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the seven departments/majors within the Faculty of Science indicated in section two of the questionnaire.

*Table 4.7.4b The test statistics of the seven departments / majors within the Faculty of Science when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	18.419
df	6
Asymp. Sig.	.005

a. Kruskal Wallis Test

b. Grouping Variable: MAJOR\_NO

There was significant difference in terms of second language learning speaking-in-class anxiety level among the seven departments / majors (Applied Biology, Physics, Mathematical Science, Computer Science -Computer Systems, Computer Studies – Information Systems, Applied Chemistry and Applied Physics) within the Faculty of Science. (sig. =0.005<0.05)

#### **4.7.5 Comparison of the second language learning speaking-in-class anxiety levels of student respondents within the School of Communication**

The second language learning speaking-in-class anxiety levels of student respondents of the two departments / majors (Cinema and Television as well as Applied Communication Studies) within the School of Communication were compared to see if there were any differences. Table 4.7.5a presents the mean rank of the two departments / majors within the School of Communication when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.5b shows the test statistics.

*Table 4.7.5a The mean rank of the two departments / majors within the School of Communication when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

	DEPARTMENT / MAJOR	N	Mean Rank
SUM33	CINEMA & TELEVISION	14	12.43
	APPLIED COMMUNICATION STUDIES	14	16.57
	Total	28	

**Footnotes:**

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.4a ranks the total second language learning speaking-in-class anxiety scores of 28 students (the score range for each student respondent was 33 to 132 because it is a four-point scale) indicated in section two of the questionnaire from low to high (least anxious to most anxious). For example, each of the 14 Cinema and Television student respondents had their own rank number and the mean rank (12.43) was the mean of the 14 individual students' mean.

Among the 27 student respondents in the School of Communication, the 14 Applied Communication Studies students were comparatively the most anxious (with a mean of 81.29) in terms of second language learning speaking-in-class anxiety while the 14 Cinema and Television students were the least anxious (with a mean of 78.21).

Refer to appendix 4.7.5 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the two departments/majors within the School of Communication indicated in section two of the questionnaire.



*Table 4.7.5b The test statistics of the two departments / majors within the School of Communication when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	1.792
df	1
Asymp. Sig.	.181

a. Kruskal Wallis Test

b. Grouping Variable: MAJOR\_NO

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the two departments/majors within the School of Communication (sig. =0.181 >0.05).

**4.7.6 Comparison of the second language learning speaking-in-class anxiety levels of student respondents within the School of Business**

The second language learning speaking-in-class anxiety levels of student respondents of the two departments / majors (Human Resources Management and Accounting) within the School of Business were compared to see if there were any differences. Table 4.7.6a presents the mean rank of the two departments/majors within the School of Business when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared while table 4.7.6b shows the test statistics.

*Table 4.7.6a The mean rank of the two departments / majors within the School of Business when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

DEPARTMENT / MAJOR		N	Mean Rank
SUM33	HUMAN RESOURCES MANAGEMENT	19	17.47
	ACCOUNTING	15	17.53
	Total	34	

Footnotes:

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language learning speaking-in-class anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Table 4.7.6a ranks the total second language learning speaking-in-class anxiety scores of 34 students (the score range for each student respondent was 33 to 132 because it is a four-point scale) indicated in section two of the questionnaire from low to high (least anxious to most anxious). For example, each of the 19 Human Resources Management student respondents had their own rank number and the mean rank (17.47) was the mean of the 19 individual students' mean.

Among the 31 student respondents in the School of Business, the 15 Human Resources Management students were slightly more anxious (with a mean of 79) in terms of second language learning speaking-in-class anxiety while the 16 Accounting students were less anxious (with a mean of 78.41).

Refer to appendix 4.7.6 for the graph showing the mean of the second language learning speaking-in-class anxiety level of the two departments/majors within the School of Business indicated in section two of the questionnaire.

*Table 4.7.6b The test statistics of the four departments / majors within the School of Business when the second language learning speaking-in-class anxiety levels obtained in section two of the questionnaire were compared*

**Test Statistics<sup>a,b</sup>**

	SUM33
Chi-Square	.000
df	1
Asymp. Sig.	.986

a. Kruskal Wallis Test

b. Grouping Variable: MAJOR\_NO

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the two departments / majors within the School of Business (sig. =0.986 >0.05).

To conclude, there was no significant difference in terms of second language learning speaking-in-class anxiety level among the departments / majors in the Faculty of Arts, Faculty of Social Science, School of Communication and School of Business but there was a significant difference among the departments in terms of second language learning speaking-in-class anxiety level in the Faculty of Science.



The next section will elaborate on the findings in terms of second language learning speaking-in-class anxiety levels of student respondents among all nineteen majors in the five faculties/schools.

#### 4.7.7 The relationship between students' majors and second language speaking-in-class anxiety

The departments / majors with student respondents indicating to have the highest and lowest second language learning speaking-in-class anxiety in the five faculties/schools are presented in table 4.7.7.

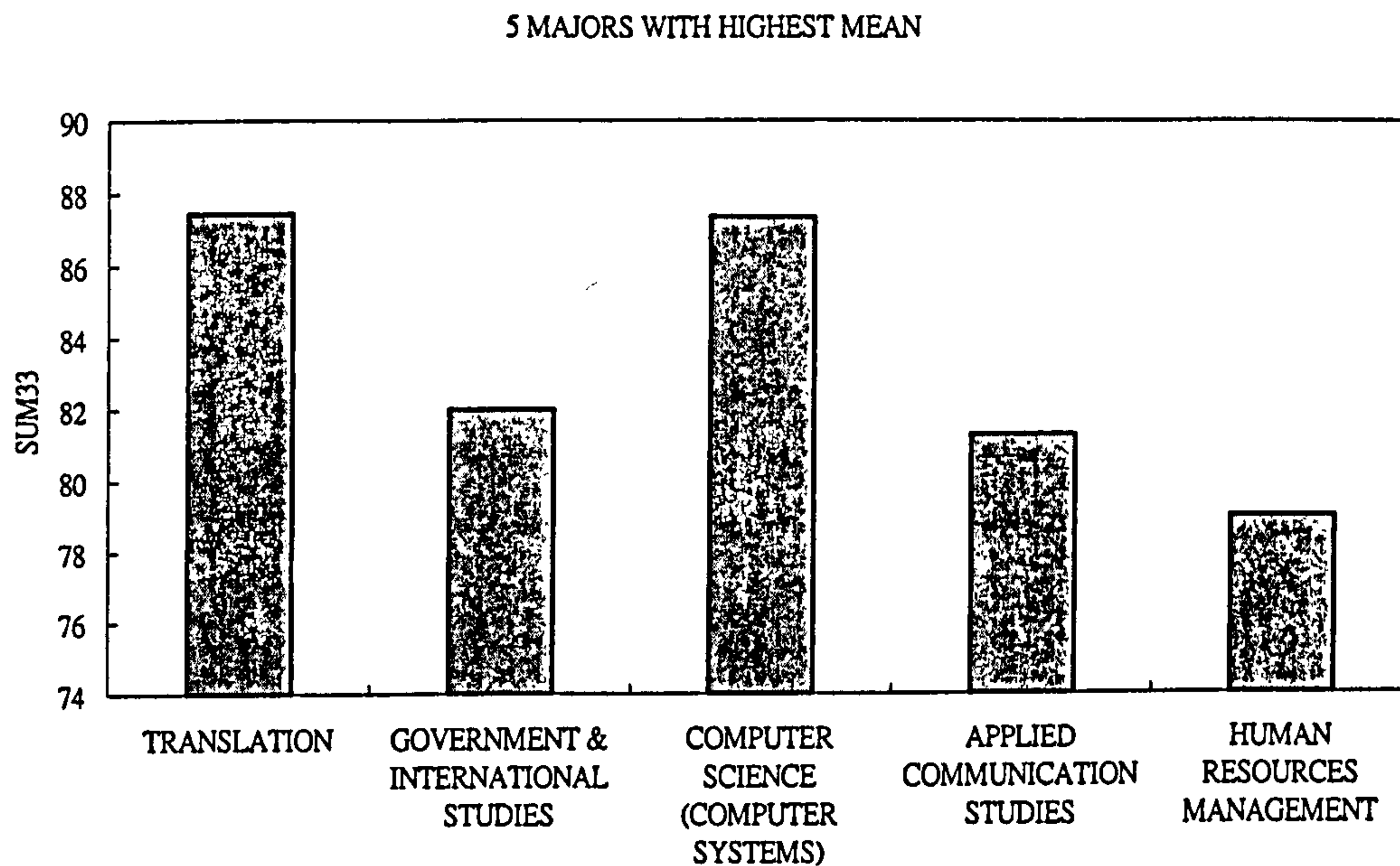
*Table 4.7.7 The relationship between students' majors and second language learning speaking-in-class anxiety*

Faculty/School	a. Department with Highest Second language learning speaking-in-class anxiety b. Department with Lowest second language learning speaking-in-class anxiety	Mean	Std Deviation
ARTS	a. TRANSLATION	87.45	11.26
	b. RELIGIOUS STUDIES	78.69	9.66
SOCIAL SCIENCE	a. GOVERNMENT & INTERNATIONAL STUDIES	82.00	6.30
	b. GEOGRAPHY	79.26	8.81
SCIENCE	a. COMPUTER SCIENCE (COMPUTER SYSTEMS)	87.33	12.03
	b. APPLIED PHYSICS	71.17	10.06
COMMUNICATION	a. APPLIED COMMUNICATION STUDIES	81.29	7.54
	b. CINEMA & TELEVISION	78.21	4.84
BUSINESS	a. HUMAN RESOURCES MANAGEMENT	79.00	11.10
	b. ACCOUNTING	78.40	12.99

The five departments / majors with student respondents indicating to have the highest and lowest second language learning speaking-in-class anxiety in the five faculties / schools will be presented in tables 4.7.8 and 4.7.9 respectively.

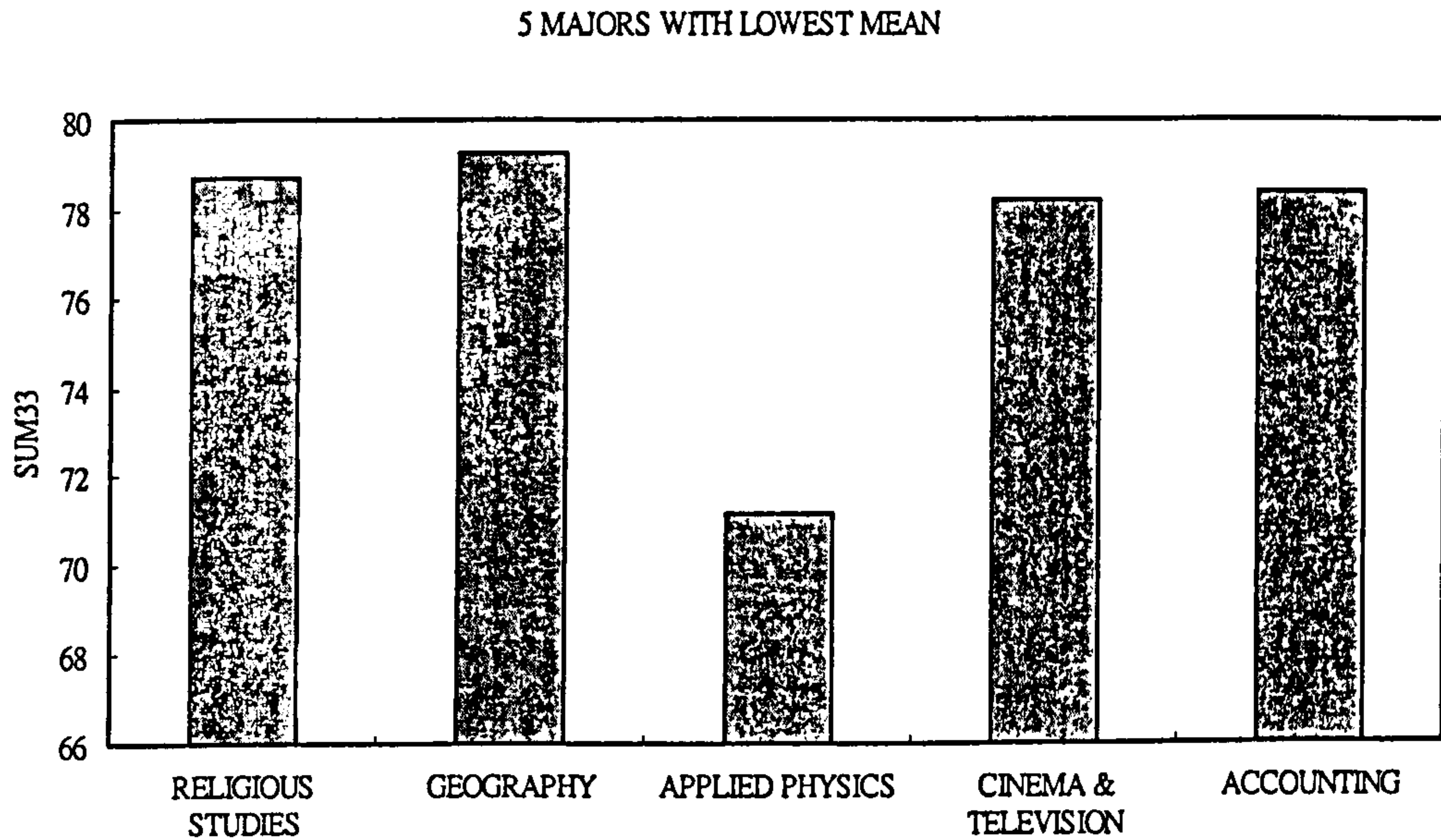


*Table 4.7.8 The departments / majors with student respondents indicating the highest second language learning speaking-in-class anxiety in the five faculties / schools*



Results indicated that translation students (the high proficiency group, most students attaining grade A or B in the Use of English examination) had the highest second language learning speaking-in-class anxiety levels among all 19 departments/majors with the mean of 87.45 and the standard deviation of 11.26, followed by Computer Science (Computer Systems) which had a mean of 87.33 and the standard deviation of 12.03. Both means were higher than the mean (82.5) of the 33-item FLCAS and much higher than the mean of 80.09 identified in the present study.

*Table 4.7.9 The departments / majors with student respondents indicating the lowest second language learning speaking-in-class anxiety in the five faculties / schools*



On the contrary, students majoring in Applied Physics (the low proficiency group, with most students attaining grade E or below in the Use of English) were found to be the least anxious in terms of second language learning speaking-in-class anxiety among all majors/departments. The mean was 71.17 and the standard deviation was 10.06. It should be noted that the means for the other four departments/majors with student respondents indicating the lowest second language learning speaking-in-class anxiety were 78.21 (Cinema and Television), 78.40 (Accounting), 78.69 (Religious Studies) and 79.26 (Geography).

The findings are different from those generated to investigate the relationship between factors contributing to second language learning speaking-in-class anxiety and language proficiency in section 4.3 where students had better proficiency levels were less anxious in terms of second language learning speaking-in-class anxiety in most cases, apart from factor 3 – negative attitudes towards the English class. Implications and discussion related to this phenomenon will be elaborated in Chapter 5.

## **4.8 TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES THAT WOULD REDUCE SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (QUESTION 6)**

### **4.8.1 Introduction**

This section will first present the results of section 3 of the questionnaire which asked student respondents to indicate how important they think some teacher behaviour was in promoting the use of spoken English in class. Next, it will describe the results of section 4 of the questionnaire which requested student respondents to indicate how they felt when asked to participate in 25 different classroom activities and how often these 25 activities happened in their English class. Thirdly, based upon the results generated from sections 3 and 4 of the questionnaire, the Classroom Activity Record (CAR) was developed comprising preferred teacher behaviour and classroom activities identified by student respondents as non-threatening in promoting spoken English in class. Teachers were asked to do more of the kind of preferred teacher behaviour and classroom



activities to the experimental groups during the specified period of time. Analysis of the CARs will be presented as the CARs provided information about the actual activities in the experimental groups. Refer to figure 3.1 for the conceptual framework in the research design of the present study.

Fourthly, comparison of wait-time given to student respondents in the Science experimental group when asked to answer questions in an English lesson before and during the treatment will be discussed. Fifthly, the oral grades of the experimental groups before and after the treatment will be presented and compared with the oral grades of the control groups during the same period of time. Sixthly, the second language learning speaking-in-class anxiety levels of the experimental groups before and after the treatment will be compared to those of the control groups to see if the treatment was successful.

Finally, a list of preferred teacher behaviour and classroom activities that would help reduce second language learning speaking-in-class anxiety will be compiled.

#### **4.8.2 Teacher behaviour that promotes the use of spoken English in class (Teacher behaviour that helps lower students' second language learning speaking-in-class anxiety)**

In section 3 of the questionnaire, 313 student respondents were asked to indicate how



important they thought some teacher behaviours were in promoting the use of spoken English in class. There were ten groups of elements, each focusing on one aspect of teacher behaviour. The respondents were not told of the heading for each group.

In section 3 of the questionnaire, for groups A to H, student respondents were asked to choose two elements that they thought were 'most important' and 2 that were 'least important'. For groups I and J, they were asked to choose only one element for each category because there were only three and two choices respectively. The elements indicated by student respondents as 'most important' in promoting the speaking of English in an English class were ranked according to their frequency. As a result, these elements, in addition to the preferred classroom activities identified as helpful in reducing second language learning speaking-in-class anxiety level in section 4 of the questionnaire, will make up the Classroom Activity Record which formed the basis of the treatment in the experiment. (The treatment is that the teachers would perform more of the kinds of preferred teacher behaviour and would carry out more of the kinds of preferred classroom activities identified by student respondents in sections 3 and 4 of the questionnaire respectively as effective in lowering students' second language learning speaking-in-class anxiety when teaching the experimental groups.)

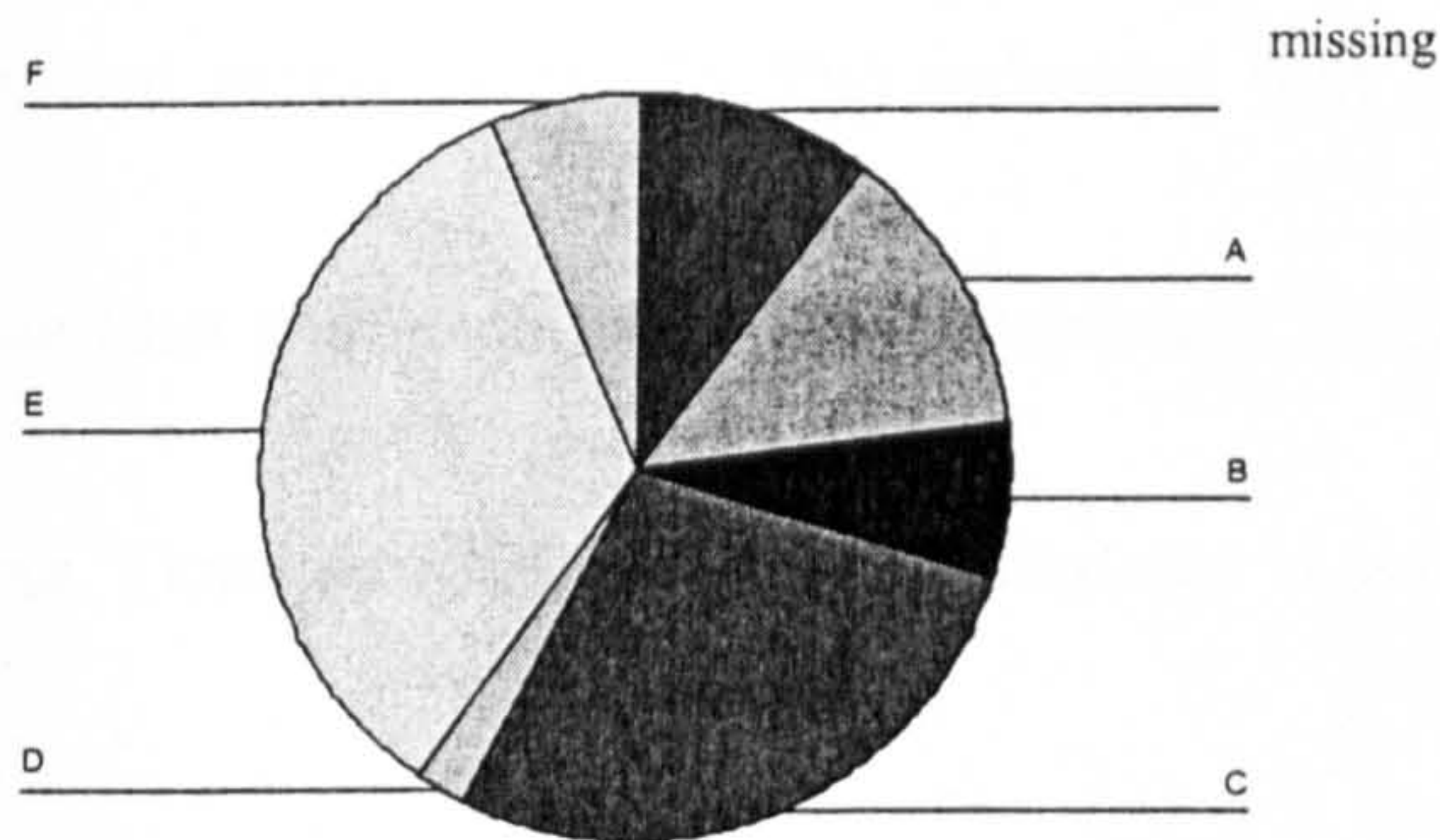
The results for each group will be presented below. It should be noted that some student respondents did not indicate their choices as requested and 'missing' was then computed in the analysis.

#### ***4.8.2a Teachers' personal manners***

The two elements considered by the 313 student respondents as most important in promoting spoken English in the class were 'Teacher tries to find out what each student wants to learn about – 33.8%' and 'Teacher considers my feelings – 27.2%'. The two least important elements were 'Teacher remains at the front of the class rather than moving about and talking with students – 2.2%' and 'Teacher moves around to promote discussion – 6.5%'

Refer to table 4.8.2a for the distribution of student respondents' choices in terms of teacher's personal manners.

Table 4.8.2a The distribution of student respondents' choices in terms of teachers' personal manners



	Count	Col %
A_IMP missing	52	10.3%
A	64	12.6%
B	35	6.9%
C	140	27.7%
D	11	2.2%
E	171	33.8%
F	33	6.5%

- (A) Teacher knows my name.
- (B) Teacher has eye contact with me.
- (C) Teacher considers my feelings.
- (D) Teacher remains at the front of the class rather than moving about and talking with students.
- (E) Teacher tries to find out what each student wants to learn about.
- (F) Teacher moves around to promote discussion.

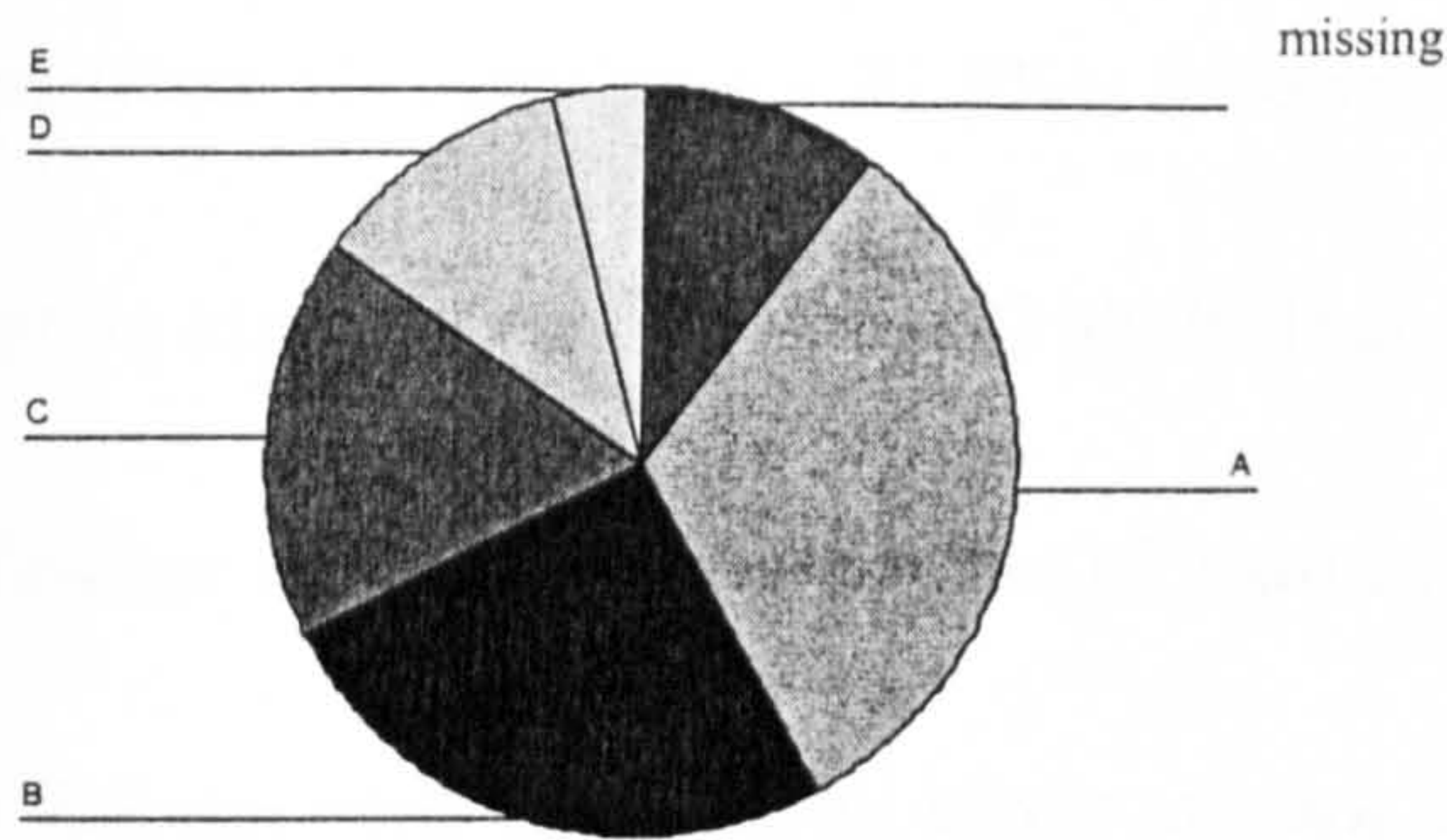
#### ***4.8.2b General professionalism of teachers***

160 (31.6%) student respondents felt that it was important that ‘Teacher shows a good knowledge of the subject’ in order to promote the use of English in class while 129 student respondents (25.5%) indicated that ‘Teacher prepares class well and reviews’ was also important. The least important element perceived by the student respondents was ‘Teacher is willing to meet students in groups after class (19 students –3.8%).

Refer to table 4.8.2b for the distribution of student respondents’ choices in terms of general professionalism of teachers.



Table 4.8.2b The distribution of student respondents' choices in terms of general professionalism of teachers



		Count	Col %
B_IMP	missing	52	10.3%
	A	160	31.6%
	B	129	25.5%
	C	87	17.2%
	D	59	11.7%
	E	19	3.8%

- (A) Teacher shows a good knowledge of the subject.
- (B) Teacher prepares class well and reviews.
- (C) Teacher speaks fluent English.
- (D) Teacher is willing to meet individual student after class.
- (E) Teacher is willing to meet students in groups after class.

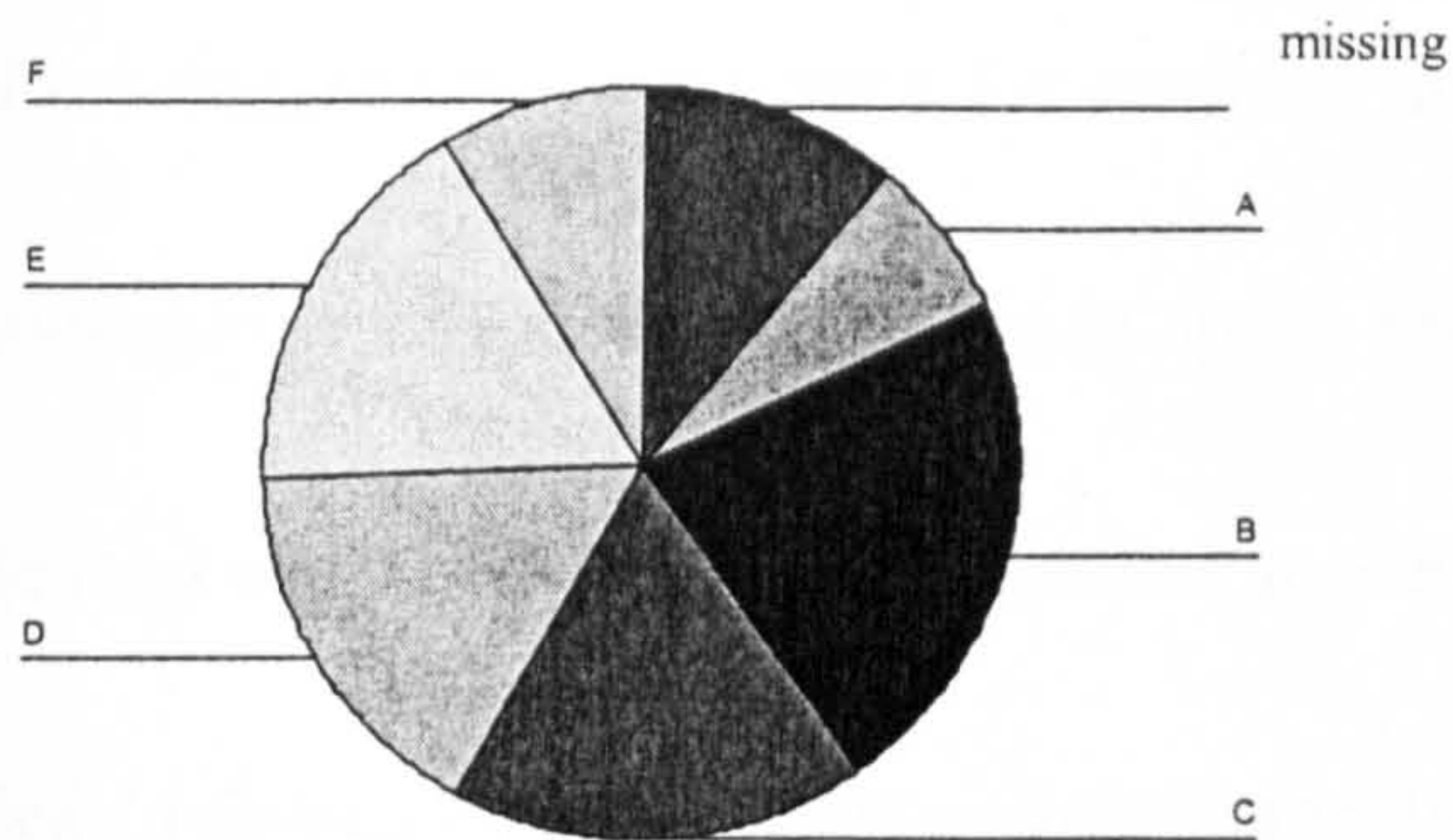
#### ***4.8.2c Specific help given by teachers to promote students' spoken English***

Among the 6 elements, 'Teacher teaches me some learning skills' was rated as the most important (111 students - 21.9%), followed by 'Teacher helps each student who is having trouble with the work' (92 students accounting to 18.2%). It should be noted that 'Teacher varies the pace and types of instructional activities in class.' and 'Teacher tries to find out what each student wants to learn about' had very similar percentage, 16.6% and 16.4% as the two most important ones, indicating that they could be important teacher behaviour promoting spoken English in class as well. On the other hand, 'Teacher teaches me how to frame my questions or answers.' was regarded as the least important help needed to promote spoken English in class (chosen by 35 students, 6.9% of the total).

Refer to table 4.8.2c for the distribution of student respondents' choices in terms of specific help given by teachers to promote students' spoken English



Table 4.8.2c The distribution of student respondents' choices in terms of specific help given by teachers to promote students' spoken English



		Count	Col %
C_IMP	missing	56	11.1%
	A	35	6.9%
	B	111	21.9%
	C	92	18.2%
	D	83	16.4%
	E	84	16.6%
	F	45	8.9%

- (A) Teacher teaches me how to frame my questions or answers.
- (B) Teacher teaches me some learning skills.
- (C) Teacher helps each student who is having trouble with the work.
- (D) Teacher tries to find out what each student wants to learn about.
- (E) Teacher varies the pace and types of instructional activities in class.
- (F) Teacher explains how to carry out each task in details.

#### ***4.8.2d Helping students to build up their confidence***

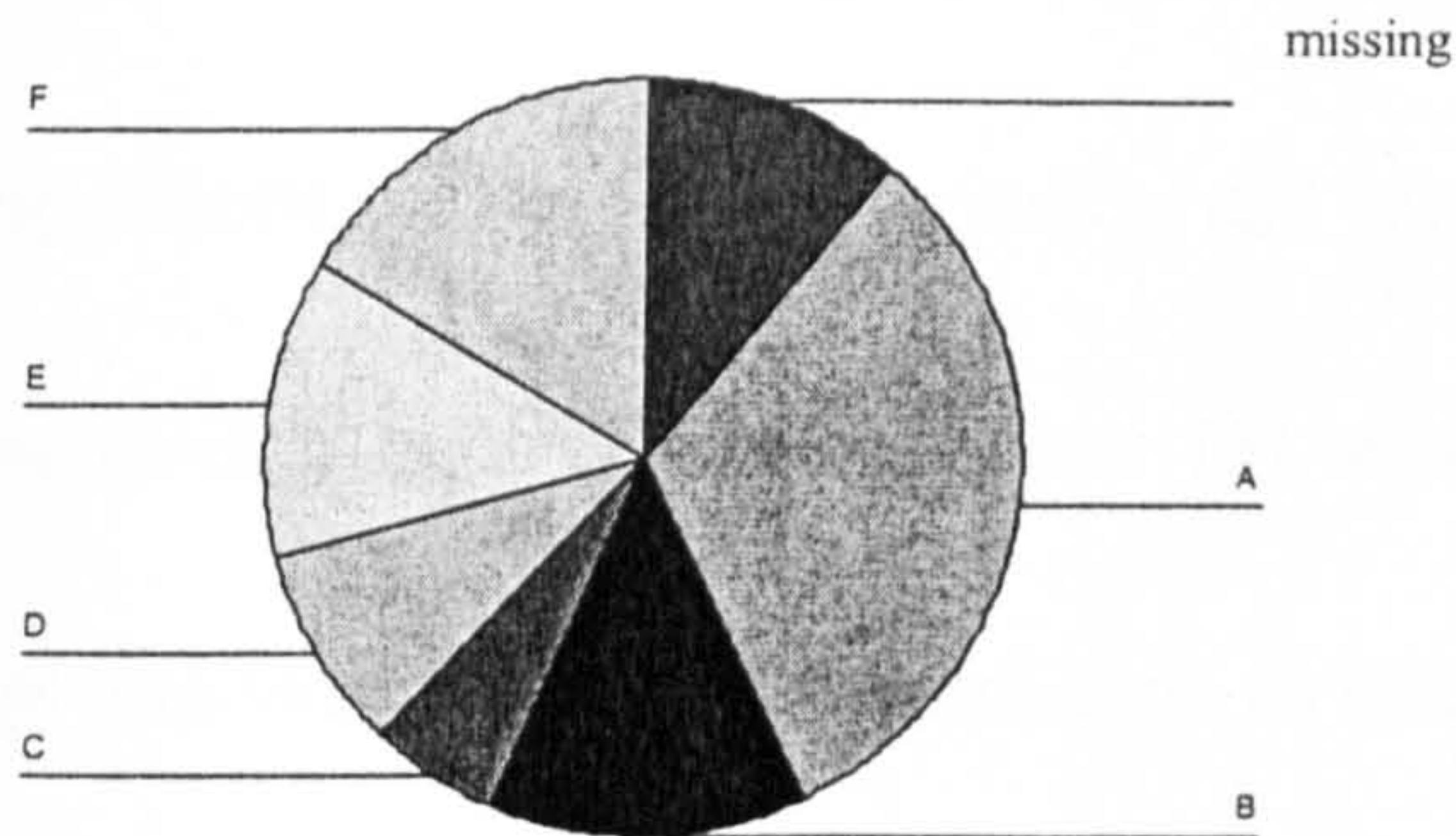
About one-third (160 students, 31.6%) of the student respondents felt that ‘Teacher offers suggestions to students for attaining confidence’ was the most important to help students build up their confidence to speak English in class. The second most important element identified was ‘Teacher encourages me to be considerate of others’ feelings and ideas’ (chosen by 83 students accounting to 16.4%).

‘Teacher helps me to form or join a support group –chosen by 28 student accounting to 5.5%’ was the least important help students needed to build up their confidence to speak in English in class, followed by ‘Teacher talks with each student’.

Refer to table 4.8.2d for the distribution of student respondents’ choices in terms of teachers helping students to build up their confidence to promote spoken English in class.



Table 4.8.2d The distribution of student respondents' choices in terms of teachers helping students to build up their confidence to promote spoken English in class



	Count	Col %
D_IMP missing	56	11.1%
A	160	31.6%
B	69	13.6%
C	28	5.5%
D	46	9.1%
E	64	12.6%
F	83	16.4%

- (A) Teacher offers suggestions to students for attaining confidence.
- (B) Teacher uses my answers to elaborate his/her point to make me feel valued.
- (C) Teacher helps me to form or join a support group.
- (D) Teacher talks with each student.
- (E) Teacher takes a personal interest in me.
- (F) Teacher encourages me to be considerate of others' feelings and ideas.

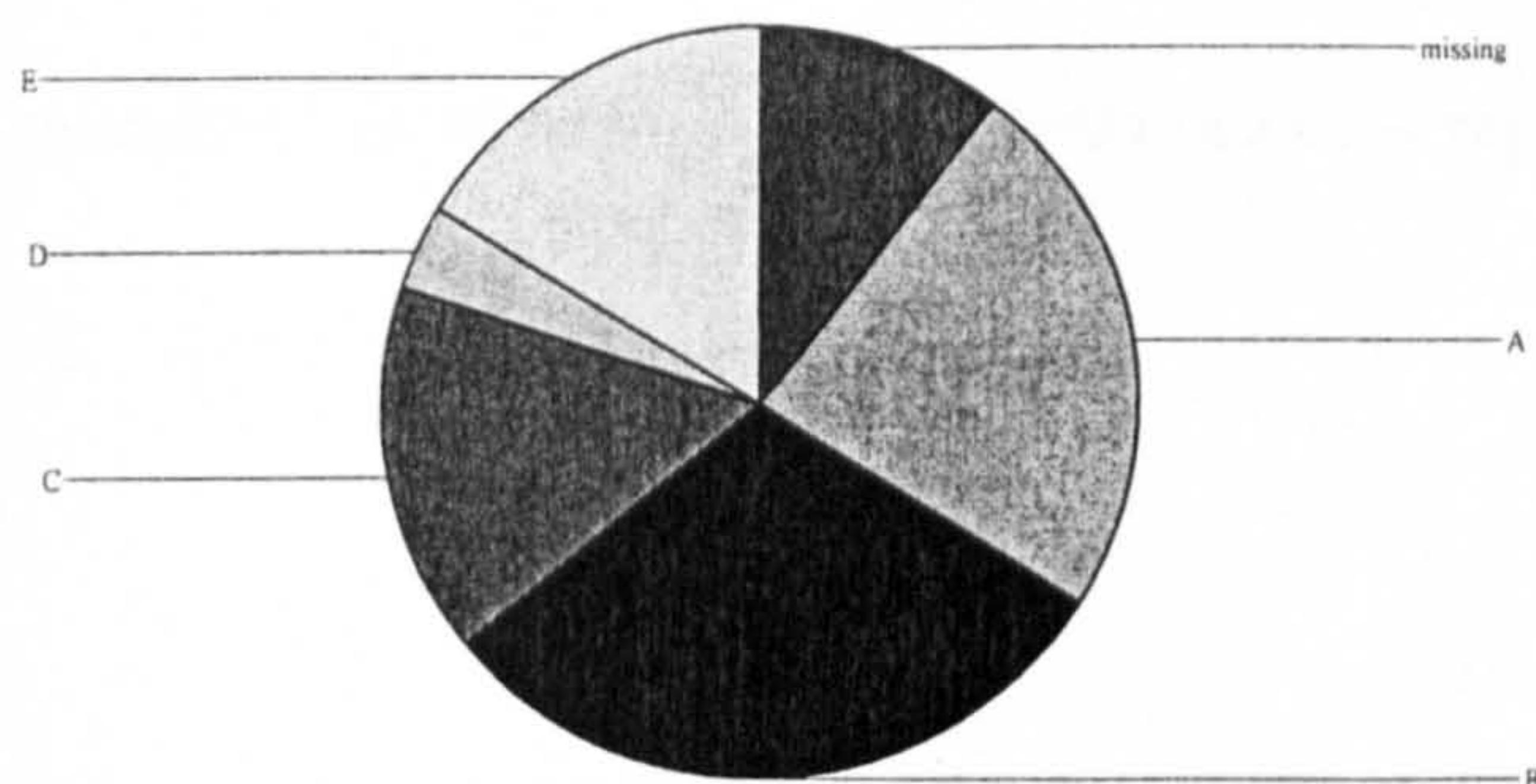
#### ***4.8.2e Mode of assessment***

Results generated from section 2 of the questionnaire suggested that test anxiety was not a source of second language learning speaking-in-class anxiety of the student respondents in the present study and the findings were supported by student respondents' choices in this section. 151 student respondents (29.8%) indicated that it was important that 'Teacher uses tests to find out where each student needs help.' and 119 students (23.5%) felt that 'Teacher lets me assess others' performance' was an important mode of assessment in promoting spoken English in class. 'Teacher asks me to do unprepared short tests in class' was regarded by student respondents as the least important.

Refer to table 4.8.2e for the distribution of student respondents' choices in terms of mode of assessment to promote spoken English in class.



Table 4.8.2e The distribution of student respondents' choices in terms of mode of assessment to promote spoken English in class



		Count	Col %
E_IMP	missing	53	10.5%
	A	119	23.5%
	B	151	29.8%
	C	82	16.2%
	D	18	3.6%
	E	83	16.4%

- (A) Teacher lets me assess others' performance.
- (B) Teacher uses tests to find out where each student needs help.
- (C) Teacher asks me to summarize what he or other students have just said.
- (D) Teacher asks me to do unprepared short tests in class.
- (E) Teacher assesses my spoken English in class.

