

CHAPTER IV

FINDINGS

This chapter reports the results regarding the factors contributing to the speaking-in-class anxiety perceived by English majors at Naresuan University. The results included two findings. Finding one reported the results regarding the subjects' EFL speaking-in-class anxiety; this is investigated from FLCAS. Finding two reported the other factors contributing to the subjects' speaking-in-class anxiety; this is investigated from the qualitative semi-constructive interview.

Finding one: The FLCAS Results and Analysis

The 33-item self-rating FLCAS was used to investigate the subjects' speaking-in-class anxiety. The scale was based on a 4-point Likert scale, ranging from 4 points to 1 point, which measured the degree of the participants' speaking-in-class anxiety in their EFL class. First of all, the descriptive statistical analyses of the FLCAS for all 56 respondents are shown in Table 1. The means (M) of the participants' responses to the items are illustrated in Table 1. It displays the means of the 33 items in a decreasing order.

Table 1 Ranking of the means of each of the 33 items in FLCAS (N=56)

Item No.	Statement	Mean	Factor
5*	It would not bother me at all to take more English speaking classes.	3.4286	3
10	I worry about the consequences of failing my English speaking class.	3.0536	5
22*	I do not feel pressure to prepare very well for English speaking class.	3.0179	5



Table 1 (Cont.)

Item No.	Statement	Mean	Factor
11*	I do not understand why some people get so upset over English speaking classes.	2.8571	2
7	I keep thinking that the other students are better at speaking English than I am.	2.7857	4
9	I start to panic when I have to speak without preparation in English class.	2.7857	1
23	I always feel that other students speak English better than I do.	2.7857	4
28*	When I am on my way to English speaking class, I feel very sure and relaxed.	2.6964	Nil
16	Even if I am well prepared for English speaking class, I feel anxious about it.	2.6607	1
24	I feel very self-conscious about speaking English in front of other students.	2.625	1
14	I would not be nervous speaking English with native speakers.	2.5179	2
30	I feel overwhelmed by the number of rules I have to learn to speak English.	2.5179	Nil
1	I never feel quite sure of myself when I am speaking in my English class.	2.4643	1
8*	I am usually at ease during tests in my English speaking class.	2.3571	2

Table 1 (Cont.)

Item No.	Statement	Mean	Factor
18*	I feel confident when I speak in English class.	2.3393	Nil
29	I get nervous when I do not understand every word the English teacher says.	2.3036	1
12	In English speaking class, I can get so nervous I forget things I know.	2.2679	1
32*	I would probably feel comfortable around native speakers of English.	2.25	2
33	I get nervous when English teacher asks questions which I have not prepared in advance.	2.1607	1
20	I can feel my heart pounding when I am going to be called on in English speaking class.	2.125	1
13	It embarrasses me to volunteer answers in my English speaking class.	2.0893	1
4	It frightens me when I do not understand what the teacher is saying in English.	2.0357	1
3	I tremble when I know that I am going to be called on in English speaking class.	2	1
2*	I do not worry about making mistakes in English speaking class.	1.9821	Nil
27	I get nervous and confused when I am speaking in my English class.	1.9821	1

Table 1 (Cont.)

Item No.	Statement	Mean	Factor
17	I often feel like not going to my English speaking class.	1.9643	3
26	I feel more tense and nervous in my English speaking class than in my other classes.	1.9464	1
31	I am afraid that other students will laugh at me when I speak English.	1.9286	1
15	I get upset when I do not understand what the teacher is correcting.	1.875	5
25	English speaking class moves so quickly that I worry about getting left behind.	1.8571	Nil
21	The more I study for an English speaking test, the more confused I get.	1.7321	Nil
6	During English speaking class, I find myself thinking about things that have nothing to do with the course.	1.6964	3
19	I am afraid that my English teacher is ready to correct every mistake I make in speaking.	1.6786	1

1=Factor 1 (speech anxiety and fear of negative evaluation)

