THE EFFECT OF LEARNER ANXIETY ON ORAL PERFORMANCE IN AN ENGLISH AS A SECOND LANGUAGE CONTEXT

A Thesis

Presented in Partial Fulfillment of the Requirements for the degree Master of Arts in the Graduate School of The Ohio State University

by

Hee Jung Lee, B.A.

* * * * *

The Ohio State University

1991

Master's Examination Committee: Approved by
Dr. Keiko Samimy

Dr. Charles Hancock

Adviser

College of Education
To my parents
with deep gratitude
ACKNOWLEDGEMENTS

I first wish to thank the members of my committee: Professor Keiko Samimy, my adviser, for her support and valuable suggestions with her expertise in the research of affective factors in language learning; Professor Charles R. Hancock for his helpful comments and encouragement throughout this study.

I also wish to thank two of my colleagues: Hsiu-Yu Chang for her patient assistance during the study of interviews; and Colleen Barrett for her endless concern over my English.

My special appreciation goes to my husband and two children, Jeung-Min and Joo-Hyun, for their patience with me when it was greatly needed.

Finally, it is a pleasure to acknowledge my great debt to my family members for their support and encouragement throughout the period of my graduate studies.
VITA

March 15, 1960 . . . . . . . . . . . Born-Seoul, Korea

1983 . . . . . . . . . . . . . . . . . . . . . . B.A. in English Language
and Literature
Ewha Women's University
Seoul, Korea

1983-1987 . . . . . . . . . . . . . . . . English Teacher,
Kum-Ho Girl's Middle School,
Seoul, Korea

FIELDS OF STUDY

Major Field: Education
Studies in Foreign Language Education (TESOL)

Minor Field: English Education

IV
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS.............................................iii

VITA...............................................................iv

LIST OF TABLES..................................................viii

CHAPTER

I. THE PROBLEM.................................................1

   Introduction..............................................1
   Purpose of the Study.................................2
   Research Questions.................................3
   Definitions of Terms...............................3

II. REVIEW OF THE LITERATURE.........................7

   The Significance of the
      Affective Dimension in
      the Second/Foreign
      Language Learning.........................7

   The Relationship between
      the Construct of
      Anxiety and Motivation.............8

   The Perspectives on Anxiety
      in Language Learning.............10

   Measuring Anxiety............................12

   Investigations of Foreign
      Language Anxiety:
      Quantitative or Qualitative...16

   The Conceptualization of
      Language Anxiety:
      Communication Apprehension
      versus Situational
      Apprehension.........................18
The Relationship among Self-Perception of Competence, Anxiety, and Oral Proficiency..................20

Speaking Anxiety in a Second/Foreign Language Classroom....23

The Relationship between Anxiety and Oral Proficiency..25

Anxiety in Second vs. Foreign Language Situation.........26

Summary.............................................28

III. DESIGN AND PROCEDURES.........................30

Research Design..................................30
Subjects............................................30
The Questionnaire................................32
The Interview.....................................33
Participant Observation........................35

IV. RESULTS AND DISCUSSION.......................36

The Questionnaire..............................36
    Section I.................................36
    Section II..............................44
    The Results of Chi-square Analysis......52

The Interview..................................55
    The Description of the Interviews....55
    Discussion...............................65

V. CONCLUSIONS.................................70

An Overview of the Study.......................70
Implications.................................72
Limitations of the Study....................74
Recommendations for Further Research......75
APPENDICES

A. The Format of the Questionnaire....77
B. Interview Questions.................89
C. The Data from the Questionnaire....93

LIST OF REFERENCES.................................................96
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FLCAS Items with percentages of Students (English 104 and 105) Selecting Each Alternative</td>
<td>36</td>
</tr>
<tr>
<td>2.</td>
<td>Items and Student (English 104 and 105) Reactions to In-Class Activities</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>Chi Square of the Two Groups of Subjects (E104 &amp; E105) Agreeing or Disagreeing with Items</td>
<td>54</td>
</tr>
<tr>
<td>4.</td>
<td>The Placement of the Subjects and their own Perceptions of their English Oral Proficiency</td>
<td>55</td>
</tr>
<tr>
<td>5.</td>
<td>The Data from the Questionnaire (Items with Percentages of Students Selecting Each Alternative)</td>
<td>94</td>
</tr>
</tbody>
</table>
CHAPTER I
THE PROBLEM

Introduction

Through the 1970s and particularly the 1980s, with growing interest in the learner factor in language learning, a substantial amount of research has been done on the relationship between anxiety and second language learning (Scovel, 1978; Skehan, 1989; Horwitz, 1990). The research claims that high degrees of learner anxiety about speaking a second language may both block communication initiative in the second language and hamper further production (Foss & Reitzel, 1988). It also claims that anxiety may be responsible for a large proportion of the variability in the learner's ultimate language proficiency (Hurshberger, 1989).

In relation to learner anxiety, recently, several researchers (Bailey, 1983; Gardner, 1985; Horwitz, et al., 1986; Ely, 1988; Young, 1989; Oxford, 1989) have found that speaking-oriented activities in a second/foreign language can be the most anxiety-provoking experience for the
language learner. The current proficiency-oriented approaches, then, have a significant impact on students' affective states in the classroom; consequently, they pose particularly great difficulties for the anxious student (Young, 1989). As far as the present study is concerned, the anxious student in a second/foreign language classroom may be characterized as "an individual who perceives the second/foreign language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms" (MacIntyre & Gardner, 1991: p. 112).

If our ultimate goal, as language professionals, is the development of students' communicative competence in a second/foreign language, investigations centering on students' anxiety related to speaking in the second/foreign language class seem to have great pedagogical implications.

**Purpose of the Study**

The purpose of this research is to investigate the effect of learner anxiety on language learning within the context of speaking a second language. This research will attempt to provide a foundation for understanding and working with students experiencing anxiety in using a second language.
Research Questions

This study will examine the relationship between anxiety and speaking from the student's perspective in order to identify the answers to the following questions:

1) Do speaking-oriented in-class activities make students nervous;

2) If so, what is it about speaking that makes students particularly uncomfortable;

3) Is there a relationship between anxiety and student oral proficiency;

4) What are other sources of anxiety in the context of speaking a second language;

5) In order to cope with the negative effects of anxiety on oral performance, what kinds of strategies does the learner employ in class?

Definitions of Terms

In general, anxiety can be defined as a state of apprehension, feelings of uneasiness and self-doubt, and a vague fear (Scovel, 1978; Brown, 1987). Psychologists and second/foreign language theorists have identified many different types of anxiety:

1. Facilitative versus Debilitative Anxiety.

Alpert and Harber (1960) classify anxiety as debilitative anxiety and facilitative anxiety. Debilitative anxiety,
which is the more common interpretation stimulates the learner to adopt avoidance behavior. However, facilitative anxiety encourages the learner to handle the new learning task effectively; it is, therefore, considered to be an asset to performance (Kleinmann, 1977; Scovel, 1978; Bailey, 1983). Rardin (in press, cited by Young, 1989) further provides a distinction between a learner's productive state of alertness and non-productive state of stress. She posits that 'alertness' is a state of optimal tension, or anxiety, but as the stress level increases, 'alertness' develops into confusion, and a change in performance.

2. **Trait Anxiety versus State Anxiety.** According to Brown (1987), trait anxiety is a more permanent predisposition to be anxious; state anxiety, on the other hand, is a more momentary, or situational condition that results from exposure to specific situations. When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists, therefore, use the term, specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations (Horwitz et al., 1986).

3. **Communication Apprehension.** One construct of state anxiety, communication apprehension, is identified by McCroskey (1982). He defines it as a person's level of fear
or anxiety associated with any form of communication with other people. High communicative apprehensives are, therefore, seen as experiencing debilitating apprehension in any public communication situations where it is required for them to communicate (Hurshberger, 1989). They also have low self-esteem, perceive their communication as less effective than that of their peers, and expect continued failure no matter what feedback they actually receive.

4. **Existential Anxiety** Krashen, Rardin and Terrell (in press, cited by Young, 1989) claim that there are psychological phenomena particular to the foreign language setting, such as the concept of "group membership" and "existential anxiety." "Existential anxiety" is a more profound type of anxiety that is inherently built into the language learning process, and touches the core of one's self-identify and one's self-image. "Existential anxiety" comprises, therefore, the additional feelings of incompetence about the inability to present oneself in a way consistent with one's self-image (Foss & Reitzel, 1988).

5. **Foreign Language Anxiety.** Horwitz, et al. (1986) provide useful constructs of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Specifically, communication apprehension is a person's level of fear or anxiety associated with any form of communication with other people,
as McCroskey (1982) has already pointed out. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Oral tests, especially, have the potential of provoking both test and oral communication anxiety simultaneously in anxious students. Concerning fear of negative evaluation, foreign language learning requires a continual evaluation by the teacher. Students, therefore, may become sensitive to the evaluation of their teacher. Students may also be sensitive to the evaluations of their peers. Horwitz et al. (1986) further argue that foreign language anxiety is not simply the combination of these fears. Rather, they view foreign language anxiety as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors...arising from the uniqueness of the language learning process" (p. 128).

6. **Language Class Discomfort.** More recently, in order to investigate more situation-specific constructs of communication anxiety in foreign language class, Ely (1986, 1988) has used the term, "language class discomfort," which represents the degree of anxiety, self-consciousness, or embarrassment felt when speaking the foreign language in the classroom.
CHAPTER II

REVIEW OF THE LITERATURE

The Significance of the Affective Dimension in Second/Foreign Language Learning

A learner approaches the learning environment with predetermined attitudinal and personality variables (Hurshberger, 1989). Research has confirmed that those learner variables relate to success and failure in second language acquisition which implies that language instruction must take these factors into account. The learner variables can be divided into three categories: cognitive variation, personality variables, and affective characteristics (Horwitz, 1990).

According to Brown's (1987) definition, cognitive variation in learning comprises variations and learning styles that differ across individuals, and in strategies used by individuals to solve particular problems in particular contexts. Personality variables then refer to
stable personal predispositions for interacting with the environment, which are extremely difficult to change. Affective characteristics of learner variables, on the other hand, relate to the learner's emotional reactions to language learning and include such factors as anxiety, motivation to learn, and attitudes toward the target language and the target language group. Due to the possibility of modifying its characteristics, the affective dimension of learner variables is increasingly popular among second/foreign language professionals and researchers (Scovel, 1978; Horwitz, 1990).

The Relationship between the Construct of Anxiety and Motivation

Among affective variables, anxiety has been identified as one of the most important variables in learning tasks. It appears to be a cluster of affective states influenced by factors which are intrinsic and extrinsic to the language learner. Among current proficiency-centered approaches where students are expected to speak spontaneously in the second/foreign language, affective concerns seem to have primary importance, as Horwitz (1990) has pointed out.

Kleinmann (1977), however, argues that anxiety itself is not a simple, unitary construct that can be easily quantified into either "high" or "low" amounts. Some
researchers further argue that momentary anxiety should be distinguished from a more permanent predisposition to be anxious. Alpert and Harber (1960) developed the Achievement Anxiety Test to identify the amount of facilitating and/or debilitating anxiety a subject possesses. They found that these two constructs of facilitating and debilitating anxiety may be uncorrelated. Alpert and Haber's binary approach to anxiety is based on the viewpoint that learning, whatever the activity might be, is enhanced by both positive and negative motivation. "Facilitating anxiety motivates the learner to fight the new learning task; it gears the learner emotionally toward approach behavior. Debilitating anxiety, in contrast, motivates the learner to flee the new learning tasks; it stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978: p. 39).