#### ***4.8.2f Attitudes towards mistakes***

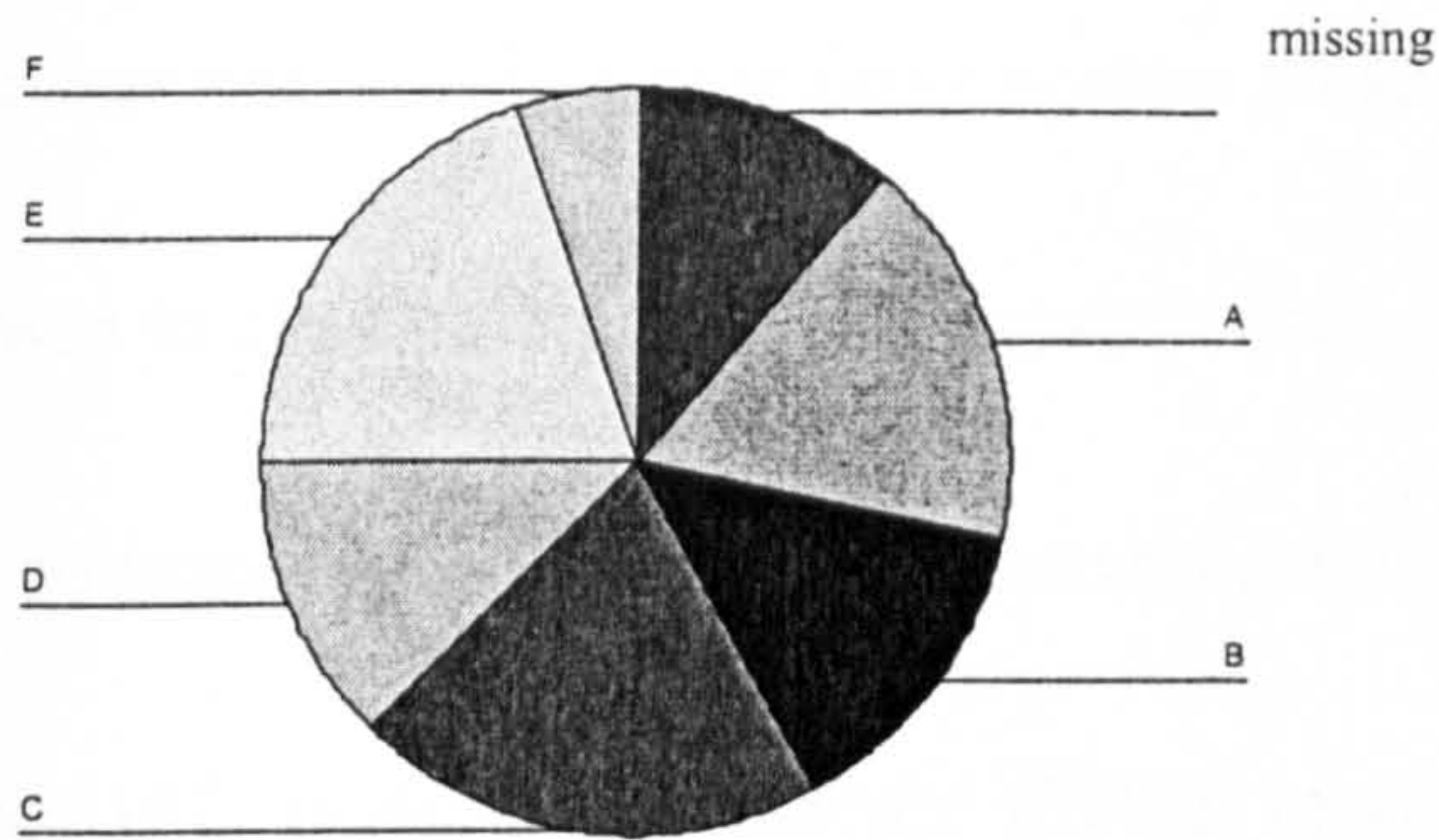
104 student respondents (20.6%) felt that ‘Teacher corrects every mistake I make.’ was the most important in terms of error correction, followed by ‘Teacher admits his/her own mistakes.’ as 99 student respondents (19.6%) regarded this action as important as well.

‘Teacher uses my mistakes as examples to elaborate his/her point’ was not an important teacher behaviour to promote spoken English in class. This shows that student respondents did not want to be identified after they had made mistakes. This result matches with the findings in terms of their second language learning speaking-in-class anxiety in section 2 of the questionnaire that if their classmates laughed at their mistakes, they would not like to speak in English.

Refer to table 4.8.2f for the distribution of student respondents’ choices in terms of teachers’ attitudes towards mistakes when promoting spoken English in class.



Table 4.8.2f The distribution of student respondents' choices in terms of teachers' attitudes towards mistakes when promoting spoken English in class



	Count	Col %
F_IMP missing	58	11.5%
A	85	16.8%
B	69	13.6%
C	104	20.6%
D	64	12.6%
E	99	19.6%
F	27	5.3%

- (A) Teacher believes that mistakes are made by everyone.
- (B) Teacher has attitudes that mistakes don't matter.
- (C) Teacher corrects every mistake I make.
- (D) Teacher allows students to correct other students' mistakes.
- (E) Teacher admits his/her own mistakes.
- (F) Teacher uses my mistakes as examples to elaborate his/her point.

#### ***4.8.2g Preparation in advance***

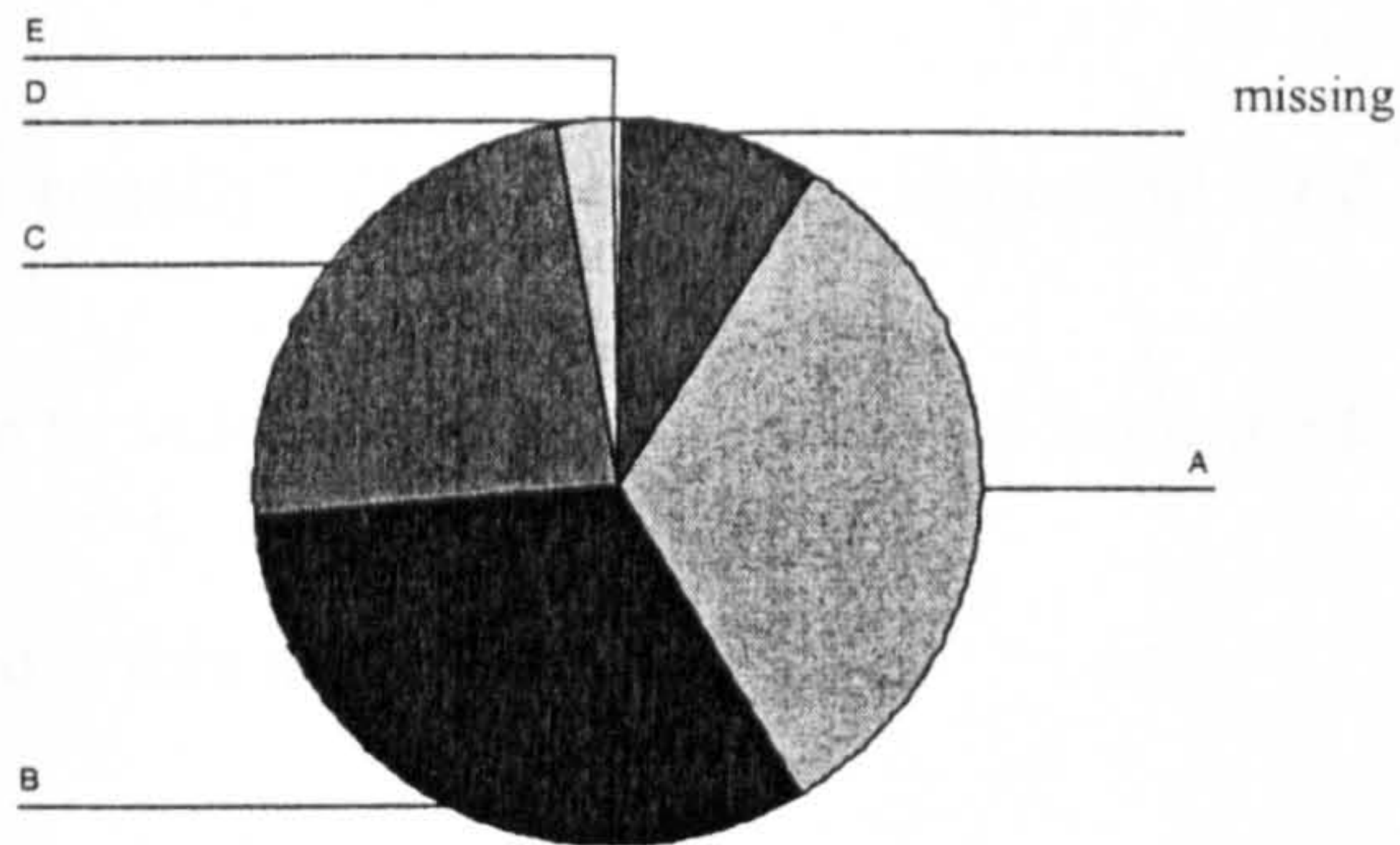
Preparation in advance was regarded by student respondents as a very important kind of teacher behaviour in promoting spoken English in class. ‘Teacher lets me prepare in a group in class before making a presentation’ and ‘Teacher allows me to prepare at home in advance before making a presentation’ was rated by 165 student respondents (32.6%) and 162 student respondents (32%) respectively as the most important teacher behaviour to encourage student respondents to use spoken English in class.

On the other hand, ‘Teacher does not allow any preparation in advance’ was rated by student respondents as the least important teacher behaviour when promoting spoken English in class. (Only 12 student respondents – 2.4% rated this teacher behaviour as important).

Refer to table 4.8.2g for the distribution of student respondents’ choices in terms of teachers allowing preparation in advance when promoting spoken English in class.



Table 4.8.2g The distribution of student respondents' choices in terms of teachers allowing preparation in advance when promoting spoken English in class



	Count	Col %
G_IMP missing	45	8.9%
A	165	32.6%
B	162	32.0%
C	120	23.7%
D	12	2.4%
E	2	.4%

- (A) Teacher lets me prepare in a group in class before making a presentation.
- (B) Teacher allows me to prepare at home in advance before making a presentation.
- (C) Teacher identifies discussion questions in advance before students get into groups.
- (D) Teacher does not allow any preparation in advance.

#### *4.8.2h Speaking in front of class*

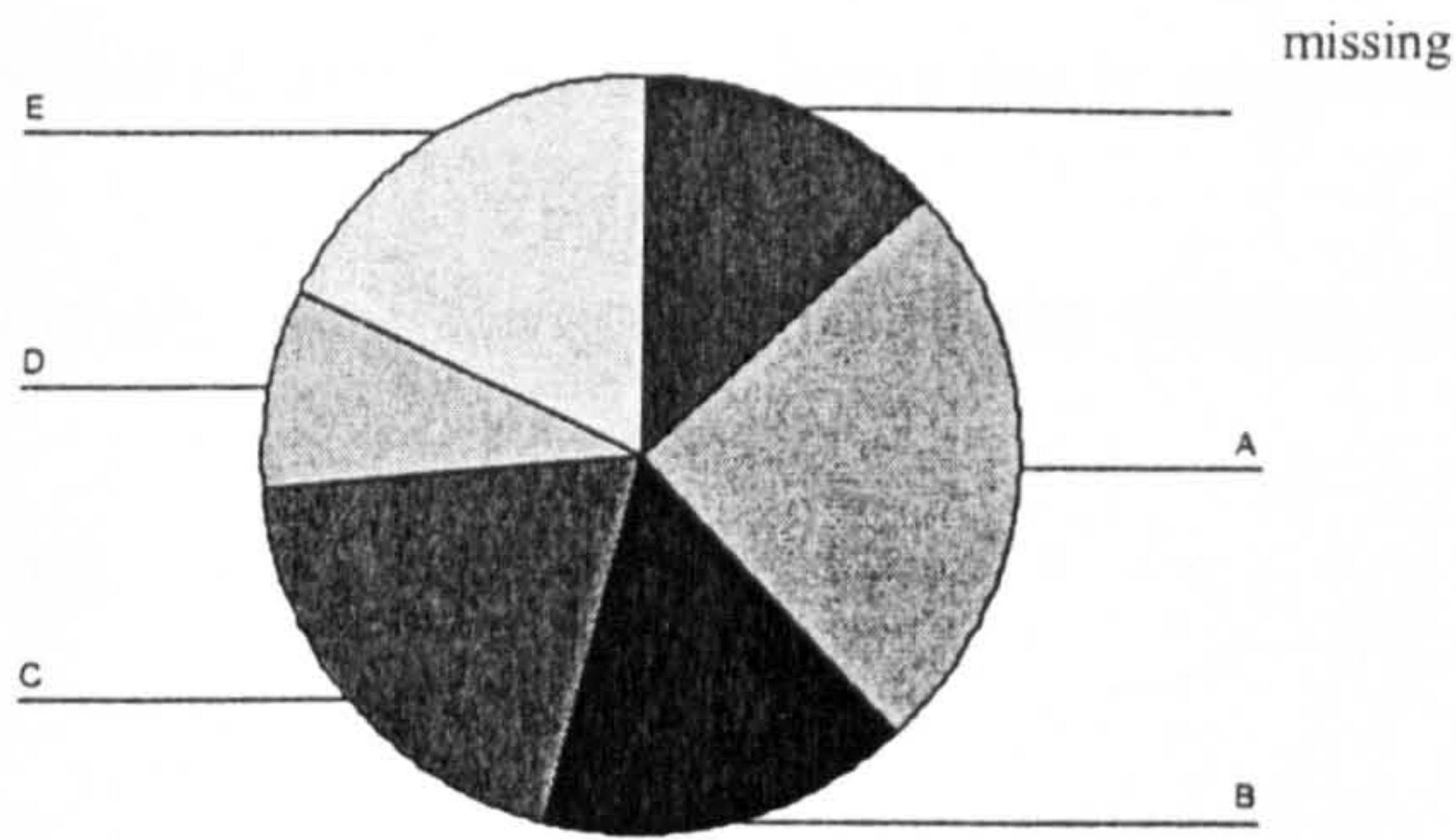
124 student respondents (24.5%) indicated that the most important kind of teacher behaviour that promotes speaking in front of the class was that 'all students are called on equally'. The second most important kind of teacher behaviour was 'Teacher forces me to volunteer answers with help from the teacher.' (100 student respondents – 19.8% chose this item).

'Teacher forces me to volunteer answers without help' was regarded by student respondents as the most unimportant teacher behaviour in promoting speaking in front of the class.

Refer to table 4.8.2h for the distribution of student respondents' choices in terms of being asked to speak in front of the class.



Table 4.8.2h The distribution of student respondents' choices in terms of being asked to speak in front of the class



		Count	Col %
H_IMP	missing	68	13.4%
	A	124	24.5%
	B	81	16.0%
	C	100	19.8%
	D	41	8.1%
	E	92	18.2%

- (A) All students are called on equally.
- (B) Teacher forces me to volunteer answers with help **from other students**.
- (C) Teacher forces me to volunteer answers with help **from the teacher**.
- (D) Teacher forces me to volunteer answers **without help**.
- (E) Teacher calls on me to provide responses.

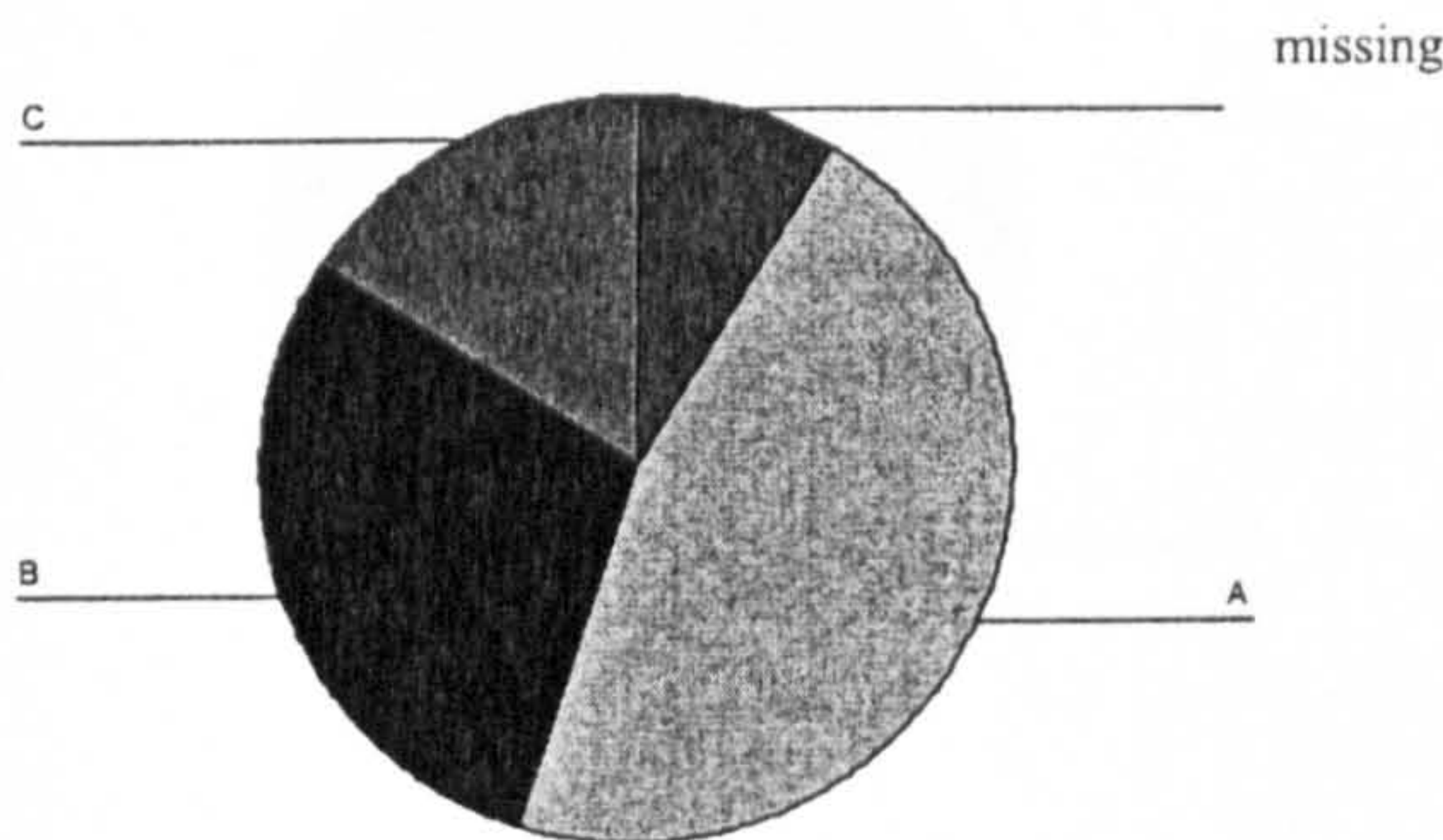


#### 4.8.2i Being allowed to use some Chinese

About half of the student respondents (117 student respondents, amounting to 46.2%) indicated that 'Teacher allows me to use some Chinese when I cannot express myself in English.' was the most important teacher behaviour that promoted spoken English in class.

Refer to table 4.8.2i for the distribution of student respondents' choices in terms of being allowed to use some Chinese.

Table 4.8.2i The distribution of student respondents' choices in terms of being allowed to use some Chinese



	Count	Col %
I_IMP missing	22	8.7%
A	117	46.2%
B	74	29.2%
C	40	15.8%

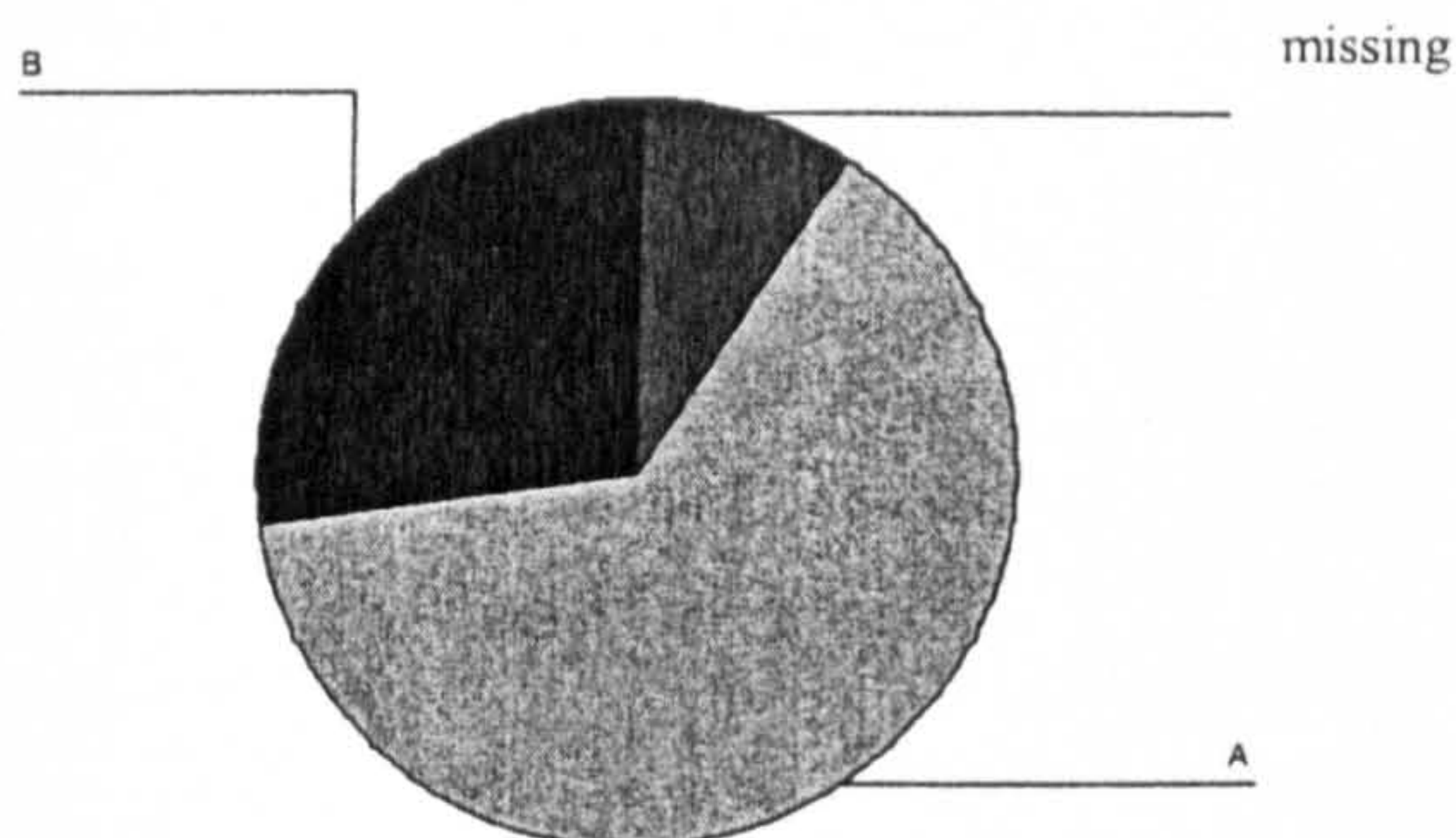
- (A) Teacher allows me to use some Chinese when I cannot express myself in English.
- (B) Teacher speaks Chinese when I do not understand him in English.
- (C) Teacher does not allow the use of Chinese in class.



#### 4.8.2j Wait-time

161 student respondents (63.6%) felt that 'Teacher gives me enough time to think of answers' was the most important kind of teacher behaviour in this category when promoting spoken English in class. Refer to table 4.8.2j for the distribution of student respondents' choices in terms of wait-time given by teacher to promote spoken English in class.

Table 4.8.2j *The distribution of student respondents' choices in terms of wait time given by teacher to promote spoken English in class*



	Count	Col %
J_IMP missing	23	9.1%
A	161	63.6%
B	69	27.3%

- (A) Teacher gives me **enough** time to think of answers.  
(B) Teacher gives me **some time** to formulate my ideas.

To conclude, the eighteen kinds of teacher behaviour (the two most important from each of Groups A to H and the most important from Groups I and J from section 3 of the questionnaire) regarded by student respondents as most important in promoting spoken English in class were those listed in table 4.8.2k.



*Table 4.8.2k The eighteen kinds of teacher behaviour regarded by student respondents as most important in promoting spoken English in class identified by section three of the questionnaire*

<b>CATEGORIES</b>	<b>GROUP NUMBER IN SECTION 3</b>	<b>CLASS ACTIVITY RECORD ITEM NUMBER</b>	<b>TEACHER BEHAVIOUR REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Teacher's personal manners	A	1	Teacher considers my feelings.
	A	2	Teacher tries to find out what each student wants to learn about.
General professionalism of teachers	B	3	Teacher shows a good knowledge of the subject.
	B	4	Teacher prepares class well and reviews.
Specific help given by teacher to improve students' spoken English	C	5	Teacher teaches me some learning skills.
	C	6	Teacher helps each student who is having trouble with the work.
Helping students to build up their confidence	D	7	Teacher offers suggestions to students for attaining confidence.
	D	8	Teacher encourages me to be considerate of others' feelings and ideas.
Mode of assessment	E	9	Teacher lets me assess others' performance.
	E	10	Teacher uses tests to find out where each student needs help.
Attitudes towards mistakes	F	11	Teacher corrects every mistake I make.
	F	12	Teacher admits his/her own mistakes.
Preparation in advance	G	13	Teacher lets me prepare in a group in class before making a presentation.
	G	14	Teacher allows me to prepare at home in advance before making a presentation.
Speaking in front of the class	H	15	All students are called on equally.
	H	16	Teacher forces me to volunteer answers with help from the teacher.
Being allowed to use some Chinese	I	17	Teacher allows me to use some Chinese when I cannot express myself in English.
Wait-time	J	18	Teacher gives me enough time to think of answers.

As these eighteen kinds of teacher behaviour were identified by student respondents as important teacher behaviour to encourage spoken English in class and to reduce second language learning speaking-in-class anxiety, they will become part of the Classroom Activity Record and the treatment to see whether student respondents' second language learning speaking-in-class anxiety can be lowered after these preferred teacher behaviours have been carried out frequently in the English class. Refer to figures 3.3, 3.4.1 and 3.5. for details of the conceptual framework in research design, data analysis process (how triangulation can be achieved) as well as research techniques and data collecting instruments employed in the present study.

#### **4.8.3 Classroom activities that help reduce second language learning speaking-in-class anxiety**

This section will describe the results of section 4 of the questionnaire which requested student respondents to indicate how they felt (their second language learning speaking-in-class anxiety) when asked to participate in 25 different classroom activities in the English class and how often these 25 activities happened in their English class.

There were two parts in this section of the questionnaire. In Part 4A, each of the activities was ranked on a four-point scale, ranging from 'very anxious', 'moderately anxious', 'moderately relaxed' to 'relaxed'. A respondent's endorsement in 'very anxious' was equated with a numerical value of four, 'moderately anxious' was three,

'moderately relaxed' was two and 'relaxed' was one. The mean for each statement was  $(1+2+3+4)/4 = 2.5$ .

Table 4.8.3a will present the student respondents' anxiety reaction to the twenty-five classroom activities listed in section 4A of the questionnaire. The twenty-five activities will be arranged by anxiety level by means ranging from 'very relaxed' to 'very anxious' when analysed. Refer to table 4.8.3b below for details.



*Table 4.8.3a The student respondents' anxiety reaction to the twenty-five classroom activities listed in section 4A of the questionnaire*

Questionnaire Items and Student Reactions to Classroom Activities Based on Percentages in Agreement or Disagreement With Item					
Item	Questions	(n=313)			
		Very anxious	Moderately anxious	Moderately relaxed	Very relaxed
01	Read silently in class.	2%	9%	69%	20%
02	Repeat something with the class after the teacher.	1%	13%	69%	17%
03	Do exercises in the book.	2%	22%	64%	13%
04	Discuss in groups of 3 or 4.	0%	10%	62%	29%
05	Repeat individually after the teacher.	2%	30%	57%	11%
06	Open discussion based on voluntary participation.	2%	24%	58%	16%
07	Discuss in pairs.	1%	12%	67%	20%
08	Read a text in front of the class.	6%	40%	44%	10%
09	Write your work on the board.	5%	36%	48%	11%
10	Present a prepared dialogue in front of the class.	3%	32%	55%	10%
11	Make an oral presentation in front of the class after group discussion.	3%	43%	47%	8%
12	Speak in front of the class without practice.	13%	46%	35%	7%
13	Role play a situation in front of the class.	11%	41%	42%	6%
14	Called upon to answer when given a short time to think of the answer.	5%	44%	45%	6%
15	Called upon to answer when given a long time to think of the answer.	1%	28%	60%	11%
16	Assessed by the teacher when speaking.	8%	52%	34%	6%
17	Corrected by the classmates when speaking.	9%	45%	41%	5%
18	Corrected by the teacher when speaking.	10%	50%	36%	5%
19	Make mistakes but not corrected by the teacher.	13%	55%	27%	4%
20	Ask prepared questions in class.	1%	20%	69%	11%
21	Ask questions not prepared in advance.	6%	47%	41%	6%
22	Give an unprepared talk in front of the class.	30%	46%	21%	3%



Item	Questions	Very anxious	Moderately anxious	Moderately relaxed	Very relaxed
23	Present a group report in my own seat.	3%	30%	59%	8%
24	The EAP teacher only speaks English in class.	2%	21%	63%	15%
25	Discuss a topic I am familiar with in front of the class.	3%	17%	67%	13%

*Table 4.8.3b The 25 classroom activities arranged by second language learning speaking-in-class anxiety level by means*

<b>Anxiety Level</b>	<b>Mean</b>	<b>Item</b>	<b>Activity</b>
<b>Moderately Relaxed</b>	1.81	04	Discuss in groups of 3 or 4.
	1.94	01	Read silently in class.
	1.94	07	Discuss in pairs.
	1.99	02	Repeat something with the class after the teacher.
<b>Moderately Anxious</b>	2.09	24	The EAP teacher only speaks English in class.
	2.10	25	Discuss a topic I am familiar with in front of the class.
	2.11	20	Ask prepared questions in class.
	2.12	03	Do exercises in the book.
	2.13	06	Open discussion based on voluntary participation.
	2.19	15	Called upon to answer when given a long time to think of the answer.
	2.23	05	Repeat individually after the teacher.
	2.27	10	Present a prepared dialogue in front of the class.
	2.27	23	Present a group report in my own seat.
	2.34	09	Write your work on the board.
	2.40	11	Make an oral presentation in front of the class after group discussion.
	2.41	08	Read a text in front of the class.
	2.48	14	Called upon to answer when given a short time to think of the answer.
	2.52	21	Ask questions not prepared in advance.
	2.56	13	Role play a situation in front of the class.
	2.58	17	Corrected by the classmates when speaking.
	2.63	16	Assessed by the teacher when speaking.
	2.64	18	Corrected by the teacher when speaking.
	2.65	12	Speak in front of the class without practice.
2.77	19	Make mistakes but not corrected by the teacher.	
<b>Very Anxious</b>	3.03	22	Give an unprepared talk in front of the class.

Results showed that none of the 25 classroom activities were perceived by student respondents as 'very relaxed' and the only activity regarded as 'very anxious' in terms of second language learning speaking-in-class anxiety was 'Give an unprepared talk in front of the class.' Student respondents' patterns of choices indicated that Chinese respondents preferred to take options along the middle range and this further justified why a four-point scale was adopted in the present study as discussed in section 3.6.1. As 'Give an unprepared talk in front of the class' was regarded as comparatively the most second language learning speaking-in-class anxiety-provoking, student respondents would be asked to give 'prepared' talks during the treatment to see whether their second language learning speaking-in-class anxiety would be lowered after the treatment. This particular classroom activity was added to the Classroom Activity Record.

It should be noted that the four classroom activities indicated as 'moderately relaxed' are activities that involve little to low risk of exposure involved, for example, 'discuss in groups of 3 or 4', 'read silently in class', 'discuss in pairs' and 'repeat something with the class after the teacher'. Students would not be singled out in these classroom activities as well. Student respondents' preferences were consistent with those in sections 2 and 3 of the questionnaire when student respondents were asked to indicate their second language learning speaking-in-class anxiety in the English class and the kinds of preferred teacher behaviour that would lower their second language learning

speaking-in-class anxiety. These four classroom activities were then added to the Classroom Activity Record.

In section 4B of the questionnaire, each of the activities was ranked on a four-point scale to show how often they happen in the English class, ranging from 'nearly all the time', 'a lot', 'not very much' to 'hardly any or none'. A respondent's endorsement in 'nearly all the time' was equated with a numerical value of four, 'a lot' was three, 'not very much' was two and 'hardly any or none' was one. The mean for each statement was  $(1+2+3+4)/4 = 2.5$ .

Refer to table 4.8.3c for the percentages in frequency of these twenty-five classroom activities and table 4.8.3d for the means in terms of frequency of the twenty-five classroom activities.



Table 4.8.3c The percentages in frequency of the twenty-five classroom activities

Section 4B: Percentages in Frequency of Activities With Items					
Item Activities		How often do the activities happen?			
		Nearly all the time	A Lot	Not very much	Hardly any or none
1	Read silently in class.	2	33	61	5
2	Repeat something with the class after the teacher.	3	32	54	12
3	Do exercises in the book.	4	41	49	6
4	Discuss in groups of 3 or 4.	13	55	27	4
5	Repeat individually after the teacher.	1	17	56	26
6	Open discussion based on voluntary participation.	5	26	47	23
7	Discuss in pairs.	4	26	48	22
8	Read a text in front of the class.	2	13	50	35
9	Write your work on the board.	1	13	50	36
10	Present a prepared dialogue in front of the class.	1	18	61	20
11	Make an oral presentation in front of the class after group discussion.	4	30	53	13
12	Speak in front of the class without practice.	4	20	52	24
13	Role play a situation in front of the class.	2	13	46	39
14	Called upon to answer when given a short time to think of the answer.	2	34	53	10
15	Called upon to answer when given a long time to think of the answer.	1	26	57	16
16	Assessed by the teacher when speaking.	0	21	58	21
17	Corrected by the classmates when speaking.	0	12	54	34
18	Corrected by the teacher when speaking.	1	20	52	26
19	Make mistakes but not corrected by the teacher.	1	10	55	34
20	Ask prepared questions in class.	0	18	56	26
21	Ask questions not prepared in advance.	0	18	54	27

Item Activities		How often do the activities happen?			
		Nearly all the time	A Lot	Not very much	Hardly any or none
22	Give an unprepared talk in front of the class.	0	4	47	49
23	Present a group report in my own seat.	3	30	55	12
24	The EAP teacher only speaks English in class.	50	28	19	3
25	Discuss a topic I am familiar with in front of the class.	0	20	59	21

\*Percentages in this table are rounded to the nearest whole number, thus may not add up to 100.

*Table 4.8.3d The means in terms of frequency of the twenty-five classroom activities*

<b>Section 4B: The Means in terms of frequency of the twenty-five activities</b>		
Item		Mean
1	Read silently in class.	2.3
2	Repeat something with the class after the teacher.	2.3
3	Do exercises in the book.	2.4
4	Discuss in groups of 3 or 4.	2.8
5	Repeat individually after the teacher.	1.9
6	Open discussion based on voluntary participation.	2.1
7	Discuss in pairs.	2.1
8	Read a text in front of the class.	1.8
9	Write your work on the board.	1.8
10	Present a prepared dialogue in front of the class.	2.0
11	Make an oral presentation in front of the class after group discussion.	2.3
12	Speak in front of the class without practice.	2.0
13	Role play a situation in front of the class.	1.8
14	Called upon to answer when given a short time to think of the answer.	2.3
15	Called upon to answer when given a long time to think of the answer.	2.1
16	Assessed by the teacher when speaking.	2.0
17	Corrected by the classmates when speaking.	1.8
18	Corrected by the teacher when speaking.	2.0
19	Make mistakes but not corrected by th. teacher.	1.8
20	Ask prepared questions in class.	1.9
21	Ask questions not prepared in advance.	1.9
22	Give an unprepared talk in front of the class.	1.6
23	Present a group report in my own seat.	2.3
24	The EAP teacher only speaks English in class.	3.3
25	Discuss a topic I am familiar with in front of the class.	2.0

The correlation between section 4A (asking student respondents to indicate their second language learning speaking-in-class anxiety when asked to participate in 25 different classroom activities in the English class) and section 4B (asking student respondents to indicate how often these 25 activities happened in their English class) of the questionnaire will be presented in table 4.8.3e.



Table 4.8.3e Correlation between sections 4A and 4B of the questionnaire

Correlation		SUM4A*
SUM4B**	Pearson Correction	-.179
	Sig. (2-tailed)	.008
	N	219

\*The theoretical range of section 4A of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate how *they feel (their second language learning speaking-in-class anxiety)* when asked to participate in 25 classroom activities.

\*\* The theoretical range of section 4B of the questionnaire was from 1 to 100. As it is a 4-point scale instrument, the mean for each item is 2.5 and that for the 25 items is 62.5. For missing cases, the mean (2.5) for the missing item was imputed. Section 4A asks student respondents to indicate *how often* those 25 classroom activities happen.

Results showed that section 4A (asking student respondents to indicate their second language learning speaking-in-class anxiety when asked to participate in 25 different classroom activities in the English class) and section 4B (asking student respondents to indicate how often these 25 activities happened in their English class) was negatively correlated. (Sig.=0.008 <0.01, R= - 0.179 → negatively correlated). It means that the more anxiety-provoking the classroom activities, the less frequent that activity happened in the English class. Refer to table 4.8.3f for the means for sections 4A and 4B of the questionnaire.



Table 4.8.3f The means for sections 4A and 4B of the questionnaire

	Very anxious--4, Very relaxed--1	*4A Mean	**4B Mean
Q04	Discuss in groups of 3 or 4.	1.81	2.77
Q01	Read silently in class.	1.94	2.31
Q07	Discuss in pairs.	1.94	2.11
Q02	Repeat something with the class after the teacher.	1.99	2.26
Q24	The EAP teacher only speaks English in class.	2.09	3.25
Q25	Discuss a topic I am familiar with in front of the class.	2.10	1.99
Q20	Ask prepared questions in class.	2.11	1.93
Q03	Do exercises in the book.	2.12	2.43
Q06	Open discussion based on voluntary participation.	2.13	2.13
Q15	Called upon to answer when given a long time to think of the answer.	2.19	2.13
Q05	Repeat individually after the teacher.	2.23	1.94
Q23	Present a group report in my own seat.	2.27	2.25
Q10	Present a prepared dialogue in front of the class.	2.27	1.99
Q09	Write your work on the board.	2.34	1.79
Q11	Make an oral presentation in front of the class after group discussion.	2.40	2.25
Q08	Read a text in front of the class.	2.41	1.82
Q14	Called upon to answer when given a short time to think of the answer.	2.48	2.29
Q21	Ask questions not prepared in advance.	2.52	1.92
Q13	Role play a situation in front of the class.	2.56	1.77
Q17	Corrected by the classmates when speaking.	2.58	1.77
Q16	Assessed by the teacher when speaking.	2.63	2.00
Q18	Corrected by the teacher when speaking.	2.64	1.96
Q12	Speak in front of the class without practice.	2.65	2.04
Q19	Make mistakes but not corrected by the teacher.	2.77	1.78
Q22	Give an unprepared talk in front of the class.	3.03	1.56

\* Part 4A very anxious=4 moderately anxious =3 moderately relaxed =2 very relaxed =1  
 \*\*Part 4B nearly all the time =4 a lot =3 not very much = 2 hardly any or none =1

As the mean for each item in this section is 2.5, items with the lowest mean (a mean less than 2) in section 4A of the questionnaire were identified as the kind of preferred classroom activities that help reduce speaking-in-class language learning anxiety, As a result, item 1 (Read silently in class - with a mean of 1.99), item 2 (Repeat something with the class after the teacher - with a mean of 1.99), item 4 (Discuss in groups of 3 or 4 - with

a mean of 1.81) and item 7 (Discuss in pairs - with a mean of 1.94) were chosen. These four items, together with item 22 were chosen to constitute part of the treatment which would be measured by the Classroom Activity Record. Table 4.8.3g presents the five classroom activities regarded by student respondents as most important in promoting spoken English in class identified by section four of the questionnaire while table 4.8.3h presents the kinds of teacher behaviour and classroom practices regarded by student respondents as most important in promoting spoken English in class identified by sections three and four of the questionnaire.

*Table 4.8.3g The five classroom activities regarded by student respondents as most important in promoting spoken English in class identified by section four of the questionnaire*

<b>CATEGORIES</b>	<b>ITEM NUMBER IN SECTION 4</b>	<b>CLASSROOM ACTIVITY RECORD ITEM NUMBER</b>	<b>CLASSROOM ACTIVITIES REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Speaking with preparation in advance- <b>No exposure</b>	1	19	Read silently in class –Though this is not a speaking activity, this activity encourages speaking because student respondents are given time to read for information silently before they are asked to speak
Speaking with preparation in advance - <b>No individual exposure</b>	2	20	Repeat something with the class after the teacher
Speaking with preparation in advance (Exposure with preparation) <b>In groups of 3 or 4</b>	4	21	Discuss in groups of 3 or 4
Speaking with preparation in advance (Exposure with preparation) <b>In pairs</b>	7	22	Discuss in pairs
Speaking with <b>no preparation</b> in advance (Exposure without preparation)	22	23	Give an unprepared talk in front of the class

For item 22 (Give an unprepared talk in front of the class), the mean for section 4A was 3.03 (very anxious) while the mean for section 4B was 1.56 (not very much) which indicated that although student respondents found that to 'Give an unprepared talk in front of the class' was very anxious, this activity did not happen in the English class very often. Had this activity happened more often in the class, the second language learning speaking-in-class anxiety of the student respondents could have been increased. Item 22 was also selected to ensure that students are asked to give 'prepared talk' instead of 'unprepared' talk.



*Table 4.8.3h Teacher behaviour and classroom activities regarded by student respondents as most important in promoting spoken English in class identified by sections three and four of the questionnaire (The Classroom Activity Record)*

<b>CATEGORIES</b>	<b>GROUP/ITEM NUMBER IN SECTIONS 3 AND 4</b>	<b>CLASS ACTIVITY RECORD ITEM NUMBER</b>	<b>TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Teacher's personal manners	A	1	Teacher considers my feelings.
	A	2	Teacher tries to find out what each student wants to learn about.
General professionalism of teachers	B	3	Teacher shows a good knowledge of the subject.
	B	4	Teacher prepares class well and reviews.
Specific help given by teacher to improve students' spoken English	C	5	Teacher teaches me some learning skills.
	C	6	Teacher helps each student who is having trouble with the work.
Helping students to build up their confidence	D	7	Teacher offers suggestions to students for attaining confidence.
	D	8	Teacher encourages me to be considerate of others' feelings and ideas.
Mode of assessment	E	9	Teacher lets me assess others' performance.
	E	10	Teacher uses tests to find out where each student needs help.
Attitudes towards mistakes	F	11	Teacher corrects every mistake I make.
	F	12	Teacher admits his/her own mistakes.
Preparation in advance	G	13	Teacher lets me prepare in a group in class before making a presentation.
	G	14	Teacher allows me to prepare at home in advance before making a presentation.
Speaking in front of the class	H	15	All students are called on equally.
	H	16	Teacher forces me to volunteer answers with help from the teacher.
Being allowed to use some Chinese	I	17	Teacher allows me to use some Chinese when I cannot express myself in English.

<b>CATEGORIES</b>	<b>GROUP/ITEM NUMBER IN SECTIONS 3 AND 4</b>	<b>CLASS ACTIVITY RECORD ITEM NUMBER</b>	<b>TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Wait-time	J	18	Teacher gives me enough time to think of answers.
Speaking with preparation in advance - <b>No exposure</b>	1	19	Read silently in class--Though this is not a speaking activity, this activity encourages speaking because student respondents are given time to read for information silently before they are asked to speak
Speaking with preparation in advance - <b>No individual exposure</b>	2	20	Repeat something with the class after the teacher
Speaking with preparation in advance (Exposure with preparation) In <b>groups of 3 or 4</b>	4	21	Discuss in groups of 3 or 4
Speaking with preparation in advance (Exposure with preparation) In <b>pairs</b>	7	22	Discuss in pairs
Speaking with <b>no preparation</b> in advance (Exposure without preparation)	22	23	Give an unprepared talk in front of the class

Findings for section 4 of the questionnaire will be compared with results from previous studies and the implications of the present study will be elaborated in Chapter 5.

#### **4.8.4 The relationship between certain kinds of teacher behaviour or classroom practices and students respondents' second language learning speaking-in-class anxiety in section 5 of the questionnaire**

In section five of the questionnaire, student respondents were asked to indicate their anxiety level when asked to speak in English in an English class when eight kinds of activities or behaviour took place. The scale ranges from 0 (very low) to 100% (very high) with an interval of 20%. The higher the percentage, the more anxious the student respondents would feel when asked to speak in English when these activities happened in the classroom.

Table 4.8.4a shows the percentages in second language learning speaking-in-class anxiety level with items and table 4.8.4b presents the means of percentages in second language learning speaking-in-class anxiety level with items.