2=Factor 2 (uncomfortableness when speaking with native speakers)

3=Factor 3 (negative attitudes towards the English class)

4=Factor 4 (negative self-evaluation)

5=Factor 5 (fear of failing the class/consequences of personal failure)

Nil= item does not belong to any factors above)

* = with negative loading

As seen in table 1, the mean value of FLCAS ranged from 3.4286 (item 5 of factor 3) to 1.6786 (item 19 of factor 1). Item 5 had the highest mean ($M= 3.4286$) and the result from this item indicated that taking more English speaking classes caused the most anxiety for students. The result of item 19 from factor 1 yielded that teachers' error correcting during the students' speaking caused the lowest anxiety.

Figure 1 shows the means of the five factors. This result answers the present study's research question 1: To what extent did the five factors from FLCAS contribute to the speaking-in-class anxiety of English majors in the Humanities Faculty at Naresuan University?

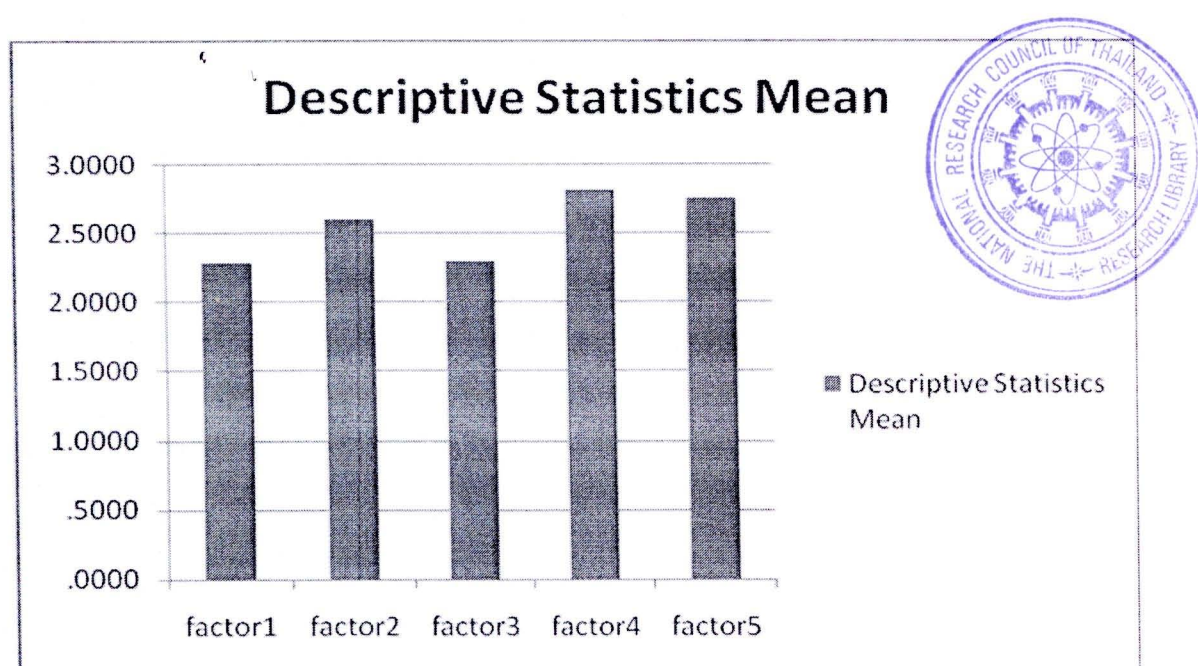


Figure 1 Descriptive statistics, means of five factors

4= strong agree; 3= agree; 2= disagree; 1= strong disagree

Factor 1= speech anxiety and fear of negative evaluation

Factor 2 = uncomfortableness when speaking with native speaker

Factor 3 = negative attitudes towards the English classroom

Factor 4 = negative self-evaluation

Factor 5 = fear of failing the class/consequences of personal failure

Figure 1 revealed that there are three factors (factor 2, factor 4 and factor 5) with means over 2.5. These three factors which learners believed that they have contributed to their speaking-in-class anxiety greatly were namely: uncomfortableness when speaking with a native speaker (factor 2), negative self-evaluation (factor 4), and fear of failing the class/consequences of personal failure (factor 5). Of these three factors, most participants agreed that factor 4 with a mean score of 2.8125 was the main cause of their speaking-in-class anxiety followed by factor 5 with a mean score of 2.7560. Factor 2 was in third place with a mean score of 2.6071 which indicated that native speakers caused more anxiety in participants' speaking-in-class when compared with speaking to those nonnative speakers. Factor 1 (speech anxiety and fear of negative evaluation) and factor 3 (negative attitudes towards the English classroom) shared very close means. Factor 1's mean was 2.2821 and factor 3's mean was 2.2917. This indicates that both factors contributed to anxiety feelings of the participants' speaking, but students believed that factor 1 contributed to their EFL speaking-in-class anxiety the least. The means of each factor was shown in table 3 in decreasing order.

Table 2 Five factors' mean score in decreasing order

Total number: 56	Mean
Factor 4 negative self-evaluation	2.8125
Factor 5 fear of failing the class/consequences of personal failure	2.756
Factor 2 uncomfortableness when speaking with native speakers	2.6071
Factor 3 negative attitudes towards the English classroom	2.2917
Factor 1 speech anxiety and fear of negative evaluation	2.2821

Finding two: Interview Results and Analysis

Finding regarding the other factors contributing to the subjects' speaking-in-class anxiety were investigated from in-depth semi-structured interviews. There were five new factors found from the interviews which are listed in the students' report frequency order as follows:

1. Limited vocabulary and grammar concern during speaking