Similarly, Spitzberg and Cupach (1984) consider motivation as either an affective approach or an avoidance reaction to a particular communicative situation. Some second language learners may choose not to communicate in a situation because they judge their competence in the second language to be so poor that not communicating is perceived as more rewarding than doing so. Avoidance at the motivational level, therefore, reinforces the perception of incompetence because the individual never puts him/herself in a position to increase skill levels and to be evaluated
positively by others (Foss & Reitzel, 1988).

A related point to the perceptions of learners is that each person, via his/her perceptions, also creates an environment that facilitates or hinders language learning. Therefore, the learner's perceptions of the context are often more important than the context itself. They can fluctuate greatly across time and circumstance (Spitzberg & Cupach, 1984).

The Perspectives on Anxiety in Language Learning

MacIntyre and Gardner (1991), in their review of anxiety literature, summarize the three distinctive perspectives on anxiety in language learning as follows: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxieties.

The perspective of trait anxiety considers anxiety as a personality trait. Trait anxiety can be defined as an individual's becoming anxious in any situation. The trait anxiety perspective has its strength in describing the effects of generalized anxiety, which is applicable across situations. Endler (1980), however, argues that traits are meaningless unless they are considered in interaction with situations. In other words, to study anxiety is to study the interaction of the person in the situation producing that anxiety. MacIntyne and Gardner (1991) also claim that
within a large group of people, the situations that provoke anxiety will differ, even among individuals with similar trait anxiety scores.

The perspective of state anxiety is a blend of the trait and situational approaches. State anxiety is then a kind of apprehension experienced at a particular moment in time. Spielberger (1983) found that increased levels of trait anxiety are correlated with higher state anxiety. However, MacIntyre and Gardner (1991) criticize the way state anxiety is assessed on state anxiety scales. They argue that in state anxiety assessment, the subject is asked "are you nervous now?" instead of asking "does this situation make you nervous?" (p. 90), that is, the subject is not asked to attribute the experience to any particular source.

Recently, as an alternative to the state anxiety concept, situation-specific anxiety has been adopted by several researchers. Subjects are tested for their anxiety reactions in a well-defined situation. By clearly delineating the situation of interest for the subject, this perspective allows the researcher to avoid making assumptions about the source of the anxiety reaction. Thus, situation-specific approaches can offer deep understanding of the source of anxiety because the subject is asked about various aspects of the situation. However, a criticism of
this approach is that "the situation under consideration can be defined very broadly (e.g., shyness), more narrowly (e.g., communication apprehension), or quite specifically (e.g., stage fright). The researcher, therefore, should be aware that it is the researcher's responsibility to define a situation that is sufficiently specific to be meaningful for the purpose at hand, yet to have reasonable generality to permit generalizations" (MacIntyre & Gardner, 1991: p. 91). Consequently, more meaningful and consistent results have begun to emerge from the situation-specific perspectives.

Measuring Anxiety

Research in language learning already suggests that anxiety has an effect on performance in an second/foreign language (Kleinmann, 1977; Gardner et al., 1976; Scovel, 1978; Steinberg, 1982). Research in speech communication also suggests that anxiety can affect the quality of an individual's communication or willingness to communicate (Lucas, 1984; Young, 1986; Foss & Reitzel, 1988). However, research findings concerning students' anxiety related to speaking in second/foreign language classes are relatively scarce (Horwitz et al, 1986; Ely, 1988; Young, 1989). Although the potentially negative effect of anxiety on language learning or performance has been recognized, Scovel (1978), in his review of the anxiety research, argues that
the empirical research into the relationship of anxiety to second/foreign language learning has provided mixed and confusing results. Horwitz (1990) argues that since the previous research employed a variety of different measures and conceptions of anxiety, the equivocal findings are not entirely surprising. MacIntyre and Gardner's (1991) review of anxiety measurement shows various measures of anxiety that have been tried out. The STAI, the State-Trait Anxiety Inventory (Spielberger, 1983), seems the most widely used scale for the measurement of both trait and state anxiety. Endler (1980) claims that although some authors argue that the distinction between state and trait anxiety is meaningful, there is evidence that these concepts are not qualitatively different. The moderately strong correlation usually found between state and trait anxiety suggests that increased levels of trait anxiety are associated with higher state anxiety (Spielberger, 1983, cited by MacIntyre & Gardner, 1991).

In recent years, a number of studies have begun to incorporate situation-specific scales which are intended specifically to assess foreign language anxiety. It is hoped that the more specific contexts of the scale items used will be more likely to generate significant correlations. Several researchers (Horwitz, 1986; Ely, 1986; Young, 1986; 1989) who are interested in using
situation-specific scales claim that existing measures of anxiety do not test an individual's response to the specific stimulus of language learning. They further claim that previous research on anxiety and foreign language learning has focused primarily on the effects of anxiety on overall proficiency in a second language, which is typically measured by discrete-skills tasks or end-of-course grades. Such measures of proficiency are likely to obscure some of the more subtle effects of anxiety on second language performance.

For example, Steinberg and Horwitz (1986), explored the effect of induced anxiety on the content of oral descriptions in a second language, and found that subjects undergoing an anxiety treatment described visual stimuli less interpretatively than did subjects in a relaxed, comfortable environment. Thus, they concluded that anxiety might affect the content and elaboration of second language speech as well as overall fluency and grammaticality.

The first measure of situation specific anxiety emerged in the French Class Anxiety Scale by Gardner and Smythe (1975). More recently, Horwitz, et al. (1986) developed the Foreign Language Class Anxiety Scale (FLCAS) as a self-report measurement to assess the potential sources of anxiety in language classrooms. Items were developed from student self-reports, clinical experience, and a review of
related instruments. Ely (1986) also provided measures of three attributes which are aimed at clarifying the antecedents of classroom participation. His scale of language class discomfort is meant to reflect the self-consciousness and speaking anxiety that learners experience in a foreign language class. Young (1989) further investigated the type of in-class speaking-oriented activities which are perceived as potentially anxiety-provoking. In order to examine student anxiety reactions to speaking, Young's questionnaire was developed. The three sections in the questionnaire are as follows: 1) reactions to general foreign language class anxiety; 2) reactions to different in-class activities; and 3) reactions to characteristics of the instructor and instruction.

The studies conducted to date using those situation specific measures of anxiety have provided more informative and consistent results than those studies using trait or state types of measures (MacIntyre & Gardner, 1991). The results of empirical research (Ely, 1986; Horwitz, et al., 1986; Young, 1989) suggests that foreign language anxiety can be reliably and validly measured, and that it plays an important role in language learning.
Investigations of Foreign Language Anxiety: Quantitative or Qualitative

The investigations of foreign language anxiety have been, for the most part, quantitative studies and primarily correlational research (Price, 1991).

In the 1960s and 1970s, anxiety, among other learner variables, was examined in a number of studies on the relationship between foreign language proficiency and learner variables (Chastain, 1975; Gardner et al., 1976; Backman, 1976). Results of those studies were not conclusive, as already mentioned, because of the fact that a number of different anxiety measures were used in the studies.

In the last decade, foreign language anxiety research has taken three directions (Price, 1991). One direction has reexamined the relationship between anxiety and proficiency using measures designed to assess the specific construct of foreign language anxiety (Young, 1986). The other direction has focused on the relationship between anxiety and learner variables (Horwitz, et al., 1986; Price, 1988). The third direction in recent research has been the examination of the effects of anxiety on the second/foreign language learner (Kleinmann, 1970; Steinberg, 1982; Madsen, 1982; Young, 1986; Ely, 1986).
However, the quantitative studies using questionnaires could give rise to one serious concern. Schumann (1976) maintains that in order to please the experimenter, participants in a survey might not be completely honest in their answers. It is also possible that students will not accurately assess themselves psychologically, culturally, or academically in order to avoid recognizing any negative traits in their personalities, which is, what Ellis (1986) called the "self-flattery syndrome."

An alternative approach in investigation of foreign language anxiety is to do qualitative studies. The qualitative study allows the researcher to obtain descriptive information on variables not easily assessed through quantitative studies. It can also provide a way to view phenomena from the point of view of subject.

A small number of researchers have attempted to use qualitative methods to investigate foreign language anxiety. In McCoy's (1979) study, eleven sources of anxiety about foreign language classes were identified. Three of those are peer derision and criticism, oral testing, and previous unsuccessful language learning attempts. Bailey (1983) studied language learners' diaries, and found a relationship between anxiety and competitiveness among foreign language learners. Horwitz, et al. (1986), on the other hand, used information obtained from a support group for anxious
language students to develop a theory of foreign language anxiety.

The interview, one of the qualitative techniques, can be used both to obtain a subjective description of the interviewee's own experiences and to investigate specific questions of interest to the researcher. For example, Price (1991) used interviews to examine the question of foreign language anxiety from the perspective of the anxious language learner. In addition, the other qualitative technique may be direct observation of the students' behavior in class. The direct observation usually yields more objective and conclusive data. Such an investigation, however, might exclude student's behavior that is not directly visible to the observer (Koch & Terrell, 1991).

The Conceptualization of Language Anxiety: Communication Apprehension Versus Situational Apprehension

In general, there have been two approaches to the description of language anxiety. First, language anxiety may be viewed as a manifestation of anxiety stemming from such a stable personality trait as communication apprehension and test anxiety. For example, shy people may feel uncomfortable because of the demands of communicating publicly, or test-anxious people may feel anxious when they know their performance will be evaluated. However, it is
possible that the predisposition can be either ameliorated or exacerbated by other environmental factors. Second, language anxiety may be seen as a distinctive form of anxiety expressed in reaction to language learning. According to Horwitz and Young (1991), something unique to the language-learning experience makes some individuals nervous.

During the past two decades, the major portion of work on communication apprehension has focused on the disposition of communication apprehension. It assumes that apprehension is a personality trait. More recently, some researchers have begun to consider the nature of situation-based apprehension. The key question has been, then, what is it about situations that makes people more or less anxious about communicating regardless of their dispositional apprehension.

Consequently, several characteristics of anxiety-provoking situations have been identified as follows: evaluation, novelty, ambiguity, conspicuousness, and prior history (Daly & Bass, 1984; Richmond & McCrosky, 1988, cited by Daly, 1990). First of all, the degree of perceived evaluation probably plays a substantial role in language anxiety. The greater the degree of evaluation perceived in a setting, the greater the situational apprehension aroused. Next, the less familiar the situation and the people
involved, the greater the situational apprehension aroused. On the other hand, people tend to be more comfortable and less anxious in familiar settings. Third, the more ambiguous the situation, the greater the situational apprehension. In second language learning, much of the nervousness comes from its novelty and ambiguity. When people first enter a new culture, the ambiguity of the language itself, the social norms, and the culture will make them more anxious about communicating. Concerning conspicuousness, the more conspicuous people feel, the more apprehension they will typically experience. People, therefore, generally prefer not to be the focus of attention. Daly (1991) argues that the sense of conspicuousness is heightened when people feel they are making mistakes or when they feel they are engaging in an activity where their competence is low. Finally, the extent to which the situation has, in the past, created anxiety and fear in the person is highly correlated with the amount of situational apprehension the person feels.