Table 4.8.4a The percentages in second language learning speaking-in-class anxiety level with items in section 5 of the questionnaire

Section 5: Percentages in Second Language Learning Speaking-in-class Anxiety Level with Items							
Item		Very Low			Very High		
		0%	20%	40%	60%	80%	100%
1	Anxiety level when <i>speaking in front of the class.</i>	3% <sup>a</sup>	16%	28%	27%	23%	3%
2	Anxiety level when <i>speaking in a group of 3 - 4 people in class.</i>	9%	39%	30%	18%	4%	0%
3	Anxiety level when <i>speaking in a pair in class.</i>	21%	37%	26%	14%	2%	0%
4	Anxiety level when <i>given a long time to think about the answer before speaking in class.</i>	12%	37%	31%	15%	4%	1%
5	Anxiety level when <i>given a short time to think about the answer before speaking in class.</i>	5%	17%	30%	29%	17%	4%
6	Anxiety level when <i>the teacher is assessing you when you speak.</i>	3%	13%	31%	27%	23%	4%
7	Anxiety level when <i>your classmates are assessing you when you speak.</i>	5%	19%	29%	28%	16%	3%
8	Anxiety level when <i>you are allowed to use some Chinese in an English class.</i>	21%	40%	28%	8%	2%	1%

<sup>a</sup>Percentages in this table are rounded to the nearest whole number, thus may not add up to 100.



*Table 4.8.4b The means of percentages in second language learning speaking-in-class anxiety level with items in section 5 of the questionnaire*

<b>Section 5: Mean of Percentages in Speaking –in-class Anxiety Level With Items</b>		
<b>Item</b>		<b>Mean</b>
1	Anxiety level when <i>speaking in front of the class.</i>	52.2
2	Anxiety level when <i>speaking in a group of 3 - 4 people in class.</i>	33.6
3	Anxiety level when <i>speaking in a pair in class.</i>	27.8
4	Anxiety level when <i>given a long time to think about the answer before speaking in class.</i>	32.7
5	Anxiety level when <i>given a short time to think about the answer before speaking in class.</i>	49.1
6	Anxiety level when <i>the teacher is assessing you when you speak.</i>	52.9
7	Anxiety level when <i>your classmates are assessing you when you speak.</i>	47.9
8	Anxiety level when <i>you are allowed to use some Chinese in an English class.</i>	26.1

Results showed that among the eight types of teacher behaviour and /or classroom activities, student respondents indicated that the most anxiety-provoking ones were those related to speaking with exposure and short wait-time. For example, ‘when the teacher is assessing you when you speak’ has a mean of 52.2, ‘when speaking in front of the class’ had a mean of 52.2 and ‘when given a short time to think about the answer before speaking in class’ had a mean of 49.1.

The findings were consistent with those identified in section 2 of the questionnaire because fear of negative evaluation and speech anxiety also emerged as one of the five factors contributing to second language learning speaking-in-class anxiety in the present study.

Short wait-time was also put forward by student respondents as a source of second language learning speaking-in-class anxiety in other sections of the questionnaire. In section 2 of the questionnaire, results indicated that enough wait-time helped lower the second language learning speaking-in-class anxiety of student respondents because the mean for item 37 of section 2 of the questionnaire, 'When I am given enough time to think of the answer, I feel more confident to speak in an English class' was 3.02 meaning that student respondents strongly agreed to this item. It should be noted that the mean for item 37 was the highest among all 39 items in section 2 of the questionnaire.

In section 3 of the questionnaire, 'teacher gives me enough time to think of answers' was identified by student respondents as one kind of preferred teacher behaviour to promote the use of spoken English in class while in section 4 of the questionnaire, 'Give an unprepared talk in front of the class –with a mean of 3.02 for a 4-point scale' was the only activity regarded by student respondents as the 'most anxious' among the 25 classroom activities. The consistency in terms of results also demonstrated that cross-referencing among sections of the questionnaire was achieved (Refer to section 3.5.4g for details).

#### **4.8.5 Results of the Experiment (The treatment)**

In the present study, the teachers taught the control groups in the usual manner. In the experimental groups, the treatment or the experimental variable was that the teachers tried to do more of the kinds of classroom activities and teacher behaviour (as listed in the form of a Classroom Activity Record) perceived by student respondents in the questionnaires as non-threatening in an English classroom.

This section will first compare the results of the audio recordings before and after the experiment to see if the student respondents spoke more after the experiment. It was hypothesized that students who spoke more were less anxious. Next, the students' English oral grades in the three experimental groups before and after the treatment would be compared. These grades were awarded to students after they had made a presentation in an English class. Students attaining a higher oral grade were those who had a lower second language learning speaking-in-class anxiety level. Finally the second language learning speaking-in-class anxiety level of the student respondents in the experimental groups before and after the experiment will be compared.

##### ***4.8.5a Results of the audio recordings before and after the experiment***

In order to provide information as <sup>to</sup> how often the students spoke up and participated in classroom activities before and after the treatment, (which is an indication of their second language learning speaking-in-class anxiety level), two lessons of similar nature

(both on the teaching of cohesion in writing) were audio-recorded in the Science experimental group. The main purpose was to see whether or not the students were more willing to participate in classroom activity after the treatment. Another purpose of the audio recording was to see whether or not longer wait-time would promote the use of spoken English in the English class.

The total wait-time given and the total speaking time of student respondents in the Science experimental group before and after the treatment will be presented in table 4.8.5aI while similar data from the Science control group will be described in table 4.8.5aII.



*Table 4.8.5aI Comparison of the total wait-time given and the total speaking time of student respondents in the Science experimental group before and after the treatment*

Student	Before the treatment		After the treatment	
	Wait-time Given	Speaking Time	Wait-time Given	Speaking Time
1	1'24"	1'1"	1'30"	0'55"
2			2'4"	1'33"
3			2'18"	1'44"
4	0'15"	0'4"		
5			0'15"	0'2"
6	2'33"	1'4"	1'33"	0'50"
7	0'33"	0'58"	2'16"	1'48"
8			1'57"	1'27"
9	0'15"	0'2"		
10	3'55"	1'34"		
11	1'5"	0'38"	1'5"	0'38"
12			2'11"	1'32"
13	0'27"	0'7"	0'33"	0'19"
14	0'31"	0'12"		
15			0'24"	0'17"
16	0'44"	0'10"	1'	0'16"
17			0'20"	0'17"
<b>Total</b>	<b>11.7 minutes</b>	<b>5.83 minutes</b>	<b>17.43 minutes</b>	<b>11.63 minutes</b>

It was noted that the with an increase of 6.36 minutes of wait-time during the treatment, the total speaking time of student respondents in the Science experimental group increased greatly, from 5.83 minutes to 11.63 minutes in an 60-minute lesson.

*Table 4.8.5aII Comparison of the total wait-time given and the total speaking time of student respondents in the Science control group before and after the period when the Science experimental group had the treatment*

Student	Before the treatment		After the treatment	
	Wait-time Given	Speaking Time	Wait-time Given	Speaking Time
1	1'33"	0'21"		
2	1'49"	0'43"		
3			1'24"	0'29"
4			1'3"	0'22"
5	1'55"	1'3"	0'34"	0'12"
6	0'17"	0'3"	1'21"	1'2"
7			1'1"	0'24"
8	0'45"	0'23"		
9			1'33"	0'49"
10			1'15"	0'35"
11			1'25"	0'56"
12	1'11"	0'44"	1'17"	0'47"
13			0'31"	0'11"
14	0'51"	0'28"		
15	0'51"	0'27"	0'49"	0'21"
16	2'5"	1'5"		
<b>Total</b>	<b>11.28 minutes</b>	<b>5.28 minutes</b>	<b>12.21 minutes</b>	<b>6.13 minutes</b>

As for the Science control group, when given more or less the same amount of wait-time during a 60-minute lesson before and after the period when the Science experimental group had the treatment, there was only a slight increase (from 5.28 minutes before the treatment to 6.13 minutes) in speaking time. This could be because the second language learning speaking-in-class anxiety level of the student respondents remained the same.

It can be concluded that longer wait-time reduces second language learning speaking-in-class anxiety. The implications of the findings will be elaborated in Chapter 5.

#### ***4.8.5b Comparison of oral grades before and after the treatment***

In order to formulate a kind of investigative triangulation, which provides the researcher with an improved perspective on whether or not the treatment helped in lowering students' English speaking anxiety, the students' English oral grades in the three experimental groups before and after the treatment were compared. These grades were awarded to students after they had made a presentation in an English class. Grades obtained by students in the control groups before and after the period when the experimental groups had the treatment were also compared.

##### ***I. Business groups***

Table 4.8.5bI gives a summary of the English oral grades of Business experimental and control groups before and after the experiment. Refer to appendices 4.8.5.bI and 4.8.5.bII for the comparison of the English oral grades of the Business control group before and after the period when the Business experimental group had the treatment as well as the summary of grades respectively. Appendix 4.8.5bIII compares the English oral grades of the Business experimental group before and after the treatment while appendix 4.8.5bIV shows the summary of grades.

*Table 4.8.5bI Summary of the English oral grades of Business experimental and control groups before and after the experiment*

	<b>Business</b>			
	<b>Experimental</b>		<b>Control</b>	
	<b>Before</b>	<b>After</b>	<b>Before</b>	<b>After</b>
Grade A+	0	0	0	0
Grade A	0	3	0	0
Grade A-	1	2	0	2
Grade B+	3	8	2	2
Grade B	5	4	0	4
Grade B-	4	0	0	0
Grade C+	3	2	4	4
Grade C	2	1	4	3
Grade C-	0	0	3	0
Grade D+	2	0	2	0
Grade D	0	0	0	0
Grade D-	0	0	0	0

It was noted that more student respondents in the experimental group attained higher oral grades after the treatment. For example, only three student respondents got grade B+ before the experiment but eight student respondents got grade B+ after the treatment. As for the control group, the number of student respondents attaining grade B+ remained the same.

## ***II. Physical Education and Recreation Management Groups***

Table 4.8.5bII gives a summary of the English oral grades of Physical Education and Recreation Management experimental and control groups before and after the experiment. Refer to appendices 4.8.5bV and 4.8.5bVI for the comparison of the English oral grades of the Physical Education and Recreation Management control group before and after the period when the Physical Education and Recreation Management experimental group had the treatment as well as the summary of grades



respectively. Appendix 4.8.5bVII compares the English oral grades of the Physical Education and Recreation Management experimental group before and after the treatment while appendix 4.8.5bVIII shows the summary of grades.

*Table 4.8.5bII Summary of the English oral grades of Physical Education and Recreation Management experimental and control groups before and after the experiment*

	Physical Education and Recreation Management			
	Experimental		Control	
	Before	After	Before	After
Grade A+	0	0	0	0
Grade A	0	1	0	0
Grade A-	1	2	0	0
Grade B+	0	3	0	2
Grade B	1	0	1	1
Grade B-	0	3	1	4
Grade C+	4	2	5	4
Grade C	4	2	2	2
Grade C-	0	0	2	1
Grade D+	2	0	3	0
Grade D	0	0	0	0
Grade D-	0	0	0	0

Results indicated that more student respondents from the experimental group attained better oral results after the experiment when compared to the oral grades awarded to student respondents in the control group to which no treatment had been given. For example, a total of eight and seven student respondents were awarded grades C+ or C before the experiment in the experimental and control groups respectively. Only a total of four student respondents from the experimental group still attained grades C+ or C after the experiment while a total of six student respondents from the control group were still awarded grades C+ or C, indicating that student respondents in the control

group attained comparatively poorer oral results than those in those student respondents in the experimental group. This could be due to the fact that student respondents in the experimental group had lower second language learning speaking-in-class anxiety level after the treatment.

### ***III. Science groups***

Table 4.8.5bIII gives a summary of the English oral grades of Science experimental and control groups before and after the experiment. Refer to appendices 4.8.5bIX and 4.8.5bX for the comparison of the English oral grades of the Science control group before and after the treatment as well as the summary of grades respectively. Appendix 4.8.5bXI compares the English oral grades of the Science experimental group before and after the period when the Science experimental group had the treatment while appendix 4.8.5bXII shows the summary of grades.

*Table 4.8.5bIII Summary of the English oral grades of Science experimental and control groups before and after the experiment*

	Science			
	Experimental		Control	
	Before	After	Before	After
Grade A+	0	0	0	0
Grade A	0	0	0	0
Grade A-	0	1	0	0
Grade B+	0	4	0	3
Grade B	1	7	0	0
Grade B-	0	0	1	2
Grade C+	1	5	2	4
Grade C	5	0	3	5
Grade C-	7	0	5	2
Grade D+	3	0	5	0
Grade D	0	0	0	0
Grade D-	0	0	0	0

There was a remarkable increase in the number of student respondents attaining grade B in the experimental group before and after the experiment. Only 1 student respondent got grade B before the treatment but 7 student respondents got grade B after the treatment. The improvement in terms of oral performance was also highly likely for those student respondents getting grade C (including C+, C and C-) and grade D in the experimental group. For example, the number of student respondents getting grades C+, C and C- dropped dramatically after the treatment – from a total of 13 to 5. As for the control groups that received no treatment, the number of student respondents attaining grades C+, C and C- remained more or less the same after the six-week treatment period though treatment was only given to the experimental group.

To conclude, it was highly likely that student respondents in the three experimental groups tended to attain better oral grades after they had received the treatment when compared to the control groups that received no treatment. One may argue that the improvement could also be due to continual teaching contamination. It should, however, be noted that in the selection of the control and experimental groups for each major, care has been given to ensure that the two groups have similar background in terms of majors and language proficiency. The control and experimental groups of the same major also have comparable classroom input in terms of teaching (for example, both groups are taught by the same teacher). Refer to section 3.5.5 for a full description as how the two control and experimental groups were selected.)

The Science experimental group had made better progress when compared to the Business as well as the Physical Education and Recreation Management experimental groups. This could be due to the fact that the Science experimental group had received a longer period of treatment than the other two groups. Implications related to the importance of having extended period of preferred teacher behaviour and classroom activities carried out to reduce second language learning speaking-in-class anxiety level will be discussed in details in Chapter 5.



#### ***4.8.5c Comparison of second language learning speaking-in-class anxiety level before and after the experiment***

This section will first present the second language learning speaking-in-class anxiety levels of the experimental and control groups. Next, the significance level of each item in section 2 of the questionnaire before and after the experiment will be presented, identifying items that showed no significant difference after the experiment, meaning that the treatment had no impact on these items.

##### ***I Comparison of the second language learning speaking-in-class anxiety level (SA) before and after the experiment***

There are thirty-nine items in section 2 of the questionnaire. Each of the items is a statement that is intended to find out the factors for second language learning anxiety.

The first thirty-three items were adapted from the Foreign Language Class Anxiety Scale (FLCAS) (Horwitz et.al. 1986) (Refer to Section 2.8.3c for a full description of this scale). Items 34 to 39 were added on by the researcher basing on information elicited from the respondents in the interviews and her own experience as an English teacher for many years.

All the items in section 2 of the questionnaire were answered on a four-point scale: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. A respondent's endorsement in 'strongly agree' was equated with a numerical value of four, 'agree' was three, 'disagree' was two and 'strongly disagree' was one. Missing responses were

equated to zero.

For each student respondent, summing his or her ratings of the thirty-nine items derived an anxiety score. When the statements were negatively worded (statements 2, 5, 8, 11, 14, 18, 22, 28, 32, 34 and 38), responses were reversed and recoded to ensure that in all instances, a high score represented high anxiety in the English class. The theoretical range for the whole section two in the present study was 39 to 156. The mean for each item was 2.5.

Each student respondent in the present study was asked to fill in the questionnaire before the experiment so that the second language learning speaking-in-class anxiety level of each group/major was identified. After the experiment, the three experimental and control groups were asked to fill out section 2 of the questionnaire again and the mean of each item awarded before and after the experiment was compared to see if there was any changes in terms of second language learning speaking-in-class anxiety level.

The control groups had to fill out section 2 of the questionnaire as well after the experimental period and the means awarded were then compared to those before the experimental period. In this way, the second language learning speaking-in-class anxiety level of student respondents in the control and experimental groups before and after the

experimental period can be identified, giving an indication if the treatment was successful or not.

*a. The SA of the Business experimental and control groups before and after the experiment (2-week)*

Table 4.8.5cI shows the means of each of the 39 items in section 2 of the questionnaire before and after the experimental period (2 weeks) indicated by the Business experimental and control groups.

*Table 4.8.5cI Means of the SA levels of Business experimental and control groups before and after the experiment (a 2 -week period)*

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
01	I never feel quite sure of myself when I am speaking in my English class.	2.27	2.17	2.26	2.00
02	I <u>don't</u> worry about making mistakes in English class.	2.20	2.53	2.08	2.52
03	I tremble when I know that I'm going to be called on in English class.	2.00	2.00	1.93	1.98
04	It frightens me when I don't understand what the teacher is saying in English.	2.00	2.07	1.92	2.00
05	It wouldn't bother me at all to take more English classes.	2.40	2.47	2.38	2.40
06	During English class, I find myself thinking about things that have nothing to do with the course.	2.40	2.37	2.39	2.05
07	I keep thinking that the other students are better at English than I am.	2.67	2.57	2.65	2.40
08	I am usually at ease during tests in my English class.	2.60	2.71	2.53	2.67
09	I start to panic when I have to speak without preparation in English class.	2.33	2.40	2.30	2.33
10	I worry about the consequences of failing my English class.	2.67	2.53	2.62	2.27
11	I don't understand why some people get so upset over English classes.	2.67	2.73	2.60	2.71



Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
12	In English class, I can get so nervous I forget things I know.	2.27	2.07	2.20	2.05
13	It embarrasses me to volunteer answers in my English class.	2.27	1.93	2.13	1.91
14	I would <u>not</u> be nervous speaking English with native speakers.	2.60	2.67	2.47	2.60
15	I get upset when I don't understand what the teacher is correcting.	2.60	2.80	2.45	2.73
16	Even if I am well prepared for English class, I feel anxious about it.	2.20	2.10	2.06	1.96
17	I often feel like not going to my English class.	2.27	2.33	1.93	2.27
18	I feel confident when I speak English in English class.	2.47	2.73	2.40	2.70
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.20	2.16	2.13	2.00
20	I can feel my heart beating when I'm going to be called on in English class.	2.73	2.70	2.47	2.58
21	The more I study for an English test, the more confused I get.	2.13	2.00	2.11	1.98
22	I <u>don't</u> feel pressure to prepare very well for English class.	2.80	2.27	2.53	2.20
23	I always feel that the other students speak English better than I do.	2.73	2.67	2.67	2.65
24	I feel very self-conscious about speaking English in front of other students.	2.27	2.00	2.20	1.98

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
25	English class moves so quickly I worry about getting left behind.	2.20	2.00	2.13	1.97
26	I feel more tense and nervous in my English class than in my other classes.	2.20	2.00	2.11	1.93
27	I get nervous and confused when I am speaking English in my English class.	2.60	2.00	2.47	1.96
28	When I'm on my way to English class, I feel very sure and relaxed.	2.60	2.87	2.53	2.80
29	I get nervous when I don't understand every word the English teacher says.	2.47	2.13	2.43	2.11
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.60	2.60	2.53	2.58
31	I am afraid that the other students will laugh at me when I speak English.	1.93	2.47	1.86	2.43
32	I would probably feel comfortable around native speakers of English.	2.20	2.80	2.13	2.73
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.47	2.60	2.40	2.53
Total means of Items 1-33		79.02	78.45	76.00	75.98

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
34	I like my English teacher to correct me once I make a mistake.	2.20	2.33	2.19	2.30
35	I start to panic when I have to speak in front of the class without preparation in English class.	2.51	2.50	2.48	2.48
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.43	2.40	2.38	2.40
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	2.48	2.45	2.42	2.42
38	I feel relaxed when speaking English with friends I know.	2.26	2.40	2.22	2.37
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	2.37	2.35	2.32	2.32
Total means of Items 34-39		14.25	14.43	14.01	14.29
Grand Total		93.27	92.88	90.01	90.27

SA levels reduced after the experiment	The Experimental Group	The Control Group
Items 1-33	79.02-76.00=3.02	78.45-75.98=2.47
Items 1-39	93.27-90.01=3.26	92.88-90.27=2.61

Results showed that both the Business experimental and control group had similar second language learning speaking-in-class anxiety level (SA) before the experiment (93.27 for the experimental group and 92.88 for the control group) and their SA dropped after the



two-week experimental period. This could be due to factors such as making progress, knowing the teachers and classmates better. However, it should be noted that the SA of the experimental group has dropped from 93.27 to 90.01 (a decrease of 3.26) while the decrease of SA for the control group was comparatively less, from 92.88 to 90.27, with a decrease of 2.61. As both groups had similar profiles, it can be concluded that the treatment was successful. (Refer to table 3.5.5cI for the profiles of both the Business experimental and control group.)

***b. The SA of the Physical Education and Recreation Management experimental and control groups before and after the experiment (a 4-week period)***

Table 4.8.5cII shows the means of each of the 39 items in section 2 of the questionnaire before and after the experimental period (4 weeks) indicated by the Physical Education and Recreation Management experimental and control groups.



*Table 4.8.5cII Means of the SA levels of Physical Education and Recreation Management experimental and control groups before and after the experiment (a 4- week period)*

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
01	I never feel quite sure of myself when I am speaking in my English class.	2.42	2.57	2.33	2.50
02	I <u>don't</u> worry about making mistakes in English class.	2.75	2.50	2.50	2.43
03	I tremble when I know that I'm going to be called on in English class.	2.58	2.57	2.50	2.50
04	It frightens me when I don't understand what the teacher is saying in English.	2.25	2.36	2.08	2.29
05	It wouldn't bother me at all to take more English classes.	2.50	2.50	2.42	2.43
06	During English class, I find myself thinking about things that have nothing to do with the course.	2.17	2.50	2.08	2.36
07	I keep thinking that the other students are better at English than I am.	2.58	2.50	2.50	2.43
08	I am usually at ease during tests in my English class.	2.25	2.43	2.17	2.21
09	I start to panic when I have to speak without preparation in English class.	2.67	2.57	2.33	2.50
10	I worry about the consequences of failing my English class.	2.58	2.50	2.25	2.29

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
11	I don't understand why some people get so upset over English classes.	2.75	2.43	2.58	2.36
12	In English class, I can get so nervous I forget things I know.	2.17	2.43	2.08	2.36
13	It embarrasses me to volunteer answers in my English class.	2.25	2.50	2.08	2.43
14	I would <u>not</u> be nervous speaking English with native speakers.	2.58	2.36	2.33	2.21
15	I get upset when I don't understand what the teacher is correcting.	2.50	2.57	2.33	2.50
16	Even if I am well prepared for English class, I feel anxious about it.	2.33	2.50	2.17	2.36
17	I often feel like not going to my English class.	2.58	2.36	2.50	2.29
18	I feel confident when I speak English in English class.	2.67	2.50	2.50	2.36
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.33	2.36	2.08	2.21
20	I can feel my heart beating when I'm going to be called on in English class.	2.67	2.57	2.50	2.36
21	The more I study for an English test, the more confused I get.	2.33	2.36	2.17	2.29
22	I <u>don't</u> feel pressure to prepare very well for English class.	2.42	2.50	2.25	2.43

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
23	I always feel that the other students speak English better than I do.	2.83	2.57	2.50	2.50
24	I feel very self-conscious about speaking English in front of other students.	2.25	2.29	2.17	2.21
25	English class moves so quickly I worry about getting left behind.	2.33	2.36	2.25	2.21
26	I feel more tense and nervous in my English class than in my other classes.	2.08	2.21	2.00	2.14
27	I get nervous and confused when I am speaking English in my English class.	2.08	2.57	1.92	2.43
28	When I'm on my way to English class, I feel very sure and relaxed.	2.58	2.50	2.50	2.43
29	I get nervous when I don't understand every word the English teacher says.	2.33	2.43	2.17	2.36
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.33	2.57	2.25	2.43
31	I am afraid that the other students will laugh at me when I speak English.	2.25	2.29	2.17	2.00
32	I would probably feel comfortable around native speakers of English.	2.58	2.57	2.50	2.50



Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.42	2.50	2.25	2.43
Total means of Items 1-33		80.39	81.30	75.41	77.74
34	I like my English teacher to correct me once I make a mistake.	2.33	2.21	2.25	2.07
35	I start to panic when I have to speak in front of the class without preparation in English class.	2.50	2.21	2.42	2.14
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.08	2.36	2.00	2.21
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	2.50	2.21	2.33	2.07
38	I feel relaxed when speaking English with friends I know.	2.17	2.14	2.00	2.00
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	2.17	2.21	2.08	2.00
Total means of Items 34-39		13.75	13.34	13.08	12.49
Grand Total		94.14	94.64	88.49	90.23

SA levels reduced after the experiment	The Experimental Group	The Control Group
Items 1-33	80.39-75.41= 4.98	81.30-77.74= 3.56
Items 1-39	94.14-88.49= 5.65	94.64-90.23= 4.41



Results indicated that both the Physical Education and Recreation Management experimental and control groups had similar SA (94.14 and 94.64 respectively) before the experiment. After the four-week experimental period, the SA of the experimental group dropped to 88.49 while that for the control group was only reduced to 90.23, indicating a drop of 5.65 for the experimental group but only 4.41 for the control group. Once again, data supported the view that the experiment was effective as the SA of the experimental group was lowered after the treatment. Though the control group's SA was also reduced, the drop was not as big as that for the experimental group.

*c. The SA of the Science experimental and control groups before and after the experiment (a 6-week period)*

The SA levels of the Science experimental and control groups before and after the experiment were also compared. Refer to Table 4.8.5cIII for the means of each of the 39 items in section 2 of the questionnaire before and after the experimental period (6 weeks) indicated by the Science experimental and control groups.

*Table 4.8.5cIII Means of the SA levels of Science experimental and control groups before and after the experiment (a 6- week period)*

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
01	I never feel quite sure of myself when I am speaking in my English class.	2.65	2.50	2.35	2.25
02	I <u>don't</u> worry about making mistakes in English class.	2.41	2.50	2.29	2.13
03	I tremble when I know that I'm going to be called on in English class.	2.29	2.38	2.00	2.19
04	It frightens me when I don't understand what the teacher is saying in English.	2.24	2.31	2.18	2.25
05	It wouldn't bother me at all to take more English classes.	2.35	2.38	2.18	2.25
06	During English class, I find myself thinking about things that have nothing to do with the course.	2.47	2.44	2.35	2.31
07	I keep thinking that the other students are better at English than I am.	2.59	2.63	2.29	2.38
08	I am usually at ease during tests in my English class.	2.71	2.69	2.24	2.44
09	I start to panic when I have to speak without preparation in English class.	2.41	2.44	2.18	2.31
10	I worry about the consequences of failing my English class.	2.65	2.69	2.18	2.31
11	I don't understand why some people get so upset over English classes.	2.82	2.81	2.29	2.38

Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
12	In English class, I can get so nervous I forget things I know.	2.12	2.19	2.00	2.00
13	It embarrasses me to volunteer answers in my English class.	2.47	2.56	2.12	2.25
14	I would <u>not</u> be nervous speaking English with native speakers.	2.71	2.69	2.41	2.50
15	I get upset when I don't understand what the teacher is correcting.	2.65	2.63	2.29	2.31
16	Even if I am well prepared for English class, I feel anxious about it.	2.24	2.25	2.00	2.19
17	I often feel like not going to my English class.	2.35	2.38	2.24	2.13
18	I feel confident when I speak English in English class.	2.71	2.69	2.24	2.44
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.18	2.19	2.18	1.94
20	I can feel my heart beating when I'm going to be called on in English class.	2.53	2.56	2.29	2.13
21	The more I study for an English test, the more confused I get.	2.24	2.25	2.12	2.06
22	I <u>don't</u> feel pressure to prepare very well for English class.	2.35	2.38	2.18	2.31
23	I always feel that the other students speak English better than I do.	2.59	2.63	2.18	2.50
24	I feel very self-conscious about speaking English in front of other students.	2.41	2.38	2.12	2.19



Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
25	English class moves so quickly I worry about getting left behind.	2.12	2.13	2.00	2.00
26	I feel more tense and nervous in my English class than in my other classes.	2.29	2.25	2.29	2.13
27	I get nervous and confused when I am speaking English in my English class.	2.59	2.56	2.47	2.44
28	When I'm on my way to English class, I feel very sure and relaxed.	2.53	2.56	2.35	2.44
29	I get nervous when I don't understand every word the English teacher says.	2.12	2.13	2.00	2.06
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.53	2.56	2.18	2.44
31	I am afraid that the other students will laugh at me when I speak English.	2.12	2.13	2.12	2.00
32	I would probably feel comfortable around native speakers of English.	2.41	2.38	2.35	2.25
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.71	2.69	2.41	2.56
Total means of Items 1-33		80.56	80.94	73.07	74.47
34	I like my English teacher to correct me once I make a mistake.	2.18	2.19	2.06	2.06
35	I start to panic when I have to speak in front of the class without preparation in English class.	2.24	2.25	2.12	2.13



Items No.		The Mean Before the Experiment		The Mean After the Experiment	
		The Experimental Group	The Control Group	The Experimental Group	The Control Group
36	I will speak more in class if my classmates do not laugh at my mistakes.	2.35	2.38	1.94	2.19
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	2.35	2.38	2.24	2.19
38	I feel relaxed when speaking English with friends I know.	2.41	2.19	2.12	2.06
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	2.35	2.38	2.06	2.25
Total means of Items 34-39		<b>13.88</b>	<b>13.77</b>	<b>12.54</b>	<b>12.88</b>
Grand Total		<b>94.44</b>	<b>94.71</b>	<b>85.61</b>	<b>87.35</b>

SA levels reduced after the experiment	The Experimental Group	The Control Group
Items 1-33	80.56-73.07= 7.49	80.94-74.47= 6.47
Items 1-39	94.44-85.61= 8.83	94.71-87.35= 7.36

Results showed that although the Science experimental and control groups had different levels of SA (94.44 for the experimental group but 94.71 for the control group) before the experiment, their SA levels were also reduced. The SA levels of the experimental group were reduced to 85.61 after the treatment and that for the control group was reduced to 87.35, with a reduction of 8.83 for the experimental group and 7.36 for the control group.

As discussed earlier, since the profiles of both the experimental and control groups were similar (refer to table 3.5.5cIII for details), the difference in terms of SA after the experimental period proved that the treatment was successful.



To conclude, the treatment (the kind of preferred teacher behaviour and classroom activities included in the Classroom Activity Record) was useful in reducing student respondents' SA because the SA levels of the three experimental groups were comparatively reduced more after the experiment than those in the control groups which received no treatment. Refer to table 4.8.5cIV for a summary of the SA levels of the three experimental and control groups before and after the experiment.

*Table 4.8.5cIV A summary of the SA levels of the three experimental and control groups before and after the experiment*

Major			Business	Physical Education and Recreation Management	Science			
Duration			2 weeks	4 weeks	6 weeks			
SA levels reduced after the experiment	Experimental Group	Means of Items 1-33	79.02-76.00=	3.02	80.39-75.41=	4.98	80.56-73.07=	7.49
		Means of Items 1-39	93.27-90.01=	3.26	94.14-88.49=	5.65	94.44-85.61=	8.83
	Control Group	Means of Items 1-33	78.45-75.98=	2.47	81.30-77.74=	3.56	80.94-74.47=	6.47
		Means of Items 1-39	92.88-90.27=	2.61	94.64-90.23=	4.41	94.71-87.35=	7.36

The summary in table 4.8.5cIV shows that the three experimental groups had a different degree of reduction in terms of their SA levels after the experiment and the implications will be discussed in Chapter 5.



## ***II. Items with no significant difference after the experiment***

In this section, the significance level of each item for each major in section 2 of the questionnaire before and after the experiment will be presented. During the data analysis process, the means for each item in section 2 of the questionnaire indicated by each of the experimental and control groups before and after the experiment were compared. If the mean after the experiment was larger than or the same as that before the experiment, meaning that the SA level for that item was higher than or the same as that before the experiment, 1 was computed. On the contrary, if the mean after the experiment was smaller than that before the experiment, meaning that the SA level for that item was lower than that before the experiment, -1 was computed. The same process was administered to identify the SA levels of the control groups after the experimental period of their counterpart. Finally, a chi-square test was administered to the data generated for each major, including both the experimental and control groups. The significance level was set at 0.05. For items with a significance level less than 0.05, the treatment was successful. On the contrary, those items with a significance level more than 0.05 showed that the treatment had no impact on them. Refer to tables 4.8.5cV, 4.8.5cVI and 4.8.5cVII for the significance level of the items before and after the experiment for the Business, Physical Education and Recreation Management as well as the Science groups respectively.



Table 4.8.5cV The significance level of the items before and after the experiment for the Business groups

BUSINESS		
Item		Asymp. Sig.
01	I never feel quite sure of myself when I am speaking in my English class.	0.006
02	I <u>don't</u> worry about making mistakes in English class.	0.201
03	I tremble when I know that I'm going to be called on in English class.	0.195
04	It frightens me when I don't understand what the teacher is saying in English.	0.094
05	It wouldn't bother me at all to take more English classes.	0.015
06	During English class, I find myself thinking about things that have nothing to do with the course.	0.000
07	I keep thinking that the other students are better at English than I am.	0.000
08	I am usually at ease during tests in my English class.	0.195
09	I start to panic when I have to speak without preparation in English class.	0.000
10	I worry about the consequences of failing my English class.	0.000
11	I don't understand why some people get so upset over English classes.	0.000
12	In English class, I can get so nervous I forget things I know.	0.000
13	It embarrasses me to volunteer answers in my English class.	0.207
14	I would <u>not</u> be nervous speaking English with native speakers.	0.000
15	I get upset when I don't understand what the teacher is correcting.	0.000
16	Even if I am well prepared for English class, I feel anxious about it.	0.006
17	I often feel like not going to my English class.	0.625
18	I feel confident when I speak English in English class.	0.002
19	I am afraid that my English teacher is ready to correct every mistake I make.	0.014
20	I can feel my heart beating when I'm going to be called on in English class.	0.000
21	The more I study for an English test, the more confused I get.	0.000
22	I <u>don't</u> feel pressure to prepare very well for English class.	0.002



BUSINESS		
Item		Asymp. Sig.
23	I always feel that the other students speak English better than I do.	0.000
24	I feel very self-conscious about speaking English in front of other students.	0.005
25	English class moves so quickly I worry about getting left behind.	0.001
26	I feel more tense and nervous in my English class than in my other classes.	0.000
27	I get nervous and confused when I am speaking English in my English class.	0.000
28	When I'm on my way to English class, I feel very sure and relaxed.	0.002
29	I get nervous when I don't understand every word the English teacher says.	0.486
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	0.001
31	I am afraid that the other students will laugh at me when I speak English.	0.486
32	I would probably feel comfortable around native speakers of English.	0.002
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	0.006
34	I like my English teacher to correct me once I make a mistake.	0.002
35	I start to panic when I have to speak in front of the class without preparation in English class.	0.018
36	I will speak more in class if my classmates do not laugh at my mistakes.	0.001
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	0.000
38	I feel relaxed when speaking English with friends I know.	0.000
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	0.000

Footnotes:

- a. For items with a significance level less than 0.05, the treatment was successful.
- b. Items with a significance level more than 0.05 showed that the treatment had no impact on them. These items were shaded.



Results indicated that the treatment had no impact on the following items in section 2 of the questionnaire:

- Item 2 – I don't worry about making mistakes in English class. (loaded on the factor labelled as 'item that did not load on any of the factors' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.201
- Item 3 – I tremble when I know that I'm going to be called on in English class. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.195
- Item 4 – It frightens me when I don't understand what the teacher is saying in English. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.094
- Item 8 – I am usually at ease during tests in my English class. (loaded on the factor labelled as 'comfortableness when speaking with native speakers' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.195
- Item 13 – It embarrasses me to volunteer answers in my English class. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.207
- Item 17 – I often feel like not going to my English class. (loaded on the factor labelled as 'negative attitudes towards the English class' in the factor analysis which has

identified 5 factors contributing to SA) significance level =0.625

- Item 29 – I get nervous when I don't understand every word the English teacher says.

(loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the

factor analysis which has identified 5 factors contributing to SA) significance level

=0.486

- Item 31 – I am afraid that the other students will laugh at me when I speak English.

(loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the

factor analysis which has identified 5 factors contributing to SA) significance level

=0.486



Table 4.8.5cVI The significance level of the items before and after the experiment for the Physical Education and Recreation Management groups

Physical Education and Recreation Management		
Item		Asymp. Sig.
01	I never feel quite sure of myself when I am speaking in my English class.	0.012
02	I <u>don't</u> worry about making mistakes in English class.	0.013
03	I tremble when I know that I'm going to be called on in English class.	0.085
04	It frightens me when I don't understand what the teacher is saying in English.	0.004
05	It wouldn't bother me at all to take more English classes.	0.035
06	During English class, I find myself thinking about things that have nothing to do with the course.	0.003
07	I keep thinking that the other students are better at English than I am.	0.000
08	I am usually at ease during tests in my English class.	0.001
09	I start to panic when I have to speak without preparation in English class.	0.000
10	I worry about the consequences of failing my English class.	0.012
11	I don't understand why some people get so upset over English classes.	0.000
12	In English class, I can get so nervous I forget things I know.	0.057
13	It embarrasses me to volunteer answers in my English class.	0.008
14	I would <u>not</u> be nervous speaking English with native speakers.	0.034
15	I get upset when I don't understand what the teacher is correcting.	0.001
16	Even if I am well prepared for English class, I feel anxious about it.	0.034
17	I often feel like not going to my English class.	0.152
18	I feel confident when I speak English in English class.	0.003
19	I am afraid that my English teacher is ready to correct every mistake I make.	0.173
20	I can feel my heart beating when I'm going to be called on in English class.	0.001
21	The more I study for an English test, the more confused I get.	0.000
22	I <u>don't</u> feel pressure to prepare very well for English class.	0.001
23	I always feel that the other students speak English better than I do.	0.000
24	I feel very self-conscious about speaking English in front of other students.	0.008



Physical Education and Recreation Management		
Item		Asymp. Sig.
25	English class moves so quickly I worry about getting left behind.	0.001
26	I feel more tense and nervous in my English class than in my other classes.	0.004
27	I get nervous and confused when I am speaking English in my English class.	0.000
28	When I'm on my way to English class, I feel very sure and relaxed.	0.000
29	I get nervous when I don't understand every word the English teacher says.	0.004
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	0.000
31	I am afraid that the other students will laugh at me when I speak English.	0.000
32	I would probably feel comfortable around native speakers of English.	0.000
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	0.001
34	I like my English teacher to correct me once I make a mistake.	0.021
35	I start to panic when I have to speak in front of the class without preparation in English class.	0.001
36	I will speak more in class if my classmates do not laugh at my mistakes.	0.000
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	0.000
38	I feel relaxed when speaking English with friends I know.	0.343
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	0.000

Footnotes:

- a. For items with a significance level less than 0.05, the treatment was successful.
- b. Items with a significance level more than 0.05 showed that the treatment had no impact on them. These items were shaded.



The following items had a significance level greater than 0.05, meaning that the treatment had no impact on these items in section 2 of the questionnaire:

- Item 3 – I tremble when I know that I'm going to be called on in English class. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.085
- Item 12 – In English class, I can get so nervous I forget things I know. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.057
- Item 17 – I often feel like not going to my English class. (loaded on the factor labelled as 'negative attitudes towards the English class' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.152
- Item 19 – I am afraid that my English teacher is ready to correct every mistake I make. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.173
- Item 38 – I feel relaxed when speaking English with friends I know. (did not load on any factors labelled as in the factor analysis) significance level =0.343



Table 4.8.5cVII The significance level of the items before and after the experiment for the Science groups

SCIENCE		
Item		Asymp. Sig.
01	I never feel quite sure of myself when I am speaking in my English class.	0.024
02	I <u>don't</u> worry about making mistakes in English class.	0.055
03	I tremble when I know that I'm going to be called on in English class.	0.055
04	It frightens me when I don't understand what the teacher is saying in English.	0.118
05	It wouldn't bother me at all to take more English classes.	0.001
06	During English class, I find myself thinking about things that have nothing to do with the course.	0.022
07	I keep thinking that the other students are better at English than I am.	0.003
08	I am usually at ease during tests in my English class.	0.000
09	I start to panic when I have to speak without preparation in English class.	0.001
10	I worry about the consequences of failing my English class.	0.008
11	I don't understand why some people get so upset over English classes.	0.000
12	In English class, I can get so nervous I forget things I know.	0.000
13	It embarrasses me to volunteer answers in my English class.	0.000
14	I would <u>not</u> be nervous speaking English with native speakers.	0.392
15	I get upset when I don't understand what the teacher is correcting.	0.000
16	Even if I am well prepared for English class, I feel anxious about it.	0.000
17	I often feel like not going to my English class.	0.201
18	I feel confident when I speak English in English class.	0.021
19	I am afraid that my English teacher is ready to correct every mistake I make.	0.003
20	I can feel my heart beating when I'm going to be called on in English class.	0.001
21	The more I study for an English test, the more confused I get.	0.009
22	I <u>don't</u> feel pressure to prepare very well for English class.	0.127
23	I always feel that the other students speak English better than I do.	0.000



SCIENCE		
Item		Asymp. Sig.
24	I feel very self-conscious about speaking English in front of other students.	0.000
25	English class moves so quickly I worry about getting left behind.	0.002
26	I feel more tense and nervous in my English class than in my other classes.	0.000
27	I get nervous and confused when I am speaking English in my English class.	0.000
28	When I'm on my way to English class, I feel very sure and relaxed.	0.000
29	I get nervous when I don't understand every word the English teacher says.	0.000
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	0.003
31	I am afraid that the other students will laugh at me when I speak English.	0.000
32	I would probably feel comfortable around native speakers of English.	0.001
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	0.000
34	I like my English teacher to correct me once I make a mistake.	0.003
35	I start to panic when I have to speak in front of the class without preparation in English class.	0.009
36	I will speak more in class if my classmates do not laugh at my mistakes.	0.001
37	When I am given enough time to think of the answer, I feel more confident to speak in an English class.	0.002
38	I feel relaxed when speaking English with friends I know.	0.000
39	If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.	0.000

Footnotes:

- a. For items with a significance level less than 0.05, the treatment was successful.
- b. Items with a significance level more than 0.05 showed that the treatment had no impact on them. These items were shaded.

For the Science groups, the treatment had no impact on the following 5 items:

- Item 2 – I don't worry about making mistakes in English class. (loaded on the factor labelled as 'item that did not load on any of the factors' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.055
- Item 3 – I tremble when I know that I'm going to be called on in English class. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.055
- Item 4 – It frightens me when I don't understand what the teacher is saying in English. (loaded on the factor labelled as 'speech anxiety and fear of negative evaluation' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.118
- Item 17 – I often feel like not going to my English class. (loaded on the factor labelled as 'negative attitudes towards the English class' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.201
- Item 22 – I don't feel pressure to prepare very well for English class. (loaded on the factor labelled as 'fear of failing the class /consequences of personal failure' in the factor analysis which has identified 5 factors contributing to SA) significance level =0.127

Table 4.8.5cVIII gives a summary of the items that received no impact from the treatment in all groups and the implications will be discussed in detail in Chapter 5.

*Table 4.8.5cVIII A summary of the items that received no impact from the treatment in all groups*

Item		Significance level > 0.05		
		Business	Physical Education and Recreation Management	Science
02	I <u>don't</u> worry about making mistakes in English class.	0.201	/	0.055
03	I tremble when I know that I'm going to be called on in English class.	0.195	0.085	0.055
04	It frightens me when I don't understand what the teacher is saying in English.	0.094		0.118
08	I am usually at ease during tests in my English class.	0.195		/
12	In English class, I can get so nervous I forget things I know.	/	0.057	/
13	It embarrasses me to volunteer answers in my English class.	0.207		/
17	I often feel like not going to my English class.	0.625	0.152	0.201
19	I am afraid that my English teacher is ready to correct every mistake I make.	/	0.173	/
22	I <u>don't</u> feel pressure to prepare very well for English class.	/	/	0.127
28	I get nervous when I don't understand every word the English teacher says.	0.486	/	/
31	I am afraid that the other students will laugh at me when I speak English.	0.486	/	/
38	I feel relaxed when speaking English with friends I know.	/	0.343	/



#### **4. 9 SUMMARY**

This chapter has presented the analyses related to the background information of the student respondents, information such as their sex, majors, self-evaluation of their language proficiency. The five factors contributing to student second language learning speaking-in-class anxiety (SA) level and the relationship between these factors and language proficiency are also presented. There are also discussions about the correlation between the level of SA and variables such as language proficiency, sex and majors. The Classroom Activity Record that formed the basis of the treatment in the experiment has been presented with an analysis of the kinds of preferred teacher behaviour and classroom activities that help reduce SA. The chapter ends with comparisons of the audio recording results, the oral grades and the SA levels of the six experimental and control groups before and after the experiment.