2. Insufficient preparation before speaking
3. Teachers' attitudes and beliefs
4. Speaking with unfamiliar people
5. Limitation of L1 Usage in EFL classroom

These results are the response to the present study's research question 2: Were there any other factors contributing to speaking-in-class anxiety of English majors in the Humanities Faculty at Naresuan University? If yes, what were they?

1. Limited Vocabulary and Grammar Concern During Speaking

Many students seemed to agree upon the anxious feelings associated with their limited vocabulary and poor grammar during their speaking. They described a deep frustration about the difficulty in communicating in EFL class due to their limited English vocabulary and over concern about mentally organizing grammar. Participant A, participant B and participant F said that these concerns about vocabularies and grammar affected their English speaking fluency greatly. They thought grammar was difficult to learn and the vocabularies were too difficult to remember. For example, participant A's speaking still depended on "vocabulary translation mode" from L1 to English. She needed longer time to express her thoughts because she needed to choose correct vocabularies in a correct grammatical order in her mind before she uttered the sentence. Participant A said, **"(When I speak I worry) about many grammars. Yes, When I speak I (will also have to) think the word in Thai first. And I don't know what that word's meaning like in English. When the teacher ask(s) me a question I will answer in Thai first (in my mind). Yes. And in some Thai first that (some Thai words) there is no English mean like it. I can't find a word that mean like (means similar to) each other."** Limited vocabularies and grammar concerns became a very common phenomenon for Thai students. When their vocabularies were too limited, the quality of the students'

communication was greatly affected. Participant A, participant C and participant E thought that when they did not understand the words spoken by their teachers, they could not catch their teachers' oral instructions in the class. Participant E expressed her severe psychological stress in the EFL speaking-in-class. She argued, **"Speaking is difficult because I lack vocabulary, makes me nervous."** **"Because er if I er don't remember the word or the vocabulary then I don't understand the answer, I think the reason (of my anxious feeling in speaking) is (that) I don't have enough vocabulary to answer to the teacher."** **"Er. I think er the factor that make(s) me anxious is er (I) don't have enough vocabulary yeah er. If you don't have enough vocabulary you can't connect (communicate) or other to say to understand yeah."** She smiled and made a facial expression to show that she wanted to say more, but her mouth just produced sounds without meaning. Participants B, C, D, and F all claimed that grammar was difficult to study for them. Participant B described the difficulties of using the right grammar in EFL speaking. Too many grammatical rules made him very anxious and frustrated. Participant B said, **"I feel difficult... about the grammar... I mean sometimes ... (in) some situation... we have to speak ...to be polite ... For example, like in the class, teachers told me to use the word that means soft voice like (such as) 'please' or 'would you like' something like that questionnaire that makes me anxious when I have to speak like that."**