The Relationship Among Self-Perception of Competence, Anxiety, and Oral Proficiency

Kleinmann's study (1977) was designed to ascertain whether syntactic avoidance behavior could be demonstrated for two groups of ESL learners. Kleinmann concludes that
confidence is a variable that may affect an individual's decision to avoid or not to avoid. Clément (1987), in his study of self-confidence among francophone students, also suggests that in bicultural or multicultural settings, self-confidence will be a secondary motivation arising from the quality and frequency of interaction with the second language group.

Confidence does not necessarily reflect the learner's knowledge of some structures. Rather, it reflects the learner's perception of his knowledge which may or may not be accurate. Similarly, Horwitz (1990) suggests that an individual's degree of self-esteem is highly related to his degree of language anxiety. Daly (1991) also claims that self-esteem seems the single strongest and most consistent correlate of oral communication apprehension. According to him, highly apprehensive people have lower self-esteem than do less apprehensive individuals. In addition, Price (1991), reports that the majority of her subjects believed that their language skills were weaker than those of the other students. Indeed, low self-esteem can be particularly significant in a language class where students are frequently expected to perform. Horwitz, et al. (1986) also claim that although the communication anxiety a native speaker suffers is not identical to that experienced by students in foreign language classrooms, self-perceptions of
language competence are crucial in the management of anxiety for both groups. Thus, it seems appropriate that attention should be drawn to language learners and their perceptions of the language learning experience. Foss and Reitzel (1988) provide a full description of the relationships among perception, anxiety, and competence. They posit self-perception as a critical factor in both language learning anxiety and communication anxiety. Foss and Reitzel further argue that self-perception plays a key role in how students approach the acquisition and use of a second language. The interesting finding in their study is that sometimes students' perceptions of self may correspond to the instructor's evaluations on student competence; on the other hand, students' perceptions of their competence may differ from those of their instructors. Foss and Reitzel's relational competence model becomes further elaborated in Hurshberger's (1989) interactive model. The interactive model assumes that the learners' evaluations not only of themselves but of the learning environment shift from negativity or neutrality towards the situation to neutrality or positivity as learners interact in the classroom and gain proficiency (Hurshberger, 1989). Hurshberger points out that language learners with low proficiency would appear to have attitudinal barriers to the learning situation because of their awareness of how much is expected of them as
opposed to how much they can actually produce.

In short, those two models focusing on self-perceptions of oral proficiency and situations provide a useful framework for conceptualizing how anxiety interferes with the attainment of competence in second language classrooms and for developing ways to reduce its negative effects on oral performance (Foss & Reitzel, 1988).

**Speaking Anxiety in a Second/Foreign Language Classroom**

In a study on classroom anxiety, Horwitz, et al. (1986) attempt to identify foreign language classroom anxiety. They conclude that significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning, and that speaking in the target language seems to be the most threatening aspect of foreign language learning. Price (1991) also claims that oral presentations in the foreign language are the greatest source of anxiety in her subjects. Similarly, Bailey's subjects (1983) express anxiety over speaking. After analyzing language learners' diary entries, Bailey concludes that competitiveness can lead to anxiety when language learners compare themselves to others, or to an idealized self-image. Brown (1983) cites Bailey's study of competitiveness and anxiety in terms of facilitative anxiety, and argues that both too much and too little
anxiety may hinder the process of successful second language learning. Steinberg and Horwitz (1986) also demonstrate the effect of induced anxiety on the denotative and interpretive content of second language speech. In terms of quality of use of language, more anxious individuals tended to be less subjective and more objective in their oral responses than the less anxious individuals. Thus, foreign language anxiety is an important factor in how well students use language and their level of achievement in foreign language classes (Horwitz, 1990). Young's study (1989) takes a more systematic look at the types of in-class, speaking-oriented practices that language learners find anxiety-evoking as well as instructor practices which students perceive as anxiety reducing. Young reports that his subjects claimed to feel less anxiety when speaking the language in small groups than in front of the whole class.

Research findings, consequently, indicate that anxiety can affect the learner strategies students employ in language class (Kleinmann, 1977; Steinberg & Horwitz, 1986); that is, the more anxious student tends to avoid attempting difficult or personal messages in the target language. There is another indication that anxiety may partly be the result of low proficiency. A related point, discussed by Scovel (1978), is that anxiety has different effects at different stages of learning, being more facilitating at
higher levels, but debilitating at more basic levels. Possibly, low levels of proficiency may result in high levels of anxiety, whereas higher proficiency learners may be able to cope with anxiety-provoking situations more flexibly.

The Relationship between Anxiety and Oral Proficiency

The question of causality, that is, whether there is a relationship between anxiety and student proficiency in a language, is becoming of interest.

Young (1986) examined the relationship of anxiety to students' performance on an oral proficiency interview, then concludes that ability is the major factor influencing the oral proficiency interview scores, and that after controlling for the ability factor, anxiety has little effect. Young's study, consequently, raises the possibility that the effects of anxiety on oral performance may be moderated by the student's actual ability in the language (Horwitz & Young, 1991).

MacIntyre and Gardner (1989), on the other hand, examined the learning and production of vocabulary items, and found that French Class Anxiety and French Use Anxiety significantly correlated with scores on the learning trials, oral production, and written production. From these results, MacIntyre and Gardner further claim that a sequence
of poor performances raises anxiety levels. According to MacIntyre and Gardner's (1989) model, after several experiences with the second language context, the student forms attitudes about learning a new language. If these experiences are negative, foreign language anxiety may begin to develop. As long as negative experiences persist, foreign language anxiety may regularly occur and, therefore, the student begins to expect to be nervous and to perform poorly.

In summary, foreign language anxiety may come from negative expectations that lead to worry and emotionality. Thus, MacIntyre and Gardner (1991) argue that negative expectations lead to cognitive interference, which produces performance deficits. Poor performance and negative emotional reactions further reinforce the arousal of debilitating anxiety which elevates state anxiety. It becomes obvious then that favorable experiences and increased achievement can reduce anxiety, and gains in proficiency may result in reduced levels of foreign language anxiety in the student.

Anxiety in Second vs. Foreign Language Situations

The second language situation can be defined as a situation where someone is trying to learn a language in the community where that language is the main mode of daily
communication (Crookall & Oxford, 1991). In general, it offers more authentic practice opportunities than does the foreign language environment. It is, therefore, assumed that such frequent exposures to the target language would bring less anxiety to the learner who becomes accustomed to the language. However, the second language classroom can often engender as much anxiety as the foreign language classroom does. Because of their limited communicative competence, second language learners usually face even greater emotional hurdles outside of the classroom (Crookall & Oxford, 1991). In a language classroom, both second and foreign language learners can be excused for their incompetency of a new language; however, second language learners, especially, do not have any shield to protect them from being embarrassed and frustrated outside of the language classroom. The second language learner has to compete with other native speakers of the language with a limited tool, the second language. The second language learner, therefore, has an additional burden in addition to the original burden of being a language learner. In a related point, Littlewood (1984) argues that unless the second language learner has firm confidence in him/herself, he/she may come to feel that he/she projects a silly, boring image, and become withdrawn. Consequently, the second language learner may develop a sense of "reduced
personality."

Authentic communication also becomes problematic in the second language because of the immature command of the second language relative to the first. Thus, adult language learners' self-perceptions of genuineness in presenting themselves to others may be threatened by the limited range of communication. Consequently, any performance in a second language is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, uncomfortableness, or even fear of communication (Horwitz, et al. 1986).

Summary

Studies of foreign language anxiety consistently have confirmed the claim that anxiety can inhibit language learning and production. The results of the studies reviewed here also suggest that foreign language anxiety can be distinguished from other types of anxiety, and that it may have a negative effect on the language learning process. More importantly, the review of second language research on speaking anxiety clearly suggests that a certain number of additional variables (e.g., the context of learning, proficiency level, learners' self-perception of competence, attitude, motivation, and class climate) do come into play in the basic relationship of learner's anxiety to his/her
oral performance.

The body of literature related to anxiety, in general, contains several methodological and empirical considerations that would be beneficial to the study of foreign language anxiety when it is properly applied (MacIntyre & Gardner, 1991). However, Skehan (1989) argues that recent anxiety research tends to be rather narrow in scope. In terms of setting, there tends to be a concentration on classroom-based research. In addition, there have been few attempts to look for interactions to identify where anxiety is likely to be most significant in its effects (Young, 1989). There also has been an over-reliance on questionnaire scales, that is, quantitative approach. Thus, it would be desirable to have alternative types of measures available, such as interviews or any other introspective, that is, the qualitative evidence.
CHAPTER III

DESIGN AND PROCEDURE

Research Design

The present study collected data through questionnaire surveys, scheduled interviews, and participant observation.

Subjects

The sample was drawn from the population of international graduate students who were attending ESL spoken language classes (English 104 and 105) at The Ohio State University in the winter quarter of 1991.

The program (English 104 and 105: Classroom English for International Graduate Teaching Associates) is designed to improve the communication skills of teaching associates who are non-native speakers of English. English 104 is for the student with intermediate levels of oral proficiency; English 105 is for the one with advanced levels of oral proficiency. The subjects were originally placed in either
English 104 or 105 based on their scores on an audio-taped speaking test.

The researcher was strongly interested in this group of subjects because as non-native speakers of English, they were facing stressful situations everywhere, both in English classrooms and in their other classrooms where English is used. Most of them had a fairly good education in their countries and had studied English more than ten years there; however, their exposure to authentic English speaking environments has been relatively short, less than one and a half years. Since English 104 and 105 are required courses for international graduate students who want to be teaching associates in their department, the main purpose of these courses is to develop their overall oral proficiency and communication skills, particularly in classroom settings. Thus, the classroom activities focus mainly on oral presentations. To be certified as a teaching associate, the student is expected to pass the Exit Interview at the end of English 104, and the Mock Teaching Test at the end of English 105. If they do not pass the test, the students are required to retake the course until they pass. Consequently, the nature of this course seems anxiety-provoking to the anxious students whose oral proficiency is quite limited.
The Questionnaire

The two-section questionnaire was adapted from the FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz et al. (1986) and Young's questionnaire (1989), and used to collect relevant data from the subjects.

The FLCAS has been specifically developed in order to test an individual's response to the specific stimulus of language learning. This self-report measure assesses the student's degree of anxiety, as evidenced by "negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors (Horwitz, 1986: p. 559)." To date, the FLCAS has been administered in a number of separate studies, and has demonstrated satisfactory reliability, achieving an alpha coefficient of 93, with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an r=.83 (p<.001). Criterion-related studies that bear on the construct validity of the scale have also been conducted and found it to be valid (Horwitz, 1986).

Young's questionnaire, on the other hand, was designed to investigate students' anxiety reactions to in-class activities as well as general foreign language class anxiety. In this study, test-retest for reliability of the questionnaire was satisfactory [r=.74, p<.0001] (Young,
1989).

**Procedures.** Students from English 104 and 105 were solicited to participate in the questionnaire survey. The questionnaire was administered at the end of the winter quarter, 1991 to the fifty students who agreed to participate in the study: twenty-seven students from English 105 class and twenty-three students from English 104.

**Data Analysis.** Forty questionnaires were returned: twenty-five from English 105 and fifteen from English 104. Data were analyzed by calculating the percent of students who agreed or strongly agreed (or disagreed and strongly disagreed) with each statement. Percentages were rounded to the nearest whole number.