The next chapter will discuss the implications of the findings in this study.

## **Chapter Five**

### **DISCUSSION OF RESULTS**

#### **5.1 INTRODUCTION**

This chapter will discuss the results of the present study according to the sequence of the six research questions. To facilitate the discussion, the six research questions are presented below:

1. What are the factors contributing to students' second language learning speaking-in-class anxiety (SA)?
2. Is there any correlation between the level of second language learning speaking-in-class anxiety (SA) and language proficiency?
3. Do students' oral grades affect their overall language grades in the Advanced Supplementary (University Entrance requirements) Use of English examination?
4. Is there a relationship between sex of students and their second language learning speaking-in-class anxiety level (SA)?
5. Is there a relationship between students' major and their second language learning speaking-in-class anxiety level (SA)?
6. What kinds of classroom activities and teacher behaviour would help reduce second language learning speaking-in-class anxiety (SA)?

## **5.2 STUDENT RESPONDENTS' SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA) LEVELS IN THE PRESENT STUDY**

There are thirty-three items in the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986) which is a five-point scale instrument. The score ranges from 33 to 165. The mean for the whole instrument is  $33 \times 3 = 99$  and that for each item is 3.

The present study has adopted a four-point scale FLCAS (Refer to section 3.6.1 for why a four-point scale is preferred in the present study.) The mean for each question is  $(1+2+3+4) / 4 = 2.5$ . There are a total of 33 questions, therefore, the mean for the whole instrument is  $2.5 \times 33 = 82.5$ .

Results showed that the mean for the present study using a four-point scale FLCAS is 80.09. In order to compare the results of the present study with similar studies using the five-point scale FLCAS, the four-point scale mean (80.09) obtained in the present study was 'enlarged' mathematically as if a five-point scale were used. It was established that the mean would have been 95.71 if a five-point scale had been employed in the present study.



Data collected in the present study indicated that a fair amount of SA exists in the English classroom of these respondents. Among the thirty-three items asking student respondents to indicate their levels of anxiety, thirteen items (items 10, 11, 28, 18, 14, 20, 8, 7, 23, 15, 32, 33, and 9) had a score higher than the mean 2.5, ranging from 2.54 to 2.81. The means of the thirty-three items ranged from 2.11 to 2.81. None of the items scored a mean less than 2. Table 4.3.2a showing the ranking of the mean of each of the 33 items in section two of the questionnaire is replicated here for reference purpose.

*Table 4.3.2a Ranking of the mean of each of the 33 items in section two of the questionnaire*

<b>No.</b>	<b>Question</b>	<b>Mean</b>	<b>Factor</b>
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	nil
14.*	I would <u>not</u> be nervous speaking English with native speakers.	2.63	2
20.	I can feel my heart beating when I'm going to be called on in English class.	2.62	1
8*	I am usually at ease during tests in my English class.	2.61	2
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	4
15.	I get upset when I don't understand what the teacher is correcting.	2.58	5
32.*	I would probably feel comfortable around native speakers of English.	2.57	2
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	1
30.	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.47	nil
5.*	It wouldn't bother me at all to take more English classes.	2.45	3
2.*	I <u>don't</u> worry about making mistakes in English class.	2.44	nil
1.	I never feel quite sure of myself when I am speaking in my English class.	2.38	1
22.*	I <u>don't</u> feel pressure to prepare very well for English class.	2.38	5
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	1
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	3
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

No.	Question	Mean	Factor
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.	2.18	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=Strong Disagree
- Mean :  $(1+2+3+4) / 4=2.5$

\*with negative loading



In other anxiety studies using the FLCAS, the 5-point Likert-scale was used. In Aida's (1994) study of American students of Japanese, the mean was 96.7, slightly higher than the mean of 94.5 obtained in Horwitz et al's (1986) study of American students of Spanish. This could be because the American students learning Japanese felt more anxious when learning a non-Western, foreign language like Japanese than when learning commonly taught languages in the United States such as Spanish. The mean in Truitt's (1995) study of Korean students of English was 101.22, even higher than those obtained in Aida's and Horwitz's studies. This means that Korean students of English experience as much or more foreign language learning anxiety than American students of foreign languages in university settings. However, the mean in the present study was 80.09 on a four-point scale (95.71 if a five-point scale were adopted), similar to the mean (96.7) in Aida's study. This suggests that Chinese students of English in the university setting in Hong Kong also experience similar or more second language learning speaking-in-class anxiety than American students of Japanese (Aida's study) or Spanish (Horwitz's study) but less anxiety than Korean students of English. To these Chinese students of English in the present study, English is a non-Asian language which is totally different from Chinese, their first language. Their SA levels, are thus comparable to those of American students of Japanese because Japanese is also a non-Western and totally different language for the American students. That also explains why the SA levels of the Chinese ESL respondents' in the present study are higher than those American students of Spanish because Spanish is

a Western language and both English and Spanish are derived from Latin.

On the other hand, the second language learning speaking-in-class anxiety level of the student respondents in the present study is lower than that experienced by Korean university students learning English. This could be due to the fact that the first year university students in Hong Kong have normally learnt English for more than thirteen years and English is used as one of the two official languages in Hong Kong (Refer to section 1.2 for the education system in Hong Kong and section 3.1.1 for the profile of the student respondents). On the other hand, Korean first year university students have learnt English for less than thirteen years and English is not an official language in Korea. The language proficiency of Koreans is generally lower than that of people in Hong Kong. By referring to various studies, MacIntyre and Gardner (1991a:111) suggested that as 'experience and proficiency increase, anxiety declines in a fairly consistent manner'. Therefore, anxiety may play a different role with more advanced students. That explains why the Korean respondents in Truitt's (1995) study experienced a higher level of anxiety than the Chinese ESL learners in the present study. Refer to table 5.2a for the sample size, statistics and reliabilities of the FLCAS in the present and other three studies while the means of each of the thirty-three item of the FLCAS in the present and other three studies are presented in table 5.2b.

*Table 5.2a The sample size, statistics and reliabilities of the second / foreign language speaking-in-class anxiety levels of student respondents identified by the FLCAS in Mak (2003), Aida (1996), Truitt (1995) and Horwitz et al (1986)*

	<b>Mak, 2003</b>	<b>Aida, 1994</b>	<b>Truitt, 1995</b>	<b>Horwitz et al, 1986</b>
<b>Sample size</b>	313	96	198	108
<b>Student status</b>	First year	First year	First year	First year
<b>Conducted in</b>	Hong Kong	America	Korea	America
<b>Nationality</b>	Hong Kong Chinese	American	Korean	American
<b>First language</b>	Chinese (Cantonese)	English	Korean	English
<b>Cronbach's alpha</b>	0.91	0.94	0.95	0.93
<b>Range</b>	38-117	47-146	41-162	45-147
<b>Mean (for a five -point scale)</b>	95.71 (80.09 in the present four-point scale study)	96.70	101.22	94.50
<b>Standard deviation</b>	10.73	22.10	23.37	21.40
<b>Test-retest reliability</b>	r=0.80, p<0.01 n=104; over 6 weeks	r=0.80, p<0.01 n=54; over 1 semester	r=0.72, p<0.001 n=198	r=0.83, p<0.01 n=108; over 8 weeks



*Table 5.2b The means of the speaking-in-class anxiety levels of student respondents identified by the FLCAS in Mak (2003), Aida (1996), Truitt (1995) and Horwitz et al (1986)*

Items		Mak, 2003	Aida, 1994	Truitt , 1995	Horwitz et al, 1986
1	I never feel quite sure of myself when I am speaking in my English class.	2.84(*2.38)	3.01	3.24	3.51
2	I <u>don't</u> worry about making mistakes in English class.	2.92(*2.44)	3.49	2.43	2.68
3	I tremble when I know that I'm going to be called on in English class.	2.72(*2.29)	2.75	3.37	2.59
4	It frightens me when I don't understand what the teacher is saying in English.	2.66(*2.25)	3.27	2.78	2.91
5	It wouldn't bother me at all to take more English classes.	2.93(*2.45)	1.82	3.15	3.42
6	During English class, I find myself thinking about things that have nothing to do with the course.	2.75(*2.31)	2.34	2.61	2.80
7	I keep thinking that the other students are better at English than I am.	3.13(*2.60)	3.22	2.88	2.94
8	I am usually at ease during tests in my English class.	3.15(*2.61)	2.98	2.71	2.83
9	I start to panic when I have to speak without preparation in English class.	3.05(*2.54)	3.20	3.52	3.25
10	I worry about the consequences of failing my English class.	3.42(*2.81)	3.35	2.83	3.03
11	I don't understand why some people get so upset over English classes.	3.35(*2.76)	3.15	1.82	2.79
12	In English class, I can get so nervous I forget things I know.	2.48(*2.11)	3.13	2.81	3.27
13	It embarrasses me to volunteer answers in my English class.	2.72(*2.29)	2.53	2.75	2.22
14	I would <u>not</u> be nervous speaking English with native speakers.	3.17(*2.63)	3.36	2.58	2.41
15	I get upset when I don't understand what the teacher is correcting.	3.11(*2.58)	3.17	3.42	2.90
16	Even if I am well prepared for English class, I feel anxious about it.	2.56(*2.17)	3.06	2.45	2.88

Items		Mak, 2003	Aida, 1994	Truitt , 1995	Horwitz et al, 1986
17	I often feel like not going to my English class.	2.75(*2.31)	2.22	3.04	3.22
18	I feel confident when I speak English in English class.	3.27(*2.71)	2.96	2.27	2.79
19	I am afraid that my English teacher is ready to correct every mistake I make.	2.56(*2.17)	2.49	2.00	2.48
20	I can feel my heart beating when I'm going to be called on in English class.	3.16(*2.62)	2.86	3.19	2.76
21	The more I study for an English test, the more confused I get.	2.58(*2.18)	1.85	1.73	2.16
22	I <u>don't</u> feel pressure to prepare very well for English class.	2.84(*2.38)	3.80	2.20	2.31
23	I always feel that the other students speak English better than I do.	3.12(*2.59)	2.89	2.97	2.86
24	I feel very self-conscious about speaking English in front of other students.	2.66(*2.25)	3.08	3.52	2.73
25	English class moves so quickly I worry about getting left behind.	2.53(*2.15)	3.34	2.74	3.44
26	I feel more tense and nervous in my English class than in my other classes.	2.57(*2.18)	3.27	2.93	2.96
27	I get nervous and confused when I am speaking English in my English class.	2.75(*2.31)	2.83	3.14	2.91
28	When I'm on my way to English class, I feel very sure and relaxed.	3.35(*2.76)	2.80	2.22	3.05
29	I get nervous when I don't understand every word the English teacher says.	2.83(*2.37)	2.88	2.87	2.76
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	2.96(*2.47)	2.97	2.09	3.06
31	I am afraid that the other students will laugh at me when I speak English.	2.69(*2.27)	2.20	2.49	2.26
32	I would probably feel comfortable around native speakers of English.	3.10(*2.57)	3.01	2.21	2.70
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.06(*2.55)	3.46	3.55	3.17



Notes :

- The FLCAS developed by Horwitz et al (1986) is a five-point scale instrument.
- Mak (2003) has opted for a four-point scale for the adapted FLCAS. For reasons, refer to section 3.6.1 for details.
- \* These numbers in brackets in Mak (2003) denote the means of the speaking-in-class anxiety levels of student respondents when the four-point scale FLCAS was administered. In order to compare the findings of Mak (2003) with other studies using a five-point scale FLCAS, the means of the four-point scale FLCAS were converted mathematically accordingly.
- The higher the mean, the higher the SA.

It is noted that two items (items 9 and 33) have a mean over 3 in all four studies. Item 9 (I start to panic when I have to speak without preparation in English class) is also rated by Truitt's (1995) Korean undergraduates learning English as the second language as the second most SA-provoking among all 33 items. Item 33 (I get nervous when the English teacher asks questions which I haven't prepared in advance.) was also rated as the most SA-provoking in Truitt (1995) and the third most SA-provoking by Aida's (1994) American undergraduates learning Japanese. It can be concluded that answering questions and speaking without preparation in advance is regarded as very SA-provoking in the classroom, irrespective of the students' cultural and linguistic background.

To conclude, results in the present study showed that first year undergraduates in Hong Kong who are Chinese learners of English experience some second language speaking-in-class anxiety. These Chinese students of English in the university setting experience



similar or more second language learning anxiety than American students of Japanese (Aida's 1994 study) or Spanish (Horwitz et al's 1986 study) but less anxiety than Korean students of English (Truitt's 1995 study).

The dissimilarity could be seen to be related to the particular learning style of Chinese students. The American education system is reputed to have a strong emphasis on self-expression. By contrast, for Chinese students, the emphasis is on listening, rote memorisation and paying close attention to teacher instructions. Thus findings based on American foreign / second language students should not be expected to automatically equate with those based on Chinese students of English.

### **5.3 FACTORS CONTRIBUTING TO STUDENTS' SECOND LANGUAGE LEARNING ANXIETY (SA)**

#### **5.3.1 Introduction**

The section will first give a brief summary of the factors contributing to SA identified by the present study, Horwitz et al (1986) and Aida (1994) when the same instrument - Horwitz et al's 33-item Foreign Language Classroom Anxiety Scale (FLCAS) was used to identify foreign / second language speaking-in-class anxiety. It will next discuss the implications of each of the five factors identified by the 33-item FLCAS in the present study in relation to SA studies, followed by a discussion of the implications of the other factors identified by items 34 to 39 of section 2 of the questionnaire in the present study.

To facilitate the discussion, the five factors contributing to second language learning anxiety identified by the FLCAS in the present study are presented as follows, according to their level of importance:

Factor 1 – speech anxiety and fear of negative evaluation (% of variance: 20.4)

Factor 2 –comfortableness when speaking with native speakers (% of variance: 11.3)

Factor 3 – negative attitudes towards the English class (% of variance: 9.9)

Factor 4 - negative self-evaluation (% of variance: 6.7)

Factor 5 –fear of failing the class / consequences of personal failure (% of variance: 6.2)

### **5.3.2 A brief summary of the factors identified by the present study, Horwitz et al (1986) and Aida (1994) when the same instrument (Horwitz et al's (1986) 33-item FLCAS) was used to identify SA**

Factor 1 (speech anxiety and fear of negative evaluation) identified in the present study is also specified by Horwitz et al (1986) and Aida (1994) as one of the factors contributing to second / foreign language speaking-in-class anxiety (SA). Factor 2 (comfortableness when speaking with native speakers), factor 3 (negative attitudes towards the English class) and factor 5 (fear of failing the class / consequences of personal failure) are also factors identified by Aida (1994).

In Horwitz et al's(1986) study, the three factors contributing to foreign / second speaking-in-class anxiety are speech anxiety, fear of negative evaluation and test

anxiety. By employing factor analysis, Aida (1994) identified four factors, namely, speech anxiety and fear of negative evaluation (37.9%), fear of failing the class / consequences of personal failure (6.3%), comfortableness when speaking with native Japanese (5.6%) and negative attitudes toward the Japanese class (4.7%). Table 5.3.2 gives a summary of the factors contributing to second / foreign speaking-in-class anxiety as identified by the present and other studies.



*Table 5.3.2 A summary of the factors contributing to second / foreign language learning speaking-in-class anxiety as identified by the FLCAS in Mak (2003), Aida (1996) and Horwitz et al (1986)*

	speech anxiety	fear of negative evaluation	comfortableness when speaking with native speakers	negative attitudes towards the English class	negative self-evaluation	fear of failing the class / consequences of personal failure	test anxiety
Mak (2003)	✓	✓	✓	✓	✓	✓	x
Aida (1994)	✓	✓	✓	✓	x	✓	x
Horwitz et al (1986)	✓	✓	x	x	x	x	✓

### **5.3.3 The implications of each of the five factors identified by the 33-item FLCAS in the present study in relation to second language speaking-in-class anxiety study (SA)**

#### ***5.3.3a Speech anxiety and fear of negative evaluation***

The most important factor contributing to second / foreign speaking-in-class anxiety identified in the present study was ‘speech anxiety and fear of negative evaluation which accounted for 20.4% of the variance.

Speech anxiety and fear of negative evaluation were identified as two separate factors leading to second / foreign language speaking-in-class anxiety in many studies (for example, Horwitz et al, 1986; MacIntyre and Gardner, 1989). In the present study, however, factor 1 was given the label of ‘speech anxiety and fear of negative evaluation’ because items included in this factor indicate a student’s apprehension in speaking in an English class (for example, I start to panic when I have to speak without preparation in English class - item 9; I get nervous when the English teacher asks questions which I haven’t prepared in advance - item 33) and fear of embarrassment when negatively evaluated by others (for example, I am afraid that the other students will laugh at me when I speak English – item 31; It embarrasses me to volunteer answers in my English class – item 13.)

Findings in the present study have indicated that speech anxiety and fear of negative evaluation are not two totally independent concepts. They are probably different labels describing one phenomenon in a language learning situation. MacIntyre and Gardner (1991a) reported that McCroskey's Personal Report and Communication Apprehension Scale (1984) and Watson et al's (1969) Fear of Negative Evaluation measure loaded on the same factor. Aida (1994) has also reported that items identified by Horwitz et al (1986) in the FLCAS as 'speech anxiety' and 'fear of negative evaluation' loaded on the same factor and that factor was given the same label (speech anxiety and fear of negative evaluation) as the one used in the present study. The findings of Aida's (1994) and MacIntyre and Gardner's (1991a) studies are similar to those in the present study.

There are 15 items in this factor (items 27, 3, 9, 31, 4, 33, 12, 13, 19, 24, 26, 29, 16, 1, and 20) which accounted for 20.4% of the variance. Among these fifteen items, thirteen of them also loaded on the same single factor (speech anxiety and fear of negative evaluation) in Aida's study. Item 19 (I am afraid that my English teacher is ready to correct every mistake I make) included in this factor in the present study was classified by Horwitz et al (1986) as 'test anxiety' and did not load on any factors in Aida (1994). This is not surprising as item 19 can indeed be classified as 'test anxiety' or 'fear of negative evaluation', depending on how the respondents view the situation. Item 26 (I feel more tense and nervous in my English class than in my other class) loaded on the



factor called 'fear of failing the class / consequences of personal failure' in Aida's (1994) study. It is highly likely that respondents' anxiety can be aroused by 'fear of failing the class / consequences of personal failure' or 'fear of negative evaluation', depending on how the respondents viewed item 26. In fact, 'fear of negative evaluation' and 'fear of personal failure / consequences of personal failure' can be similar concepts, in the mind of some students.

Table 5.3.3a shows how each FLCAS item was classified in the present study, Aida (1994) and Horwitz et al (1986).

*Table 5.3.3a How each FLCAS item was classified in the present study, Aida (1994) and Horwitz et al (1986)*

*Factor One (Speech Anxiety and Fear of Negative Evaluation)*

		Mak, 2003	Aida, 1994	Horwitz et al, 1986
27	I get nervous and confused when I am speaking English in my English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	N.A.
3	I tremble when I know that I'm going to be called on in English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation
9	I start to panic when I have to speak without preparation in English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Speech anxiety
31	I am afraid that the other students will laugh at me when I speak English.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation
4	It frightens me when I don't understand what the teacher is saying in English.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Speech anxiety
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Speech anxiety
12	In English class, I can get so nervous I forgot things I know.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	N.A.
13	It embarrasses me to volunteer answers in my English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation

*Factor One (Speech Anxiety and Fear of Negative Evaluation)*

		Mak, 2003	Aida, 1994	Horwitz et al, 1986
19	I am afraid that my English teacher is ready to correct every mistake I make.	Speech anxiety and fear of negative evaluation	N.A.	Test anxiety
24	I feel very self-conscious about speaking English in front of other students.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Speech anxiety
26	I feel more tense and nervous in my English class than in my other classes.	Speech anxiety and fear of negative evaluation	Fear of failing the class	N.A.
29	I get nervous when I don't understand every word the English teacher says	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Speech anxiety
16	Even if I am well prepared for English class, I feel anxious about it.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	N.A.
1	I never feel quite sure of myself when I am speaking in my English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	N.A.
20	I can feel my heart beating when I'm going to be called on in English class.	Speech anxiety and fear of negative evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation



*Factor Two (Comfortableness with speaking when Native Speakers)*

		Mak, 2003	Aida, 1994	Horwitz et al, 1986	Remarks
32	I would probably feel comfortable around native speakers of English.	Comfortableness with speaking when Native Speakers	Comfortableness in speaking with Native Japanese	N.A.	Negatively loaded on the factors
14	I would not be nervous speaking English with native speakers.	Comfortableness with speaking when Native Speakers	Comfortableness in speaking with Native Japanese	N.A.	Negatively loaded on the factors
11	I don't understand why some people get so upset over English classes.	Comfortableness with speaking when Native Speakers	Comfortableness in speaking with Native Japanese	N.A.	Negatively loaded on the factors
8	I am usually at ease during tests in my English class.	Comfortableness with speaking when Native Speakers	Speech anxiety and fear of negative evaluation	N.A.	Negatively loaded on the factors

*Factor Three (Negative Attitudes towards the English Class)*

		Mak, 2003	Aida, 1994	Horwitz et al, 1986	Remarks
17	I often feel like not going to my English class.	Negative attitudes towards the English class	Negative attitudes toward the Japanese Class	N.A.	
5 <sup>1</sup>	It wouldn't bother me at all to take more English classes.	Negative attitudes towards the English class	Negative attitudes toward the Japanese Class	N.A.	Negatively loaded on the factors
6	During English class, I find myself thinking about things that have nothing to do with the course.	Negative attitudes towards the English class	N.A.	Test anxiety	

*Factor Four (Negative Self-evaluation)*

		Mak, 2003	Aida, 1994	Horwitz et al, 1986
23	I always feel that the other students speak English better than I do.	Negative self-evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation
7	I keep thinking that the other students are better at English than I am.	Negative self-evaluation	Speech anxiety and fear of negative evaluation	Fear of negative evaluation

*Factor Five (Fear of Failing the Class / Consequences of Personal Failure)*

		Mak, 2003	Aida, 1994	Horwitz, et. al. 1995	Remarks
10	I worry about the consequences of failing my English class.	Fear of failing the class	Fear of failing the class	N.A.	
22	I don't feel pressure to prepare very well for English class.	Fear of failing the class	Fear of failing the class	N.A.	Negatively load on the factors
15	I get upset when I don't understand what the teacher is correcting.	Fear of failing the class	N.A.	N.A.	

*Items that did not Load on any Factors in the Present Study*

		Mak, 2003	Aida, 1994	Horwitz, et. al. 1995	
2	I don't worry about making mistakes in English class.	N.A.	N.A.	Test anxiety	Negatively load on the factors
18	I feel confident when I speak English in English class.	N.A.	Speech anxiety and fear of negative evaluation	Speech anxiety	Negatively load on the factors
21	The more I study for an English test, the more confused I get.	N.A.	Speech anxiety and fear of negative evaluation	N.A.	
25	English class moves so quickly I worry about getting left behind.	N.A.	Fear of failing the class	N.A.	
28	When I'm on my way to English class, I feel very sure and relaxed.	N.A.	N.A.	N.A.	Negatively load on the factors
30	I feel overwhelmed by the number of rules you have to learn in order to speak English.	N.A.	N.A.	N.A.	



### ***5.3.3b Comfortableness when speaking with native speakers***

There are four items (items 32, 14, 11 and 8) in factor two which accounted for 11.3 % of the variance. All these items were negatively associated with factor two. All items, besides item 8 (I am usually at ease during tests in my English class ) loaded on the same factor with the same label in Aida's (1994) study. Though 'Comfortableness when speaking with native speakers' was not the second, but the third, most important factor with a variance of 5.6% in Aida's study, the results in the two studies were comparable and indicated that that speaking with native speakers does impose speaking-in-class anxiety on second / foreign language learners.

It is, however, interesting to note that item 8 (I am usually at ease during tests in my English class) loaded on 'speech anxiety and fear of negative evaluation' in Aida's (1994) study and was categorised as test anxiety by Horwitz et al (1986). The difference in category can be due to the fact that the contacts / communications between respondents in the present study and native speakers of English usually happen in the classroom when the native speakers are the teachers as well as the assessors. As such, it is difficult to specify whether their anxiety was aroused by test anxiety as suggested by Horwitz et al (1986) or by their feelings of being uncomfortable when speaking with native speakers of English as suggested in the present study.

### ***5.3.3c Negative attitudes towards the English class***

Three items (items 17, 5 and 6) loaded on this factor which accounted for 9.95% of the variance. Item 5 was negatively associated with this factor. It should be noted that item 5 (It wouldn't bother me at all to take more English classes) and item 17 (I often feel like not going to my English class) also loaded on the factor with the same label in Aida's (1994) study (with a variance of 4.7%). Item 6 (During English class, I find myself thinking about things that have nothing to do with the course) was categorized by Horwitz et al (1986) as 'test anxiety' which was a bit strange.

MacIntyre and Gardner (1991a) and Aida (1994) stated that students' attitudes towards a new language can be affected by their previous learning experiences. The present study, besides confirming their findings, has also provided evidence that students' negative attitudes towards the language class can contribute to their overall levels of second / foreign language anxiety.

### ***5.3.3d Negative self-evaluation***

Negative self-evaluation was the fourth factor contributing to SA identified in the present study. Two items (items 23 and 7 ) loaded on this factor which accounted for 6.7% of the variance. Both items (item 7 – I keep thinking about the other students who are better at English than I am; and item 23 – I always feel that the other students speak English better than I do) were categorised by Horwitz et al (1986) as 'fear of negative

evaluation' and loaded on the factor with the label 'speech anxiety and fear of negative evaluation' by Aida (1994). The difference in terms of labels is not surprising because 'negative self-evaluation' identified in the present study can be a sub-category within the concepts 'fear of negative evaluation' used in other studies.

### ***5.3.3e Fear of failing the class / consequences of personal failure***

The fifth factor included three items (items 10, 15 and 22) which accounted for 6.2% of the variance. Item 22 (I don't feel pressure to prepare very well for English class) was negatively associated with factor five. Both item 10 (I worry about the consequences of failing my English class) and item 22 loaded on the factor with the same label in Aida's (1994) study. Item 15 (I get upset when I don't understand what the teacher is correcting) did not load on any factors in Aida's study but was categorised as 'fear of negative evaluation' in Horwitz et al's (1986) study, implying that 'fear of failing the class / consequences of personal failure' can be part of 'fear of negative evaluation' in Horwitz et al's study (1986). The student respondents in the present study, however, were very much concerned about the consequences of failing English because students attaining a failing grade (grades F or U) in the Use of English examination will not be able to enter university in Hong Kong.

### ***5.3.3f Test Anxiety***

Previous anxiety studies (for example, Horwitz et al, 1986; Mueller, 1997; Sarason, 1978;



Wittamier, 1972) have identified test anxiety as a component of second / foreign speaking-in-class anxiety. Results in the present study, however, do not support this. The findings of the present study are similar to the results of some anxiety studies. For example, in Aida's (1994) study of American university students learning Japanese, and the work of MacIntyre and Gardner (1989) investigating native speakers of English in America learning French, speaking-in-class anxiety and peer evaluation were part of the elements of foreign language classroom anxiety but test anxiety was not. It could be that test anxiety is a general problem and not one that is specific to the language classroom. As discussed earlier, some items (for example, items 6, 8 and 19) identified by Horwitz et al. (1986) as indicative of test anxiety loaded on other factors in the present study while some items (for example, item 2 – I don't worry about making mistakes in an English class) identified by Horwitz et al (1986) as test anxiety did not load on any factors.

The findings in the present study are consistent with previous research. MacIntyre and Gardner (1991a) concluded that test anxiety was a general anxiety problem. Aida (1994:162) stated that 'it appears clear that test anxiety is not conceptually related to other components of foreign language anxiety as Horwitz et al proposed...Speech anxiety and fear of negative evaluation are considered as relatively enduring personality traits whereas test anxiety is regarded as a state marked by temporary reactions (e. g. worry and nervousness ) to an academic or evaluation situation.'

### **5.3.3g Summary**

To conclude, the five factors, namely speech anxiety and fear of negative evaluation, comfortableness when speaking with native speakers, negative attitudes towards the English class, negative self-evaluation and fear of failing the class / consequences of personal failure are all important factors leading to second language speaking-in-class anxiety. It is at times, however, difficult to make a clear distinction to determine if 'speech anxiety' or 'fear of negative evaluation' leads to second language speaking-in-class anxiety because these concepts are not two distinct concepts. They may be two labels describing the same phenomena in the second language learning setting. Notwithstanding this, 'test anxiety' may not be a 'stand alone' component of second / foreign speaking-in-class anxiety. It could be that test anxiety is a general problem and not one that is specific to the language classroom.

### **5.3.4 The implications of each of the four elements identified by items 34 to 39 of section 2 of the questionnaire in relation to second language speaking-in-class anxiety studies**

As discussed in Chapter 3 (the methodology chapter) and Chapter 4 (the result chapter), items 34 to 39 of section 2 of the questionnaire were added by the researcher because of their perceived relevance to second language learning speaking-in-class anxiety (SA) of Chinese ESL learners in Hong Kong. Though these six items were not included in the final factor analysis process because only the 33 items included in the FLCAS were used in the final factor analysis process, the means of these items warrant attention in

relation to second language learning speaking-in-class anxiety studies. (Refer to section 3.6.1 as why only the original 33-items included in the FLCAS were used in the final factor analysis process.)

These 6 items were analysed and means identified in the same way as the other 33 items described in section 4.3.2a. Refer to table 4.3.2b for the ranking of the means of items 34 to 39 in section two of the questionnaire. The higher the means, the more student respondents agreed with the statements and / or the more anxiety-provoking it would be if that activity / situation was not carried out.

The following section will describe the implications of each of the elements located by items 34-39.

#### ***5.3.4a Speaking in front of the class without preparation***

The mean of item 35 (I start to panic when I have to speak in front of the class without preparation in English class) was 2.52 in a four-point scale, which was slightly above the mean of 2.5, implying that this item provoked higher SA level when compared to other items. This result was further confirmed in section 4A of the questionnaire when the item 'Give an unprepared talk in front of the class' had a mean of 3.03 in a four-point scale - the only item classified by student respondents as 'very anxious' though



student respondents' patterns of choices indicated that most Chinese respondents preferred to take options along the middle range. The findings were also reinforced in section 5 of the questionnaire. Refer to section 4.8.4 for a full description of the results.

Item 9 (I start to panic when I have to speak without preparation in English class) and item 33 (I get nervous when the English teacher asks question which I haven't prepared in advance) of the 33-item FLCAS are similar in nature. Both items loaded under the factor labelled 'speech anxiety and fear of negative evaluation' in the present study, Aida (1994) and Horwitz et al (1986). Item 35 (I start to panic when I have to speak in front of the class without preparation in English class) goes beyond items 9 and 33 as the student respondents had to 'speak in front of the class', meaning that they are exposed without preparation.

The result that being exposed when speaking provoked higher SA was similar to the findings by Young (1990) and Mak and White (1997). However, results in the present study go beyond previous studies by confirming that speaking in front of the class in a second / foreign language classroom without preparation is the most SA-provoking.

#### ***5.3.4b Mode of error correction: being corrected when speaking***

Item 34 (I like my English teacher to correct me once I make a mistake – a negatively loaded item) and item 36 (I will speak more in class if my classmates do not laugh at my mistakes) had a mean of 2.04 and 2.74 respectively in the 4-point scale employed in the present study when 4 denotes ‘strongly agree’. However, in section 3 of the questionnaire, 20.6% of the student respondents felt that ‘Teacher corrects every mistake I make’ was the most important kind of teacher behaviour to promote speaking in class while ‘Teacher uses my mistakes as examples to elaborate his / her point’ was the least important (5.3%) in terms of error correction. In section 4 of the questionnaire, student respondents reported that both ‘corrected by classmates when speaking’ and ‘corrected by the teacher when speaking’ were ‘moderately anxious’ (having a mean of 2.58 and 2.64 respectively in a 4-point scale when 4 denotes ‘very anxious’).

Results in the present study revealed that although student respondents regarded error correction by teachers as part of the learning process, being corrected by peers or teachers when speaking and mistakes being used as examples to elaborate teaching points were regarded as anxiety-provoking.

#### ***5.3.4c Inadequate wait-time given when asked to speak***

Item 37 in section 2 of the questionnaire (When I am given enough time to think of the answer, I feel more confident to speak in an English class) has a mean of 3.02 – the

highest among all 39 items in section 2, denoting that student respondents 'strongly agree' that enough wait-time would lower their SA. This result was further confirmed in sections 3 and 5 of the questionnaire (Refer to sections 4.8.2j and section 4.8.4 for a full description of the results).

#### ***5.3.4d Not allowed to use the first language in a second / foreign language class***

The mean for item 39 (If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class) was 2.76 indicating that student respondents believed that being allowed to use their first language at times lower their SA. The results were also confirmed by findings identified sections 3 and 5 of the questionnaire. Refer to section 4.8.2i and 4.8.4 for a full discussion of the results.

To conclude, the four elements contributing to SA identified by items 34 to 39 of section 2 of the questionnaire are speaking in front of a second / foreign language classroom without preparation, being corrected when speaking, inadequate wait-time and being prevented from using the first language in a second / foreign language class.

#### **5.3.5 Summary**

As a conclusion, the factors contributing to second language learning speaking-in-class anxiety as identified in the present study are as follows:

- speech anxiety and fear of negative evaluation



- comfortableness when speaking with native speakers
- negative attitudes towards the English class
- negative self-evaluation
- fear of failing the class / consequences of personal failure

The following four elements were also shown to be of concern to the student respondents in this study:

- speaking in front of the class without preparation
- being corrected when speaking
- inadequate wait-time
- not allowed to use the first language in a second / foreign language class

## **5.4 RELATIONSHIP BETWEEN LANGUAGE PROFICIENCY AND SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA)**

### **5.4.1 Introduction**

A review of the relevant studies by MacIntyre and Gardner (1991a) concluded that

‘covering several measures of proficiency, in several different samples, and even in somewhat different conceptual frameworks, it has been shown that anxiety negatively affects performances in the second language (p.110).’

The model of anxiety proposed by MacIntyre and Gardner (1991a), summarised by Ellis

(1994:483) showed the relationship between anxiety and language learning 'moderated by the learners' stage of development and by situation specific learning experiences'. This section will first describe the correlation between language proficiency and second language learning speaking-in-class anxiety (SA) in the present study and compare the results with previous studies using the 33-item FLCAS. It will next discuss the reasons for and implications of more proficient students becoming more anxious in terms of 'negative attitudes towards the English class'.

#### **5.4.2 Relationship between SA and language proficiency identified by the 33-item FLCAS in the present study, Aida (1994) and Ghadessy (1998)**

Data generated from section 2 of the questionnaire (the 33-item FLCAS) showed that there was definitely a significant difference between student respondents' SA levels and students' language proficiency in terms of the Use of English overall grade ( $t=3.852$ ,  $p=0.00$ ) and the oral grade ( $t=3.258$ ,  $p=0.001$ ). More proficient students, those getting grades A, B, C or D were more confident (less anxious) than less proficient ones (students getting grades E, F or U) in the Use of English examination.

The results identified in section 2 of the questionnaire of the present study were comparable to those stated in Aida (1994) and Ghadassy (1998) and all these three studies were using the 33-item FLCAS.

Aida's (1994) study produced a moderate negative correlation ( $r = -.38, p < .01$ ) between SA and language proficiency, indicating that the higher the students' levels of anxiety, the more likely that they received low grades.

In Ghadessy's study (1998), there was definitely a significant difference ( $F=0.00$ ) between anxiety levels and students' language proficiency. More proficient students, As, Bs and Cs, were more confident (less anxious) than less proficient ones. Refer to table 5.4.2 for the relationship between SA and language proficiency identified by the 33-item FLCAS in the present study, Aida (1994) and Ghadessy (1998).

*Table 5.4.2 Relationship between SA and language proficiency identified by the 33-item FLCAS Mak (2003), Aida (1994) and Ghadessy (1998)*

	<b>Mak, 2003</b>	<b>Ghadessy, 1998</b>	<b>Aida, 1994</b>
<b>Relationship between SA and Language Proficiency</b>	Significant difference ( $t=3.852, p=0.000$ )	Significant difference ( $F=0.00$ )	A moderate negative correlation ( $r=-0.38, p<0.01$ )

MacIntyre and Gardner (1994b) examined the language anxiety level felt during 3 stages in the second language acquisition process (input, processing and output) among 97 college students learning French as a second language and concluded that language anxiety and language proficiency are strongly related in each of the stages.



There was, however, no significant difference in the present study between student respondents' SA levels and students' language proficiency in terms of the Use of English overall grade ( $t=0.210$ ,  $p=0.83$ ) and the oral grade ( $t=0.691$ ,  $p=0.490$ ) in sections 4 and 5 of the questionnaire ( $t=1.761$ ,  $p=0.080$ ;  $t=0.907$ ,  $p=0.366$ ;  $t=0.041$ ,  $p=0.968$ ;  $t=1.235$ ,  $p=0.218$ ).

The difference in the present study in terms of correlation could be due to the fact that sections 4 and 5 of the questionnaire refer to actual activities carried out in the classroom. No matter what their actual language proficiency was, student respondents had to face the same kind of atmosphere, environment and challenges when they were asked to use their second language (English) to carry out those activities stated in sections 4 and 5. On the other hand, items in section 2 ask students 'how they feel about' those situations or scenarios stated—they are not activities to be carried out in the classroom. As such, more proficient students were more confident (less anxious) than less proficient ones.

#### **5.4.3 Reasons for and implications of more proficient students becoming more anxious in some factors contributing to SA (e.g. 'negative attitudes towards the English class' and 'comfortableness when speaking with native speakers')**

Results also indicated that students scoring grades A in the overall result in the factor labelled as 'negative attitudes towards the English class' were the most anxious which

was against the norm that more able students usually had lower SA. It could be due to the fact that these highly proficient student respondents had high expectations of themselves as they have always been perceived as outstanding students and achievers. It should also be noted that according to the statistics revealed in the present study, most students scoring grade A as their overall grade had not necessarily scored grade A as their oral grades. (Refer to section 4.5 for a full discussion of the effect of the oral grade on the overall grade in the Use of English examination of the student respondents in the present study.) On the other hand, more students scoring grade B as their overall grade got A as their oral grade when compared to students getting an overall grade A. This could be due to the fact that besides having high expectations of themselves, students scoring grade A always felt that they were not adequate in terms of speaking. This kind of negative self-evaluation could be a result of their past unpleasant second language learning experiences which in turn led to their negative attitudes towards the English class and themselves (Mak and White, 1997). Their negative attitudes towards the English class actually could have affected their oral performance, and consequently, their oral grades because in that part of the test, students are expected to speak a lot and contribute to role plays and discussion in a positive manner.

## 5.5 THE EFFECT OF BETTER PERFORMANCE IN WRITING SKILLS ON THE OVERALL GRADE IN THE ADVANCED SUPPLEMENTARY (UNIVERSITY ENTRANCE) USE OF ENGLISH EXAMINATION

Though candidates' proficiency in writing, listening, reading and oral carry the same weight when determining their overall grades in the Use of English examination, it was, however, interesting to note that for the student respondents in the present study, besides having 'Practical Skills for Work and Study' as the most important element when deciding their overall grade, the second most important was writing, followed by oral, reading and listening. This phenomena may explain why students getting an overall grade A were more anxious than students getting an overall grade B when the relationship between factor two (comfortableness when speaking with native speakers) and AS Use of English overall grade was investigated. It was also the same case when the relationship between factor three (negative attitudes towards the English class) and AS Use of English overall grade was investigated. As discussed in section 4.3, students getting an overall grade A may not have scored grade A in the oral paper, meaning that they experienced higher second language learning speaking-in-class anxiety. As results indicated in tables 4.5.3 and 4.5.4, these students may have scored higher in writing instead. These results are further confirmed in data shown in Tables 4.3.3a and 4.3.3b which are replicated here to show that besides factor 4 (negative self-evaluation), the least anxious student respondents are not those getting an *overall* grade A but those getting grade B. As for the *oral* grade, those who were least anxious were usually those



getting A.

*Table 4.3.3a Relationship between Use of English overall grade and the five factors*

Factor	Most anxious	Least anxious
<i>Factor One (Speech Anxiety and Fear of Negative Evaluation)</i>	U	B
<i>Factor Two (Comfortableness when speaking with Native Speakers)</i>	U	B
<i>Factor Three (Negative Attitudes towards the English Class)</i>	A	B
<i>Factor Four (Negative Self-evaluation)</i>	U	A
<i>Factor Five (Fear of Failing the Class / Consequences of Personal Failure)</i>	F	B

*Table 4.3.4b Relationship between Use of English oral grade and the five factors*

Factor	Most anxious	Least anxious
<i>Factor One (Speech Anxiety and Fear of Negative Evaluation)</i>	U	B
<i>Factor Two (Comfortableness when speaking with Native Speakers)</i>	U	A
<i>Factor Three (Negative Attitudes towards the English Class)</i>	B	A
<i>Factor Four (Negative Self-evaluation)</i>	U	A
<i>Factor Five (Fear of Failing the Class / Consequences of Personal Failure)</i>	U	B

Results in the present study also further confirmed that although both writing and oral are productive skills, the writing skills of the Chinese ESL learners in the present study are usually better than their oral skills. It should be noted that the receptive skills (reading and listening) of the student respondents in the present study were comparatively poorer than their productive skills. It could be because in the writing and oral tests, second / foreign language learners are free to use whatever linguistic patterns and vocabulary items they are familiar and comfortable with as long as the writing and / or oral tasks are completed as required. On the other hand, the second / foreign language learners have no control over what kinds of input (e.g. linguistics patterns and vocabulary items) they will receive in the reading and listening tests.

## **5.6 THE RELATIONSHIP BETWEEN SEX OF STUDENT RESPONDENTS AND THEIR SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA)**

### **5.6.1 Introduction**

This section will first describe the relationship between sex and second language learning speaking-in-class anxiety (SA) in the present study and compare the results with previous studies using the 33-item FLCAS. It will next discuss the reasons for and implications of the findings.

### 5.6.2 Relationship between SA and sex identified by the 33-item FLCAS in the present study, Aida (1994), Ghadessy (1998) and Truitt (1995)

In section 2 of the questionnaire which measures the students' anxiety on FLCAS, there was no significant difference (0.05 level) between SA and students' sex. ( $t=0.245$ ,  $p=0.806$ ). The means and standard deviations for male and female were ( $M=80.27$ ,  $SD=10.87$ ) and ( $M=79.97$ ,  $SD=10.66$ ), respectively. These results were consistent with those indicated in Aida (1994), Ghadessy (1998) and Truitt (1995) when the same instrument was used. Refer to table 5.6.2 for the relationship between SA and sex identified by the 33-item FLCAS in the present study, Aida (1994) and Ghadessy (1998) and Truitt (1995).

*Table 5.6.2 Relationship between SA and sex identified by the 33-item FLCAS in Mak (2003), Aida (1994) and Ghadessy (1998) and Truitt (1995)*

	<b>Mak, 2003</b>	<b>Ghadessy, 1998</b>	<b>Aida, 1996</b>	<b>Truitt, 1995</b>
<b>Relationship between SA and Sex</b>	No significant difference ( $t=0.245$ , $p=0.806$ )	No significant difference ( $F=0.59$ )	No significant difference: ( $t=0.41$ , $p=0.69$ )	No significant difference ( $p=0.062$ )

In Aida's study of American first year university students learning Japanese, there was no significant gender difference found in the foreign language learning anxiety ( $t(94) = .41$ ,  $p=.69$ ). The mean scores for males ( $n=56$ ) and females ( $n=40$ ) were 97.4 and 95.6 respectively.