2. Insufficient Preparation Before Speaking

Most of the participants noted that insufficient preparation could potentially lead to anxiety. They were all concerned about their perceived poor EFL speaking performance in topic discussions, role play, idea expression, or oral presentations, which were caused by the insufficient preparation before they start these oral tasks. Participant A, participant B and participant F related their frustrated feeling with their speaking-in-class anxiety. They felt extremely nervous when they were asked to give a speech especially oral presentation in front of the class without sufficient preparation, as F clearly noted, **"When my teacher calls me to stand to answer the question or sometimes go in front of the room to explain what I am thinking and (but) I have not prepared for this it will make me anxious, very anxious. (Her eyebrows frown) ...I have to say something that ... that I have not**

prepared before. Yes it will make me very stress. How can (I) tell them or how can I make them understand what I am talking, what I am thinking. ... I can't talk the right sentence because I am stress and nervous. If I have prepared I will feel better. I'm anxious but I feel better because I prepared it before. I know how to talk..." Participant F stated that the feeling of anxiety would be reduced when more preparation was taken before speaking. Participant D also expressed the same kind of frustration when she perceived lack of English proficiency was combined with her insufficient preparation on the topics, role plays, games, or when asked questions. She said she might feel even more anxious to be in the classroom, but this anxious feeling could be reduced when more preparation was given before the oral activity, represented by participant D's statement, **"when I do the role play, makes me most anxious because I don't know what can I speak and what should I speak er that (when) I don't have enough time to prepare it...(I feel anxious when) teacher makes me speak right now (she imitates the teachers' voice with a strong emphasize right now) and (the teachers) don't give me enough time for preparing it... like role play or game activity. .. Er the teacher who makes my anxious less when I study with the teacher who...(would) give (me) enough time to prepare to speak, (this could) make me less anxious."**

3. Teachers' attitudes and Beliefs

According to Ohata (2005), instructors' beliefs about language teaching can also become a source of creating language anxiety among L2 learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher. For example, when a teacher believes that his role in class is to constantly correct students' errors, some of the students might become quite anxious about their class performance (Ohata, 2005). Participant B, for example, expressed his uneasy feelings in the classroom associated with his EFL teachers' beliefs. **"If teachers mmm (he expressed a feeling of uncomfortableness) so serious about er my speaking skill or sometimes they have to tell me that everything I spoke is wrong or to correct for me .yes I will anxious and er er .. yes when the teacher keeps correcting me all the time. But the teacher like (such as) teacher R don't (does not) care about grammar. He just want (wants) the students speak a lot. This makes me less anxiety."** While

acknowledging that there should inevitably be some elements of teachers' attitudes involved in EFL speaking, many of the participants noted that teachers' attitudes could lead them to anxiety, depending on some particular situations or contexts. Certainly, they were all concerned about their perceived poor oral performance in the EFL activities. Participant C experienced the feeling of uncomfortableness, even being "scared". **"Some situations like (such as) some teachers ask me a lot. He ask ask ask again again and again that makes me nervous. (For example) when the teacher was angry about something, er about the students make a lot of noise maybe when the teacher random in the classroom and (tell me that) why you talk with your friend. Why why why .. like that. (Participant imitates teacher's angry voice.) Make me so anxious too."** Participant E expressed the same kind of frustration. This negative attitude was apparent to the class and even the feeling of giving up, of not giving any further reactions to the teachers. He noted, **"If the teacher is nice or always smile (I feel) no anxious. If they always smile I (have the) willing to answer or to play activity or do activity (when) they (teachers) want me or my friend to enjoy (the activities). If the teacher er (is) so not friendly (unfriendly) yeah? I think I never answer (his questions) because I don't like that teacher... er angry er... speak very fast maybe I don't know (what) they (the teachers) talk about."**