Chi-square was then used to examine whether there was any difference among percentages according to groups (English 104 and 105).

**The Interview**

A series of interviews was used in the subjects' first language to obtain a detailed subjective description of the interviewee's own perspectives about speaking anxiety, and to investigate specific questions of interest to the researcher (Price, 1991).
The students who participated in the previous questionnaire survey were informed that the researcher needed some volunteers for a 30-minute interview, and the interview would be conducted in their native languages so that they could express themselves freely.

Those students who indicated a willingness to participate were scheduled for an interview. There was a two-week interval after administering the questionnaire to prevent possible effects of the previous exposure to the questionnaire on responding to the interview questions.

Twelve students (five from E104 and seven from E105) were interviewed, and the actual interview lasted from 30 minutes to 50 minutes. To interview the students in their native languages, three interpreters were arranged in advance for the interviews. Before starting the actual interviews, the interpreters had studied the interview questions with the researcher to prevent possible misunderstandings of the question among the interpreters. With the subject's permission, each interview was tape recorded.

In order to obtain a detailed description of each subject's experience, all of the interview questions were open-ended, loosely structured, and somewhat flexible. In other words, some of the questions could be skipped if the interviewer considered them irrelevant to the particular
interviewee. The interviewer could also ask any other related questions when it was necessary to clarify meaning. In addition, the interviewer provided interviewees with some examples to elicit their responses; however, this was done very carefully since it might affect their responses to the interview questions.

The analyses of the interviews were then conducted by listening to and transcribing the audio-taped interviews, then writing descriptions of each subject's experiences and identifying common threads in the interviews.

**Participant Observation**

In the autumn 1990 and winter 1991 quarters, the researcher attended the English 104 and 105 courses as a participant observer. The complete participation with the subjects in the research setting permitted the researcher to experience being both insider and outsider simultaneously and, therefore, to interpret the collected data meaningfully and correctly. In regard to doing participant observation, Spradley (1980) points out that the more the researcher knows about a situation as an ordinary participant, the more difficult it is to study it as a participant observer. However, it was hoped that the participant observation would increase the introspectiveness of this study as long as Spradley's word of caution was kept in mind.
CHAPTER IV
RESULTS AND DISCUSSION

The Questionnaire

Section I

Responses to all FLCAS items are reported in TABLE 1. All percentages refer to the number of students who agreed or strongly agreed (disagreed or strongly disagreed) with statements indicative of foreign language anxiety. Percentages are rounded to the nearest whole number.

TABLE 1: FLCAS Items with Percentages of Students (English 104 and 105) Selecting Each Alternative

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
</table>

1. I never feel quite sure of myself when I am speaking in my English class.

| 3 | 15 | 20 | 55 | 8 |
### TABLE I (continued)

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
</table>

2. I don't worry about making mistakes in my English class.

|     | 10  | 33  | 15  | 38 | 5 |

3. I tremble when I know that I'm going to be called on in my English class.

|     | 5   | 10  | 23  | 40 | 23 |

4. It frightens me when I don't understand what the teacher is saying in English.

|     | 8   | 20  | 23  | 38 | 13 |

5. It wouldn't bother me at all to take more English classes.

|     | 8   | 23  | 20  | 38 | 13 |

6. During my English class, I find myself thinking about things that have nothing to do with the course.

|     | 5   | 25  | 18  | 38 | 15 |

7. I keep thinking that the other students are better at English than I am.

|     | 3   | 25  | 15  | 45 | 13 |

8. I am usually at ease during oral tests in my English class.

|     | 3   | 20  | 15  | 55 | 8 |

9. I start to panic when I have to speak without preparation in my English class.

|     | 8   | 35  | 18  | 35 | 5 |

10. I worry about the consequences of failing my English class.

|     | 15  | 28  | 30  | 23 | 5 |
TABLE 1 (continued)

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I don't understand why some people get so upset over English classes.</td>
<td>5</td>
<td>25</td>
<td>23</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>12. In my English class, I can get so nervous when I forget things I know.</td>
<td>8</td>
<td>30</td>
<td>28</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>13. It embarrasses me to volunteer answers in my English class.</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>55</td>
<td>23</td>
</tr>
<tr>
<td>14. I would not be nervous speaking English with native speakers.</td>
<td>18</td>
<td>40</td>
<td>20</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>15. I get upset when I don't understand what the teacher is correcting.</td>
<td>3</td>
<td>38</td>
<td>28</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>16. Even if I am well prepared for my English class, I feel anxious about it.</td>
<td>13</td>
<td>23</td>
<td>18</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>17. I often feel like not going to my English class.</td>
<td>3</td>
<td>23</td>
<td>20</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>18. I feel confident when I speak in my English class.</td>
<td>5</td>
<td>43</td>
<td>30</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>19. I am afraid that my English teacher is ready to correct every mistake I make.</td>
<td>0</td>
<td>15</td>
<td>18</td>
<td>35</td>
<td>33</td>
</tr>
</tbody>
</table>
TABLE 1 (continued)

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>3</td>
<td>18</td>
<td>20</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>5</td>
<td>40</td>
<td>18</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>3</td>
<td>25</td>
<td>15</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>3</td>
<td>33</td>
<td>28</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>58</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>20</td>
<td>40</td>
<td>33</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 1 (continued)

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
</table>

29. I get nervous when I don't understand every word of English teacher says.

|   | 3 | 13 | 40 | 33 | 13 |

30. I feel overwhelmed by the number of rules you have to learn to speak English.

|   | 0 | 20 | 33 | 40 | 8 |

31. I am afraid that the other students will laugh at me when I speak English.

|   | 0 | 13 | 10 | 60 | 18 |

32. I would probably feel comfortable around native speakers of English.

|   | 3 | 35 | 28 | 33 | 3 |

33. I get nervous when my English teacher asks questions which I haven't prepared in advance.

|   | 10 | 25 | 30 | 30 | 5 |

*SA= Strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

** Data in this table are rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

According to TABLE 1, the majority of students rejected statements such as "It wouldn't bother me at all to take more English classes" (51%) and "I am usually at ease during oral tests in my English class" (63%). This reveals that the students felt pressure from their English class, so they did not feel comfortable about taking more language courses.
In addition, their nervousness about taking oral tests was also revealed. In relation to oral test anxiety, the statement "I worry about the consequences of failing my English class" (43%) is agreed to by almost half of the students.

More than 40 percent of the students disagreed with the statement such as, "I don't worry about making mistakes in my English class" (43%) while they accepted the statement, "I get upset when I don't understand what the teacher is correcting" (41%). Obviously, they were afraid of making mistakes in their class and were concerned about the teacher's feedback on their performance. The students' consciousness of grammar was also revealed in their response to the statement, "I feel overwhelmed by the number of rules you have to learn to speak English (20%)."

A fairly large number of students endorsed statements like, "I start to panic when I have to speak without preparation in my English class" (43%) and "I get nervous when my English teacher asks questions which I haven't prepared in advance" (35%). They rejected the statement, "I don't feel pressure to prepare very well for my English class" (38%). From these reactions, speaking without preparation seems quite stressful for a large number of students; therefore, they prefer to be well-prepared before speaking in class.
Moreover, more than 30 percent of the students expressed their anxiety over using English. For example, in English classes, the students became so nervous that they forgot things they knew (38%). Although they were well-prepared for the class, they still felt anxious about it (36%). Furthermore, they became very self-conscious about speaking English in front of other students (36%). They sometimes felt their heart pounding when they were going to be called on in their English class (21%). They did not feel comfortable when they were surrounded by native speakers of English (36%).

Consequently, the students rejected the statement, "I don't understand why some people get so upset over English classes" (48%), and endorsed such statements as "I often feel like not going to my English class" (26%), and "During my English class, I find myself thinking about things that have nothing to do with the course" (30%). From these reactions, it becomes obvious that the English class experiences are not always pleasant and comfortable for some of the students; therefore, they sometimes want to skip the class, or avoid active participation during the class.

Some of the students also reported: "I keep thinking that other students are better at English than I am" (28%); and I always feel that the other students speak English better than I do" (28%). Clearly, these students fear being
less competent than other students. They might have low self-esteem, or little confidence in speaking a second language; thus, they come to perceive their performance as poorly.

However, it should be noted that out of 33 FLCAS items, 11 items were responded to by the majority of students (more than 60%) in a way indicative of non-anxiety reactions while only a small number of students (less than 20%) showed anxiety reactions. Some of those were as follows: "It embarrasses me to volunteer answers in my English class" (agree 13%, disagree 78%); "I am afraid that my English teacher is ready to correct every mistake I make" (agree 15%, disagree 68%); "The more I study for a test, the more confused I get" (agree 11%; disagree 73%); "I feel more tense and nervous in my English class than in my other classes" (agree 10%, disagree 75%); "I am afraid that the other students will laugh at me when I speak English" (agree 13%, disagree 78%).

In fact, these non-anxiety reactions from the majority of the students are not entirely surprising. Since the subjects in this study are studying English as a second language, they use English in other classes as well as in their English class. They may feel much more tense and nervous in their other classes because they have to compete with other native students in their limited English
proficiency. In their English class, on the other hand, they might feel secure and relaxed since they are with other international students whose language abilities are also limited. Besides, the English course is not counted on their grades, but rather, is a pass/non-pass evaluation. Therefore, the students do not have to compete with others, though they may compare their performance with others. Furthermore, most of the instructors in their English classes are professionals well-trained in teaching English as a second language to international students. Perhaps their awareness of the students' affective needs in their class has brought these non-anxiety reactions from the majority of students. More detailed evidence concerning those explanations will be found in the discussion of the interview results.