In Truitt's study (1995) of Korean first year university students learning English, Wilks' lambda was not significant at  $p < .05$  ( $p = .062$ ), indicating that no significant difference existed between male and female subjects on these variables. The mean for male was 101.77 and that for female was 99.43.

Ghadessy (1998) studied the SA of first year university students learning English in Hong Kong and found that there was no significant difference (0.05 level) between their SA and students' sex. ( $F = 0.59$ ). The means and standard deviations for male and female were ( $M = 96.52$ ,  $SD = 9.77$ ) and ( $M = 97.45$ ,  $SD = 11.33$ ) respectively.

Results from section 5 of the questionnaire in the present study also revealed that there was no significant difference (0.05 level) between second language learning speaking-in-class anxiety and students' sex in the 8 questions asking students their usual level of second language learning speaking-in-class anxiety when requested to speak in English in an English class. ( $t = -0.173$ ,  $p = 0.863$ ;  $t = -0.405$ ,  $p = 0.686$ ;  $t = -0.183$ ,  $p = 0.855$ ;  $t = -0.288$ ,  $p = 0.774$ ).

However, data generated from section 4 of the questionnaire in the present study indicated that there was a definite difference (0.05 level) between anxiety and students' sex. ( $t = -2.141$ ,  $p = 0.033$ ). The means and standard deviations for male and

female were ( $M=56.52$ ,  $SD=8.81$ ) and ( $F=59.26$ ,  $SD=9.90$ ) respectively. Female respondents were found to have a higher second language learning speaking-in-class anxiety level.

The difference in findings could be due to the fact that section 4 of the questionnaire asked student respondents 'how they *feel when asked to participate* in 25 different kinds of classroom activities'. Those 25 classroom activities are authentic classroom activities that student respondents come across or even have to perform in their daily language learning process. Sections 2 and 5 of the questionnaire asked the student respondents 'how they *feel about* different kinds of situations in an English class'. They are not actual classroom activities. Females are usually more concerned about their image and how they are perceived by others. This explains why female student respondents in the present study had higher SA when asked about their feelings in performing classroom activities in section 4 of the questionnaire.

## **5.7 THE RELATIONSHIP BETWEEN THE MAJORS OF STUDENT RESPONDENTS AND THEIR SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY**

### **5.7.1 Introduction**

This section will first describe the relationship between the majors of student respondents and their second language learning speaking-in-class anxiety (SA) in the

present study and compare the results with previous studies using the 33-item FLCAS.

It will next discuss the reasons for and implications of the findings.

### **5.7.2 Relationship between SA and majors identified by the 33-item FLCAS in the present study, Ghadessy (1998) and Truitt (1995)**

Results indicated that there was no significant difference among the second language learning speaking-in-class anxiety level of the five faculties / schools (sig. = 0.889 > 0.05).

If the significant difference is based upon the faculties / schools level, data generated from the present study in identifying the relationship between the major of the student respondents and their SA are similar to those revealed in Ghadessy (1998) but different from those in Truitt (1995) and the comparison is shown in table 5.7.2.

*Table 5.7.2 Relationship between SA and majors identified by the 33-item FLCAS in Mak (2003), Ghadessy (1998) and Truitt (1995)*

	<b>Mak, 2003</b>	<b>Ghadessy, 1998</b>	<b>Truitt, 1995</b>
<b>Relationship between SA and Majors</b>	No significant difference (p=0.889)	No significant difference (F=0.45)	Significant difference (p=0.012)

Ghadessy (1998) studied the second language learning speaking-in-class anxiety of first-year university students learning English in Hong Kong and found that there was



no significant difference ( $F=0.45$ ) between levels of anxiety and students majors.

In Truitt's study (1995) of Korean first-year university students learning English, Wilks' lambda showed that the comparison between premed and English majors was significant at  $p<.05$  ( $p=.012$ ). English majors had significantly higher means than premed majors in self-efficacy / confidence in speaking and motivation for learning English.

In the present study, when identifying the significant difference in terms of second language learning speaking-in-class anxiety level among the four departments / majors (Music, Translation, Religious Studies and English) within the Arts Faculty, there was no significant difference ( $\text{sig.} = 0.212 > 0.05$ ).

There was also no significant difference in terms of second language learning speaking-in-class anxiety level among the four departments / majors (Government and International Studies, China Studies, Geography and Physical Education and Recreation Management) within the Faculty of Social Science ( $\text{sig.} = 0.856 > 0.05$ ).

There was, however, significant difference in terms of second language learning speaking-in-class anxiety level among the seven departments / majors (Applied

Biology, Physics, Mathematical Science, Computer Science -Computer Systems, Computer Studies – Information Systems, Applied Chemistry and Applied Physics) within the Faculty of Science. (sig. =0.005<0.05) It could be due to the fact that students majoring in Computer Science -Computer Systems had a relatively high SA mean (87.33) while those majoring in Applied Physics had a comparatively low SA mean (71.17) –the lowest among the 19 majors.

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the two departments / majors within the School of Communication (sig. =0.181 >0.05).

There was no significant difference in terms of second language learning speaking-in-class anxiety level among the two departments / majors within the School of Business (sig. =0.986 >0.05).

Results indicated that translation students (the high proficiency group, most students attaining grade A or B in the Use of English examination) had the highest second language learning speaking-in-class anxiety levels among all 19 departments / majors with the mean of 87.45 and the standard deviation of 11.26, followed by Computer Science (Computer Systems) which had a mean of 87.33 and the standard deviation of

12.03. Both means were higher than the mean (82.5) of the 33-item 4-point scale FLCAS and much higher than the mean of 80.09 identified in the present study.

On the contrary, students majoring in Applied Physics (the low proficiency group, with most students attaining grade E or below in the Use of English examination) were found to be the least anxious in terms of second language learning speaking-in-class anxiety among all majors / departments. The mean was 71.17 and the standard deviation was 10.06. It should be noted that the means for the other four departments / majors with student respondents indicating to have the lowest second language learning speaking-in-class anxiety were 78.21 (Cinema and Television), 78.40 (Accounting), 78.69 (Religious Studies) and 79.26 (Geography). Table 4.7.7 showing the relationship between majors and SA is replicated below for reference purpose.



Table 4.7.7 The relationship between students' majors and second language learning speaking-in-class anxiety

Faculty / School	a. Department with Highest Second language learning speaking-in-class anxiety b. Department with Lowest second language learning speaking-in-class anxiety	Mean	Std Deviation
ARTS	a. TRANSLATION	87.45	11.26
	b. RELIGIOUS STUDIES	78.69	9.66
SOCIAL SCIENCE	a. GOVERNMENT & INTERNATIONAL STUDIES	82.00	6.30
	b. GEOGRAPHY	79.26	8.81
SCIENCE	a. COMPUTER SCIENCE (COMPUTER SYSTEMS)	87.33	12.03
	b. APPLIED PHYSICS	71.17	10.06
COMMUNICATION	a. APPLIED COMMUNICATION STUDIES	81.29	7.54
	b. CINEMA & TELEVISION	78.21	4.84
BUSINESS	a. HUMAN RESOURCES MANAGEMENT	79.00	11.10
	b. ACCOUNTING	78.40	12.99

*Shading show the major having the highest and the lowest means*

The findings are different from those generated to investigate the relationship between factors contributing to SA and language proficiency in section 4.3 where students had better proficiency levels were less anxious in terms of second language learning speaking-in-class anxiety in most cases, apart for factor 3 – negative attitudes towards the English class.

In the present study, student respondents majoring in Translation were the high proficiency group, obtaining either grades A or B in their Use of English examination but they have reported to have the highest SA. It may be because students majoring in Translation have to speak a lot in public without preparation, particularly when they are



doing simultaneous interpretation which places them in exposure and being assessed when speaking in public. High self-expectation and expectation from the public could place these high second language achievers under stress and SA. Another reason for these Translation students having high SA could be due to their poor self-evaluation. None of the student respondents in the Faculty of Arts believed that they had excellent English language proficiency although some of them (particularly those majoring in Translation) scored grade A in the Use of English examination.

On the other hand, students majoring in Applied Physics had the lowest SA. This could be because these students are not required to use a lot of spoken English in the class. On the other hand, as they are the low proficiency group, the teachers, peers or even they themselves do not place a lot of pressure on them.

## **5.8 TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES THAT HELP REDUCE SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA)**

### **5.8.1 Introduction**

Eighteen kinds of teacher behaviour and 5 classroom activities were identified by student respondents in sections 3 and 4 of the questionnaire used in the present study as helpful in lowering SA. These kinds of preferred teacher behaviour and classroom activities formed the Classroom Activity Record (CAR) which was used as the treatment in the experiment.

As the SA of the three experimental groups have been reduced more than those for the three control groups after the experiment, the 18 kinds of teacher behaviour and 5 classroom activities included in the CAR are proved to be effective in lowering SA. (Refer to section 3.5.6 for details related to the research techniques and types of data collected.)

This section will first discuss the reasons why various experimental groups had various degrees of reduction in terms of SA after the experiment. It will then compare the results of section 4 of the questionnaire which requested student respondents to indicate how they feel (their second language learning speaking-in-class anxiety) when asked to participate in 25 different classroom activities in the English class with previous studies. Next, the 18 kinds of teacher behaviour and 5 classroom activities identified as useful in lowering SA will then be compared to those teacher behaviour and classroom activities in previous studies. Finally, the implications of the results in the present study will be discussed.

### **5.8.2 Impact of the experimental period on SA**

Each student respondent in the present study was asked to fill in the questionnaire before the experiment so that the second language learning speaking-in-class anxiety level (SA) of each group / major was identified. After the experiment, the three experimental and control groups were asked to fill out section 2 of the questionnaire again and the



means of each item awarded before and after the experiment were compared to see if there were any changes in terms of their SA levels. In this way, the SA levels of student respondents in the control and experimental groups before and after the experimental period can be identified, giving an indication if the treatment was successful or not.

As discussed in section 4.8.5c, results showed that the treatment was successful in reducing student respondents' SA, meaning that the kinds of preferred teacher behaviour and classroom activities included in the Classroom Activity Record were useful in reducing SA. However, it was noted that the three experimental groups with three different majors had different degree of SA reduction and table 4.8.5cIV which gives a summary of the SA levels of the three experimental and control groups before and after the experiment is replicated here to facilitate the discussion.



Table 4.8.5cIV A summary of the SA levels of the three experimental and control groups before and after the experiment

Major			Business	Physical Education and Recreation Management	Science			
Duration			2 weeks	4 weeks	6 weeks			
SA levels reduced after the experiment	Experimental Group	Means of Items 1-33	79.02-76.00=	3.02	80.39-75.41=	4.98	80.56-73.07=	7.49
		Means of Items 1-39	93.27-90.01=	3.26	94.14-88.49=	5.65	94.44-85.61=	8.83
	Control Group	Means of Items 1-33	78.45-75.98=	2.47	81.30-77.74=	3.56	80.94-74.47=	6.47
		Means of Items 1-39	92.88-90.27=	2.61	94.64-90.23=	4.41	94.71-87.35=	7.36

As discussed in section 4.8.5c, the three experimental groups had different levels of reduction in terms of SA and this can be attributed to the period of the experiment. It can thus be concluded that the treatment would have better effect over a longer period of time.

As such, the kinds of teacher behaviour and classroom activities included in the Classroom Activity Record would have more significant effect if they are carried out over an extended period of time and on a regular basis.

### 5.8.3 Impact of ‘speech anxiety and fear of negative evaluation’ as well as ‘negative attitudes towards the English class’ on SA

Results discussed in section 4.8.5c indicated that for all groups, the treatment had no impact on item 3 (I tremble when I know that I’m going to be called on in English class) and item 17 (I often feel like not going to my English class). Findings discussed in section 4.2.7 showed that item 3 was grouped under the factor labelled as ‘speech anxiety and fear of negative evaluation’ while item 7 was one of the items categorised as ‘negative attitudes



towards the English class' in the factor analysis process.

These findings provide evidence that no matter how hard the teacher tried, student respondents may still have the same level of SA due to 'speech anxiety and fear of negative evaluation' as well as 'negative attitudes towards the English class'. As such, teachers should address SA seriously and try to provide students with a pleasant learning experience because it may be difficult to reduce their SA once they have negative attitudes towards the English class. The findings were also supported by the results discussed in section 4.3 because student respondents with better language proficiency (student respondents getting grade A as their overall grade and those getting a grade B in oral in the Use of English examination) had the highest levels of SA.

#### **5.8.4 Classroom activities that help reduce SA identified in the present study, Mak and White (1997) and Young (1990)**

Section 4 of the questionnaire requested student respondents to indicate how they feel (their second language learning speaking-in-class anxiety) when asked to participate in 25 different classroom activities in the English class.

Table 5.8.4a will compare the student respondents' second language learning speaking-in-class anxiety reaction to the twenty-five classroom activities listed in section 4A of the questionnaire with results from previous studies.



*Table 5.8.4a Comparison of student respondents' second language learning speaking-in-class anxiety reaction to various classroom activities identified in Mak (2003), Mak and White (1997) and Young (1990)*

	Mak 2003	Mak and White 1997**	Young 1990***		
Anxiety Level	Mean	Mean	Mean	Item No. in Mak 2003	Classroom Activity
<b>Moderately Relaxed</b>					
	1.81(2.08)*		3.90^	04	Discuss in groups of 3 or 4.
	1.94(2.25)	2.18	4.54	01	Read silently in class.
	1.94(2.26)	2.00	3.30^	07	Discuss in pairs.
	1.99(2.32)	2.00	4.38	02	Repeat something with the class after the teacher.
<b>Moderately Anxious</b>					
	2.09(2.45)			24	The EAP teacher only speaks English in class.
	2.10(2.47)	3.33#		25	Discuss a topic I am familiar with in front of the class.
	2.11(2.48)	2.83		20	Ask prepared questions in class.
	2.12(2.49)		3.94^	03	Do exercises in the book.
	2.13(2.51)	4.33##	3.51^	06	Open discussion based on voluntary participation.
	2.19(2.59)	2.18		15	Called upon to answer when given a long time to think of the answer.
	2.23(2.64)	3.17#	3.53^	05	Repeat individually after the teacher.
	2.27(2.70)	3.67#	2.47	10	Present a prepared dialogue in front of the class.
	2.27(2.70)			23	Present a group report in my own seat.
	2.34(2.78)		2.83	09	Write your work on the board.

	Mak 2003	Mak and White 1997**	Young 1990***		
Anxiety Level	Mean	Mean	Mean	Item No. in Mak 2003	Classroom Activity
	2.40(2.87)	3.33#	2.26	11	Make an oral presentation in front of the class after group discussion.
	2.41(2.880)	3.33#	3.26^	08	Read a text in front of the class.
	2.48(2.98)	3.33#		14	Called upon to answer when given a short time to think of the answer.
	2.52(3.03)	4.00##		21	Ask questions not prepared in advance.
	2.56(3.08)	4.00##	2.12	13	Role play a situation in front of the class.
	2.58(3.10)	3.67#		17	Corrected by the classmates when speaking.
	2.63(3.17)	4.00##		16	Assessed by the teacher when speaking.
	2.64(3.19)	3.67#		18	Corrected by the teacher when speaking.
	2.65(3.20)	4.00##	2.23	12	Speak in front of the class without practice.
	2.77(3.35)	3.33#		19	Make mistakes but not corrected by the teacher.
<b>Very Anxious</b>					
	3.03(3.70)	3.50#		22	Give an unprepared talk.

\*In section four of the questionnaire in the present study, Mak (2003) has adopted a four-point scale with:

very anxious=4    moderately anxious =3    moderately relaxed =2    very relaxed =1

In order to compare results of the present study with those from previous studies using a five-point scale, the numbers in bracket would be the means if a five-point scale were adopted in the present study. The scales are as follows:

very anxious=5    moderately anxious =4    Neither anxious nor relaxed = 3  
moderately relaxed =2    very relaxed =1

\*\* In Mak and White (1997), a five-point scale was used with:

very anxious=1    moderately anxious =2    Neither anxious nor relaxed = 3  
moderately relaxed =4    very relaxed =5

\*\*\*In Young (1990), a five point-scale was used with:

very anxious=1                      moderately anxious =2    Neither anxious nor relaxed = 3  
moderately relaxed =4    very relaxed =5

#Classified as 'neither anxious nor relaxed' in Mak and White (1997)

## Classified as 'moderately anxious' in Mak and White (1997)

^ Classified as 'neither anxious nor relaxed' in Young (1990)



Results showed that none of the 25 classroom activities were perceived by student respondents as very relaxed and the only activity regarded as 'very anxious' in terms of second language learning speaking-in-class anxiety was 'Give an unprepared talk in front of the class.' Student respondents' patterns of choices indicated that Chinese respondents preferred to take options along the middle range and this further justified why a four-point scale was adopted in the present study as discussed in section 3.6.1.

'Speak in front of the class' and 'Role play a situation in front of the class' was regarded by participants in all three studies as 'moderately anxious', meaning that speaking with exposure can be frustrating in the second language classroom, irrespective of the learners' cultural and linguistic background.

It should be noted that the four classroom activities indicated as 'moderately relaxed' are activities that involve little to low risk of exposure involved, for example, 'discuss in groups of 3 or 4', 'read silently in class', 'discuss in pairs' and 'repeat something with the class after the teacher'. Students would not be singled out in these classroom activities as well. Student respondents' preferences were consistent with those in sections 2 and 3 of the questionnaire when student respondents were asked to indicate their second language learning speaking-in-class anxiety in the English class and the kinds of preferred teacher behaviour that would lower their second language learning

speaking-in-class anxiety.

### **5.8.5 Teacher behaviour that helps reduce SA**

To facilitate the discussion, table 4.8.3h presenting the various types of teacher behaviour and classroom activities as helpful in reducing SA (the Classroom Activity Record) is replicated below.

*Table 4.8.3h Teacher behaviour and classroom activities regarded by student respondents as most important in promoting spoken English in class identified by sections three and four of the questionnaire (The Classroom Activity Record)*

<b>CATEGORIES</b>	<b>GROUP / ITEM NUMBER IN SECTIONS 3 AND 4</b>	<b>CLASS ACTIVITY RECORD ITEM NUMBER</b>	<b>TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Teacher's personal manners	A	1	Teacher considers my feelings.
	A	2	Teacher tries to find out what each student wants to learn about.
General professionalism of teachers	B	3	Teacher shows a good knowledge of the subject.
	B	4	Teacher prepares class well and reviews.
Specific help given by teacher to improve students' spoken English	C	5	Teacher teaches me some learning skills.
	C	6	Teacher helps each student who is having trouble with the work.
Helping students to build up their confidence	D	7	Teacher offers suggestions to students for attaining confidence.
	D	8	Teacher encourages me to be considerate of others' feelings and ideas.
Mode of assessment	E	9	Teacher lets me assess others' performance.
	E	10	Teacher uses tests to find out where each student needs help.
Attitudes towards mistakes	F	11	Teacher corrects every mistake I make.
	F	12	Teacher admits his / her own mistakes.
Preparation in advance	G	13	Teacher lets me prepare in a group in class before making a presentation.
	G	14	Teacher allows me to prepare at home in advance before making a presentation.
Speaking in front of the class	H	15	All students are called on equally.
	H	16	Teacher forces me to volunteer answers with help from the teacher.
Being allowed to use some Chinese	I	17	Teacher allows me to use some Chinese when I cannot express myself in English.
Wait-time	J	18	Teacher gives me enough time to think of answers.



<b>CATEGORIES</b>	<b>GROUP / ITEM NUMBER IN SECTIONS 3 AND 4</b>	<b>CLASS ACTIVITY RECORD ITEM NUMBER</b>	<b>TEACHER BEHAVIOUR AND CLASSROOM ACTIVITIES REGARDED BY STUDENT RESPONDENTS AS MOST IMPORTANT IN PROMOTING SPOKEN ENGLISH IN CLASS</b>
Speaking with preparation in advance - <b>No exposure</b>	1	19	Read silently in class—Though this is not a speaking activity, this activity encourages speaking because student respondents are given time to read for information silently before they are asked to speak
Speaking with preparation in advance - <b>No exposure</b>	2	20	Repeat something with the class after the teacher
Speaking with preparation in advance (Exposure with preparation) <b>In groups of 3 or 4</b>	4	21	Discuss in groups of 3 or 4
Speaking with preparation in advance (Exposure with preparation) <b>In pairs</b>	7	22	Discuss in pairs
Speaking with <b>no preparation</b> in advance (Exposure without preparation)	22	23	Give an unprepared talk in front of the class

The kinds of preferred teacher behaviour included in the CAR can be put into four categories and each of them will be discussed in turn.

### ***5.8.5a Creating a relaxing, warm and easy going learning environment in the classroom***

Results in the present study indicated that student respondents were more willing to speak in English in class when the ‘teacher considers their feelings –item 1 of the CAR and ‘tries to find out what each student wants to learn about –item 2 of the CAR’.

As Crookall and Oxford (1991:56) point out, teachers can lessen the anxiety of students by ‘...making the classroom as friendly and relaxed as possible. Teachers can make a point of being warm and personable, and of rewarding effort, risk-taking, and successful communication.’ Learners will then be more willing to try and communicate their viewpoints than to avoid public humiliation and save face. Horwitz (1990) as well as Oxford and Lavine (1992) have also pointed out the importance of having a relaxing atmosphere in reducing SA.

### ***5.8.5b Upholding professionalism***

In terms of professionalism, student respondents have indicated that teachers should ‘show a good knowledge of the subject –item 3 of CAR’ and ‘prepare class well and review’.

It should be noted that it is difficult to be a language teacher because many classroom activities produce anxiety in some but self-confidence in others (Koch and Terrell, 1991).

Anxiety is a property of the students and not inherent in any activity. However, knowledge

of and ability to conduct teacher talk effectively, identifying symptoms of anxiety and tolerating ambiguity are important features expected of professional teachers in the present study and these areas will be discussed in detail in Chapter 6.

### ***5.8.5c Providing specific help to students***

#### ***I. Equipping students with necessary learning strategies***

Results showed that if teachers want to help students to build up their confidence, they have to give them specific help such as 'teaching them some learning skills –item 5 of the CAR' and 'offering suggestions to students for attaining confidence –item 7 of CAR'.

Previous research has also highlighted the importance of helping students to develop strategies to meet the classroom goals because appropriate learning strategies result in improved proficiency and greater self-confidence in many instances (for example, Cohen and Norst, 1989; Ghadassey 1998; Oxford, 1999; Oxford and Lavine, 1992; Savignon 1972; Wenden, 1986a). Learners who have constant help from teachers in terms of skills and strategies in learning a language will become skilled learners. These skilled learners tend to select strategies that work well together in a highly cohesive manner and they are usually capable of tailoring the strategies to the requirements of the language tasks.

Oxford (1990) has proposed a system of six general kinds of language learning strategies.



They are planning / evaluating (metacognitive) strategies, emotion / motivational (affective strategies), social strategies, memory strategies, cognitive strategies and compensation strategies (to compensate for limited knowledge). Refer to appendix 2.14.11a for a full description of these strategies.

MacIntyre and Noels (1996) also noted that integrative motivation and language anxiety play a role in overall strategy use and the use of certain strategies, as well as the ratings of knowledge, effectiveness, difficulty, and anxiety caused by strategy use.

## ***II. Ensuring the success of student participation***

In order to build up students' confidence, teachers should try to prepare students well for the in-class speaking activities. Student respondents in the present study have found classroom activities with low individual exposure and preparation in advance useful in reducing SA. Examples of activities regarded by student respondents as 'moderately relaxed' are 'repeating something with the class after the teacher' and 'discuss in pairs'.

## ***III. Adopting the humanistic approach when planning activities***

Moskowitz (1999) studied the effect of humanistic activities on students and teachers. Results confirm that these activities (for example, group and pair work carried out in a caring way) have a positive effect on students attitude towards the target language, themselves and their classmates. Teachers have also experienced greater satisfaction and

improvement in their teaching self-concepts and self-awareness. (Refer to Rinvoluceri 1999 for a full discussion on various humanistic language learning activities.)

#### ***5.8.5d Providing a pleasant learning experience***

It is important that teachers should provide ESL learners with a pleasant language learning experience. Results in the present study have suggested that if students have negative attitudes toward their English class, no matter how hard the teacher has tried to reduce their SA, there is no effect. The more proficient the students, the more serious the situation.

#### **5.8.6 Classroom activities that reduce SA**

To facilitate the discussion, the kinds of preferred classroom activities perceived by student respondents as useful in reducing SA are summarized into six categories and each of them will be discussed in turn.

##### ***5.8.6a Adopting appropriate tasks and activities that address varied learning styles and strategies in the classroom***

Student respondents have indicated that they preferred to 'prepare in a group in class before making a presentation –item 13 of CAR' and 'prepare at home in advance before making a presentation –item 14 of CAR'. These results in the present study suggested that frequency of practice and preparation in advance are major factors leading to confidence and proficiency in spoken communication (for example, Ellis, 1997; Harmer, 1994; Nunan

and Claire, 1996; Short, 1999; Wright, 1996). It is thus important to design tasks that can facilitate students' speaking in class without making them feel anxious. These activities should aim at heightening students' awareness of how certain emotional and attitudinal factors might be shaping their behaviour (for example, Crookall and Oxford, 1991).

### *I. Boosting students' self-esteem and self-confidence*

Results in the present study have indicated that 'negative self-evaluation' is a factor contributing to SA. Teachers should moderate risk-taking and tolerate ambiguity in a comfortable and non-threatening environment.

It is important to acknowledge the importance of self-esteem in the learning process, particularly for language learning. Branden (1987) claims that all problems, except those that have a biological origin, are related to low self-esteem.

### *II. Arranging students to work in pairs or small groups*

Students feel more confident when working in pairs or small groups and this preference is supported in the present study. This is because they do not feel at risk. They can share and reformulate their ideas before these ideas are presented to the class. Students can also share and examine their beliefs in these activities termed by Foss and Reitzel (1988) as 'rational emotive therapy' to see if they make sense.



These group activities in which students share and examine their beliefs in pairs or small groups to see if they make sense before these beliefs are exposed to the whole class for comments help students lower their anxiety levels which have been shown to be significantly correlated to reticence or L2 avoidance (Kleinmann, 1977), irrespective of students' cultural differences.

#### ***5.8.6b Adopting appropriate modes of assessment***

Student respondents in the present study have indicated that 'teacher lets me assess others' performance' and 'teacher uses tests to find out where each student needs help' are important teacher behaviours that help to reduce SA. The results match with the findings in section 2 of the questionnaire that test anxiety is not a factor contributing to SA, meaning that student respondents in the present study are not bothered by test anxiety. On the other hand, as fear of negative evaluation and negative self-evaluation are factors contributing to SA in the present study, the teachers should develop tests that suit the language levels of the students. The task and test type should be familiar to the students and realistic in terms of the difficulty levels. Teachers should help students to realistically assess their language performance and abilities.

#### ***5.8.6c Modes of correction***

##### ***I. Avoiding correcting students when they are speaking***

It should be noted that as student respondents expected 'teacher corrects every mistake

they make –item 11 of CAR ’ and ‘teacher admits his / her mistake’- item 12 of CAR’ are effective teacher behaviours reducing SA in the present study, it means that they are not worried about making mistakes. However, as ‘fear of negative evaluation’ is one of the factors contributing to SA identified in section 2 of the questionnaire in the present study, teachers should be careful in terms of the mode of correction. They should consider not correcting students when they are speaking because that can be SA provoking.

## *II. Using feedback as an integral part of learning*

Results in the present study indicated that some students are reluctant to speak in an English class because they are afraid of losing face in case they make a mistake in front of the class. On the other hand, however, they would like to be corrected. The scenario that Chinese students like to be corrected once they have made a mistake is well documented (for example, Mak and White, 1997).

In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasised social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) found that it is important for teachers to give students feedback. When students realise that the feedback is a recognition of their efforts and participation, not being assessed as answers, most of them are happy to base on the feedback to develop further their points for discussion.

#### ***5.8.6d Allowing preparation in advance before asking students to speak in front of the class***

Results indicated that preparation in advance is important in promoting spoken English in class. Student respondents stated that 'teachers let me prepare in a group in class before making a preparation –item13 of CAR' and 'teachers allow me to prepare at home in advance before making a preparation –item 14 of CAR' are helpful in reducing SA. Their SA levels in these two items were comparatively lower than that when asked to 'repeat something in class with the teacher –item 20 of CAR'.

Student respondents' have lower SA when they were asked to 'read silently in class –item 19 of CAR' because there was no single exposure of the student respondents. It should be noted that all classroom activities identified by student respondents as 'moderately relaxed' are those with little to low risk of exposure involved. For example, 'repeat something with the class after the teacher - item 20 of the CAR', 'discuss in groups of 3 or 4 –item 21 of the CAR', and 'discuss in pairs – item 22 of CAR'. On the other hand, the only classroom activity regarded by student respondents in the present study as 'very anxious' is to 'give an unprepared talk in front of the class' meaning that being singled out to speak without preparation is the most SA provoking.



### *5.8.6e Providing learners with adequate wait-time*

Student respondents in the present study have consistently indicated the importance of having adequate wait-time as a useful means of lowering their SA. For example, 'being asked to speak without enough wait-time' had the highest level of SA' in section 2 of the questionnaire and item 23 of the CAR indicated that students should be given time to prepare before they speak in front of the class. A substantial body of research findings (for example, Altieri and Duell, 1991; Mak and White, 1997; Rowe, 1974a, 1974b, 1986; Sato, 1990; Shrum, 1986; Tobin, 1980, 1983, 1984, 1987; Tsui, 1995; White and Lightbown, 1984) supports the notion that a longer wait-time helps students to respond. Wait-time is important because the language acquisition process requires students to attempt to say something and to make guesses about how the target language words have to be put together to express that meaning. Languages are learned, not through memorization of their rules and structures, but through internalizing these rules from input made comprehensible within a context of social interaction (Pica, 1987).

Thus, results suggest that in the second language classroom, if teachers want answers, they have to wait longer. It seems that five to ten seconds might be a reasonable wait-time, considering the needs of both teachers and students (Rowe, 1974a, 1974b, 1986; Sato, 1990; Shrum, 1985; Tobin, 1987; White and Lightbown, 1984).

Wait-time is also an important cultural dimension related to speaking-in-class anxiety. Sato (1990) pointed out that Chinese students needed longer wait-time than their European counterparts in a second language classroom because they were more reluctant to speak and did not want to make any mistakes in front of the class. These findings are supported by Richards (1993) and Rivers (1994).

In their Students In Tutorial (SIT) Project which aims at investigating interactive learning, a learning approach which emphasised social interaction as the key to constructing and processing knowledge, Lee and Littlewood (1999) find that students need time to put their thoughts in order. However, by the time they have done so, the discussion has already moved on.

It is thus important to ensure that students are given enough wait-time to formulate their ideas before they present them in the class.

#### ***5.8.6f Allowing the use of first language in the second language classroom***

Student respondents in the present study have identified not being allowed to use their first language in the second language classroom as a factor leading to SA. The question, 'Why don't learners learn what teachers teach?' was raised by Allwright (1984) many years ago and still there is no definite answer to that. It can be that students are not ready

yet (Pierson et al, 1980). Scovel (1994) attributes this to learnability and universal grammar. Some phonological, morphological and syntactic features of English are so different from Chinese that they present problems for Chinese learners of English (Mak and White, 1997). The knowledge, skills and sensitivities required to lower communication apprehension are a complex issue. It involves culture and linguistic dimensions.

## **5.9 SUMMARY**

This chapter has discussed the second language learning speaking-in-class anxiety (SA) level of the student respondents in the present study and compared them with those in previous SA studies. The implications of the five factors contributing to SA identified by Horwitz et al's 33-item Foreign Language Classroom Anxiety Scale and other factors have been presented. The relationship between SA and variables such as sex, language proficiency and majors are discussed. The chapter ends with a discussion of the various types of teacher behaviour and classroom activities which have been identified as useful in reducing SA.

The next chapter will present the conclusions of the thesis.



## Chapter Six

### CONCLUSION

This final chapter completes the study by first discussing the implications of the research findings of the present study and providing recommendations for foreign/second language educators, who seek to provide a low anxiety, if not anxiety free, learning environment to promote the use of the spoken language which finally will facilitate the learning of the target language. Next, based on the theoretical ideas and factors identified in the present study, a model about the relationship of teacher behaviour and classroom practices with second language learning speaking-in-class language learning anxiety (SA) levels will be presented. Some limitations of the present study will also be discussed. The whole thesis concludes with some suggestions for further research.

## **6.1 IMPLICATIONS OF THE PRESENT STUDY**

This section will discuss the implications of the research findings in relation to SA and second language acquisition.

### **6.1.1 Similarities between the first and target languages may generate lower SA**

Results in the present study suggest that Chinese students of English in the university setting in Hong Kong experience similar or more second language learning speaking-in-class anxiety than American students of Japanese (Aida's 1994 study) or Spanish (Horwitz et al's 1986 study) but less anxiety than Korean students of English (Truitt, 1995). To these Chinese students of English in the present study, English is a non-Asian language which is totally different from their own language. Their anxiety levels are thus comparable to those American students of Japanese because Japanese is also a non-Western and totally different language for the American students. That is why their anxiety levels are higher than American students of Spanish as Spanish is a Western language and both English and Spanish are derived from Latin. Teachers should take into the consideration the language distance and differences between the first and target languages of the students when teaching the target language in the second/foreign language classroom.

### **6.1.2 Making language learning experience pleasant lowers SA**

The present study, besides confirming previous findings (for example, Aida, 1994; Horwitz et al, 1986), has also provided evidence that students' negative attitudes towards

the language class can contribute to their overall levels of second/foreign language anxiety. Negative self-evaluation is also an important factor leading to SA in the present study. This kind of negative self-evaluation could be a result of their past unpleasant second language learning experiences which in turn led to their negative attitudes towards the English class and themselves. Their negative attitudes towards the English class actually could have affected their oral performance, and consequently, their oral grades because in that part of the test, students are expected to speak a lot and contribute to role plays and discussion in a positive manner.

### **6.1.3 Responding to language learners' affective needs lowers SA**

The results of the present study reveal that affective variables such as anxiety influences learners' L2 performance. As language professionals, we need to respond not only to students' linguistics needs, but also to their affective needs. Savignon (1972:67) has stated that

Practice in communication, by definition, forces the student to come out from behind memorised dialogues and ready-made phrases, leaving him in a particularly vulnerable position. The rapport he feels with the teacher as well as with his classmates may be crucial in determining the success or failure of the venture.

It is thus important for teachers to create a secure and comfortable learning atmosphere that is conducive to risk taking in the target language.



#### **6.1.4 Adequate wait-time lowers SA**

Wait-time is important because the language acquisition process requires students to attempt to say something and to make guesses about how the target language words have to be put together to express that meaning. Languages are learned, not through memorization of their rules and structures, but through internalizing these rules from input made comprehensible within a context of social interaction.

Wait-time is an important cultural dimension for Chinese students who usually need longer wait-time to speak up than their European counterparts because ‘group unity’ and ‘face’ are important elements for the Chinese. They feel that making hasty comments about the teaching point or group members may damage ‘group unity’ and lead to poor evaluation.

#### **6.1.5 Allowing the use of the first language (L1) in the second language classroom lowers SA**

The use of learners’ L1 in the second language classroom has been a controversial issue in the applied linguistics field. In the present study, results have shown that allowing learners to use their L1 in the ESL classroom reduces SA because the use of the L1 will build up learners’ confidence which will in turn encourage speaking. Teachers should , however, decide how much L1 should be allowed in the ESL classroom in order to ensure that ESL learners have adequate exposure to the second language. It is recommended that the use of L1 should be minimised gradually as the learners become more confident and proficient in

the target language.

#### **6.1.6 Being corrected when speaking is very SA-provoking**

Results in the present study revealed that although student respondents regarded error correction by teachers as part of the learning process, being corrected by peers or teachers when speaking and mistakes being used as examples to elaborate teaching points were regarded as anxiety-provoking. It is thus important for teachers to first focus on fluency to build up students' confidence before moving on to accuracy.

#### **6.1.7 Speaking in front of the class in a second/foreign language classroom without preparation is the most SA-provoking**

Lessons with most of the class time devoted to massive amount of teacher talk and limited student talk do not facilitate and encourage students to speak up in the classroom. Some people experience SA, even in their first language. To speak in the target language in front of the class can be frustrating as the process places linguistic, cognitive and psychological demands on the learner. To avoid speaking with exposure to the public, teachers should ensure that learners are given time to prepare the speech/presentation in advance before they are asked to speak in front of the class.

### **6.1.8 Test anxiety is not a factor leading to SA**

Data in the present study do not identify test anxiety as a factor leading to SA. It could be that test anxiety is a general problem and not one that is specific to the language classroom for Chinese learners of English. Test anxiety can be part of social anxiety, particularly in an evaluative situation.

### **6.1.9 Chinese learners of English have better writing skills than oral skills**

Results in the present study also confirmed that although both writing and oral are productive skills, the writing skills of Chinese learners of English are usually better than their oral skills. Teachers may wish to base oral development upon learners' writing skills as a start when promoting spoken English in the classroom.

## **6.2 RECOMMENDATIONS FOR A LOW-SA CLASSROOM**

This section will recommend ways in relation to teacher behaviour and classroom practices which are useful to reduce the second language learning speaking-in-class anxiety level (SA) of Chinese learners of English. It will first describe different kinds of teacher behaviour that help promote spoken English in an ESL classroom, followed by a detailed discussion of the kinds of classroom practice which will help reduce SA in an English class.



## **6.2.1 Teacher behaviour that reduce SA in an ESL classroom**

This section will recommend various kinds of teacher behaviour that reduce SA in an ESL classroom.

### ***6.2.1a Creating a warm and easy going atmosphere in the classroom***

Teachers should create a warm and easy-going atmosphere in the classrooms. They should encourage students to know one another at the beginning of the course by introducing one another through activities. This type of exercise not only helps students get to know each other, but also gives them practices in using the appropriate language structures to communicate and carry out authentic dialogues. Playing background music in the background can reduce stress and anxiety.

Teachers should encourage students to discuss feelings with teachers and other students. Providing time for individual/group tutorial/ meetings and helping students to form support groups are some of the ways to create a warm atmosphere in the classroom.

### ***6.2.1b Upholding teaching professionalism***

In addition to ‘showing a good knowledge of the subject’ and ‘prepare class well and review’, teachers should have a good knowledge of and the ability to carry out the following activities in the ESL classroom in order to reduce SA:

### ***I. Conducting teacher talk effectively***

Teachers should ensure that their verbal behaviour in the classroom leads to a communicative balance of behaviour for different teaching and learning purposes.

Effective teacher talk should include appropriate use of the language of instruction and interaction in the classroom to ensure that questioning, explaining, elicitation and error correction are carried out effectively.

### ***II. Identifying symptoms of anxiety***

A professional ESL teacher should be able to identify symptoms of anxiety. These symptoms may include low levels of verbal production, stuttering and stammering, feeling nervous, lacking of eye contact and conversational withdrawal. One way of dealing with these symptoms is to help students realise that most people experience language anxiety and these situations can be temporary and do not necessarily develop into a lasting problem. If the symptoms persist, the teachers should seek help from relevant experts so that adequate help can be given as necessary.

### ***III. Tolerating ambiguity and helping students to do so***

It is part of the learning process that ESL learners make mistakes in the target language in the early stages. Learners should be encouraged to try to use the target language as much as they can though ambiguity may occur. In addition to tolerating ambiguity, the ESL

teacher should try to help learners to recognise the importance of tolerating ambiguity in order to encourage learners to speak up in the ESL class.

### ***6.2.1c Providing specific help to students***

#### ***I. Equipping students with necessary language learning strategies***

Teachers should equip students with necessary learning strategies because skilled learners tend to select strategies that work well together in a highly cohesive manner. They are also capable of tailoring the strategies to the requirements of the language tasks.

#### ***II. Ensuring the success of students participation by familiarising students with the necessary language patterns/skills before they are set on task***

It is important that teachers prepare students well for the in-class speaking activities to ensure successful participation. Otherwise, students may turn to L1 in order to get the messages across. Teachers should equip students with adequate strategies, both socially and linguistically before students are invited to participate. These strategies may include turn-taking and giving verbal/non-verbal feedback and 'repair' strategies such as asking for repetition and clarification. Equipping anxious students with necessary phonological skills such as the teaching of phonics to tackle the difficult sounds and symbols encountered in the learning of a second language may be useful.



### ***III. Adopting the humanistic approach when planning activities***

In order to encourage students to speak up in an ESL class, teachers should consider adopting group and pair work in a caring way in an ESL classroom. As such, students are given time to prepare the answers in pairs or groups before they are asked to speak up in front of the class.

### ***IV. Adopting a task-based approach by breaking up the lesson into small but meaningful components***

Instead of having the whole lesson as a unified piece, it is always a good idea to break a long lesson up into small but meaningful components to facilitate student understanding and speaking. Teachers should plan units of various sizes so that they will build towards and culminate in the learners actually using the language.

### ***V. Assessing learners' native language if necessary***

Students who express anxiety about foreign language learning and experience persistent difficulty in passing foreign language courses could be referred for a psychoeducational evaluation, which may include tests of oral and written native language (phonology, syntax and semantics) and foreign language aptitude. Sample test batteries can include those used by Ganschow and Sparks, 1991, 1993; Skehan and Ganschow, 1993; Sparks, Ganschow and Javorsky, 1992; Sparks et al, 1992. Assessing learners' native language helps shed lights on the learners' general language ability. Adequate help can be given if the students

have general language difficulties.

### **6.2.2 Classroom practices that reduce SA in the ESL classroom**

This section will recommend six categories of classroom practices that reduce SA in the ESL classroom and each of them will be discussed in turn.

#### ***6.2.2a Adopting appropriate tasks and activities that address varied learning styles and strategies in the classroom***

The following will elaborate on various tasks and activities that address different learning and strategies in the classroom:

##### ***I. Promoting authentic communication in the classroom***

Learners will find it meaningful and purposeful to participate in authentic communication in the classroom because they can apply what they have learnt in class to their daily life, for example, asking for one's way, soliciting information from an organization and making a phone call.

##### ***II. Boosting students' self-esteem and self-confidence***

Teachers should provide multiple opportunities for classroom success in the language. They should help students to build up their confidence by focusing on fluency instead of accuracy at the beginning of the course or lesson. Students are thus allowed to use the

language with less than perfect performance and this helps boost up their self-esteem.

### ***III. Arranging students to work in pairs or small groups***

Working in pairs or small groups allows students to share and reformulate their ideas before these ideas are presented to the class. The group size should not be more than five because students may feel anxious when asked to speak in a group with six or more people. Students can be encouraged to discuss or ask questions about a topic in the group. These ideas or questions can then be asked or reported in a class situation. In that case, the individual student asking the question or generating that certain idea will not be identified in the group report.

Teachers should help students to recognise their roles and maintain the momentum. As carefully-structured pair or group work requires students to use English in a low-risk environment, students' confidence would be built up and active participation can be anticipated.

### ***IV. Adopting the interactive learning approach***

Interactive learning is a learning approach which emphasises social interaction as the key to constructing and processing knowledge. This approach helps lowers the anxiety level of the learners which in turns will raise their self-esteem. As such, learners will be more



willing to participate in and contribute to discussion.

### ***6.2.2b Adopting appropriate modes of assessment***

#### ***I. Assessing writing and oral skills at the same time***

Chinese learners of English in the present study are found to have better writing skills than oral skills. Teachers may consider assessing learners' writing and oral skills in an integrated manner. One way of assessing is to ask learners to write up the discussion or speech before they report it in order to build up their confidence because learners can proofread their written work before the oral presentation. Another way is to assess the written work as well. As such, learners will not feel that their oral performance is the only basis for assessment. After learners have built up their oral competency, the form of assessment can focus solely on their oral performance.

#### ***II. Adopting appropriate evaluation methods***

As fear of negative evaluation and negative self-evaluation are factors leading to SA in the present study, teachers should develop tests that reflect the language levels of the students. The task and test type should be familiar to the students and realistic in terms of the difficult levels.