4. Speaking with Unfamiliar People

Most of the participants said that they feared speaking with unfamiliar people because the unfamiliar people would make them anxious about the negative consequences. This would lead to other psychological stress, such as the fear of losing self-confidence or feeling inferior to others. In addition, they said they sometimes felt pressured to think that they might have to give their opinions to someone whom they were not familiar with. For example, some of them said that they felt concerned about new foreign teachers in their classroom, "What does the new teacher think of me? Does the new teacher like me? Does he like my country or my country's people? Does he think I am not smart?" Participant C stated, **"For example ...I have to talk with the foreigners teacher that I don't know before (She opens her eyes express a feeling of helpless.) I don't know their characteristics and I don't know er how they feel about Thai people or me. I think when I say something faults**

grammatical. I think maybe they (the teacher) think that I am stupid.” This was the anxiety experienced by the students not only when they were talking with the new foreigner teachers but also when they were talking with all new teachers or other classroom visitors whom they were not familiar with. Participant C continued, **“I think language create anxiety to me when begin the class (the course begins) because I don’t know the teachers before I (feel) anxiety. When I know him sometimes (for a little while) or for long time that makes me okay that reduce the feeling of anxiety When other people come to visit me or us (in my classroom)... not my friend er like a student in my university or visitor from outside the university, er (these) situation I am quite anxiety about this. Like (such as) you... this class is Dr. P’s class, but you, a new guest, a new teacher, come to classroom and er you... Because you are the new person and teacher for me and I don’t know you before that make me anxiety too.”**

5. Limitation of L1 Usage in EFL Classroom

It is generally recommended that L1 use should be minimized gradually as foreign language confidence and proficiency develop (B. Barley 2011). Over-dependence on L1 is not advised (M. Barley 2011). However, in the current study, it was found that limited L1 usage could contribute to serious anxiety feelings on the part of the EFL learners in their speaking. This factor was mentioned by participant A. She felt that some L1 use in her EFL speaking classroom could build up her confidence and make her feel more at ease and less stressful to express her idea. She described a feeling of anxiety when the teachers limited the L1 usage. She said, **“Yes. Yes absolutely nervous when the teacher asks me to speak in English only. I feel good if the teacher allows me to speak a little bit Thai. I feel good.”** Interestingly, L1 usage in the EFL classroom was promoted by Butzkamm (2003), Brooks-Lewis (2009), and Macaro (2005) because in some ways it could encourage the EFL speaking in the class (M. Barley, 2011).

In summary, there were two main findings from the quantitative questionnaire and qualitative interviews in this study. In quantitative questionnaire, five factors categorized from FLCAS were found to contribute to the English majors’ anxiety at Naresuan University in this decreasing order:

Factor 4 negative self-evaluation (mean= 2.8125)

Factor 5 fear of failing the class/consequences of personal failure (mean= 2.756)

Factor 2 uncomfortableness when speaking with native speakers (mean =2.6071)

Factor 3 negative attitudes towards the English classroom (mean=2.2917)

Factor 1 speech anxiety and fear of negative evaluation (mean= 2.2821)

In the qualitative interview part, there were five factors found:

1. Limited vocabulary and grammar concerns during speaking
2. Insufficient preparation before speaking
3. ' Teachers' attitudes and beliefs
4. Speaking with unfamiliar people

6. Limitation of L1 Usage in EFL classroom

These factors' pedagogical implications and recommendations for further studies were discussed in the following chapter.