Section II

In general, students were consistent across groups in their response to items related to the following four categories: 1) reaction to preparedness and practice for the class, 2) reaction to general foreign language classroom anxiety, 3) reaction to in-class activities, and 4) reaction to speaking errors.
<table>
<thead>
<tr>
<th>A</th>
<th>N</th>
<th>D</th>
<th>(A=agree; N=neutral; D=Disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>8</td>
<td>8</td>
<td>(1) I would feel more confident about speaking in my English class if we practiced speaking more.</td>
</tr>
<tr>
<td>58</td>
<td>20</td>
<td>23</td>
<td>(2) I would feel less self-conscious about speaking in my English class in front of others if I knew them better.</td>
</tr>
<tr>
<td>53</td>
<td>20</td>
<td>28</td>
<td>(3) I feel very relaxed in my English class when I have studied a great deal the night before.</td>
</tr>
<tr>
<td>61</td>
<td>25</td>
<td>15</td>
<td>(4) I am less anxious in my English class when I am not the only person answering a question.</td>
</tr>
<tr>
<td>33</td>
<td>30</td>
<td>38</td>
<td>(5) I think I can speak English pretty well, but when I know I am being graded, I mess up.</td>
</tr>
<tr>
<td>50</td>
<td>28</td>
<td>23</td>
<td>(6) I would be more willing to volunteer answers in my English class if I wasn't so afraid of saying the wrong thing.</td>
</tr>
<tr>
<td>43</td>
<td>40</td>
<td>18</td>
<td>(7) I enjoy my English class when we work in pairs.</td>
</tr>
<tr>
<td>43</td>
<td>30</td>
<td>28</td>
<td>(8) I feel more comfortable in my English class when I don't have to get in front of the class.</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>78</td>
<td>(9) I would enjoy my English class if we weren't corrected at all in class.</td>
</tr>
<tr>
<td>38</td>
<td>45</td>
<td>18</td>
<td>(10) I am more willing to speak in my English class when we discuss current events.</td>
</tr>
<tr>
<td>A</td>
<td>N</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>43</td>
<td>30</td>
<td>28</td>
<td>(11) I would get less upset about my English class if we did not have to cover so much material in such a short period of time.</td>
</tr>
<tr>
<td>35</td>
<td>53</td>
<td>13</td>
<td>(12) I enjoy my English class when we do skits in class.</td>
</tr>
<tr>
<td>55</td>
<td>33</td>
<td>13</td>
<td>(13) I would feel better about speaking in my English class if the class were smaller.</td>
</tr>
<tr>
<td>71</td>
<td>18</td>
<td>13</td>
<td>(14) I feel comfortable in my English class when I come to class prepared.</td>
</tr>
<tr>
<td>55</td>
<td>33</td>
<td>13</td>
<td>(15) I am more willing to speak in my English class when we have a debate scheduled.</td>
</tr>
<tr>
<td>51</td>
<td>38</td>
<td>13</td>
<td>(16) I like going to my English class when we are going to role play situations.</td>
</tr>
<tr>
<td>71</td>
<td>20</td>
<td>11</td>
<td>(17) I would not be so self-conscious about speaking in my English class if it was commonly understood that everyone makes mistakes, and it was not such a big deal to make a mistake.</td>
</tr>
<tr>
<td>63</td>
<td>28</td>
<td>10</td>
<td>(18) I prefer to be allowed to volunteer an answer instead of being called on to give an answer.</td>
</tr>
<tr>
<td>93</td>
<td>5</td>
<td>3</td>
<td>(19) I am more willing to participate in my English class when the topics we discuss are interesting.</td>
</tr>
<tr>
<td>76</td>
<td>15</td>
<td>11</td>
<td>(20) I would be less nervous about taking an oral test in English if I got more practice speaking in class.</td>
</tr>
<tr>
<td>53</td>
<td>40</td>
<td>8</td>
<td>(21) I enjoy class when I can work with another student.</td>
</tr>
<tr>
<td>76</td>
<td>15</td>
<td>11</td>
<td>(22) I would feel uncomfortable if the instructor never corrected out mistakes in my English class.</td>
</tr>
</tbody>
</table>
TABLE 2 (continued)

| 18 | 43 | 40 | (23) I feel uneasy when my fellow students are asked to correct my mistakes in my English class. |

Reaction to Preparedness and Practice for the Class: The majority of the students agreed with the statement "I would feel more confident about speaking in my English class if we practiced speaking more" (86%). They also agreed with both statements "I feel comfortable in my English class when I come to class prepared" (71%) and "I would be less nervous about taking on oral test in English if I got more practice speaking in class" (76%). More than half of the students then endorsed the statement such as "I feel very relaxed in my English class when I have studied a great deal the night before" (53%). The above reactions suggest that they seem to believe practice is the best way to compensate their lack of competence in the second language and to reduce its debilitating effects on their performance. These beliefs are also confirmed during their interviews.

Reaction to the General Second/Foreign Language Classroom Anxiety: Similar reactions to language classroom anxiety are also found in Questionnaire Section I and II. A large number of students agreed with the statement "I would feel
less self-conscious about speaking in my English class in front of others if I knew them better" (58%). They also support the statement like "I am less anxious in my English class when I am not the only person answering a question" (61%). A related statement such as "I feel more comfortable in my English class when I don't have to get in front of the class" (43%) was endorsed by almost half of the students. It suggests that the students' negative emotions, in general, are induced by unfamiliar surroundings and the subjective feeling of being on the spot. In addition, the majority of the students preferred to be allowed to volunteer an answer instead of being called on to give an answer (63%). They also agreed that the smaller class makes them feel better about speaking in their class (55%). From these reactions, it becomes obvious that the students may perform better in their new language when they do not have to be "singled out to speak," when they are not put on the spot, and when they have familiar audiences, as Young (1989) pointed out.

However, the statement like "I think I can speak English pretty well, but when I know I am being graded, I mess up (33%)" has been supported by a rather smaller proportion of the students than expected. This reflects the fact that test anxiety, which was claimed by Horwitz, et al. (1986), may become less effective in its debilitating power
when the students are well prepared for a test, or when they perceive their speaking ability positively.

**Reaction to In-Class Activities:** The general foreign language classroom anxiety was fairly well reflected in the students' preferences concerning in-class activities in their language classroom. Most of the students liked to work in pairs (43%) or work with an other student (53%). They were willing to speak in class when they had a debate scheduled (55%) or interesting topics (93%). More than half of them liked to have role play situations (51%). However, interestingly, the statement "I am more willing to speak in my English class when we discuss current events" (36%) is supported by slightly smaller number of students. This may be partly because of the possible content unfamiliarity of current events to these students. The discussion of unfamiliar topics usually limits what students can say, and then both the content and the language become a problem for the students when they are expected to speak.

Concerning reaction to in-class activities, some of the statements received a large number of neutral reactions from the students. One possible explanation is that the subjects in this study were taking spoken English classes that are especially designed to train them to become efficient teaching assistants in their departments, as previously
mentioned. The subjects, therefore, have been less exposed to a variety of classroom activities, and instead have been more exposed to oral presentation activities to improve their teaching skill as well as their oral proficiency. As a result, a fairly large number of students have chosen the neutral position rather than respond either 'agree' or 'disagree' when they are not sure what the activity is like.

**Reaction to Speaking Errors:** Again, students' reactions to speaking errors were quite similar to those in questionnaire Section I. A majority of the students agreed with such statements as "I would not be so self-conscious about speaking in my English class if it was commonly understood that everyone makes mistakes, and it was not such a big deal to make a mistake" (71%) and "I would be more willing to volunteer answers in my English class, if I wasn't so afraid of saying the wrong thing" (50%) while rejecting the statement "I would enjoy English class if we weren't corrected at all in class" (78%). They further endorsed statements like "I would feel uncomfortable if the instructor never corrected out mistakes in my English class" (76%). Clearly, the majority of the students become very self-conscious about speaking English in class because they are so afraid of making mistakes in public. Perhaps, as an adult learner, making mistakes in front of others would
directly have disastrous effects on their own self-perceptions of their competence, and moreover, on their self-esteem. However, the interesting finding is that, even though they feel nervous about making errors while speaking, they also eagerly like to be corrected by their instructors. The students probably consider the error correction as one way of receiving feedback from their instructors, and they also seem to believe that error correction would bring desirable improvements on their next performance. This point may be best summarized by Young's (1989) claim:

Whatever the reason, the fact remains that students believe their mistakes need correcting. In light of this finding, anxiety and fear of making a mistake may be more directly related to how, how often, and when errors are corrected than to the fact that they are corrected. (p. 10)

However, where the last statement "I feel uneasy when my fellow students are asked to correct my mistakes in my English class" is concerned, while 40 percent of students rejected it, almost the same number of students responded to it neutrally. It seems, then, that the students are used to having feedback not from their peers, but from their instructors. In addition, some of the students may perceive their classmates' English proficiency as too similar to theirs. Thus, they prefer to have feedback directly from the instructor who is a native speaker of English in the class, rather than from their peers, whose English proficiency is also limited. This claim was clearly
revealed during the interview with the students when they were asked their feeling about error correction.

The Results of Chi Square Analysis

Results of a chi square reported in TABLE 3 indicates that there was not a statistically significant relationship between how the subjects responded to the item and which group they were in, that is, English 104 or English 105. In other words, the expected relationship between anxiety and student oral proficiency was not found in this study. In this regard, several possible explanations can be provided. One possibility may come from the fact that the difference of each group's proficiency between E104 (perceived as an intermediate level) and E105 (perceived as an advanced level) is not significant enough to bring about an observable difference in their way of responding to each item. The other possibility might come from the fact that the students with similar educational backgrounds and language learning experiences may have similar anxiety reactions in the context of speaking a second language regardless of some possible differences in their language proficiency. The third possibility is that showing an anxiety reaction to a certain context can be considered, to some extent, a personality trait of the student. The anxiety stemming from a personality trait may not be easily
changed even though the proficiency of the student has become relatively improved.

Furthermore, the present study does not deal with exactly the same numbers of students from each group, as already explained in the section on data analysis. Therefore, it is also possible that a different total number of students between E104 and E105 might obscure the group difference in their anxiety reactions between the groups.

A related point is that during the interview with anxious students, it was found that the amount of anxiety felt can be decreased when they have frequent exposure to the anxiety-provoking situation, and they become used to it, or when they perceive an improvement in their proficiency, and hence, their confidence is increased in speaking. If this is the case, then there still seems to be a strong possibility of group difference in anxiety reactions when the groups are divided according to the student's oral proficiency through a placement test in the beginning and a diagnostic test at the end of the course.
TABLE 3. Chi Square of the Two Groups of Subjects (E104 & E105) Agreeing or Disagreeing with Items

(* For each item, the null hypothesis was tested: Degree of Freedom 2, alpha = 0.05)

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Section I</th>
<th></th>
<th>Questionnaire</th>
<th>Section II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item No.</td>
<td>Value of $X^2$</td>
<td></td>
<td>Item No.</td>
<td>Value of $X^2$</td>
</tr>
<tr>
<td>1</td>
<td>2.953</td>
<td>1</td>
<td>2.379</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.834</td>
<td>2</td>
<td>2.883</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.016</td>
<td>3</td>
<td>2.002</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1.848</td>
<td>4</td>
<td>3.017</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4.861</td>
<td>5</td>
<td>2.249</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.891</td>
<td>6</td>
<td>3.008</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.240</td>
<td>7</td>
<td>2.978</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3.016</td>
<td>8</td>
<td>2.964</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2.387</td>
<td>9</td>
<td>2.784</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.818</td>
<td>10</td>
<td>2.756</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2.358</td>
<td>11</td>
<td>2.624</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.284</td>
<td>12</td>
<td>2.842</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2.832</td>
<td>13</td>
<td>2.590</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2.258</td>
<td>14</td>
<td>2.980</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2.786</td>
<td>15</td>
<td>2.930</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4.255</td>
<td>16</td>
<td>2.276</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2.928</td>
<td>17</td>
<td>2.633</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2.733</td>
<td>18</td>
<td>2.958</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>2.412</td>
<td>19</td>
<td>2.645</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2.642</td>
<td>20</td>
<td>2.976</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>2.309</td>
<td>21</td>
<td>2.948</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>2.947</td>
<td>22</td>
<td>3.452</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>2.963</td>
<td>23</td>
<td>2.328</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>2.781</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>2.638</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>2.842</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>2.953</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>2.827</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>2.502</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>2.867</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>2.638</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>2.629</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>2.532</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Interview

TABLE 4 is provided to illustrate the subject's previous and current status in the spoken English courses.

### TABLE 4

<table>
<thead>
<tr>
<th>The Class</th>
<th>E104</th>
<th>E104*</th>
<th>E105**</th>
<th>E105*</th>
<th>E105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoon (poor)</td>
<td>Jose (poor)</td>
<td>Park (poor)</td>
<td>Yoshi (good)</td>
<td>Being (average)</td>
<td></td>
</tr>
<tr>
<td>Choi (average)</td>
<td>Roy (very poor)</td>
<td>Wang (average)</td>
<td>Liao (average)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiroko (poor)</td>
<td></td>
<td>Pan (average)</td>
<td>Kyung (good)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicates Taking E104 now
** Indicates Taken E104 before/retaking E104 now
** Indicates Taken E104 twice/Taking E105 now
** Indicates Taken E104 before/Taking E105 now
** Indicates Without taking E104 Taking E105 now

---

Perceived English Oral Proficiencies: The range of the scale was: excellent / very good / good / average / poor / very poor

---

The Description of Interviews

(The names of the twelve subjects have been changed to protect their confidentiality.)