### ***6.2.2c Adopting appropriate modes of correction***

#### ***I. Avoiding correcting students when they are speaking***

Teachers should avoid correcting students' mistakes when they are speaking because that can be SA-provoking. This is particularly important for less able students. Teachers should tell students that fluency is as important as accuracy in learning a second/foreign language.

When the students become more confident in the target language, the teacher can adjust the approach when necessary.

#### ***II. Using feedback as an integral part of learning***

Teachers should make it clear to students that fluency is as important as accuracy in learning a language. Students can be invited to comment on or assess ideas put forward by other pairs or groups and give their own reasons for the comments and assessment in pair or group work. In this way, their comments or assessment will not be viewed as personal because they are pair or group opinions. Those who are being commented on or assessed will not be in fear of negative evaluation because that is a pair or group effort. The teacher can follow on the comments and assessment made by students and further elaborate on the subject if necessary. Once this kind of friendly and collaborative culture is developed and handled in a sensitive way, feedback can be used as a kind of input in the language classroom.

### ***6.2.2d Allowing preparation in advance before asking students to speak in front of the class***

Preparation in advance is important in promoting spoken English in class. Teachers should ensure that students are given time to prepare in advance before they are asked to speak in front of the class.

### ***6.2.2e Providing learners with adequate wait-time***

Student respondents in the present study have consistently indicated the importance of having adequate wait-time as a useful means of lowering their SA. This is particularly important for Chinese learners who care a lot about 'face' and 'group unity'. Adequate wait-time would allow the learners to fine-tune their answers before they respond or speak up in the class.

### ***6.2.2f Allowing the use of the first language (Chinese in the present study)***

Teachers should allow students to use their first language in the second language classroom as this will build up their confidence which will in turn encourage student participation, particularly in the initial stage. When the students become more competent and confident in the target language, the teacher may encourage students to minimise the use of their first language in the second language classroom.



### **6.3 A MODEL ON THE RELATIONSHIP BETWEEN SECOND LANGUAGE LEARNING SPEAKING-IN-CLASS ANXIETY (SA) WITH TEACHER BEHAVIOUR AND CLASSROOM PRACTICES AND FACTORS CONTRIBUTING TO SA**

Results in the present study show that nine factors contribute to SA of Chinese ESL students in Hong Kong. These factors include speech anxiety and fear of negative evaluation, comfortableness when speaking with native speakers, negative attitudes towards the English class, negative self-evaluation, fear of failing the class/consequences of personal failure, speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time, as well as not being allowed to use the first language in a second/foreign language class.

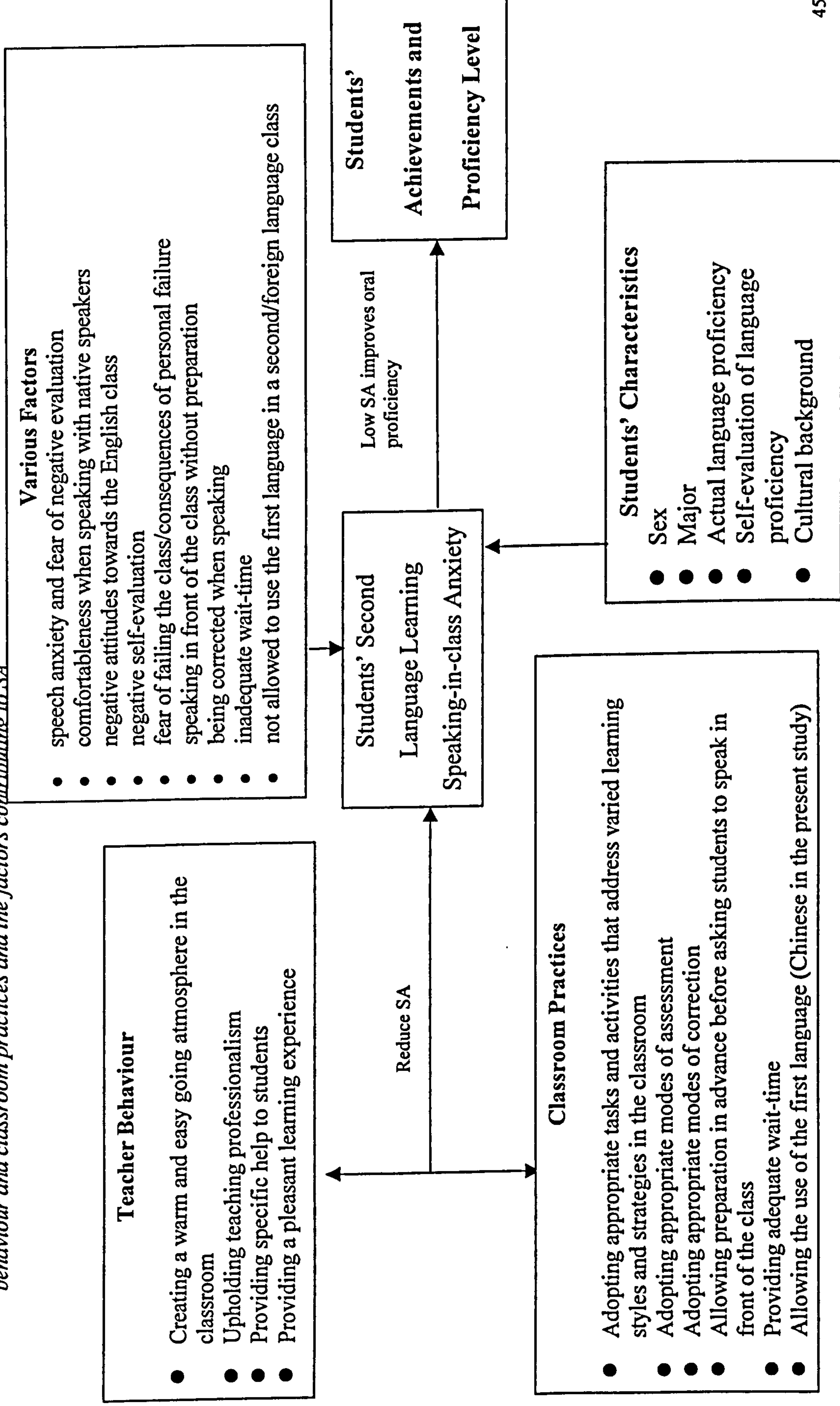
Students characteristics such as sex, major, language proficiency, cultural background and self-evaluation of learners' language abilities all affect the SA levels of Chinese ESL learners.

However, appropriate teacher behaviour and classroom practices that reduce SA will in turn enhance students' achievements and oral proficiency levels. The kinds of preferred teacher behaviour that will reduce SA are creating a relaxing, warm and easy going learning environment in the classroom, upholding teaching professionalism, providing specific help to students and providing a pleasant learning experience.

Classroom practices that will lower students' SA in the classroom are adopting appropriate tasks and activities that address varied leaning styles and strategies in the classroom, adopting appropriate modes of assessment and error correction, allowing preparation in advance before asking students to speak in front of the class, providing adequate wait-time as well as allowing some use of the first language in the ESL classroom.

Figure 6.3a shows the theoretical framework illustrating the relationship between second language learning speaking-in-class (SA) with teacher behaviour and classroom practice and the factors contributing to SA while figure 6.3b summarises the kinds of teacher behaviour and classroom practices that help reduce SA in an ESL classroom.

Figure 6.3a The theoretical framework illustrating the relationship between second language learning speaking-in-class anxiety (SA) with teacher behaviour and classroom practices and the factors contributing to SA





*Figure 6.3b A summary of the kinds of teacher behaviour and classroom practices that help reduce SA in an ESL classroom*

Teacher behaviour	Classroom practices
<ul style="list-style-type: none"> <li>● Creating a warm and easy going atmosphere in the classroom</li> <li>● Upholding teaching professionalism               <ol style="list-style-type: none"> <li>1. Carrying teacher talk effectively</li> <li>2. Identifying symptoms of anxiety</li> <li>3. Tolerating ambiguity and helping students to do so</li> </ol> </li> <li>● Providing specific help to students               <ol style="list-style-type: none"> <li>1. Equipping students with necessary language learning strategies</li> <li>2. Ensuring the success of students participation by familiarising students with the necessary language patterns/skills before they are set on task</li> <li>3. Adopting the humanistic approach when planning activities</li> <li>4. Adopting task-based approach by breaking up the lesson into small but meaningful components</li> <li>5. Assessing learners' native language if necessary</li> </ol> </li> <li>● Providing a pleasant learning experience</li> </ul>	<ul style="list-style-type: none"> <li>● Adopting appropriate tasks and activities that address varied leaning styles and strategies in the classroom               <ol style="list-style-type: none"> <li>1. Promoting authentic communication in the classroom</li> <li>2. Boosting students' self-esteem and self-confidence</li> <li>3. Arranging students to work in pairs or small groups</li> <li>4. Adopting the interactive learning approach</li> </ol> </li> <li>● Adopting appropriate modes of assessment               <ol style="list-style-type: none"> <li>1. Assessing writing and oral skills at the same time</li> <li>2. Adopting appropriate evaluation methods</li> </ol> </li> <li>● Adopting appropriate modes of correction               <ol style="list-style-type: none"> <li>1. Avoiding correcting students when they are speaking</li> <li>2. Using feedback as an integral part of learning</li> </ol> </li> <li>● Allowing preparation in advance before asking students to speak in front of the class</li> <li>● Providing adequate wait-time</li> <li>● Allowing the use of the first language (Chinese in the present study)</li> </ul>

## **6.4 LIMITATIONS OF THE PRESENT STUDY**

Several limitations of this study need to be recognised in interpreting the results and they are summarised as below:

### **6.4.1 Including only variables within the classroom setting**

This study has only investigated the relationship between second language learning speaking-in-class anxiety and factors such as language proficiency, majors and length of the experimental period which can be controlled within the classroom setting. Factors that cannot be controlled inside the classrooms, for example, student respondents' language proficiency improved as a result of attending private tutorial classes, self-access learning as well as discussion with friends over recess and outside class time may also build up the student respondents' self-esteem and reduce second language learning speaking-in-class anxiety, have not been taken into consideration.

By referring to various studies, MacIntyre and Gardner (1991a:111) suggested that as 'experience and proficiency increase, anxiety declines in a fairly consistent manner'. Therefore, anxiety may play a different role with more advanced students and the results may be different.

The lack of controlling for student respondents' actual English proficiency and native language skills also cautions against making simplistic causal inferences about the role of anxiety in second language learning because of the potential confounding effects of language aptitude.

#### **6.4.2 Neglecting the impact of interlanguage and other affective variables**

The use of a questionnaire in collecting data makes the present study a snapshot study in that the second language learning speaking-in-class anxiety level scores provide information on the student respondents at one particular moment in time. This takes no heed of possible inconsistencies in interlanguage development, especially in light of evidence suggesting that u-shaped development is the norm in second language acquisition. It is difficult to know from the evidence presented where a student respondent is, in terms of interlanguage development. The results of the study can also be called into doubt because of the multitude of other affective factors which may have been in play on the day the questionnaire was administered.



The process of second language acquisition is complex. Many factors interact to determine the development of interlanguage. Seliger (1984:37) has noted,

The more variables we identify, the more we attempt to explain the recombinations of these variables through the wonders of computers and multivariate analysis...While many characteristics have been related correlationally to language achievements, we have no mechanisms for deciding which of the phenomena described or reported to be carried out by the learner are in fact those that lead to language acquisition.

Larsen-Freeman (1991:22) reminds us that 'studying the parts in isolation one by one will tell us each part, but not how they interact. It is futile to expect that by aggregating findings from simple univariate cause-effect links made in laboratory settings that we can build a theory of second language acquisition that will hold when all the factors are combined.'

'A teacher can provide general guidelines but no guaranteed approach' (Schumann 1999:39). Different people respond to different methods differently and this is categorised by humanistic psychologists as differences in learning styles.

#### **6.4.3 Not evaluating tacit assumptions made about language anxiety systematically**

Communication apprehension has been widely researched in speech communication while language learning anxiety has had comparatively little research (MacIntyre , 1994). Many researchers of language anxiety (for example, Horwitz and Young, 1991) have presented many ways in which the two constructs are compatible, especially among bilingual learners. (Refer to section 2..8.3cI for a detailed discussion on the validity and reliability of

FLCAS when compared to other anxiety scales.)

Distinctions must be drawn between communication apprehension in the speech communication field and the anxiety learning anxiety field because the language students are performing both the learning and the language at the same time.

Further research must be done to validate the implicit theories held. Both previous studies and the present one have hypothesised that oral production leads to high level of anxiety.

However, some studies (for example, Mejias et al, 1991) have found that oral tests are preferred over written evaluation by some students. This shows that tacit assumptions made about language anxiety need to be systematically evaluated.

One way would be to adapt the questionnaire approach used by Matsumoto et al (1988) to the formal language setting by asking students to keep a diary study of the anxiety they perceive during a semester of studying a foreign language (Barkhuizen 1994). We could administer the FLCAS and a scale that would evaluate the students' view of their language learning skills. In this way, more information could be gathered on why students find a situation like a language-learning setting anxiety provoking.

#### **6.4.4 Limitations of the analysis procedure**

When interpreting the results of the factor analysis, it should be noted that the size of the variances for factors 3 (negative attitudes towards the English class), 4 (negative self-evaluation) and 5 (fear of failing the class/consequences of personal failure) is small (9.9%, 6.7% and 6.2%) when compared to factor 1 (speech anxiety and fear of negative evaluation- 20.4%) and factor 2 (comfortableness with speaking with native speakers – 11.3%).

In addition, the results regarding the underlying structures of the FLCAS should be seen as tentative due to the nature of explanatory principal components analysis, whose results were essentially affected by the choices made at every step of the analysis, such as determining how many components to retain, in which way to rotate the components extracted, what kind of rotation should be carried out and what loading should be used for interpreting the components. To verify or refute the findings of this study, confirmatory factor analysis is recommended for future research.



#### **6.4.5 Applicability and interpretation of results**

Inferences drawn from the results of this study are limited by the nature of the particular student respondents involved because they were solely first year undergraduate students in one university in Hong Kong. It should also be noted that over half of the student respondents in the present study attained grade D (30.6%) or grade E (41.5%) in the Use of English examination. As results in previous research indicated (for example, Aida, 1994; Ghadassy, 1998; MacIntyre and Gardner, 1991a; Mak and White 1997), students with higher language proficiency tend to have a lower second language learning speaking-in-class anxiety level. As such, the results could have been different if the student respondents had had a higher level of proficiency level.

Replication of the study with different groups of language learners and in different learning and cultural contexts is necessary to see how well the results may generalise for other ESL learners outside Hong Kong.

## 6.5 SUGGESTIONS FOR FURTHER RESEARCH

As discussed, great efforts have been made to ensure the validity and reliability of the measures used in the present study. However, further replication of this study is needed in order to validate the present findings. The student respondents in the study are 313 Chinese ESL learners in one university in Hong Kong. In order to make the results more generalizable, it would be a good idea to replicate the study with students in other universities, both in Hong Kong and overseas to find out whether or not the cultural background of student respondents play an important role in second language learning speaking-in-class anxiety level.

As the student respondents in the present study are university students who have studied English for more than 13 years, it would be interesting to find out whether students in primary or secondary schools of Hong Kong have different levels of SA from those identified by university students in Hong Kong and whether primary and secondary students find the same kinds of teacher behaviour and classroom practices helpful in promoting spoken English in the ESL class. Findings of research of this kind will shed light on whether the numbers of years of learning the target language affect respondents' SA.

The present study has investigated the relationship between second language learning speaking-in-class language learning anxiety (SA) levels with teacher behaviour and classroom practices and factors contributing to SA from the student perspectives. Soliciting views from the teachers' perspectives for comparison purposes will deepen our understanding of SA research.

Given the fact that the Chinese ESL student respondents in the present study have higher levels of SA when compared to similar studies conducted in the United States for Americans learning a second/foreign language, it would be helpful to look deeper into the cultural context of Chinese university students to find out how their past experiences of learning English in primary and secondary school may have contributed to their SA.

## **6.6 CONCLUDING REMARKS**

The best should teach...the world seldom notices who teachers are; but civilization depends on what they do.

(Stiles, quoted in Eastmond, 1959:410)

The present study has deepened the understanding of the relationship between second language learning speaking-in-class language learning anxiety (SA) levels with teacher behaviour and classroom practices and factors contributing to SA from the students'



perspectives. With these understandings, language teachers and educators can, hopefully, adopt and sustain the kinds of teaching behaviour and classroom practices which reduce SA and promote spoken English in the language classroom which in turn would, ideally, lead to better oral performance and educational outcomes in our students.

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Appendix 1.3.1a The grades of AS Use of English attained by the 1998 intake in University X

Course Code	Course/Major/Option	Grade of AS Use of English							Total
		A	B	C	D	E	F *		
2010	BA/CHI [a]	0 0.0	0 0.0	0 0.0	13 26.0	36 72.0	1 2.0	50	
2022	BA/ENG [a]	1 2.4	4 9.8	18 43.9	18 43.9	0 0.0	0 0.0	41	
2034	BA/GEOG	0 0.0	0 0.0	0 0.0	15 42.9	16 45.7	4 11.4	35	
2046	BA/GIS	0 0.0	0 0.0	0 0.0	16 45.7	19 54.3	0 0.0	35	
2058	BA/HIST	0 0.0	0 0.0	1 2.8	11 30.6	23 63.9	1 2.8	36	
2060	BA/REL [a]	0 0.0	0 0.0	0 0.0	2 8.0	22 88.0	1 4.0	25	
2072	BA/SOCI [a]	0 0.0	1 2.9	4 11.8	7 20.6	19 55.9	3 8.8	34	
2113	BA/EURO	1 3.7	3 11.1	1 3.7	22 81.5	0 0.0	0 0.0	27	
2125	BA/HUM [b]	0 0.0	0 0.0	3 7.9	35 92.1	0 0.0	0 0.0	38	
2137	BA/MUS [c]	1 4.8	0 0.0	2 9.5	9 42.9	9 42.9	0 0.0	21	
2149	BA/TRAN [b]	0 0.0	4 14.3	12 42.9	12 42.9	0 0.0	0 0.0	28	
2151	BA/PE [a]	0 0.0	0 0.0	2 6.9	12 41.4	15 51.7	0 0.0	29	
2216	BBA/ACCT	0 0.0	1 1.6	5 8.1	24 38.7	32 51.6	0 0.0	62	
2228	BBA/APP ECON	0 0.0	0 0.0	5 12.5	17 42.5	18 45.0	0 0.0	40	
2230	BBA/CBS	0 0.0	0 0.0	1 2.7	19 51.4	17 45.9	0 0.0	37	
2242	BBA/FIN	0 0.0	0 0.0	5 12.5	18 45.0	17 42.5	0 0.0	40	
2254	BBA/HRM	0 0.0	0 0.0	6 14.6	26 63.4	9 22.0	0 0.0	41	
2266	BBA/ISM	0 0.0	0 0.0	3 6.7	28 62.2	13 28.9	1 2.2	45	
2278	BBA/MKT [a]	0 0.0	0 0.0	4 8.3	28 58.3	16 33.3	0 0.0	48	
2319	BSc/CHEM-E [b]	0 0.0	0 0.0	0 0.0	6 25.0	12 50.0	6 25.0	24	
2321	BSc/CHEM-I	0 0.0	0 0.0	0 0.0	5 19.2	17 65.4	4 15.4	26	
2333	BSc/COMP-IS	0 0.0	0 0.0	1 2.5	15 37.5	24 60.0	0 0.0	40	
2345	BSc/MATH	0 0.0	0 0.0	0 0.0	6 12.8	27 57.4	14 29.8	47	
2357	BSc/COMP-CS	0 0.0	0 0.0	0 0.0	9 25.7	24 68.6	2 5.7	35	
2369	BSc/BIOL	0 0.0	0 0.0	1 2.0	14 28.0	34 68.0	1 2.0	50	
2371	BSc/PHYS	0 0.0	0 0.0	0 0.0	8 17.8	32 71.1	5 11.1	45	
2383	BSc/CMED [d]	1 4.3	3 13.0	5 21.7	7 30.4	7 30.4	0 0.0	23	
2412	BSSc/ECON	0 0.0	0 0.0	0 0.0	5 20.0	19 76.0	1 4.0	25	
2424	BSSc/GEOG	0 0.0	0 0.0	1 4.0	10 40.0	14 56.0	0 0.0	25	
2436	BSSc/HIST	0 0.0	0 0.0	0 0.0	6 24.0	19 76.0	0 0.0	25	
2448	BSSc/SOCI	0 0.0	0 0.0	0 0.0	3 12.0	22 88.0	0 0.0	25	
2515	BSSc/COMM-C/T [b]	0 0.0	1 4.3	7 30.4	15 65.2	0 0.0	0 0.0	23	
2527	BSSc/COMM-DGC [a]	0 0.0	1 5.0	5 25.0	14 70.0	0 0.0	0 0.0	20	
2539	BSSc/COMM-PR/A	2 6.9	3 10.3	9 31.0	15 51.7	0 0.0	0 0.0	29	
2541	BSSc/COMM-AC	0 0.0	0 0.0	4 14.8	23 85.2	0 0.0	0 0.0	27	
2553	BSSc/COMM-CJ	0 0.0	2 10.0	4 20.0	14 70.0	0 0.0	0 0.0	20	
2565	BSSc/COMM-EJ [a]	0 0.0	1 7.1	6 42.9	7 50.0	0 0.0	0 0.0	14	
2577	BSSc/COMM-BJ [a]	0 0.0	4 28.6	2 14.3	8 57.1	0 0.0	0 0.0	14	
2618	BSW [a]	0 0.0	0 0.0	0 0.0	22 50.0	22 50.0	0 0.0	44	
Total	-	6 0.5	28 2.2	117 9.0	544 42.1	554 42.8	44 3.4	1,293	

Table 12.1

[a] Excluding one non-JUPAS student.

[b] Excluding two non-JUPAS students.

[c] Excluding eleven non-JUPAS students.

[d] Excluding nine non-JUPAS students.

- \* Students who did not meet the English language requirements were accepted because they excelled in other subjects. They were at the top of the list of students admitted to their respective programmes and they are required to retake AS Use of English and obtain grade E or above before they can graduate.

A total of 14 non-JUPAS students with HKCEE & HKALE/ASE results are included.

Students admitted are in bold. Percentages are in italics.



Appendix 1.3.1b The grades of AS Chinese Language and Culture attained by the 1998 intake in University X

Course Code	Course/Major/Option	Grade of AS Chinese Language and Culture										Total				
		A		B		C		D		E			F*		None	
2010	BA/CHI [a]	2	4.0	9	18.0	15	30.0	21	42.0	3	6.0	0	0.0	0	0.0	50
2022	BA/ENG [a] [e]	0	0.0	0	0.0	6	14.6	21	51.2	12	29.3	1	2.4	1	2.4	41
2034	BA/GEOG	1	2.9	2	5.7	9	25.7	17	48.6	6	17.1	0	0.0	0	0.0	35
2046	BA/GIS	0	0.0	2	5.7	4	11.4	20	57.1	9	25.7	0	0.0	0	0.0	35
2058	BA/HIST	0	0.0	5	13.9	7	19.4	18	50.0	6	16.7	0	0.0	0	0.0	36
2060	BA/REL [a]	0	0.0	1	4.0	5	20.0	15	60.0	4	16.0	0	0.0	0	0.0	25
2072	BA/SOCI [a] [e]	1	2.9	4	11.8	12	35.3	14	41.2	2	5.9	0	0.0	1	2.9	34
2113	BA/EURO [e]	0	0.0	1	3.7	3	11.1	19	70.4	3	11.1	0	0.0	1	3.7	27
2125	BA/HUM [b]	0	0.0	4	10.5	10	26.3	24	63.2	0	0.0	0	0.0	0	0.0	38
2137	BA/MUS [c]	0	0.0	1	4.8	3	14.3	12	57.1	5	23.8	0	0.0	0	0.0	21
2149	BA/TRAN [b]	0	0.0	8	28.6	11	39.3	6	21.4	3	10.7	0	0.0	0	0.0	28
2151	BA/PE [a]	0	0.0	5	17.2	5	17.2	10	34.5	9	31.0	0	0.0	0	0.0	29
2216	BBA/ACCT	1	1.6	6	9.7	9	14.5	25	40.3	21	33.9	0	0.0	0	0.0	62
2228	BBA/APP ECON	0	0.0	3	7.5	3	7.5	18	45.0	16	40.0	0	0.0	0	0.0	40
2230	BBA/CBS	0	0.0	1	2.7	6	16.2	24	64.9	6	16.2	0	0.0	0	0.0	37
2242	BBA/FIN	1	2.5	2	5.0	6	15.0	15	37.5	16	40.0	0	0.0	0	0.0	40
2254	BBA/HRM	0	0.0	4	9.8	11	26.8	13	31.7	13	31.7	0	0.0	0	0.0	41
2266	BBA/ISM	0	0.0	1	2.2	9	20.0	25	55.6	10	22.2	0	0.0	0	0.0	45
2278	BBA/MKT [a]	0	0.0	4	8.3	5	10.4	27	56.3	12	25.0	0	0.0	0	0.0	48
2319	BSc/CHEM-E [b]	0	0.0	0	0.0	0	0.0	8	33.3	15	62.5	1	4.2	0	0.0	24
2321	BSc/CHEM-I	0	0.0	1	3.8	0	0.0	8	30.8	12	46.2	5	19.2	0	0.0	26
2333	BSc/COMP-IS	0	0.0	0	0.0	4	10.0	17	42.5	19	47.5	0	0.0	0	0.0	40
2345	BSc/MATH	0	0.0	1	2.1	1	2.1	17	36.2	23	48.9	5	10.6	0	0.0	47
2357	BSc/COMP-CS	0	0.0	0	0.0	3	8.6	15	42.9	14	40.0	3	8.6	0	0.0	35
2369	BSc/BIOL	0	0.0	0	0.0	3	6.0	23	46.0	23	46.0	1	2.0	0	0.0	50
2371	BSc/PHYS	0	0.0	0	0.0	0	0.0	11	24.4	25	55.6	9	20.0	0	0.0	45
2383	BSc/CMED [d]	1	4.3	5	21.7	3	13.0	8	34.8	6	26.1	0	0.0	0	0.0	23
2412	BSSc/ECON	0	0.0	1	4.0	5	20.0	9	36.0	10	40.0	0	0.0	0	0.0	25
2424	BSSc/GEOG	1	4.0	2	8.0	5	20.0	14	56.0	3	12.0	0	0.0	0	0.0	25
2436	BSSc/HIST	0	0.0	3	12.0	4	16.0	12	48.0	6	24.0	0	0.0	0	0.0	25
2448	BSSc/SOCI	2	8.0	2	8.0	5	20.0	13	52.0	3	12.0	0	0.0	0	0.0	25
2515	BSSc/COMM-C/T [b]	3	13.0	3	13.0	7	30.4	10	43.5	0	0.0	0	0.0	0	0.0	23
2527	BSSc/COMM-DGC [a]	1	5.0	4	20.0	7	35.0	8	40.0	0	0.0	0	0.0	0	0.0	20
2539	BSSc/COMM-PR/A	5	17.2	8	27.6	8	27.6	8	27.6	0	0.0	0	0.0	0	0.0	29
2541	BSSc/COMM-AC	2	7.4	3	11.1	12	44.4	10	37.0	0	0.0	0	0.0	0	0.0	27
2553	BSSc/COMM-CJ	2	10.0	3	15.0	8	40.0	7	35.0	0	0.0	0	0.0	0	0.0	20
2565	BSSc/COMM-EJ [a]	0	0.0	3	21.4	6	42.9	5	35.7	0	0.0	0	0.0	0	0.0	14
2577	BSSc/COMM-BJ [a]	2	14.3	2	14.3	5	35.7	5	35.7	0	0.0	0	0.0	0	0.0	14
2618	BSW [a]	0	0.0	2	4.5	8	18.2	25	56.8	9	20.5	0	0.0	0	0.0	44
Total	-	25	1.9	106	8.2	233	18.0	577	44.6	324	25.1	25	1.9	3	0.2	1,293

Table 13.1

[a] Excluding one non-JUPAS student.

[b] Excluding two non-JUPAS students.

[c] Excluding eleven non-JUPAS students.

[d] Excluding nine non-JUPAS students.

[e] One student without AS Chinese Language &amp; Culture qualification but with French language at HKCEE level was admitted.

- \* Students who did not meet the Chinese language requirements were accepted because they excelled in other subjects. They were at the top of the list of students admitted to their respective programmes and they are required to retake AS Chinese Language and Culture and obtain grade E or above before they can graduate.

A total of 14 non-JUPAS students with HKCEE &amp; HKALE/ASE results are included.



Appendix 2.8.3c Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS)

Respondents were asked to indicate whether they 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' or 'strongly disagree' with the following thirty-three items.

Item No.	
1.	I never feel quite sure of myself when I am speaking in my English class.
2.	I <u>don't</u> worry about making mistakes in English class.
3.	I tremble when I know that I'm going to be called on in English class.
4.	It frightens me when I don't understand what the teacher is saying in English.
5.	It wouldn't bother me at all to take more English classes.
6.	During English class, I find myself thinking about things that have nothing to do with the course.
7.	I keep thinking that the other students are better at English than I am.
8.	I am usually at ease during tests in my English class.
9.	I start to panic when I have to speak without preparation in English class.
10.	I worry about the consequences of failing my English class.
11.	I don't understand why some people get so upset over English classes.
12.	In English class, I can get so nervous I forget things I know.
13.	It embarrasses me to volunteer answers in my English class.
14.	I would <u>not</u> be nervous speaking English with native speakers.
15.	I get upset when I don't understand what the teacher is correcting.
16.	Even if I am well prepared for English class, I feel anxious about it.
17.	I often feel like not going to my English class.
18.	I feel confident when I speak English in English class.
19.	I am afraid that my English teacher is ready to correct every mistake I make.
20.	I can feel my heart beating when I'm going to be called on in English class.
21.	The more I study for an English test, the more confused I get.
22.	I <u>don't</u> feel pressure to prepare very well for English class.
23.	I always feel that the other students speak English better than I do.
24.	I feel very self-conscious about speaking English in front of other students.
25.	English class moves so quickly I worry about getting left behind.
26.	I feel more tense and nervous in my English class than in my other classes.
27.	I get nervous and confused when I am speaking English in my English class.
28.	When I'm on my way to English class, I feel very sure and relaxed.
29.	I get nervous when I don't understand every word the English teacher says.
30.	I feel overwhelmed by the number of rules you have to learn in order to speak English.
31.	I am afraid that the other students will laugh at me when I speak English.
32.	I would probably feel comfortable around native speakers of English.
33.	I get nervous when the English teacher asks questions which I haven't prepared in advance.



Appendix 2.8.3d An investigation of students' perspectives on anxiety and speaking  
(Young 1990)

### Section One

Section one asked respondents to agree or disagree with twenty-four items related to general foreign language class anxiety and to in-class activities.

Item	Questions
1	I would feel more confident about speaking in class if we practiced speaking more.
2	I would feel less self-conscious about speaking in class in front of others if I know them better.
3	I feel very relaxed in class when I have studied a great deal the night before.
4	I am less anxious in class when I am not the only person answering a question.
5	I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up.
6	I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.
7	I enjoy class when we work in pairs.
8	I feel more comfortable in class when I don't have to get in front of the class.
9	I would enjoy class if we weren't corrected at all in class.
10	I am more willing to speak in class when we discuss current events.
11	I would get less upset about my class if we did not have to cover so much material in such a short period of time.
12	I enjoy class when we do skits in class.
13	I would feel better about speaking in class if the class were smaller.
14	I feel comfortable in class when I come to class prepared.
15	I am more willing to speak in class when we have a debate scheduled.
16	I am less anxious in class when I am not the only person answering a question.
17	I like going to class when we are going to role play situations.
18	I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.
19	I prefer to be allowed to volunteer an answer instead of being called on to give an answer.
20	I am more willing to participate in class when the topics we discuss are interesting.
21	I would be less nervous about taking an oral test in the foreign language if I got more practice speaking in class.
22	I enjoy class when I can work with another student.
23	I would feel uncomfortable if the instructor never corrected our mistakes in class.
24	I feel uneasy when my fellow students are asked to correct my mistakes in class.



### Section Two

Section two asked respondents to rate their level of anxiety when called on to participate in twenty in-class activities.

Item		Activity
25	a	Read silently in class.
	b	Repeat as a class after the instructor.
	c	Write a composition at home.
	d	Do exercises in the book.
	e	Work in groups of 3 or 4.
	f	Work on project (i.e., newspapers filmstrips, photo albums).
	g	Compete in class games by teams.
	h	Repeat individually after the instructor.
	i	Open discussion based on volunteer participation.
	j	Interview each other in pairs.
	k	Work in groups of two and prepare a skit.
	l	Read orally in class.
	m	Listen to questions and write answers to the questions
	n	Speak individually with the instructor in his/her office.
	o	Write a composition in class.
	p	Write your work on the board.
	q	Present a prepared dialog in front of the class.
	r	Make an oral presentation or skit in front of the class.
	s	Speak in front of the class.
	t	Role play a situation spontaneously in front of the class.

### Section Three

Section three asked respondents to comment on what the instructor does to decrease foreign language class anxiety and to describe instructor characteristics that tend to reduce students' foreign language speaking anxiety.

Item	
26	What, if anything, does your instructor do to decrease any anxiety you may have in your foreign language class?
27	What characteristics does your instructor have which tend to reduce your anxiety about speaking in class.



Appendix 2.14.9      Ways of reducing anxiety proposed by Oxford (1990), Oxford and Lavine (1992) and Horwitz (1990) (quoted by Oxford 1992: 56-57)

Oxford (1990), Oxford and Lavine (1992), and Horwitz (1990) list a number of ways to reduce anxiety in the language classroom:

1. Awareness: Be aware of the possibility of language learning anxiety. This awareness diminishes teacherly impatience with nervous students who seem unwilling or unable to participate freely. Consider their possible anxiety level and try to lower it, rather than raising it through criticism.
2. Positive climate: Create a positive learning environment by not disparaging students in front of others, by learning student' names, by using an encouraging rather than threatening style of what the learners know rather than giving "trick questions," and by addressing the learning styles of all students in the class.
3. Self-talk: Help students to help themselves through positive self-talk as opposed to negative self-talk in order to reprogram their thinking. For instance, if you hear a student saying, "I'm sure I'm going to fail this test!" or "I can't speak this language!" or "I'm not good language learner!", you can aid this learner in reframing this kind of negative idea. For example, you can encourage the student to say, "If I study hard, I know I can pass this test," or "I am learning every day how to speak this language better," or "I am a good language learner!"
4. Cooperative or group learning: Use pair work, group work, or cooperative learning activities, which take the onus off the individual student to perform in front of the whole class and which follow greater student-student interaction.
5. Diaries and dialog journals: Use language learning diaries, which allow students to express their fears and anxieties freely and to obtain the emotional support of their peers and teachers in a international format. For descriptions of these diaries, see Oxford(1990), Rubin (1981), and bailey(1983). Similarly, dialog journals – notebooks in which each student and his or her teacher write to each other on a regular basis in a natural dialog – provide an opportunity for students to share their feelings and for the teacher to respond supportively (Staton, 1984).
6. Rewards: Reward students for a job well down through verbal praise. Let successful students have, as a reward, the opportunity to choose the next activity or decide on the location of the next field trip. Assist them in developing their own intrinsic reward system.
7. Behavioral contracting: Have the students sign a contract with the teacher outlining very specific performance expectations in a step-by-step way, so that the students knows what to do and how to do it. This often reduces anxiety. See Oxford (1990) for formats for deciding on personal, short-term and long-term learning objectives and for monitoring progress toward these objectives.



8. Relaxation: teach students how to use relaxation techniques, such as progressively tensing and relaxing each of the major muscle groups or imagining a calm, beautiful vista. These techniques are frequently used in clinical psychology to reduce tension and induce a sense of well-being.
9. Student support groups: Create language learning support groups for students outside of class. These can serve as places to share learning strategies, practice the languages together, prepare for tests and projects, and provide emotional support. Horwitz (1990) gives an examples of such a support group for language learning.

Not every one of these anxiety-reduction techniques will work well with all students. For example, while enthusiastic praise might be valuable to many student, learner from certain cultures might not relate well to such praise, especially if given in front of other people. Although many learners benefit from practicing positive self-talk, it might be awkward or artificial for some other learners, The skilled teacher will want to vary the techniques according to the needs of individual students.

Appendix 2.14.11a A system of six general kinds of language learning strategies  
(Oxford, 1990)

Oxford (1990) has developed a system of six general kinds of language learning strategies. This system is more comprehensive than most others and consists of the following:

1. Planning / evaluating (metacognitive) strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors.
2. Emotional / motivational (affective) strategies, such as anxiety reduction, self-encouragement, and self-reward.
3. Social strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware.
4. Memory strategies, such as grouping, imagery, rhyming, and structured reviewing.
5. Cognitive strategies, such as reasoning, analyzing, summarizing, and general practicing.
6. Compensation strategies (to compensate for limited knowledge), such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known.



Appendix 2.14.11b Results of regression analyses predicting strategy use based on the Social-psychological model (Macintyre and Noels, 1996)

<i>Strategy</i>	Knowledge of Strat.	Strategy Effective	Difficult to use	Anxiety over use	% of variance accounted for
relate old and new language	.464	.296	-.205	-.108	66.0
use words in sentences	.293	.409	-.221	-	52.7
relate sound and mental picture	.516	.235	-.245	-	73.2
make mental picture	.580	.296	-	.157	74.3
use rhymes	.314	.545	-	.124	57.2
use flashcards	-	.432	-.313	-	47.2
act out words	.404	.438	-	.120	62.2
review lessons often	.242	-	-.540	.131	48.2
remember location of new words on page	.500	.477	-	-	81.8
say or write words often	.340	.274	-.297	-	61.3
try to talk like native	.435	.257	-.287	-	69.4
practice sounds of language	.428	.423	-	-	59.4
use words differently	.576	.300	-	-	64.4
start L2 conversations	.350	.167	-.374	-.144	48.6
watch L2 media (eg.TV)	.416	-	-.465	-	50.3
read for pleasure in L2	.256	-	-.582	-	49.4
write L2 notes/letters	.345	-	-.559	-	55.0
skim reading, go back	.309	.422	-.145	.115	68.7
look for similar words in L1	.604	.180	-.135	.098	71.1
find patterns in L2	.515	.448	-	-	78.4
divide up L2 words	.417	.345	-.164	-	68.5
not try to translate word-for-word	.295	.261	-.329	.175	53.9
make summaries	.383	.308	-.274	-	54.8
make guesses	.261	.536	-.172	-	65.4
use gestures	.346	.310	-.317	-	62.5
make up words	.269	.470	-.280	-	68.4
read w/o looking up every unknown word	.280	.450	-.244	-	67.5
guess what will say next	.454	.404	-.181	-	74.7
use synonyms	.488	.285	-.183	-	70.9
find ways to use L2	.444	-	-.472	-	57.9
note my mistakes	.287	.276	-.370	-	53.2
attention to L2 speakers	.392	.412	-.177	-	64.5
find ways to improve language learning	.627	.213	-.134	-	74.1
plan study time	.280	.200	-.496	-	49.2
look for conversations	.352	-	-.482	-	43.1
look for L2 readings	.208	-	-.614	-	46.4
have clear goals for skill	.324	.422	-.231	-	60.5
think about progress	.496	.286	-.146	-	69.0
try to relax	.472	.227	-.248	-	55.4
encourage myself to speak when afraid	.319	.222	-.464	-	60.7
give self rewards	-	.709	-	-	50.3
note when nervous/tense	.474	.210	-	.274	52.3
write feelings in a diary	.496	-	-.174	.199	36.0
talk about feelings	.438	.348	-.245	-	67.0
ask other to slow down	.284	.253	-.505	-	62.6
ask native to correct me	.409	.235	-.349	-	66.9
practice with others	.277	.155	-.458	-	44.9
ask for native's help	.358	-	-.358	-	50.7
ask questions in L2	.201	.218	-.468	-	46.5
learn about L2 culture	.292	.304	-.357	-	67.1
<b>Avg.</b>					<b>60%</b>



Dear Student,

This survey aims at providing English teachers with important information in relation to students' preferred in-class activities and teacher behaviour which will in turn enhance teaching and learning in the classroom. There are 5 sections in the survey. Please read the instructions carefully before you answer the questions. There are no right or wrong answers and no answer is better than another.

Thank you for your help.

The Researcher

### Section One

Please answer the following questions by placing a tick (✓) in the appropriate box or by writing in the space provided.

1. Sex

Male	Female

2. Your Faculty

Arts	Social Sciences	Science	Communication	Business

3. Your Major \_\_\_\_\_

4. Your proficiency in

- a. Cantonese
- b. English
- c. Mandarin/Putonghua
- d. Language(s) not listed above  
\_\_\_\_\_, \_\_\_\_\_

Excellent	Good	Average	Poor	Very Poor

5. Overall Grade of Use of English in HKAL

- a. Listening
- b. Writing
- c. Reading and Language Systems
- d. Oral
- e. Practical Skills for Work and Study

A	B	C	D	E	F	U

S1-BC





	Strongly agree	Agree	Neither agree nor disagree	Disagree	strongly disagree
	SA	A	NAND	D	SD
22. I <u>don't</u> feel pressure to prepare very well for English class.					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. English class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English class than in my other classes.					
27. I get nervous and confused when I am speaking English in my English class.					
28. When I'm on my way to English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn in order to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers of English.					
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.					
34. I like my English teacher to correct me once I make a mistake.					
35. I start to panic when I have to speak in front of the class without preparation in English class.					
36. I will speak more in class if my classmates do not laugh at my mistakes.					
37. When I am given enough time to think of the answer, I feel more confident to speak in an English class.					
38. I feel relaxed when speaking English with friends I know.					
39. If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.					

### Section Three

Please indicate how important these statements are when you are asked to speak in an English language class by putting a tick (✓) in the appropriate space.

	Very Important	Least Important
1. Teacher allows me to form my own group when doing discussion in class.		
2. Teacher knows my name.		
3. Teacher allows me to use some Chinese when I cannot express myself in English.		
4. Teacher gives me enough time to think of answers.		
5. Teacher speaks Chinese when I do not understand him in English.		
6. Teacher lets me prepare in a group before making a presentation.		
7. Teacher shows a good knowledge of the subject.		
8. Teacher lets other students assess my performance.		
9. Teacher offers suggestions to me for attaining confidence.		
10. Teacher has eye contact with me.		
11. Teacher uses my answer to elaborate his point to make me feel valued.		
12. Teacher allows me to prepare in advance.		
13. Teacher believes that mistakes are made by everyone.		
14. Teacher teaches me how to frame my questions or answers.		
15. Teacher has attitudes that mistakes don't matter.		
16. All students are called on equally.		
17. Teacher does not force me to volunteer answers.		
18. Teacher prepares class well and review.		
19. Teacher calls on me to provide responses.		
20. Teacher helps me to form or join a support group.		
21. Teacher arranges guest speakers to come to my class.		
22. Teacher teaches me some learning skills.		
23. Teacher considers my feelings.		
24. Teacher talks with each student.		
25. Teacher takes a personal interest in me.		
26. Teacher goes out of his/her way to help each student.		
27. Teacher is unfriendly to me.		
28. Teacher helps each student who is having trouble with the work.		



	<b>Very Important</b>	<b>Least Important</b>
29. Teacher remains at the front of class rather than moving about and talking with students.		
30. Teacher encourages students to be considerate of others' feelings and ideas.		
31. Teacher tries to find out what each student wants to learn about.		
32. Teacher uses tests to find out where each student needs help.		
33. Teacher varies the pace and types of instructional activities in class.		
34. Teacher identifies discussion questions in advance.		
35. Teacher explains the purpose of discussion.		
36. Teacher gives me some time to formulate my ideas.		
37. Teacher moves around to promote discussion.		
38. Teacher introduces my good work to other classmates.		
39. Teacher asks me to summarise what he or other students have just said.		

S3-BC





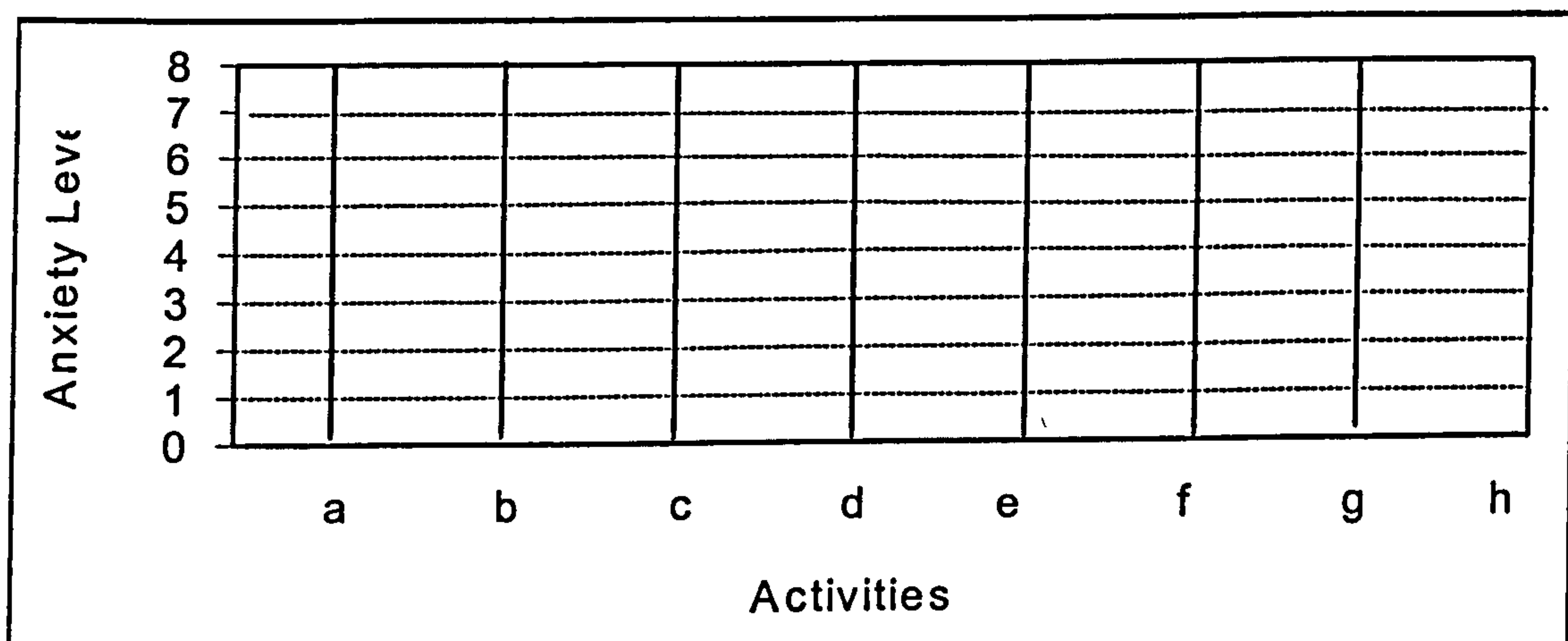


**Section Five (Please answer the following questions by placing a mark ( X ) on the line)**

Anxiety is an emotional condition in which there is fear and uncertainty. It also means a feeling of nervousness.

Please show on this “graph” below your usual level of anxiety when asked to speak in English in an English class.

- a. Anxiety level when speaking in front of the class.
- b. Anxiety level when speaking in a group of 3 - 4 people in class.
- c. Anxiety level when speaking in a pair in class.
- d. Anxiety level when given a long time to think about the answer before speaking in class.
- e. Anxiety level when given a short time to think about the answer before speaking in class.
- f. Anxiety level when your teacher is assessing you when you speak.
- g. Anxiety level when your classmates are assessing you when you speak.
- h. Anxiety level when you are allowed to use some Chinese in an English class.



\*\* 8 = the highest level  
1 = the lowest level

Dear Student,

This survey aims at providing English teachers with important information in relation to students' preferred in-class activities and teacher behaviour which will in turn enhance teaching and learning in the classroom. There are 5 sections in the survey. Please read the instructions carefully before you answer the questions. There are no right or wrong answers and no answer is better than another.

Thank you for your help.

The Researcher

**Section One**

Please answer the following questions by placing a tick (✓) in the appropriate box or by writing in the space provided.

1. Sex

Male	Female

2. Your Faculty

Arts	Social Sciences	Science	Communication	Business

3. Your Major \_\_\_\_\_

4. Your proficiency in

	Excellent	Good	Average	Poor	Very Poor
a. Cantonese					
b. English					
c. Mandarin/Putonghua					
d. Language(s) not listed above _____, _____					

5. Overall Grade of Use of English in HKAL

	A	B	C	D	E	F	U
a. Listening							
b. Writing							
c. Reading and Language Systems							
d. Oral							
e. Practical Skills for Work and Study							



Section Two

Please read the following statements and indicate how you feel about them in an English class.

Strongly agree    Agree    Neither agree nor disagree    Disagree    strongly disagree

	S	A	N	A	N	D	D	S	D
1. I never feel quite sure of myself when I am speaking in my English class.									
2. I <u>don't</u> worry about making mistakes in English class.									
3. I tremble when I know that I'm going to be called on in English class.									
4. It frightens me when I don't understand what the teacher is saying in English.									
5. It wouldn't bother me at all to take more English classes.									
6. During English class, I find myself thinking about things that have nothing to do with the course.									
7. I keep thinking that the other students are better at English than I am.									
8. I am usually at ease during tests in my English class.									
9. I start to panic when I have to speak without preparation in English class.									
10. I worry about the consequences of failing my English class.									
11. I don't understand why some people get so upset over English classes.									
12. In English class, I can get so nervous I forget things I know.									
13. It embarrasses me to volunteer answers in my English class.									
14. I would <u>not</u> be nervous speaking English with native speakers.									
15. I get upset when I don't understand what the teacher is correcting.									
16. Even if I am well prepared for English class, I feel anxious about it.									
17. I often feel like not going to my English class.									
18. I feel confident when I speak English in English class.									
19. I am afraid that my English teacher is ready to correct every mistake I make.									

	Strongly agree	Agree	Neither agree nor disagree	Disagree	strongly disagree
	S A	A	NAND	D	S D
20. I can feel my heart beating when I'm going to be called on in English class.					
21. The more I study for an English test, the more confused I get.					
22. I <u>don't</u> feel pressure to prepare very well for English class.					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. English class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English class than in my other classes.					
27. I get nervous and confused when I am speaking English in my English class.					
28. When I'm on my way to English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn in order to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers of English.					
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.					
34. I like my English teacher to correct me once I make a mistake.					
35. I start to panic when I have to speak in front of the class without preparation in English class.					
36. I will speak more in class if my classmates do not laugh at my mistakes.					
37. When I am given enough time to think of the answer, I feel more confident to speak in an English class.					

Strongly agree	Agree	Neither agree nor disagree	Disagree	strongly disagree
S A	A	N A N D	D	S D

- 38. I feel relaxed when speaking English with friends I know.
- 39. If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.

S2-BC



### Section Three

Please indicate **how important** you think the elements below are in promoting the use of spoken English in class.

**Groups A - D** Please choose 2 elements that you think are “**Most important**” and 2 that are “**Least important**”. Please write the letters of the statements you choose in the box provided.

#### Group A: Teacher’s personal manners

- (a) Teacher knows my name.
- (b) Teacher has eye contact with me.
- (c) Teacher considers my feelings.
- (d) Teacher remains at the front of the class rather than moving about and talking with students.
- (e) Teacher tries to find out what each student wants to learn about.
- (f) Teacher moves around to promote discussion.

Most Important	Least Important

#### Group B: General professionalism of teachers

- (a) Teacher shows a good knowledge of the subject.
- (b) Teacher prepares class well and reviews.
- (c) Teacher speaks fluent English.
- (d) Teacher is willing to meet individual student after class.
- (e) Teacher is willing to meet students in groups after class.

Most Important	Least Important

#### Group C: Specific help given by teacher to improve students’ spoken English

- (a) Teacher teaches me how to frame my questions or answers.
- (b) Teacher teaches me some learning skills.
- (c) Teacher helps each student who is having trouble with the work.
- (d) Teacher tries to find out what each student wants to learn about.
- (e) Teacher varies the pace and types of instructional activities in class.
- (f) Teacher explains how to carry out each task in details.

Most Important	Least Important

Group D: Helping students to build up their confidence

- (a) Teacher offers suggestions to students for attaining confidence.
- (b) Teacher uses my answers to elaborate his/her point to make me feel valued.
- (c) Teacher helps me to form or join a support group.
- (d) Teacher talks with each student.
- (e) Teacher takes a personal interest in me.
- (f) Teacher encourages me to be considerate of others' feelings and ideas.

Most Important	Least Important

S3-EAP

Please indicate **how important** you think the elements below are in promoting the use of spoken English in class.

**Groups E - H** Please choose 2 elements that you think are “Most important” and 2 that are “Least important”. Please write the letters of the statements you choose in the box provided.

Group E: Mode of assessment

- (a) Teacher lets me assess others' performance.
- (b) Teacher uses tests to find out where each student needs help.
- (c) Teacher asks me to summarize what he or other students have just said.
- (d) Teacher asks me to do unprepared short tests in class.
- (e) Teacher assesses my spoken English in class.

Most Important	Least Important

Group F: Attitudes towards mistakes

- (a) Teacher believes that mistakes are made by everyone.
- (b) Teacher has attitudes that mistakes don't matter.
- (c) Teacher corrects every mistake I make.
- (d) Teacher allows students to correct other students' mistakes.
- (e) Teacher admits his/her own mistakes.
- (f) Teacher uses my mistakes as examples to elaborate his/her point.

Most Important	Least Important

Group G: Preparation in advance

- (a) Teacher lets me prepare in a group in class before making a presentation.
- (b) Teacher allows me to prepare at home in advance before making a presentation.
- (c) Teacher identifies discussion questions in advance before students get into groups.
- (d) Teacher does not allow any preparation in advance.

Most Important	Least Important



**Group H: Speaking in front of the class**

- (a) All students are called on equally.
- (b) Teacher forces me to volunteer answers with help from other students.
- (c) Teacher forces me to volunteer answers with help from the teacher.
- (d) Teachers forces me to volunteer answers without help.
- (e) Teacher calls on me to provide responses.

Most Important	Least Important

S4-EAP

**Groups I - J** Please choose 1 element that you think is “Most important” and 1 that is “Least important”. Please write the letters of the statements you choose in the box provided.

**Group I:** Being allowed to use some Chinese

- (a) Teacher allows me to use some Chinese when I cannot express myself in English.
- (b) Teacher speaks Chinese when I do not understand him in English.
- (c) Teacher does not allow the use of Chinese in class.

Most Important	Least Important

**Group J:** Wait time

- (a) Teacher gives me enough time to think of answers.
- (b) Teacher gives me some time to formulate my ideas.

Most Important	Least Important

## Section Four

Please indicate (A) how you feel about the following classroom activities and (B) how often they happen in your English language class by ticking (✓) the appropriate boxes.

	(A) how do you feel?				(B) how often does this happen?					
	Very Anxious	Moderately Anxious	Neither anxious nor relaxed	Moderately Relaxed	Very Relaxed	Nearly all the time	A lot	Not sure	Hardly any or none	Not very much
1. Read silently in class.										
2. Repeat something with the class after the teacher.										
3. Do exercises in the book.										
4. Discuss in groups of 3 or 4.										
5. Repeat individually after the teacher.										
6. Open discussion based on voluntary participation.										
7. Discuss in pairs.										
8. Read a text in front of the class.										
9. Write your work on the board.										
10. Present a prepared dialogue in front of the class.										
11. Make an oral presentation in front of the class after group discussion.										
12. Speak in front of the class without practice.										
13. Role play a situation in front of the class.										
14. Called upon to answer when given a short time to think of the answer.										
15. Called upon to answer when given a long time to think of the answer.										
16. Assessed by the teacher when speaking.										
17. Corrected by the classmates when speaking.										



18. Corrected by the teacher when speaking.
19. Make mistakes but not corrected by the teacher.
20. Ask prepared questions in class.
21. Ask questions not prepared in advance.
22. Give an unprepared talk in front of the class.
23. Present a group report in my own seat.
24. The EAP teacher only speaks English in class.
25. Discuss a topic I am familiar with in front of the class.

(A) how do you feel?					(B) how often does this happen?				
Very Anxious	Moderately Anxious	Neither anxious nor relaxed	Moderately Relaxed	Very Relaxed	Nearly all the time	A lot	Not sure	Hardly any or none	Not very much

**Section Five (Please answer the following questions by ticking ( v ) the appropriate boxes)**

Anxiety is an emotional condition in which there is fear and uncertainty. It also means a feeling of nervousness.

Please show in the boxes below your usual level of anxiety when asked to speak in English in an English class.

1. Anxiety level when *speaking in front of* the class.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

2. Anxiety level when *speaking in a group of 3 - 4 people* in class.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

3. Anxiety level when *speaking in a pair* in class.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

4. Anxiety level when *given a long time* to think about the answer before speaking in class.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

5. Anxiety level when *given a short time* to think about the answer before speaking in class.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

6. Anxiety level when *the teacher is assessing you* when you speak.

Very high									Very Low	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

7. Anxiety level *when your classmates are assessing you* when you speak.

Very high							Very Low			
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

8. Anxiety level *when you are allowed to use some Chinese* in an English class.

Very high							Very Low			
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

S7-EAP



各位同學：

這個調查旨在為英文科教師提供有助於促進課堂教學的重要資料，這些資料跟同學喜愛的課堂活動及教師相應的行為有關。調查共分六個部分。作答前，請細閱有關指示。答案並無對錯之分，也沒有高下之別。

十分感謝你幫忙。

調查負責人謹啓

Pilot study - 學生問卷

Pilot 2.final.06.09.02ch

### 第一部分

請在適當的方格內加上√號，或在所提供的空間內寫作答案。

1. 性別

男	女

2. 所屬學院

文學院	社會科學院	理學院	傳理學院	商學院

3. 主修科目 \_\_\_\_\_

4. 語言能力

	極高	高	一般	低	極低
a. 廣東話					
b. 英語					
c. 國語 / 普通話					
d. 其他語言，請註明： _____，_____					

5. 高級程度會考英語運用科總成績
- 聆聽卷(Listening)成績
  - 寫作卷(Writing)成績
  - 閱讀卷(Reading and Language System)成績
  - 會話卷(Oral)成績
  - 技能卷(Practical Skills for Work and Study)成績

A	B	C	D	E	F	U

S1-EAP

## 第二部份

請細閱以下各句，並指出在英文課上，你對句子內容的意見。

請在適當的方格內加上√號。

		極之同意	同意	無意見	不同意	極不同意
		SA	A	NAND	D	SD
1.	在英文課上發言時，我從不感到有自信。					
2.	我不擔心在英文課上犯錯。					
3.	在英文課上，當我知道老師將要我回答問題時，我就會不寒而慄。					
4.	當我不明白老師用英文說些甚麼時，我就會驚惶失措。					
5.	我絕不在乎多上一點英文課。					
6.	上英文課時，我經常心不在焉。					
7.	我老認為其他同學的英文都比我好。					
8.	英文測驗時，我通常都是輕鬆自如的。					
9.	在英文課上，當我沒有準備卻要發言時，我就會恐慌起來。					
10.	我為英文考試不及格的後果而憂慮。					
11.	我不明白為何某些人會為上英文課而苦惱。					
12.	在英文課上，我會緊張得忘掉自己本來知道的東西。					
13.	在英文課上主動回答問題會令我尷尬。					
14.	跟以英文為母語的人交談時，我不會緊張。					
15.	當我不明白老師改正的是甚麼時，我就會感到苦惱。					
16.	縱使我準備充足，我也會為上英文課而焦慮。					
17.	我經常不願意上英文課。					
18.	在英文課上說英文時，我滿有自信。					
19.	我害怕老師準備改正我在課上所犯的每一個錯誤。					
20.	當快要到我回答問題時，我會感到心跳。					
21.	我愈用功準備英文測驗，就愈感到煩亂。					
22.	充分的英文課預習，不會讓我感到壓力。					
23.	我經常覺得其他同學的英文都說得比我好。					
24.	在其他同學面前說英文會令我很難為情。					



極之同意    同意    無意見    不同意    極不同意

		SA	A	NAND	D	SD
25. 英文課的進度太快，我恐怕趕不上。	25.					
26. 上英文課比上其他課更令我感到緊張。	26.					
27. 在英文課上以英文發言時，我會變得緊張忙亂。	27.					
28. 在上英文課的路上，我感到滿有把握，泰然自若。	28.					
29. 當我不完全明白英文老師所說的一字一句時，我便會緊張起來。	29.					
30. 爲了說好英文，要學會一大堆規則，這教我受不了。	30.					
31. 我害怕說英文時給同學取笑。	31.					
32. 跟以英文爲母語的人在一起時，我很可能會感到舒暢自然。	32.					
33. 當英文老師問我一些我事先沒有預備好的問題時，我會十分緊張。	33.					
34. 我喜歡老師在我一犯錯時就給我改正。	34.					
35. 在英文課上，當我沒有準備卻要在同學面前發言時，我就會恐慌起來。	35.					
36. 如果同學不取笑我的錯誤，我會在課上多一點發言。	36.					
37. 在英文課上，如果老師給我充足的時間去思考答案，我發言時就會感到較有自信。	37.					
38. 跟認識的朋友說英文時，我感到輕鬆自然。	38.					
39. 如果老師容許我間中使用中文，在英文課上主動回答問題時，我就會覺得較輕鬆。	39.					

S2-EAP

### 第三部分

當老師要你在英文課上發言時，以下各句所述的有多重要？

第一至第四組：請選出二項你認為是「很重要」及二項你認為是「很不重要」，請把該項的字母填在適當空格內。

#### 第一組：教師的態度

- (a) 老師記得我的姓名。
- (b) 老師跟我有眼神交流。
- (c) 老師關心我的感受。
- (d) 老師停留在教室前面講課，不四周走動，也不跟學生談話。
- (e) 老師嘗試找出每個同學的學習需求。
- (f) 老師巡視教室，以促進討論。

很重要	很不重要

#### 第二組：教師的專業水平

- (a) 老師對所教授的科目有良好的認識。
- (b) 老師備課充足並經常指導我溫習。
- (c) 老師能說流利的英語。
- (d) 老師願意在下課後接見個別同學。
- (e) 老師願意在下課後接見不同組別的同学。

很重要	很不重要

#### 第三組：教師為提高學生英語口語水平而給與特別輔助

- (a) 老師指導我怎樣擬定問題或答案。
- (b) 老師教導我一些學習的技巧。
- (c) 老師幫助每個有學習困難的學生。
- (d) 老師嘗試找出每個學生的學習需求。
- (e) 老師會調校教學活動的節奏和形式。
- (f) 老師詳細解釋每個作業的做法。

很重要	很不重要

#### 第四組：幫助學生建立信心

- (a) 老師給我意見，讓我建立信心。
- (b) 老師用我的答案去解釋他的觀點，讓我感到他重視我。
- (c) 老師幫助我組織或加入互助小組。
- (d) 老師跟每個學生交談。
- (e) 老師關心我。
- (f) 老師鼓勵學生尊重其他同學的感受和意見。

很重要	很不重要

S3-EAP



當老師要你在英文課上發言時，以下各句所述的有多重要？

第五至第八組：請選出二項你認為是「很重要」及二項你認為是「很不重要」，請把該項的字母填在適當空格內。

第五組：評分的模式

- (a) 老師讓學生互相評定對方的表現。
- (b) 老師以測驗找出每個學生需要幫助的地方。
- (c) 老師要我總結他或其他學生剛才發言的內容。
- (d) 老師在課上突擊測驗。
- (e) 老師在課上評定學生的英語口語水平。

很重要	很不重要

第六組：對犯錯誤的態度

- (a) 老師相信人人都會犯錯。
- (b) 老師認為犯錯無傷大雅。
- (c) 老師改正我所犯的每一個錯誤。
- (d) 老師容許學生互相改正錯誤。
- (e) 老師承認自己的錯誤。
- (f) 老師以我的錯誤去解釋他的觀點。

很重要	很不重要

第七組：預習

- (a) 老師讓我在報告前跟組員準備發言的內容。
- (b) 老師讓我先在家裏做好準備，才作報告。
- (c) 在小組討論前，老師預先確定討論的問題。
- (d) 老師不容許任何預習。

很重要	很不重要

## 第八組：在全班面前發言

- (a) 老師會點名叫每一位同學發言。
- (b) 老師強迫我在其他同學幫助之下主動回答問題。
- (c) 老師強迫我在他幫助之下主動回答問題。
- (d) 老師強迫我在無人幫助之下主動回答問題。
- (e) 老師點名要我回應他的提問。

很重要	很不重要

S4-EAP

第九至第十組：請選出一項你認為是「很重要」及一項你認為是「很不重要」，請把該項的字母填在適當空格內。

第九組：在課上說中文

- (a) 當我不能以英文表達自己時，老師容許我說一點中文。
- (b) 當我不明白時，老師會用中文向我解釋。
- (c) 老師不容許我們在課上說中文。

很重要	很不重要

第十組：給與預備時間

- (a) 老師給我充裕的時間去思考答案。
- (b) 老師給我一點時間去組織我的意見。

很重要	很不重要

S5-EAP



#### 第四部分

請顯示 (甲) 你參與以下課堂活動時的感受和 (乙) 這些活動在英文課上的次數。請在適當方格內加上√號。

	(甲)你參與此課堂活動時的感受					(乙) 活動次數				
	很焦慮	頗焦慮	沒有特別感受	頗輕鬆	很輕鬆	極多	多	間中	不多	極少或沒有
1. 在課堂上寧靜地閱讀。										
2. 與全班同學隨著老師重複某些內容。										
3. 做課本上的練習。										
4. 三四人一組進行討論。										
5. 個人隨著老師重複某些內容。										
6. 自由參與的公開討論。										
7. 兩人一組進行討論。										
8. 在全班同學面前讀出一段文章。										
9. 在黑板上寫出你的習作內容。										
10. 在全班同學面前讀出一段預備好的對話。										
11. 分組討論後，在全班同學面前作口頭報告。										
12. 在全班同學面前即席發言。										
13. 在全班同學面前進行角色扮演。										
14. 老師給你短時間思考答案後，要你回答問題。										
15. 老師給你長時間思考答案後，要你回答問題。										
16. 你一邊發言，老師一邊評估你的表現。										

1. 在課堂上寧靜地閱讀。
2. 與全班同學隨著老師重複某些內容。
3. 做課本上的練習。
4. 三四人一組進行討論。
5. 個人隨著老師重複某些內容。
6. 自由參與的公開討論。
7. 兩人一組進行討論。
8. 在全班同學面前讀出一段文章。
9. 在黑板上寫出你的習作內容。
10. 在全班同學面前讀出一段預備好的對話。
11. 分組討論後，在全班同學面前作口頭報告。
12. 在全班同學面前即席發言。
13. 在全班同學面前進行角色扮演。
14. 老師給你短時間思考答案後，要你回答問題。
15. 老師給你長時間思考答案後，要你回答問題。
16. 你一邊發言，老師一邊評估你的表現。



第五部分（請在線上加上X 號以顯示你的答案。）

焦慮是一種充滿恐懼和徬徨的情緒狀態，也是一種緊張的感覺。

當老師要你以英語發言時，你的情緒狀態怎樣？請在每題下面的適當方格內加上✓號，以顯示你的焦慮程度。

1 在全班同學面前發言的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

2 在課上三四人小組內發言的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

3 在課上兩人小組內發言的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

4 給與長時間思考答案後，在課上發言的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

5 給與短時間思考答案後，在課上發言的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

6 你一邊發言，老師一邊評估你的表現時的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	

7 你一邊發言，同學一邊評估你的表現時的焦慮程度。

極高											極低
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0	



8 老師準許你在英文課上用一點中文時的焦慮程度。

極高

極低

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	0

S7-EAP

## 第六部分

第三及第四部分舉出了一些對促進課堂運用口頭英語有重要作用的教師行為和教學活動，您認為還有甚麼須要補充的？請在下面寫出來。

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· 全卷完 ·

謝謝！

S8-EAP

## Appendix 3.4

Questionnaire used in Pilot Study 3 and the main study  
- English Version

Dear Student,

This survey aims at providing English teachers with important information in relation to students' preferred in-class activities and teacher behaviour, which will in turn enhance teaching and learning in the classroom. There are 6 sections in the survey. Please read the instructions carefully before you answer the questions. There are no right or wrong answers and no answer is better than another.

Thank you for your help.

The Researcher

## Section One

Please answer the following questions by placing a tick (✓) in the appropriate box or by writing in the space provided.

1. Sex

Male	Female

2. Your Faculty

Arts	Social Sciences	Science	Communication	Business

3. Your Major \_\_\_\_\_

4. Your proficiency in

	Excellent	Good	Average	Poor	Very Poor
a. Cantonese					
b. English					
c. Mandarin/Putonghua					
d. Language(s) not listed above _____, _____					

5. Overall Grade of Use of English in HKAL

	A	B	C	D	E	F	U
a. Listening							
b. Writing							
c. Reading and Language Systems							
d. Oral							
e. Practical Skills for Work and Study							

S1-EAP



**Section Two**

Please read the following statements and indicate with a tick (✓) how you feel about them in an English class.

	Strongly agree	Agree	Disagree	Strongly disagree
	S A	A	D	S D
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

1. I never feel quite sure of myself when I am speaking in my English class.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be called on in English class.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English classes.
6. During English class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about the consequences of failing my English class.
11. I don't understand why some people get so upset over English classes.
12. In English class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my English class.
14. I would not be nervous speaking English with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for English class, I feel anxious about it.
17. I often feel like not going to my English class.
18. I feel confident when I speak English in English class.
19. I am afraid that my English teacher is ready to correct every mistake I make.
20. I can feel my heart beating when I'm going to be called on in English class.

	Strongly agree		Disagree		Strongly disagree	
	Agree					
	S	A	D	S	D	
21. The more I study for an English test, the more confused I get.						
22. I <u>don't</u> feel pressure to prepare very well for English class.						
23. I always feel that the other students speak English better than I do.						
24. I feel very self-conscious about speaking English in front of other students.						
25. English class moves so quickly I worry about getting left behind.						
26. I feel more tense and nervous in my English class than in my other classes.						
27. I get nervous and confused when I am speaking English in my English class.						
28. When I'm on my way to English class, I feel very sure and relaxed.						
29. I get nervous when I don't understand every word the English teacher says.						
30. I feel overwhelmed by the number of rules you have to learn in order to speak English.						
31. I am afraid that the other students will laugh at me when I speak English.						
32. I would probably feel comfortable around native speakers of English.						
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.						
34. I like my English teacher to correct me once I make a mistake.						
35. I start to panic when I have to speak in front of the class without preparation in English class.						
36. I will speak more in class if my classmates do not laugh at my mistakes.						
37. When I am given enough time to think of the answer, I feel more confident to speak in an English class.						
38. I feel relaxed when speaking English with friends I know.						
39. If my English teacher allows me to use Chinese at times, I feel more comfortable to volunteer answers in class.						

S2-EAP

### Section Three

Please indicate how important you think the elements below are in promoting the use of spoken English in class.

**Groups A - D** Please choose 2 elements that you think are “Most important” and 2 that are “Least important”. Please write the letters of the statements you choose in the box provided.

#### Group A

- (a) Teacher knows my name.
- (b) Teacher has eye contact with me.
- (c) Teacher considers my feelings.
- (d) Teacher remains at the front of the class rather than moving about and talking with students.
- (e) Teacher tries to find out what each student wants to learn about.
- (f) Teacher moves around to promote discussion.

Most Important	Least Important

#### Group B:

- (a) Teacher shows a good knowledge of the subject.
- (b) Teacher prepares class well and reviews.
- (c) Teacher speaks fluent English.
- (d) Teacher is willing to meet individual student after class.
- (e) Teacher is willing to meet students in groups after class.

Most Important	Least Important

#### Group C:

- (a) Teacher teaches me how to frame my questions or answers.
- (b) Teacher teaches me some learning skills.
- (c) Teacher helps each student who is having trouble with the work.
- (d) Teacher tries to find out what each student wants to learn about.
- (e) Teacher varies the pace and types of instructional activities in class.
- (f) Teacher explains how to carry out each task in details.

Most Important	Least Important



Group D:

- (a) Teacher offers suggestions to students for attaining confidence.
- (b) Teacher uses my answers to elaborate his/her point to make me feel valued.
- (c) Teacher helps me to form or join a support group.
- (d) Teacher talks with each student.
- (e) Teacher takes a personal interest in me.
- (f) Teacher encourages me to be considerate of others' feelings and ideas.

Most Important	Least Important

S3-EAP

Please indicate how important you think the elements below are in promoting the use of spoken English in class.

**Groups E - H** Please choose 2 elements that you think are "Most important" and 2 that are "Least important". Please write the letters of the statements you choose in the box provided.

Group E:

- (a) Teacher lets me assess others' performance.
- (b) Teacher uses tests to find out where each student needs help.
- (c) Teacher asks me to summarize what he or other students have just said.
- (d) Teacher asks me to do unprepared short tests in class.
- (e) Teacher assesses my spoken English in class.

Most Important	Least Important

Group F:

- (a) Teacher believes that mistakes are made by everyone.
- (b) Teacher has attitudes that mistakes don't matter.
- (c) Teacher corrects every mistake I make.
- (d) Teacher allows students to correct other students' mistakes.
- (e) Teacher admits his/her own mistakes.
- (f) Teacher uses my mistakes as examples to elaborate his/her point.

Most Important	Least Important

Group G:

- (a) Teacher lets me prepare in a group in class before making a presentation.
- (b) Teacher allows me to prepare at home in advance before making a presentation.
- (c) Teacher identifies discussion questions in advance before students get into groups.
- (d) Teacher does not allow any preparation in advance.

Most Important	Least Important

Group H:

- (a) All students are called on equally.
- (b) Teacher forces me to volunteer answers with help from other students.
- (c) Teacher forces me to volunteer answers with help from the teacher.
- (d) Teachers forces me to volunteer answers without help.
- (e) Teacher calls on me to provide responses.

Most Important	Least Important

S4-EAP



**Groups I - J** Please choose 1 element that you think is “Most important” and 1 that is “Least important”. Please write the letters of the statements you choose in the box provided.

Group I:

- (a) Teacher allows me to use some Chinese when I cannot express myself in English.
- (b) Teacher speaks Chinese when I do not understand him in English.
- (c) Teacher does not allow the use of Chinese in class.

Most Important	Least Important

Group J:

- (a) Teacher gives me enough time to think of answers.
- (b) Teacher gives me some time to formulate my ideas.

Most Important	Least Important

S5-EAP

### Section Four

Please indicate (A) how you feel when asked to participate in the following classroom activities and (B) how often these activities happen in your English language class by ticking (✓) the appropriate boxes.

	(A) how do you feel when asked to participate in these activities?				(B) how often do the activities happen?			
	Very anxious	Moderately anxious	Moderately relaxed	Very relaxed	Nearly all the time	A lot	Not very much	Hardly any or none
1. Read silently in class.								
2. Repeat something with the class after the teacher.								
3. Do exercises in the book.								
4. Discuss in groups of 3 or 4.								
5. Repeat individually after the teacher.								
6. Open discussion based on voluntary participation.								
7. Discuss in pairs.								
8. Read a text in front of the class.								
9. Write your work on the board.								
10. Present a prepared dialogue in front of the class.								
11. Make an oral presentation in front of the class after group discussion.								
12. Speak in front of the class without practice.								
13. Role play a situation in front of the class.								

	(A) how do you feel when asked to participate in these activities?				(B) how often do the activities happen?			
	Very anxious	Moderately anxious	Moderately relaxed	Very relaxed	Nearly all the time	A lot	Not very much	Hardly any or none
14. Called upon to answer when given a short time to think of the answer.								
15. Called upon to answer when given a long time to think of the answer.								
16. Assessed by the teacher when speaking.								
17. Corrected by the classmates when speaking.								
18. Corrected by the teacher when speaking.								
19. Make mistakes but not corrected by the teacher.								
20. Ask prepared questions in class.								
21. Ask questions not prepared in advance.								
22. Give an unprepared talk in front of the class.								
23. Present a group report in my own seat.								
24. The EAP teacher only speaks English in class.								
25. Discuss a topic I am familiar with in front of the class.								



**Section Five (Please answer the following questions by ticking ( ✓ ) the appropriate boxes)**

Anxiety is an emotional condition in which there is fear and uncertainty. It also means a feeling of nervousness.

Please show in the boxes below your usual level of anxiety when asked to speak in English in an English class.

1. Anxiety level when *speaking in front of* the class.

Very high					Very Low
100%	80%	60%	40%	20%	0

2. Anxiety level when *speaking in a group of 3 - 4 people* in class.

Very high					Very Low
100%	80%	60%	40%	20%	0

3. Anxiety level when *speaking in a pair* in class.

Very high					Very Low
100%	80%	60%	40%	20%	0

4. Anxiety level when *given a long time* to think about the answer before speaking in class.

Very high					Very Low
100%	80%	60%	40%	20%	0

5. Anxiety level when *given a short time* to think about the answer before speaking in class.

Very high					Very Low
100%	80%	60%	40%	20%	0

6. Anxiety level when *the teacher is assessing you* when you speak.

Very high					Very Low
100%	80%	60%	40%	20%	0

7. Anxiety level *when your classmates are assessing you when you speak.*

Very high					Very Low
100%	80%	60%	40%	20%	0

8. Anxiety level *when you are allowed to use some Chinese in an English class.*

Very high					Very Low
100%	80%	60%	40%	20%	0

S7-EAP

### Section Six

You may have in mind some teacher behaviour and in-class activities that are important in promoting the use of spoken English in class other than those listed in sessions 3 and 4. Please list them below if you have any.

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- End of Questionnaire -

Thank you!

S8-EAP

Appendix 3.5      Questionnaire used in Pilot Study 3 and the main study  
- Chinese Version

各位同學：

這個調查旨在為英文科教師提供有助於促進課堂教學的重要資料，這些資料跟同學喜愛的課堂活動及教師相應的行為有關。調查共分六個部分。作答前，請細閱有關指示。答案並無對錯之分，也沒有高下之別。

十分感謝你幫忙。

調查負責人謹啓

Pilot study - 學生問卷

Pilot 3.fnal.06.09.02



### 第一部分

請在適當的方格內加上√號，或在所提供的空間內寫作答案。

1. 性別

男	女

2. 所屬學院

文學院	社會科學院	理學院	傳理學院	商學院

3. 主修科目

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4. 語言能力

- a. 廣東話  
b. 英語  
c. 國語 / 普通話  
d. 其他語言，請註明：  
\_\_\_\_\_，\_\_\_\_\_

極高	高	一般	低	極低

5. 高級程度會考英語運用科總成績

- a. 聆聽卷(Listening)成績  
b. 寫作卷(Writing)成績  
c. 閱讀卷(Reading and Language System)成績  
d. 會話卷(Oral)成績  
e. 技能卷(Practical Skills for Work and Study)成績

A	B	C	D	E	F	U

S1-EAP



請細閱以下各句，並指出在英文課上，你對句子內容的意見。

請在適當的方格內加上√號。

28. 在上英文課的路上，我感到滿有把握，泰然自若。 28.
29. 當我不完全明白英文老師所說的一字一句時，我便會緊張起來。 29.
30. 爲了說好英文，要學會一大堆規則，這教我受不了。 30.
31. 我害怕說英文時給同學取笑。 31.
32. 跟以英文爲母語的人在一起時，我很可能會感到舒暢自然。 32.
33. 當英文老師問我一些我事先沒有預備好的問題時，我會十分緊張。 33.
34. 我喜歡老師在我一犯錯時就給我改正。 34.
35. 在英文課上，當我沒有準備卻要在同學面前發言時，我就會恐慌起來。 35.
36. 如果同學不取笑我的錯誤，我會在課上多一點發言。 36.
37. 在英文課上，如果老師給我充足的時間去思考答案，我發言時就會感到較有自信。 37.
38. 跟認識的朋友說英文時，我感到輕鬆自然。 38.
39. 如果老師容許我間中使用中文，在英文課上主動回答問題時，我就會覺得較輕鬆。 39.

	極之同意	同意	不同意	極不同意
	SA	A	D	SD
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				

S2-EAP



### 第三部分

當老師要你在英文課上發言時，以下各句所述的有多重要？

第一至第四組：請選出二項你認為是「很重要」及二項你認為是「很不重要」，請把該項的字母填在適當空格內。

#### 第一組：

- (a) 老師記得我的姓名。
- (b) 老師跟我有眼神交流。
- (c) 老師關心我的感受。
- (d) 老師停留在教室前面講課，不四周走動，也不跟學生談話。
- (e) 老師嘗試找出每個同學的學習需求。
- (f) 老師巡視教室，以促進討論。

很重要	很不重要

#### 第二組：

- (a) 老師對所教授的科目有良好的認識。
- (b) 老師備課充足並經常指導我溫習。
- (c) 老師能說流利的英語。
- (d) 老師願意在下課後接見個別同學。
- (e) 老師願意在下課後接見不同組別的同学。

很重要	很不重要

#### 第三組：

- (a) 老師指導我怎樣擬定問題或答案。
- (b) 老師教導我一些學習的技巧。
- (c) 老師幫助每個有學習困難的學生。
- (d) 老師嘗試找出每個學生的學習需求。
- (e) 老師會調校教學活動的節奏和形式。
- (f) 老師詳細解釋每個作業的做法。

很重要	很不重要

## 第四組：

- (a) 老師給我意見，讓我建立信心。
- (b) 老師用我的答案去解釋他的觀點，讓我感到他重視我。
- (c) 老師幫助我組織或加入互助小組。
- (d) 老師跟每個學生交談。
- (e) 老師關心我。
- (f) 老師鼓勵學生尊重其他同學的感受和意見。

很重要	很不重要

S3-EAP

當老師要你在英文課上發言時，以下各句所述的有多重要？

第五至第八組：請選出二項你認為是「很重要」及二項你認為是「很不重要」，請把該項的字母填在適當空格內。

第五組：

- (a) 老師讓學生互相評定對方的表現。
- (b) 老師以測驗找出每個學生需要幫助的地方。
- (c) 老師要我總結他或其他學生剛才發言的內容。
- (d) 老師在課上突擊測驗。
- (e) 老師在課上評定學生的英語口語水平。

很重要	很不重要

第六組：

- (a) 老師相信人人都會犯錯。
- (b) 老師認為犯錯無傷大雅。
- (c) 老師改正我所犯的每一個錯誤。
- (d) 老師容許學生互相改正錯誤。
- (e) 老師承認自己的錯誤。
- (f) 老師以我的錯誤去解釋他的觀點。

很重要	很不重要

第七組：

- (a) 老師讓我在報告前跟組員準備發言的內容。
- (b) 老師讓我先在家裏做好準備，才作報告。
- (c) 在小組討論前，老師預先確定討論的問題。
- (d) 老師不容許任何預習。

很重要	很不重要



## 第八組：

- (a) 老師會點名叫每一位同學發言。
- (b) 老師強迫我在其他同學幫助之下主動回答問題。
- (c) 老師強迫我在他幫助之下主動回答問題。
- (d) 老師強迫我在無人幫助之下主動回答問題。
- (e) 老師點名要我回應他的提問。

很重要	很不重要

S4-EAP

第九至第十組：請選出一項你認為是「很重要」及一項你認為是「很不重要」，請把該項的字母填在適當空格內。

## 第九組：

- (a) 當我不能以英文表達自己時，老師容許我說一點中文。
- (b) 當我不明白時，老師會用中文向我解釋。
- (c) 老師不容許我們在課上說中文。

很重要	很不重要

## 第十組：

- (a) 老師給我充裕的時間去思考答案。
- (b) 老師給我一點時間去組織我的意見。

很重要	很不重要

S5-EAP

#### 第四部分

請顯示 (甲) 你參與以下課堂活動時的感受和 (乙) 這些活動在英文課上的次數。請在適當方格內加上√ 號。

	(甲)你參與此課堂活動時的感受				(乙) 活動次數			
	很焦慮	頗焦慮	頗輕鬆	很輕鬆	極多	多	不多	極少或沒有
1. 在課堂上寧靜地閱讀。								
2. 與全班同學隨著老師重複某些內容。								
3. 做課本上的練習。								
4. 三四人一組進行討論。								
5. 個人隨著老師重複某些內容。								
6. 自由參與的公開討論。								
7. 兩人一組進行討論。								
8. 在全班同學面前讀出一段文章。								
9. 在黑板上寫出你的習作內容。								
10. 在全班同學面前讀出一段預備好的對話。								
11. 分組討論後，在全班同學面前作口頭報告。								
12. 在全班同學面前即席發言。								
13. 在全班同學面前進行角色扮演。								
14. 老師給你短時間思考答案後，要你回答問題。								
15. 老師給你長時間思考答案後，要你回答問題。								
16. 你一邊發言，老師一邊評估你的表現。								
17. 你一邊發言，同學一邊改正你的錯誤。								
18. 你一邊發言，老師一邊改正你的錯誤。								
19. 你犯了錯誤，但老師沒有改正。								

1. 在課堂上寧靜地閱讀。
2. 與全班同學隨著老師重複某些內容。
3. 做課本上的練習。
4. 三四人一組進行討論。
5. 個人隨著老師重複某些內容。
6. 自由參與的公開討論。
7. 兩人一組進行討論。
8. 在全班同學面前讀出一段文章。
9. 在黑板上寫出你的習作內容。
10. 在全班同學面前讀出一段預備好的對話。
11. 分組討論後，在全班同學面前作口頭報告。
12. 在全班同學面前即席發言。
13. 在全班同學面前進行角色扮演。
14. 老師給你短時間思考答案後，要你回答問題。
15. 老師給你長時間思考答案後，要你回答問題。
16. 你一邊發言，老師一邊評估你的表現。
17. 你一邊發言，同學一邊改正你的錯誤。
18. 你一邊發言，老師一邊改正你的錯誤。
19. 你犯了錯誤，但老師沒有改正。

20. 在課上提問預先準備好的問題。
21. 提問事先未經準備的問題。
22. 在班上作一次即席演講。
23. 在自己的座位上作小組報告。
24. 英文科老師在課上只說英語。
25. 在全班同學面前討論一個我熟識的題目。

(甲)你參與此課堂活動時的感受				(乙)活動次數			
很焦慮	頗焦慮	頗輕鬆	很輕鬆	極多	多	不多	極少或沒有

S6-EAP



第五部分（請在線上加上X 號以顯示你的答案。）

焦慮是一種充滿恐懼和徬徨的情緒狀態，也是一種緊張的感覺。

當老師要你以英語發言時，你的情緒狀態怎樣？請在每題下面的適當方格內加上✓號，以顯示你的焦慮程度。

1 在全班同學面前發言的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

2 在課上三四人小組內發言的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

3 在課上兩人小組內發言的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

4 給與長時間思考答案後，在課上發言的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

5 給與短時間思考答案後，在課上發言的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

6 你一邊發言，老師一邊評估你的表現時的焦慮程度。

極高						極低
100%	80%	60%	40%	20%	0	

7 你一邊發言，同學一邊評估你的表現時的焦慮程度。

極高

極低

100%	80%	60%	40%	20%	0

8 老師準許你在英文課上用一點中文時的焦慮程度。

極高

極低

100%	80%	60%	40%	20%	0

S7-EAP

### 第六部分

第三及第四部分舉出了一些對促進課堂運用口頭英語有重要作用的教師行為和教學活動，您認為還有甚麼須要補充的？請在下面寫出來。

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· 全卷完 ·

謝謝！

S8-EAP

### Classroom Activity Record (CAR)

- This record aims to find out what your English class is actually like.
- There are two methods to complete this record. You can use either of them.

Method 1 : Put a tick( ) next to the statement if that activity has taken place in that lesson.

Example : I consider my students' feelings. ( )

The above example shows that you have considered the students' feelings in that lesson.