**Being.**

Being is an MA student in Educational Studies. She is taking E105 in order to improve her fluency and pronunciation in English. Though she usually becomes...
nervous about speaking English in class when she is not well-prepared for the specific content, the person she is speaking to is also important to her. If the listener seems patient, Being does not mind making mistakes when she speaks. For her, the dictation quiz is the most anxiety-provoking activity, because she is not good at listening in English. She also claims that the more secure she feels, the more risks she takes. In other words, her frequency of taking risks in class mostly depends on how she feels about the class climate. Being confesses, then, that she has tried to find a way of reducing her anxiety when speaking, but she has not found one yet. Finally, she comments that her instructor seems very strict with the students, and it makes her feel anxious about her English class.

Liao. Liao is an MA student in Psychology. She claims that she is not nervous, in general, in her English class; however, she feels very nervous about speaking in her other classes. She also claims that she needs time to process the language (that is, English) to speak it correctly, and this makes her feel anxious about speaking. The problem is that the more conscious she becomes about her grammar, the less well she can speak. Liao remembers that her first oral presentation in her English class was the most anxiety-provoking experience because she was not familiar with her instructor and other classmates. After
getting to know them well, she has begun to think the oral presentation is quite interesting. Liao also reports that she usually takes risks in her English class to get a chance to practice, but she always remains quiet in her other courses. Finally, she believes that practice in speaking as much as possible is the best way to overcome speaking anxiety and to improve her oral proficiency.

Kyung. Kyung is a Ph.D student in Communication, and taking her English class as required coursework to become a teaching assistant. She is not nervous at all in her English class, but becomes nervous in her other classes. According to her, the supportive environment in her English class makes her feel secure; however, in her other courses, the instructors and other native students do not seem to be aware of the fact that she is competing with other native students with her limited English. Kyung further claims that they expect her to have the same command of English as they do. She experienced severe anxiety when she did micro teaching in one of her major courses because she had not had teaching experience before. Moreover, she was afraid that, if she could not find the needed words at a critical moment, she might lose points or stop in the middle of the speech. She also mentions that, at first, she did not like to be called upon to give an answer; however, once she got used to it, she became positive about it since it prevents her from
not speaking a word during the whole class and gives her a chance to practice her speaking.

Yoshi. Yoshi is a Ph.D. student in Mathematics and taking the English class as a TA requirement. He felt nervous when speaking English before taking the English 105 course, but not any more. However, he still feels anxious sometimes because of his limited vocabulary. He also does not like to be called upon to speak out in front of class without preparation even though he thinks making mistakes is natural when one uses a second language. Yoshi considers the Mock Teaching Test as the most anxiety-provoking situation. He said that his nervousness on the test made him miss some of the important points, and it negatively affected his oral performance on the test. Finally, Yoshi believes that his nervousness could be greatly reduced if he had a lot of experience before speaking on the test.

Wang. Wang is a Ph.D. student in Biology. He was very anxious about speaking English in public when he first came to the United States, but now he does not feel nervous about speaking since this is his third year in the United States. However, Wang acknowledges that he still feels uncomfortable when his oral English is evaluated, such as on oral tests. He points out that for him, the degree of familiarity of the content to be delivered is the primary factor in determining how much anxiety he feels. He also
believes that it is very important to correct every error while speaking. A coping strategy, whenever he feels nervous, is to make his speech as simple as possible and as short as possible.

Pan. Pan is a Ph.D student in Biophysics. He is taking English 105 as a required course to become a TA. Pan feels nervous when he speaks English because he fears addressing listeners' questions. He says his listening ability is not as good as his speaking; therefore, he has difficulties understanding others sometimes. He also feels anxious when he has not prepared well for an oral presentation. One interesting point he made is that he feels uncomfortable when he has to use English with other Chinese students in class (Pan is also Chinese.) Finally, he recommends that the evaluation of the Mock Teaching Test should be done more than once. When the students on the Mock Teaching Test do not feel too nervous about the consequence of failing the test, they can show the evaluators their real potential.

Park. Park is a Ph.D student in Biochemistry. He says he is just taking spoken English classes because his department has strongly advised him to do it. When asked whether he is anxious when speaking English, he says he gets angry with himself rather than feeling anxious, and he usually gets upset with the outcome of his performance.
Whenever he hesitates frequently to look for a word, he becomes frustrated. According to Park, it is not the fear of other's evaluation, but rather a matter of his own pride in himself. However, he claims that he feels more nervous in his English class than his major courses, while other interviewees claim that they feel much more anxious in their other courses than in their English class. For him, it is easier to understand the native speaker's speech than that of the international students with heavy foreign accents. Also, the vocabulary used in his major courses is quite familiar to him, so he can understand his major courses better. Park's most stressful experience was the Exit-Interview (at the end of E104) and the Mock Teaching Test (at the end of E105). For example, on the Mock Teaching Test, when one of the examiners showed him a time card to let him know that there was 4 minutes left, he became extremely nervous and forgot every point he intended to make. He says that until he reviewed his video-taped presentation, he could not remember what he did for the last four minutes. Also, he complains about the evaluation of the Mock Teaching Test. If they give the students another chance before deciding pass or non-pass, it can reduce the students' additional fear of failing which can badly affect the student's actual performance. He finally criticizes his instructor because she did not try to provoke silent
students in her class to speak out. Even though he usually
avoids the opportunity to talk, sometimes he does expect his
instructor to call upon him to make a comment, but his
instructor did not.

Jose. Jose is a Ph.D student in Mathematics. Like
most of the interviewees, he is taking the English class as
a requirement. He claims that he has no expectation about
the course, and considers his English class an unnecessary
burden on international students. While other interviewees
say they feel much less anxious when they use their native
language in public, Jose says he feels the same amount of
anxiety regardless of what language he uses. He hates being
video-taped during the oral presentation since he is not
used to it.

Roy. Roy is majoring in Chemistry. He is the only
one who rates his oral proficiency as "very poor". While
most of the other interviewees agreed that they usually felt
much more pressure about speaking English in their major
courses compared to their English class, Roy admits he feels
tremendous pressure about speaking English in both his
English class and other classes. Roy further reports that
he does not have any confidence at all in speaking English.
He believes that the main cause of his speaking anxiety
comes from his limited oral proficiency. Roy does not like
to speak without preparation, and speaking longer than three
sentences makes him nervous when he is not prepared. Furthermore, when he is nervous, his pronunciation becomes unclear.

While he really wants to actively participate in class activities, he usually loses the chance to talk because other students talk before he does. In order to manage his fear of speaking, Roy always organizes ideas and speaks to himself first before he actually speaks out in front of others. He also believes that his low level of oral proficiency provokes his anxiety when speaking, and as a result, practice and preparation would be the only way to compensate for his lack of ability.

Yoon. Yoon is a Ph.D student in Biochemistry. She does not feel confident in speaking English, but she likes to speak in her English class because all of her classmates are international students who have difficulties in using English. Interestingly, Yoon thinks that making mistakes is shameful for a graduate student. She was extremely nervous when she made the first presentation in her English class; however, that anxiety-provoking experience did have a positive effect on her later presentation in her major seminar class. Yoon still has a great deal of concern about making presentations in her seminar class, since she is usually worried about such things as whether she can address the other students' questions well or not, and if she can
understand what the professor says. Yoon also reports that she likes whole class activities instead of small group activities, because she wants to have frequent error correction directly from the instructor.

**Choi.** Choi is an MA student in Landscape Architecture and taking his English course to improve his oral proficiency for the oral defense exam. He usually feels nervous about speaking in public whatever language he uses; however, he becomes much more nervous in his major courses. In his major courses, his presentation is usually counted in his course grade. Thus, it causes him to be overly concerned about the consequences of his oral performance. The most anxiety-provoking situation he had was the oral presentation he made in his major course to totally unfamiliar audiences. Choi also confesses that in the past, he tried to speak English as much as possible. Recently, however, he has gotten exhausted and begun to avoid the opportunity to use English. He does not want to experience discomfort or the feeling of inferiority to others any more. However, unlike in other classes, he becomes a little more active in classroom participation in his English class since every student has almost similar level of proficiency in English. Finally, his strategy for coping with speaking anxiety is rehearsing at home before giving an actual presentation in class. Once he rehearses,
his anxiety is lowered markedly. Choi prefers whole class activities to small group activities since he can get exposed to a variety of expressions of others.

**Hiroko.** Hiroko is an MA student in Educational Studies. She is taking her English class to improve her oral proficiency. Hiroko says that she has difficulty with organizing ideas while she speaks. Therefore, she needs much preparation and memorization of the content. According to Hiroko, she is generally anxious about speaking in both her native language and English. However, she claims that her speaking anxiety seems to come mainly from her limited English oral proficiency.

She was extremely anxious when she did a demonstration teaching in one of her major courses. Consequently, she frequently lost track of what she was saying and her demonstration became disastrous. Hiroko also feared what the other students might think about her demonstration. Since she has difficulty in organizing and presenting her points clearly when speaking, she usually cannot deliver her points effectively to others. Thus, she begins to fear that other students might think her intelligence is lower than that of other international students who can express themselves well in English. As a result, Hiroko likes to listen to others in class and tends to avoid speaking up because she thinks other students are better at speaking
English than she. Hiroko also made an interesting point: she considers her English class as a place for practice and her other classes real situations. Surprisingly, Hiroko did not feel anxious on the Exit Interview, because she believed it was good for her to retake English 104 if her English was evaluated not sufficient enough for her to attend English 105. Finally, Hiroko comments that the amount of anxiety a student has seems to depend on what expectations about him/herself the student has. For example, even though her friend can speak English much better than she, her friend becomes much more anxious when speaking than she does, because her friend compares his English to others. Hiroko further claims that once she admitted her inferiority to her peers concerning speaking ability in English, her level of anxiety and self-consciousness were somewhat reduced.

Discussion

From the descriptions of each subject's interview, several common characteristics were identified, and most of the reactions appear to be very similar to those in response to the questionnaire.

Nine out of twelve students were taking their English class as a required course to be certified as teaching assistants in the university. Ten out of twelve students stated that they felt more anxious about speaking English in
other classes than in their English class. They also stated that they felt less anxious when they spoke in their native language. The main source of the students' nervousness when they speak English seems to be perceptions of their incompetency in both speaking and listening to English. The degree of their nervousness is dependent on the complexity of the speech content and the familiarity with the context where they speak or to whom they speak. In addition, the oral presentation in both their English class and other classes appears to be the most anxiety-provoking situation to these students. As far as their English class is concerned, especially either the first oral presentation or the final oral test (e.g., the Exit Interview and the Mock Teaching Test) is considered to be the most anxiety-provoking experience for the students. All of the students stated that the nervousness they felt when speaking made them perform less effectively. Again, practice and preparation are considered the only way to overcome anxiety about speaking. Finally, in the interviews, all of the students show their enthusiasm about being corrected in their class as they did in the questionnaire. The results of the interview, therefore, seem to strongly support the findings of the questionnaire.

In addition, the student's current oral proficiency seems to be related to the amount of anxiety the student
feels. As TABLE 4 shows, the students in the E104 class rated their oral proficiency lower than those in the E105 class did. The anxiety reactions were also revealed distinctively in the group of E104 students, even though the sources of anxiety were common across the groups of students (E104 & E105). On a related point, some recent studies have also found that amounts of anxiety varied by student ability level (Young, 1986; Madsen, Brown & Jones, 1991). Thus, it is possible that the students' lower proficiency provoked the higher degrees of anxiety over speaking during the oral test since the test anxiety can be considered as the direct reflection of the student's language proficiency.

The result of the present study confirms the relationship between anxiety and the students' oral proficiency. As MacIntyre and Gardner (1991) has pointed out, a sequence of poor performance leads to negative expectation toward expected communication, and therefore raises the levels of anxiety and results in poor performance. However, the concrete causality between proficiency and anxiety still needs further investigation.

The present study has also revealed the effect of self-esteem and self-confidence on the students' anxiety reaction to speaking. They seem to influence the students' active participation in or avoidance of communicative situations. They also affect whether the students perceive their
performance positively or negatively.

Finally, the present study also confirms the possibility that competitiveness can lead to anxiety, as other researchers have already claimed (Bailey, 1983; Brown, 1983). For example, one of the interviewees said that when she stopped comparing her performance with other students, her anxiety was reduced. It may be the case that some competitiveness can facilitate the process of language learning, but too much competitiveness can instead bring debilitating effects (Brown, 1983).

In conclusion, becoming more anxious or nervous about speaking in a target language probably varies from situation to situation. In other words, the students' perception of the context, whether it is considered stressful or not, frequently changes. This change occurs because the students' self-esteem, self-confidence, and motivation come to play on their perception of themselves and their performance.

Furthermore, the students' attitude may shift from negative to positive depending on how the students like class activities, or how they feel about their communicative experiences. In addition, motivation can also influence the students' attitude toward the language learning experiences. Highly motivated students, in general, show positive attitudes regardless of the true nature of the context.
itself. Thus, motivation, self-esteem, and self-confidence should be considered important variables in the student anxiety reaction to second language learning.
CHAPTER V
CONCLUSIONS

An Overview of the Study

Learner anxiety over speaking a second/foreign language stems not only from the personality trait but also from the specific situation. However, in order to address directly the learners' affective needs in a second language classroom, the situation-specific anxiety reactions, regardless of the students' dispositional apprehension, may deserve the primary concern. The present study, therefore, has focused on the situations which make students more or less anxious about speaking a second language.

In order to investigate learner variables on students' anxiety reaction to second language learning, the present study employed both a quantitative study and a qualitative study. The Questionnaire measured the students' anxiety reactions to the specific situations. The interview, on the other hand, allowed the researcher to obtain detailed
descriptive information on the sources of anxiety that is
not easily assessable through the Questionnaire alone.
Participant Observation, furthermore, allowed the researcher
to understand the subjects and their anxiety reactions.

The results of the present study were, in general,
consistent with those of previous studies. That is, a
number of additional variables (e.g., the context of
learning, proficiency levels, self-perception, self-
confidence, self-esteem, and motivation) play a role in the
relationship of learner anxiety to oral performance. The
present study, however, has confirmed an interactive
relationship among learner variables related to anxiety,
while the previous research findings claimed a linear
relationship. For example, Foss and Reitzel (1986) posed a
direct relationship between the learner's perceptions of
his/her performance and attained proficiency. The studies
of Young (1986) and Steinberg and Horwitz (1986) also
focused on whether a cause and effect relationship can be
posited between anxiety and oral performance. On the other
hand, the present study implies that the learner's
perception of the learning context or his/her oral
performance may change over time, and across the situations
as the learner gains favorable experience and develops oral
proficiency. Thus, the student's self-esteem, self-
confidence, and motivation come into play interactively with
the student's perception of his/her competence, which creates an environment that facilitates or hinders language learning.

Implications

The fact that the subjects in this study showed fewer anxiety reactions to their oral performance in their ESL class than in their other classes seems to have great implications in the anxiety research. The results of the present study imply that students' positive and favorable experiences in an ESL class need to be transferred into other regular classes. The ESL class, therefore, can serve as a stepping stone not only for reducing second language learners' anxiety in language learning itself, but also for increasing their academic achievements in other regular classes.

Concerning a second/foreign language classroom, in recent years, the implication of anxiety research has concentrated on the role of the instructor, specifically, what the instructor can do to reduce student anxiety, and how to make the learning context less stressful. However, more recently, some researchers (Oxford, 1990; Crookall & Oxford, 1991; Horwitz, 1991) have begun to claim that more empirical studies should explore relationships between learners' anxiety and their choice of strategies.
since anxiety prevents them from adopting effective learning strategies. Thus, there seems to be a growing emphasis on training the learner. Learner training aims to help learners consider the factors that affect their learning (Ellis & Sinclair, 1989). By encouraging students to take control of their own language learning and helping them to develop effective learning strategies and reasonable expectations, it is hoped that debilitating language anxiety can be minimized. Dealing with anxiety in an explicit and purposeful way is, therefore, a part of learner training (Crookall & Oxford, 1991).

As anxiety-reducing activities for learner training, three activities can be suggested as follows: 1) values clarification, 2) journal writing, and 3) agony column.

First of all, discussions of values and feelings through ‘interviewing pairs’ or ‘preference ranking’ can promote understanding and tolerance among students. This may contribute to a class atmosphere which can respond to the affective needs of students for belonging, for self-esteem, and for the respect of others. Consequently, it can dispel competition, fear of failure or rejection (Disick, 1976). From journal writing, on the other hand, students can learn to recognize feelings of inadequacy so they may arrive at more realistic expectations. Furthermore, journals such as dialogue journals encourage personal
communication and mutual understanding between each individual student and teacher (Popkin, 1985; Foss & Reitzel, 1988). Finally, agony column is an editorial simulation activity. During this simulation, the students can express their anxiety in language learning to a "Agony Aunt", and have feedback from counselors (Crookall & Oxford, 1991).

The activities outlined above are considered useful to teachers and students who want to share the problem of anxiety and try together to overcome the over-anxious feelings that sometimes tend to arise in the language classroom. These kinds of activities, consequently, help students "know directly what anxiety is all about, and encourage them to discuss anxiety openly and find creative ways of softening it" (Crookall & Oxford, 1991: p. 150). The efficacy of three activities outlined above, however, need to be validated in data-based research studies.

Limitations of the Study

Many of the limitations have been either directly or indirectly stated earlier. The greatest limitation is the generalizability of the findings. Since the ESL subjects in this research are very homogeneous in nature, there seems to be no guarantee of whether the same results can be found in any other context of ESL or second/foreign language
learning. Next, in the Questionnaire Survey, due to some unreturned responses, the present study could not deal with the same number of students from each group (English 104 and English 105). One possibility here concerning the group comparison using chi-square is then that the different total number of students between the two groups might obscure the group difference in their anxiety reactions. Finally, the study used adapted questionnaires which were originally designed for the students in a foreign language classroom. Therefore, some of the items in the questionnaire might not have been directly related to these ESL subjects in the study.

However, the researcher hopes that this study can improve our understanding of the effect of anxiety on second language learning as well as the impact of different instructional techniques or classroom activities on the second language learner, so that appropriate classroom and individual interventions can be offered. Consequently, it is hoped that this research will heighten our consciousness, as language professionals, about the significant role of anxiety in the development of second language competence.

Recommendations for Further Research

To date, exactly how anxiety impedes or facilitates language learning has not been resolved. Further research
is, therefore, needed to investigate the interaction among key variables related to learner anxiety. More research is also needed to offer concrete suggestions for reducing the debilitating effects of anxiety in the context of the second/foreign language classroom. Finally, as the present research indicates, subsequent research should be conducted to investigate the possible differences between second language anxiety and foreign language anxiety at various stages of instruction.

The knowledge gained from such anxiety research may have the potential to improve the language learning experience for second/foreign language learners.
Appendix A

The Questionnaire
Appendix A: The Questionnaire

Dear International Graduate Student:

I am a master student in TESOL (Teaching English to Speakers of Other Languages) program at The Ohio State University.

As a part of my master's thesis, I am conducting a research project. The objective of my thesis is to explore an impact of speaking anxiety on your performance in your English class. As an international graduate student, your responses to a questionnaire regarding speaking anxiety will be most valuable.

I know you are very busy, but your cooperation and participation will be very helpful for my research.

Thank you for your participation!
Appendix A: The Questionnaire

Questionnaire Section I

Please read each item and choose a response (1 through 5) as follows: (1) strongly disagree, (2) disagree, (3) neither disagree nor agree, (4) agree, (5) strongly agree. Then, answer each item on the provided answersheet.

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 my English class.

3. I tremble when I know that I'm going to be called on in my 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 my 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 oral tests in my English class.
Appendix A: The Questionnaire

9. I start to panic when I have to speak without preparation in my 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 my English class, I can get so nervous when 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 my 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 in my English class.

19. I am afraid that my English teacher is ready to correct every mistake I make.

20. I can feel my heart pounding when I'm going to be called on in my English class.
Appendix A: The Questionnaire

21. The more I study for a test, the more confused I get.
22. I don't feel pressure to prepare very well for my 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. My English class move 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 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 of English the teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak English.
31. I am afraid that the other students will laugh at me when I speak English.
Appendix A: The Questionnaire

32. I would probably feel comfortable around native speakers of English.

33. I get nervous when my English teacher asks questions which I haven't prepared in advance.
Appendix A: The Questionnaire

Questionnaire Section II

Please read each item and choose a response (1 through 5) as follows: (1) strongly disagree, (2) disagree, (3) neither disagree nor agree, (4) agree, (5) strongly agree. Then, answer each item on the provided answer sheet.

1. I would feel more confident about speaking in my English class if we practiced speaking more.

2. I would feel less self-conscious about speaking in my English class in front of others if I knew them better.

3. I feel very relaxed in my English class when I have studied a great deal the night before.

4. I am less anxious in my English class when I am not the only person answering a question.

5. I think I can speak English pretty well, but when I know I am being graded, I mess up.

6. I would be more willing to volunteer answers in my English class if I wasn't so afraid of saying the wrong thing.

7. I enjoy my English class when we work in pairs.

8. I feel more comfortable in my English class when I don't have to get in front of the class.
Appendix A: The Questionnaire

9. I would enjoy my English class if we weren't corrected at all in class.

10. I am more willing to speak in my English class when we discuss current events.

11. I would get less upset about my English class if we did not have to cover so much material in such a short period of time.

12. I enjoy my English class when we do skits in class.

13. I would feel better about speaking in my English class if the class were smaller.

14. I feel comfortable in my English class when I come to class prepared.

15. I am more willing to speak in my English class when we have a debate scheduled.

16. I like going to my English class when we are going to role play situations.

17. I would not be so self-conscious about speaking in my English class if it was commonly understood that every one makes mistakes, and it was not such a big deal to make a mistake.