Method 2: Put a number next to the statement if you would like to show the frequency of that behaviour or activity in that lesson.

Example : I consider my students' feelings. ( 2 )

The above example shows that you have considered the students' feelings in that lesson two times.

- Please remember to write your name and other details on each record. Use one record for each English lesson.
- This is not a test. There are no right or wrong answers and no activity is better than another.

Thank you for your help.



Name:

Contact Number:

Date:

Major of the students:

Topic of the lesson:

1. I consider my students' feelings. ( )
2. I try to find out what each student wants to learn about. ( )
3. I show a good knowledge of the subject. ( )
4. I prepare class well and review. ( )
5. I teach my students some learning skills. ( )
6. I help individual student who is having trouble with the work. ( )
7. I offer suggestions to students for attaining confidence. ( )
8. I encourage students to be considerate of others' feelings and ideas. ( )
9. I let students assess other students' performance. ( )
10. I use tests to find out where each student needs help. ( )
11. I correct every mistake students make. ( )
12. I admit my own mistakes. ( )
13. I let students **prepare in a group in class** before answering a question or making a presentation/talk. ( )
14. I allow students to **prepare at home in advance** before answering a question or making a presentation/talk. ( )
15. All students are called on equally. ( )
16. I encourage students to volunteer answers with help from me. ( )
17. I allow students to use some Chinese when they cannot express themselves in English. ( )
18. I give my students enough time to think of the answers. ( )
19. I ask my students to read silently in class. ( )
20. I ask my students to repeat something in class with me. ( )
21. I ask my students to discuss in groups of 3 or 4. ( )
22. I ask my students to discuss in pairs. ( )
23. I give my students time to prepare a talk before they speak in front of the class. ( )

Other than those listed above, what have you done to encourage students to speak in that class?

This is the end of the record. Many thanks for your help.

CART

### Classroom Activity Record (CAR)

- This record aims to find out what your English class is actually like.
- There are two methods to complete this record. You can use either of them.

Method 1 : Put a tick(  ) next to the statement if that activity has taken place in that lesson.

Example : The teacher considers our feelings. (  )

The above example shows that the teacher has considered the students' feelings in that lesson.

Method 2: Put a number next to the statement if you would like to show the frequency of that behaviour or activity in that lesson.

Example : The teacher considers our feelings. ( 2 )

The above example shows that the teacher has considered the students' feelings in that lesson two times.

- Please remember to write your name and other details on each record. Use one record for each English lesson.
- This is not a test. There are no right or wrong answers and no activity is better than another.

Thank you for your help.

Name:

Gender:

Contact Number:

Major:

Date:

Topic of the lesson:

1. The teacher considers our feelings. ( )
2. The teacher tries to find out what each student wants to learn about. ( )
3. The teacher shows a good knowledge of the subject. ( )
4. The teacher prepares class well and reviews. ( )
5. The teacher teaches us some learning skills. ( )
6. The teacher helps individual student who is having trouble with the work. ( )
7. The teacher offers suggestions to students for attaining confidence. ( )
8. The teacher encourages students to be considerate of others' feelings and ideas. ( )
9. The teacher lets students assess other students' performance. ( )
10. The teacher uses tests to find out where each student needs help. ( )
11. The teacher corrects every mistake students make. ( )
12. The teacher admits his/her own mistakes. ( )
13. The teacher lets students prepare in a group in class before answering a question or making a presentation/talk. ( )
14. The teacher allows students to prepare at home in advance before answering a question or making a presentation/talk. ( )
15. All students are called on equally. ( )
16. The teacher forces students to volunteer answers with help from the teacher. ( )
17. The teacher allows us to use some Chinese when we cannot express ourselves in English. ( )
18. The teacher gives us enough time to think of the answers. ( )
19. My teacher asks us to read silently in class. ( )
20. My teacher asks us to repeat something in class with him/her. ( )
21. My teacher asks us to discuss in groups of 3 or 4. ( )
22. My teacher asks us to discuss in pairs. ( )
23. My teacher gives us time to prepare a talk before I speak in front of the class. ( )

Other than those listed above, what has the teacher done to encourage students to speak in that class?

This is the end of the record. Many thanks for your help.



Appendix 4.2.2a A brief description of 23 Scales employed by MacIntyre and Gardner to measure various form of anxiety (adapted from MacIntyre and Gardner, 1991a)

The 23 scales described below were employed as measures of various forms of anxiety. The reliability coefficient ( $\alpha$ ) accompanying the description of each scale was obtained in the current sample.

1. *French Classroom Anxiety* ( $\alpha=.92$ ): 8 items, using a 6-point Likert response scale, were taken from MacIntyre and Gardner (1988b). This scale measures the degree of apprehension in the French classroom.
2. *English Classroom Anxiety* ( $\alpha=.92$ ): 8 items, using a 6-point Likert response scale, were taken from MacIntyre and Gardner (1988b). This scale measures the degree of apprehension in the English classroom.
3. *Mathematics Classroom Anxiety* ( $\alpha=.93$ ): 8 items using a 6-point Likert response scale from MacIntyre and Gardner (1988b). This scale measures the degree of apprehension in the Mathematics classroom.
4. *General Test Anxiety* ( $\alpha=.56$ ): 8 items, using a True/False response format, were selected at random from Sarason (1980). This scale measures apprehension in various testing situations.
5. *Facilitating French Test Anxiety* ( $\alpha=.56$ ): 10 items, using a True/False response format, were adapted from Alpert and Haber (1960) to focus on French examinations. This scale measures apprehension produced by French tests that is considered energizing and helpful to performance by the student.
6. *Debilitating French Test Anxiety* ( $\alpha=.69$ ): 10 items, using a True/False response format, were adapted from Alpert and Haber (1960) to focus on French examinations. This scale measures apprehension about French tests that is considered disruptive and detrimental to performance by the student.
7. *Audience Sensitivity* ( $\alpha=.80$ ): 10 items, using a True/False response format, were selected at random from Paivio (1965). This scale measures apprehension over being in front of a group of people.

8. *Personal Report of Communication Apprehension, Short Form* ( $\alpha=.89$ ): 10 items, using a 6-point Likert response format, were taken from McCroskey (1978). This scale also measures apprehension about speaking to a group of people in the respondent's native language.
  9. *Fear of Negative Evaluation* ( $\alpha=.85$ ): 8 items, using a 6-point Likert response format, were taken from Watson and Friend (1969). This scale measures the extent to which the respondent feels apprehensive about the opinions that others hold of him/her.
  10. *Trait Anxiety* ( $\alpha=.69$ ): 8 items were taken from the Jackson Personality Inventory (Jackson, 1978) and adapted to use a 6-point Likert response scale. This scale measures the degree to which the respondent considers himself or herself to be a nervous person.
  11. *French Use Anxiety* ( $\alpha=.85$ ): 8 items, using a 6-point Likert response format, were taken from MacIntyre and Gardner (1988b). This scale measures apprehension at speaking French in public.
  12. *Anxiety in Novel Situations* ( $\alpha=.91$ ): 15 items, using a 5-point response scale, were taken from Endler, Edwards, Vitelli, and Parker (1988). This scale measures apprehension in unfamiliar situations.
  13. *Anxiety in Routine Situations* ( $\alpha=.84$ ): 15 items, using a 5-point response scale, were taken from Endler et al. (1988). This scale measures apprehension in daily routine situations.
  14. *Anxiety over Physical Danger* ( $\alpha=.88$ ): 15 items, using a 5-point response scale, were taken from Endler et al. (1988). This scale measures apprehension experienced in situations involving danger.
  15. *Anxiety in Interpersonal Situations* ( $\alpha=.93$ ): 15 items, using a 5-point response scale, were taken from Endler et al. (1988). This scale measures apprehension in social or interpersonal contexts.
  16. *Situations Involving Social Evaluation* ( $\alpha=.93$ ): 15 items,
-

using a 5-point response scale, were taken from Flood and Endler (1980). This scale measures the degree to which the respondent feels nervous when being evaluated by others.

- 17.-19. *State Anxiety* ( $\alpha$ s=.93, .92, & .95): The 20 items were taken from Spielberger (1983) and answered using a 4-point response scale. This scale, administered three times during the course of the experiment, measures anxiety experienced at the particular moment when the scale is administered.

The final measures resembled the Fear Thermometer developed by Walk (1956). Four *Anxometers* (anxiety thermometers) were drawn side by side on the same sheet of paper (see Appendix A). Anxometer "readings" were on the scale 1-10. These visual analog instruments required respondents to rate their levels of anxiety in each of the four production tasks. They are essentially one-item scales and therefore coefficient  $\alpha$  is not appropriate. The four measures were:

20. *English Categories Anxometer*
  21. *French Categories Anxometer*
  22. *English Digits Anxometer*
  23. *French Digits Anxometer*
-



## Appendix 4.2.2cI The communalities when thirty-nine items were used

## Communalities

	Initial	Extraction
Q01	1.000	.569
Q02	1.000	.466
Q03	1.000	.629
Q04	1.000	.576
Q05	1.000	.486
Q06	1.000	.567
Q07	1.000	.720
Q08	1.000	.578
Q09	1.000	.590
Q10	1.000	.589
Q11	1.000	.615
Q12	1.000	.476
Q13	1.000	.558
Q14	1.000	.587
Q15	1.000	.517
Q16	1.000	.520
Q17	1.000	.641
Q18	1.000	.612
Q19	1.000	.504
Q20	1.000	.453
Q21	1.000	.476
Q22	1.000	.437
Q23	1.000	.724
Q24	1.000	.495
Q25	1.000	.484
Q26	1.000	.559
Q27	1.000	.696
Q28	1.000	.572
Q29	1.000	.595
Q30	1.000	.305
Q31	1.000	.533
Q32	1.000	.535
Q33	1.000	.580
Q34	1.000	.641
Q35	1.000	.638
Q36	1.000	.557
Q37	1.000	.652
Q38	1.000	.617
Q39	1.000	.558

Extraction Method: Principal Component Analysis.

Appendix 4.2.2cII The variance when thirty-nine items were used - nine factors were formed

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.216	26.194	26.194	10.216	26.194	26.194
2	2.057	5.275	31.470	2.057	5.275	31.470
3	1.881	4.823	36.292	1.881	4.823	36.292
4	1.528	3.918	40.210	1.528	3.918	40.210
5	1.463	3.752	43.962	1.463	3.752	43.962
6	1.367	3.506	47.468	1.367	3.506	47.468
7	1.245	3.193	50.661	1.245	3.193	50.661
8	1.125	2.884	53.545	1.125	2.884	53.545
9	1.023	2.622	56.167	1.023	2.622	56.167
10	.996	2.553	58.720			
11	.987	2.532	61.252			
12	.942	2.416	63.668			
13	.915	2.346	66.014			
14	.867	2.224	68.238			
15	.848	2.174	70.411			
16	.802	2.056	72.467			
17	.757	1.940	74.408			
18	.730	1.872	76.280			
19	.692	1.773	78.053			
20	.654	1.678	79.731			
21	.633	1.622	81.354			
22	.625	1.603	82.956			
23	.563	1.444	84.401			
24	.542	1.390	85.790			
25	.526	1.350	87.140			
26	.487	1.249	88.389			
27	.465	1.192	89.581			
28	.464	1.190	90.771			
29	.442	1.133	91.904			
30	.421	1.079	92.983			
31	.393	1.009	93.991			
32	.373	.956	94.947			
33	.348	.892	95.839			
34	.321	.822	96.661			
35	.305	.781	97.442			
36	.278	.712	98.154			
37	.263	.675	98.829			
38	.253	.648	99.477			
39	.204	.523	100.000			

Extraction Method: Principal Component Analysis.

Appendix 4.2.2cIII The communalities when thirty-three items were used

### Communalities

	Initial	Extraction
Q01	1.000	.578
Q02	1.000	.514
Q03	1.000	.631
Q04	1.000	.574
Q05	1.000	.569
Q06	1.000	.524
Q07	1.000	.703
Q08	1.000	.604
Q09	1.000	.545
Q10	1.000	.569
Q11	1.000	.566
Q12	1.000	.482
Q13	1.000	.515
Q14	1.000	.621
Q15	1.000	.510
Q16	1.000	.510
Q17	1.000	.631
Q18	1.000	.634
Q19	1.000	.457
Q20	1.000	.446
Q21	1.000	.456
Q22	1.000	.451
Q23	1.000	.734
Q24	1.000	.477
Q25	1.000	.414
Q26	1.000	.513
Q27	1.000	.684
Q28	1.000	.530
Q29	1.000	.573
Q30	1.000	.338
Q31	1.000	.475
Q32	1.000	.610
Q33	1.000	.529

Extraction Method: Principal Component Analysis.

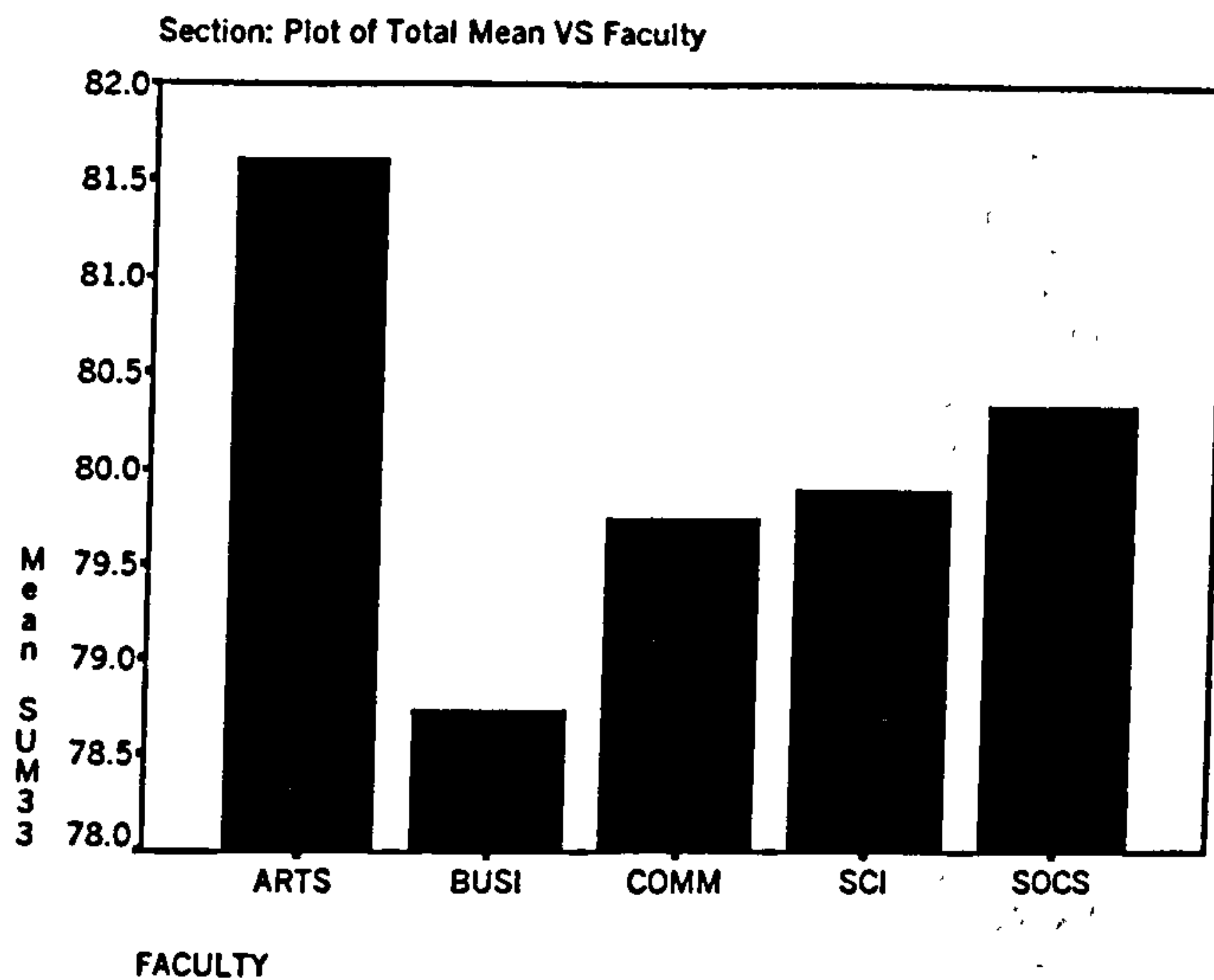


Appendix 4.3.2 Details of statistics such as standard deviation and standard error of mode for items 34 to 39 in section 2 of the questionnaire

Statistics

		Q33	Q34	Q35	Q36	Q37	Q38	Q39
N	Valid	313	313	313	312	313	313	313
	Missing	0	0	0	1	0	0	0
Mean		2.55	2.04	2.52	2.74	3.02	2.20	2.79
Std. Error of Mean		3.53E-02	3.13E-02	3.51E-02	3.43E-02	2.79E-02	3.62E-02	3.89E-02
Median		3.00	2.00	3.00	3.00	3.00	2.00	3.00
Mode		3	2	3	3	3	2	3
Std. Deviation		.62	.55	.62	.61	.49	.64	.69
Minimum		1	1	1	1	1	1	1
Maximum		4	4	4	4	4	4	4
Sum		797	638	788	855	945	689	873

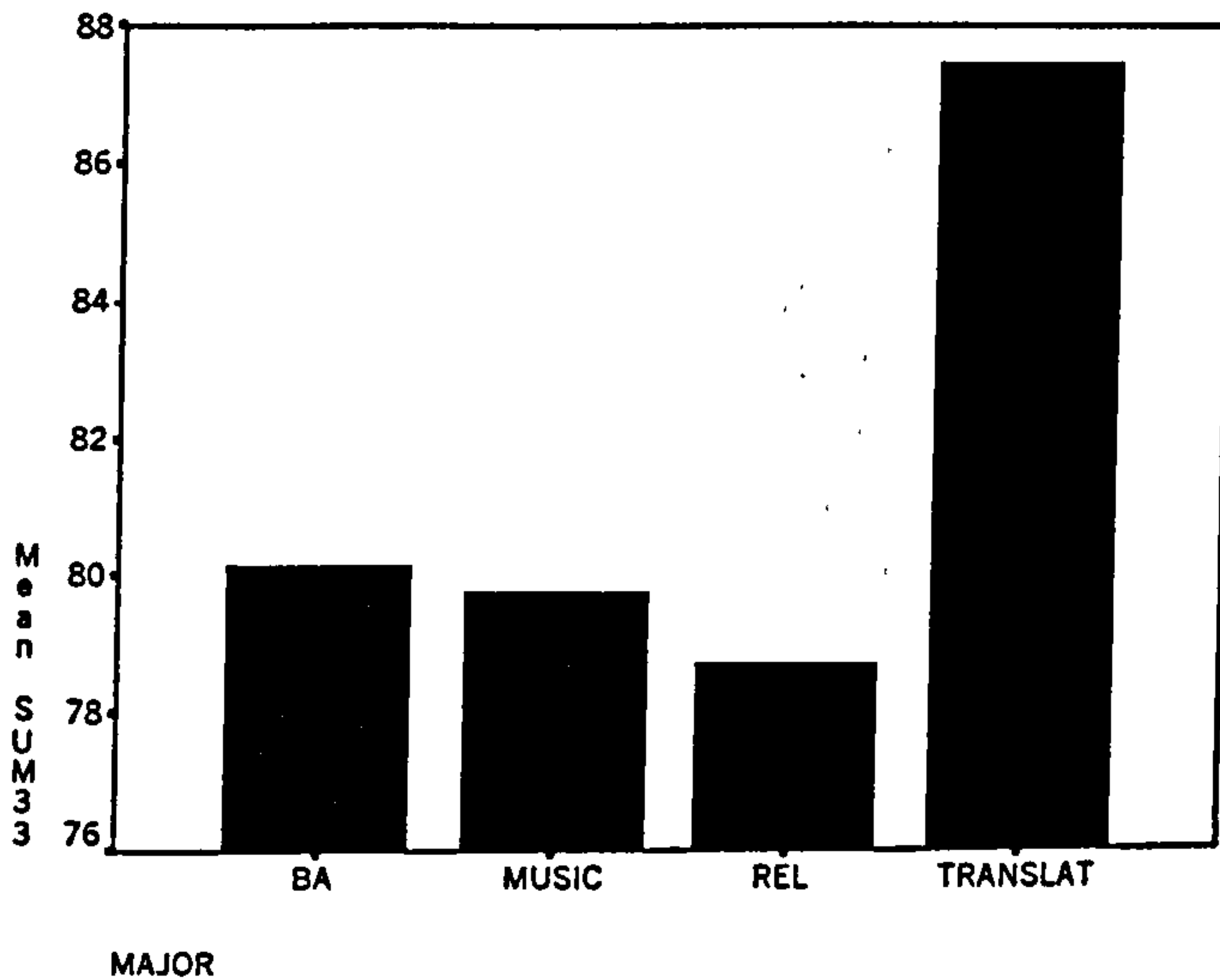
Appendix 4.7.1 The mean of the second language learning speaking-in-class anxiety level of the five faculties / schools indicated in section two of the questionnaire



FACULTY		Mean	Std Deviation
ARTS	SUM33*	81.61	9.91
BUSINESS	SUM33	78.74	11.78
COMMUNICATION	SUM33	79.75	6.41
SCIENCE	SUM33	79.90	11.12
SOCIAL SCIENCE	SUM33	80.35	11.41

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Appendix 4.7.2 The mean of the second language learning speaking-in-class anxiety level of the four departments / majors within the Faculty of Arts indicated in section two of the questionnaire

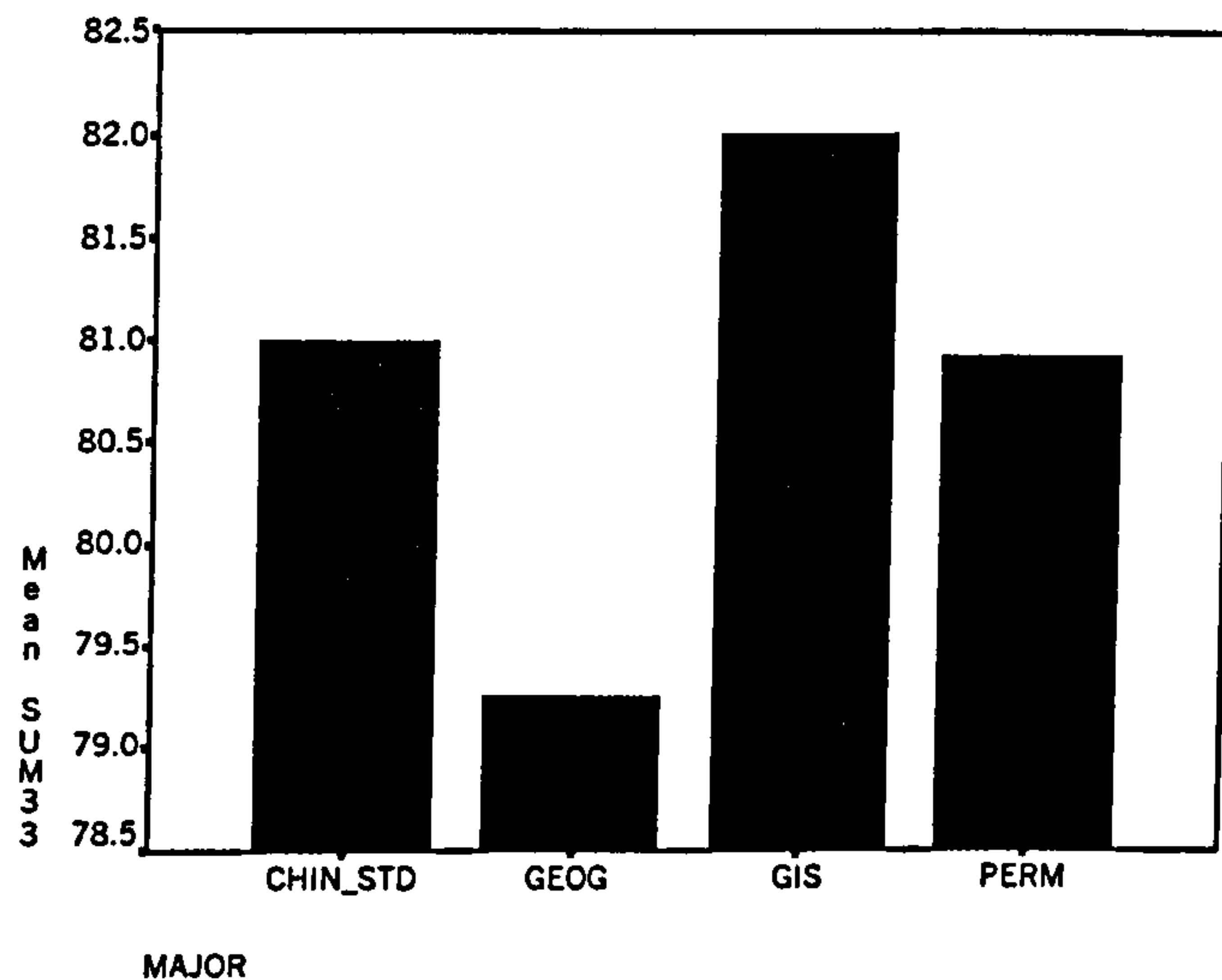


DEPARTMENT/MAJOR		Mean	Std Deviation
ENGLISH	SUM33*	80.15	8.48
MUSIC	SUM33	79.75	6.95
RELIGIOUS STUDIES	SUM33	78.69	9.66
TRANSLATION	SUM33	87.45	11.26

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.



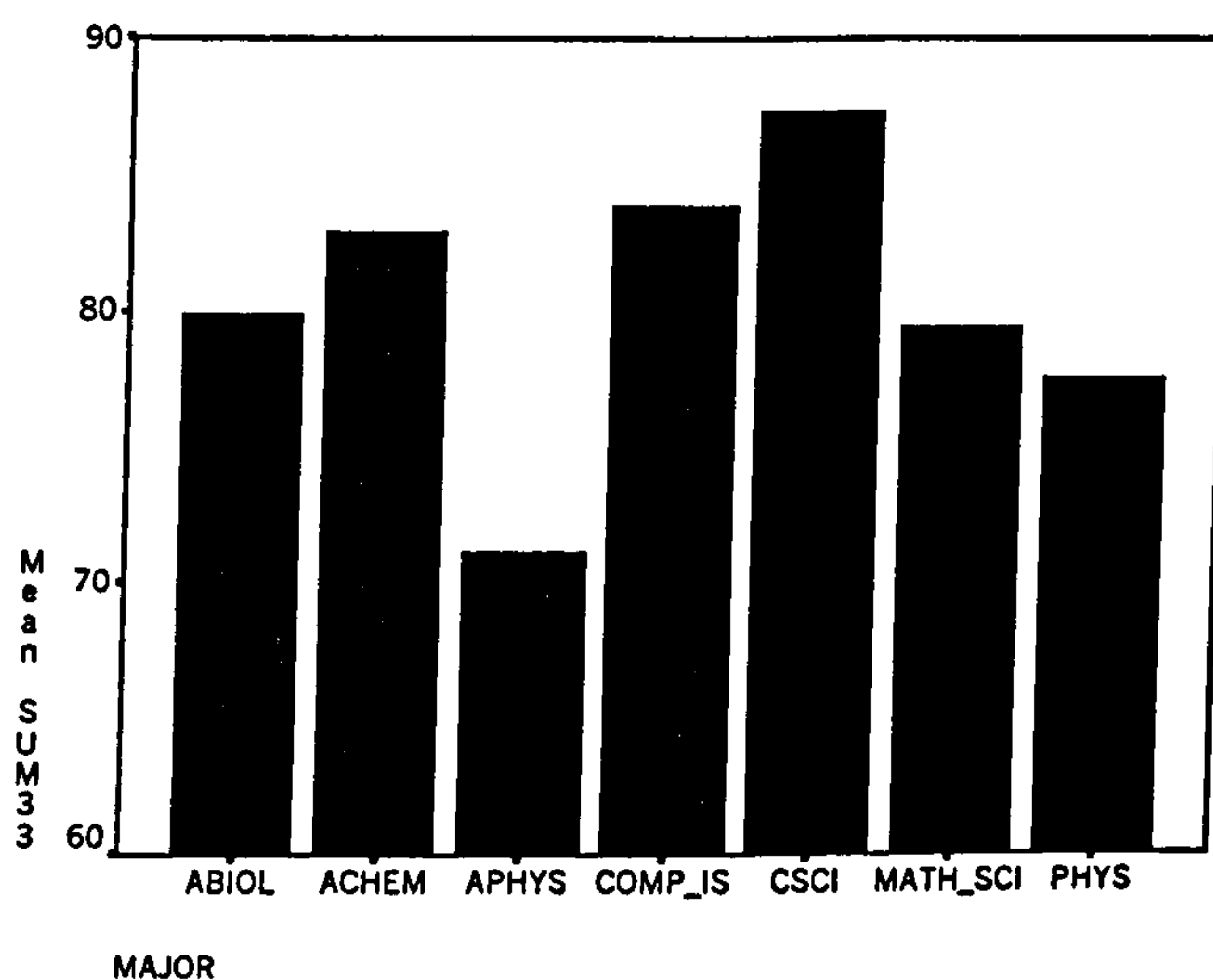
Appendix 4.7.3 The mean of the second language learning speaking-in-class anxiety level of the four departments / majors within the faculty of Social Science indicated in section two of the questionnaire



DEPARTMENT /MAJOR		Mean	Std Deviation
CHINA STUDIES	SUM33	81.00	11.46
GEOGRAPHY	SUM33	79.26	8.81
GOVERNMENT & INTERNATIONAL STUDIES	SUM33	82.00	6.30
PHYSICAL EDUCATION & RECREATION MANAGEMENT	SUM33	80.93	14.96

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

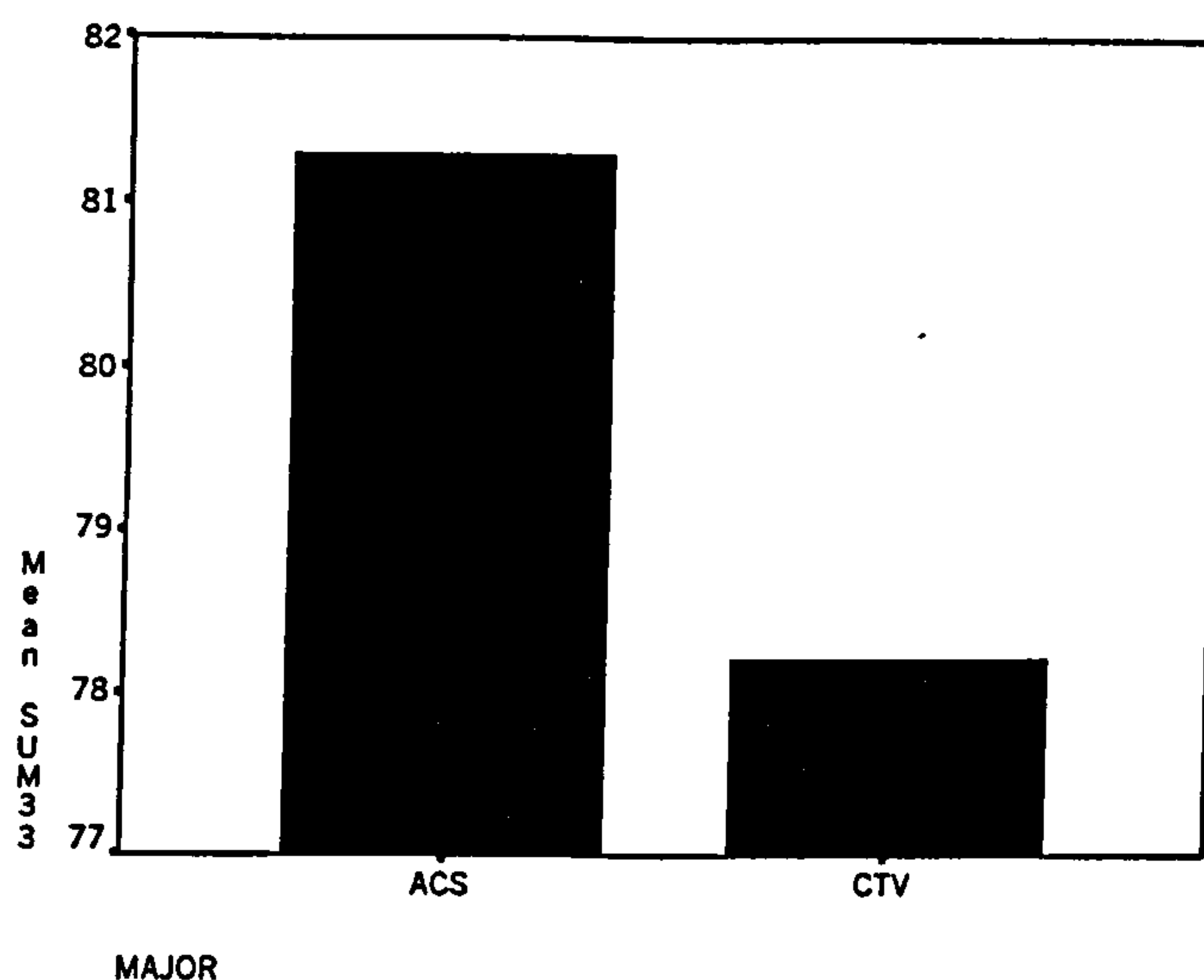
Appendix 4.7.4 The mean of the second language learning speaking-in-class anxiety level of the seven departments / majors within the Faculty of Science indicated in section two of the questionnaire



DEPARTMENT / MAJOR		Mean	Std Deviation
APPLIED BIOLOGY	SUM33	79.88	9.87
APPLIED CHEMISTRY	SUM33	82.94	9.83
APPLIED PHYSICS	SUM33	71.17	10.06
COMPUTER STUDIES (INFORMATION SYSTEMS)	SUM33	83.94	8.82
COMPUTER SCIENCE (COMPUTER SYSTEMS)	SUM33	87.33	12.03
MATHEMATICAL SCIENCE	SUM33	79.50	12.77
PHYSICS	SUM33	77.66	11.14

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Appendix 4.7.5 The mean of the second language learning speaking-in-class anxiety level of the two departments / majors within the School of Communication indicated in section two of the questionnaire

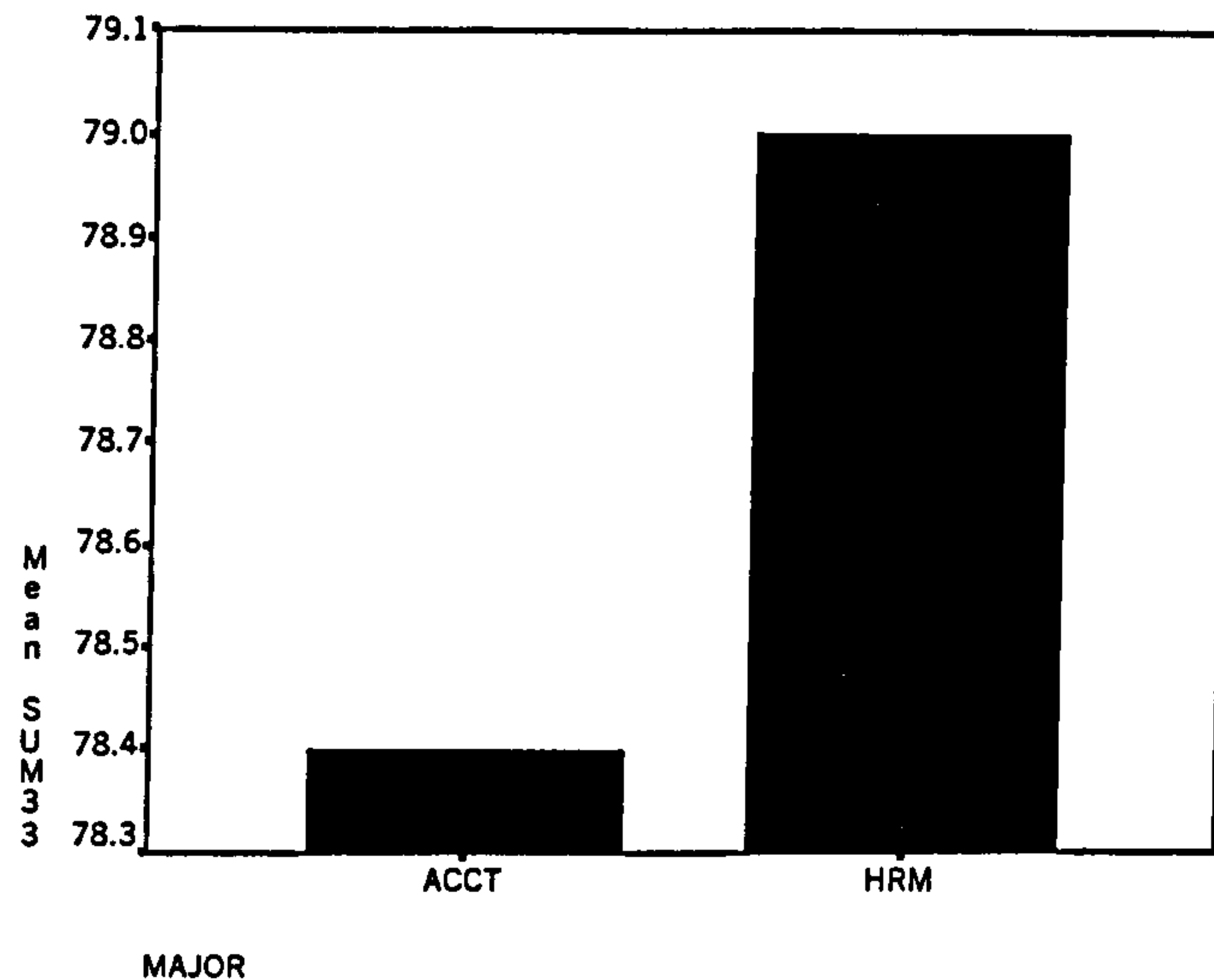


DEPARTMENT / MAJOR		Mean	Std Deviation
APPLIED COMMUNICATION STUDIES	SUM33	81.29	7.54
CINEMA & TELEVISION	SUM33	78.21	4.84

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.



Appendix 4.7.6 The mean of the second language learning speaking-in-class anxiety level of the two departments / majors within the School of Business indicated in section two of the questionnaire



DEPARTMENT /MAJOR		Mean	Std Deviation
ACCOUNTING	SUM33	78.40	12.99
HUMAN RESOURCES MANAGEMENT	SUM33	79.00	11.10

\*The 33 items in Section 2 of the questionnaire ask student respondents how they feel when asked to speak in English in order to solicit their second language speaking anxiety levels. The theoretical range of the FLCAS was from 33 to 132. For missing cases, the mean (2.5) for the missing item was imputed. The mean for the whole section is 82.5.

Appendix 4.8.5bI Comparison of the English oral grades of the Business control group before and after the period when the Business experimental group had the treatment

Student	Grade before the treatment	Grade after the treatment
1	B+	A-
2	B+	A-
3	C+	B+
4	C+	B+
5	C+	B
6	C+	B
7	C	B
8	C	B
9	C	C+
10	C	C+
11	C-	C+
12	C-	C
13	C-	C
14	D+	C+
15	D+	C

Appendix 4.8.5bII A summary of the English oral grades of the Business control group before and after the period when the Business experimental group had the treatment

	<b>Before the Experiment</b>	<b>After the Experiment</b>
Grade A+	0	0
Grade A	0	0
Grade A-	0	2
Grade B+	2	2
Grade B	0	4
Grade B-	0	0
Grade C+	4	4
Grade C	4	3
Grade C-	3	0
Grade D+	2	0
Grade D	0	0
Grade D-	0	0



Appendix 4.8.5bIII Comparison of the English oral grades of the Business experimental group before and after the treatment

Student	Grade before the treatment	Grade after the treatment
1	A-	A
2	B+	A
3	B+	B+
4	B+	A-
5	B	A
6	B	A-
7	B	B+
8	B	B+
9	B	B+
10	B-	B+
11	B-	B
12	B-	B
13	B-	B
14	C+	B+
15	C+	B+
16	C+	B
17	C	B+
18	C	C+
19	D+	C+
20	D+	C

Appendix 4.8.5bIV A summary of the English oral grades of the Business experimental group before and after the treatment

	Before the Experiment	After the Experiment
Grade A+	0	0
Grade A	0	3
Grade A-	1	2
Grade B+	3	8
Grade B	5	4
Grade B-	4	0
Grade C+	3	2
Grade C	2	1
Grade C-	0	0
Grade D+	2	0
Grade D	0	0
Grade D-	0	0

Appendix 4.8.5bV Comparison of the English oral grades of the Physical Education and Recreation Management control group before and after the period when the Physical Education and Recreation Management experimental group had the treatment

Student	Grade before the treatment	Grade after treatment
1	B	B+
2	B-	B
3	C+	B+
4	C+	B-
5	C+	B-
6	C+	B-
7	C+	C+
8	C	C+
9	C	C+
10	C-	B-
11	C-	C
12	D+	C+
13	D+	C
14	D+	C-



Appendix 4.8.5bVI A summary of the English oral grades of the Physical Education and Recreation Management control group before and after the period when the Physical Education and Recreation management experimental group had the treatment

	Before the Experiment	After the Experiment
Grade A+	0	0
Grade A	0	0
Grade A-	0	0
Grade B+	0	2
Grade B	1	1
Grade B-	1	4
Grade C+	5	4
Grade C	2	2
Grade C-	2	1
Grade D+	3	0
Grade D	0	0
Grade D-	0	0

Appendix 4.8.5bVII Comparison of the English oral grades of the Physical Education and Recreation Management experimental group before and after the treatment

Student	Grade before the treatment	Grade after the treatment
1	A-	A
2	B	A-
3	B	B+
4	C+	A-
5	C+	B+
6	C+	B+
7	C+	B-
8	C	B-
9	C	B-
10	C	C+
11	C	C
12	D+	C+
13	D+	C

Appendix 4.8.5bVIII A summary of the English oral grades of the Physical Education and Recreation Management experimental group before and after the treatment

	Before the Experiment	After the Experiment
Grade A+	0	0
Grade A	0	1
Grade A-	1	2
Grade B+	0	3
Grade B	1	0
Grade B-	0	3
Grade C+	4	2
Grade C	4	2
Grade C-	0	0
Grade D+	2	0
Grade D	0	0
Grade D-	0	0



Appendix 4.8.5bIX Comparison of the English oral grades of the Science control group before and after the period when the Science experimental group had the treatment

Student	Grade before the treatment	Grade after the treatment
1	B-	B+
2	C+	B+
3	C+	B-
4	C	B+
5	C	B-
6	C	C+
7	C-	C+
8	C-	C
9	C-	C
10	C-	C-
11	C-	C-
12	D+	C+
13	D+	C+
14	D+	C
15	D+	C
16	D+	C

Appendix 4.8.5bX A summary of the English oral grades of the Science control group before and after the period when the Science experimental group had the treatment

	Before the Experiment	After the Experiment
Grade A+	0	0
Grade A	0	0
Grade A-	0	0
Grade B+	0	3
Grade B	0	0
Grade B-	1	2
Grade C+	2	4
Grade C	3	5
Grade C-	5	2
Grade D+	5	0
Grade D	0	0
Grade D-	0	0

Appendix 4.8.5bXI Comparison of the English oral grades of the Science experimental group before and after the treatment

Student	Grade before the treatment	Grade before and after treatment
1	B	A-
2	C+	B+
3	C	B+
4	C	B+
5	C	B
6	C	B
7	C	B
8	C-	B+
9	C-	B
10	C-	B
11	C-	B
12	C-	C+
13	C-	C+
14	C-	C+
15	D+	B
16	D+	C+
17	D+	C+



Appendix 4.8.5bXII A summary of the English oral grades of the Science experimental group before and after the treatment

	Before the Experiment	After the Experiment
Grade A+	0	0
Grade A	0	0
Grade A-	0	1
Grade B+	0	4
Grade B	1	7
Grade B-	0	0
Grade C+	1	5
Grade C	5	0
Grade C-	7	0
Grade D+	3	0
Grade D	0	0
Grade D-	0	0