18. I prefer to be allowed to volunteer an answer instead of being called on to give an answer.
Appendix A: The Questionnaire

19. I am more willing to participate in my English class when the topics we discuss are interesting.

20. I would be less nervous about taking an oral test in English if I got more practice speaking in class.

21. I enjoy class when I can work with another student.

22. I would feel uncomfortable if the instructor never corrected out mistakes in my English class.

23. I feel uneasy when my fellow students are asked to correct my mistakes in my English class.
### Appendix A: The Questionnaire

**Answersheet**

<table>
<thead>
<tr>
<th>Section I</th>
<th>Section II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____</td>
<td>1. ____</td>
</tr>
<tr>
<td>2. ____</td>
<td>13. ____</td>
</tr>
<tr>
<td>3. ____</td>
<td>14. ____</td>
</tr>
<tr>
<td>4. ____</td>
<td>15. ____</td>
</tr>
<tr>
<td>5. ____</td>
<td>16. ____</td>
</tr>
<tr>
<td>6. ____</td>
<td>17. ____</td>
</tr>
<tr>
<td>7. ____</td>
<td>18. ____</td>
</tr>
<tr>
<td>8. ____</td>
<td>19. ____</td>
</tr>
<tr>
<td>9. ____</td>
<td>20. ____</td>
</tr>
<tr>
<td>10. ____</td>
<td>21. ____</td>
</tr>
<tr>
<td>11. ____</td>
<td>22. ____</td>
</tr>
<tr>
<td>12. ____</td>
<td>23. ____</td>
</tr>
<tr>
<td>13. ____</td>
<td>24. ____</td>
</tr>
<tr>
<td>14. ____</td>
<td>25. ____</td>
</tr>
<tr>
<td>15. ____</td>
<td>26. ____</td>
</tr>
<tr>
<td>16. ____</td>
<td>27. ____</td>
</tr>
<tr>
<td>17. ____</td>
<td>28. ____</td>
</tr>
<tr>
<td>18. ____</td>
<td>29. ____</td>
</tr>
<tr>
<td>19. ____</td>
<td>30. ____</td>
</tr>
<tr>
<td>20. ____</td>
<td>31. ____</td>
</tr>
<tr>
<td>21. ____</td>
<td>32. ____</td>
</tr>
<tr>
<td>22. ____</td>
<td>33. ____</td>
</tr>
</tbody>
</table>
Appendix A: The Questionnaire

Questionnaire: Background Information

* Note: If you do not feel comfortable with filling out this section, you may check your current class only in No. 3. Your participation in this research project is very important in our understanding of speaking anxiety in ESL classrooms. These questionnaires are strictly confidential. The information is needed for statistical purposes only. The results will be recorded by number, not by name. (Please fill out the questionnaire in English)

Name:_________________________ Nationality:_______________
1. AGE:__________ 2. SEX: F / M
3. Class: English 104__ / English 105 ___
4. Please circle the one that tells the range of your TOEFL score (When taken:__________).
5. Major Field of Study/College:_____________________
6. When did you arrive in the U.S.? Month/Year:_____
7. How long have you studied at the college level in the U.S.?____________________
Appendix A: The Questionnaire

8. How many years have you studied English (including any type of informal study, up to the present)? Please check one.
   7-10 years ( ) / 11-14 years ( ) / 15-18 years ( )

9. Below are five areas of English language skills. Please mark the number that most clearly reflects your own ability in each area.

   1 2 3 4 5 6

   * Accent  non-native _/_/_/_/_  native
   * Grammar inaccurate _/_/_/_/_  accurate
   * Vocabulary inadequate _/_/_/_/_  adequate
   * Fluency broken _/_/_/_/_  smooth
   * Comprehension incomplete _/_/_/_/_  complete

10. What do you think your overall English proficiency (reading, writing, listening, speaking) is? Please circle one. excellent / very good / good / average / poor / very poor

THANK YOU VERY MUCH!!
Appendix B

Interview Questions
Appendix B: Interview Questions

1. What do you think your level of oral English is? Rate it using the following scale:
   e.g., excellent 6; very good 5; good 4; average 3;
   poor 2; very poor 1.

2. Why are you taking this English course?

3. How do you usually feel about speaking English in class
   (ESL courses or other courses in your major)?
   confident / neutral / nervous

*If you feel uncomfortable or nervous when speaking English:

   1) Are you also sometimes anxious when you speak your native language? (Please explain)

   2) Do you feel the same amount of anxiety speaking English in your other classes as well as in ESL spoken classes?

   3) Does your feeling about speaking English vary from situation to situation?
   e.g., the mixture of groups, the class climate, the characteristics of instructors, classroom activities.
Appendix B: Interview Questions

4) What is the cause of your uneasiness when you speak English in class?
   e.g., communication apprehension
   fear of negative social evaluation
   test anxiety (academic evaluation)

5. How do you feel about making mistakes in your speech?

6. What kinds of speaking-oriented activities make you most nervous?
   Could you tell me the most anxiety-producing experience you ever had in your English class?

4. Do you think anxiety can change your oral performance?
   If so, how?

5. Do you think you are a good risk-taker in class? Do you usually avoid the opportunities to speak English in class?

6. What do you usually do to cope with the effect of anxiety on your oral performance?

7. In order to improve your oral proficiency can you suggest: a) some activities which you would like to have in class, and b) list some characteristics of classroom procedures, instructors, and materials in use.
Appendix B: Interview Questions

8. Would you like to add anything concerning your previous or current ESL classes?

9. Do you have any comments in regard to the research questionnaires or this interview?
Appendix C

The Data from the Questionnaire
Appendix C: The Data from the Questionnaire

TABLE 5: Items with Percentages of Students Selecting Each Alternative

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
</tr>
<tr>
<td>1</td>
<td>0 12</td>
<td>66 48</td>
<td>20 20</td>
<td>7 15</td>
<td>7 0</td>
</tr>
<tr>
<td>2</td>
<td>7 4</td>
<td>27 44</td>
<td>20 12</td>
<td>47 24</td>
<td>0 16</td>
</tr>
<tr>
<td>3</td>
<td>27 20</td>
<td>40 40</td>
<td>20 24</td>
<td>13 8</td>
<td>0 8</td>
</tr>
<tr>
<td>4</td>
<td>0 20</td>
<td>33 40</td>
<td>27 20</td>
<td>27 16</td>
<td>13 4</td>
</tr>
<tr>
<td>5</td>
<td>7 16</td>
<td>47 32</td>
<td>13 24</td>
<td>13 28</td>
<td>20 0</td>
</tr>
<tr>
<td>6</td>
<td>20 12</td>
<td>40 36</td>
<td>20 16</td>
<td>13 32</td>
<td>7 4</td>
</tr>
<tr>
<td>7</td>
<td>20 8</td>
<td>27 56</td>
<td>20 12</td>
<td>33 20</td>
<td>0 4</td>
</tr>
<tr>
<td>8</td>
<td>7 8</td>
<td>60 52</td>
<td>13 16</td>
<td>13 24</td>
<td>7 0</td>
</tr>
<tr>
<td>9</td>
<td>13 0</td>
<td>13 36</td>
<td>0 28</td>
<td>40 32</td>
<td>13 4</td>
</tr>
<tr>
<td>10</td>
<td>7 4</td>
<td>13 28</td>
<td>27 32</td>
<td>40 20</td>
<td>13 16</td>
</tr>
<tr>
<td>11</td>
<td>13 8</td>
<td>13 52</td>
<td>40 12</td>
<td>20 28</td>
<td>13 0</td>
</tr>
<tr>
<td>12</td>
<td>0 12</td>
<td>7 40</td>
<td>40 20</td>
<td>40 24</td>
<td>13 4</td>
</tr>
<tr>
<td>13</td>
<td>33 16</td>
<td>40 64</td>
<td>7 12</td>
<td>33 4</td>
<td>7 4</td>
</tr>
<tr>
<td>14</td>
<td>7 8</td>
<td>13 16</td>
<td>20 20</td>
<td>40 40</td>
<td>20 16</td>
</tr>
<tr>
<td>15</td>
<td>13 8</td>
<td>7 32</td>
<td>30 24</td>
<td>40 36</td>
<td>7 0</td>
</tr>
<tr>
<td>16</td>
<td>7 12</td>
<td>33 40</td>
<td>20 16</td>
<td>20 24</td>
<td>13 8</td>
</tr>
<tr>
<td>17</td>
<td>27 20</td>
<td>27 36</td>
<td>27 16</td>
<td>13 28</td>
<td>7 0</td>
</tr>
<tr>
<td>18</td>
<td>13 4</td>
<td>13 16</td>
<td>40 24</td>
<td>27 52</td>
<td>7 4</td>
</tr>
<tr>
<td>19</td>
<td>20 40</td>
<td>27 40</td>
<td>33 8</td>
<td>20 12</td>
<td>0 0</td>
</tr>
<tr>
<td>20</td>
<td>13 24</td>
<td>33 44</td>
<td>33 12</td>
<td>20 16</td>
<td>0 0</td>
</tr>
<tr>
<td>21</td>
<td>13 32</td>
<td>60 40</td>
<td>13 20</td>
<td>0 4</td>
<td>13 4</td>
</tr>
<tr>
<td>22</td>
<td>13 8</td>
<td>27 28</td>
<td>13 20</td>
<td>47 36</td>
<td>0 8</td>
</tr>
<tr>
<td>23</td>
<td>13 8</td>
<td>47 52</td>
<td>13 16</td>
<td>27 24</td>
<td>7 0</td>
</tr>
<tr>
<td>24</td>
<td>7 4</td>
<td>20 40</td>
<td>27 28</td>
<td>40 28</td>
<td>7 0</td>
</tr>
<tr>
<td>25</td>
<td>20 36</td>
<td>53 48</td>
<td>20 4</td>
<td>0 12</td>
<td>7 0</td>
</tr>
<tr>
<td>26</td>
<td>40 32</td>
<td>40 40</td>
<td>7 20</td>
<td>7 4</td>
<td>7 4</td>
</tr>
<tr>
<td>27</td>
<td>13 20</td>
<td>60 56</td>
<td>13 8</td>
<td>7 12</td>
<td>7 4</td>
</tr>
<tr>
<td>28</td>
<td>0 0</td>
<td>13 4</td>
<td>27 36</td>
<td>47 36</td>
<td>13 24</td>
</tr>
<tr>
<td>29</td>
<td>0 20</td>
<td>33 32</td>
<td>60 28</td>
<td>7 16</td>
<td>0 4</td>
</tr>
<tr>
<td>30</td>
<td>7 8</td>
<td>40 40</td>
<td>40 28</td>
<td>13 24</td>
<td>0 0</td>
</tr>
<tr>
<td>31</td>
<td>7 24</td>
<td>60 60</td>
<td>20 4</td>
<td>13 12</td>
<td>0 0</td>
</tr>
<tr>
<td>32</td>
<td>0 4</td>
<td>47 24</td>
<td>13 36</td>
<td>33 36</td>
<td>7 0</td>
</tr>
<tr>
<td>33</td>
<td>7 4</td>
<td>47 20</td>
<td>20 36</td>
<td>7 36</td>
<td>20 4</td>
</tr>
</tbody>
</table>
Appendix C: The Data from the Questionnaire

TABLE 5 (continued)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
<td>E104 E105</td>
</tr>
<tr>
<td>1</td>
<td>7 0</td>
<td>13 0</td>
<td>7 8</td>
<td>33 48</td>
<td>40 44</td>
</tr>
<tr>
<td>2</td>
<td>0 4</td>
<td>20 20</td>
<td>13 24</td>
<td>40 36</td>
<td>27 16</td>
</tr>
<tr>
<td>3</td>
<td>7 12</td>
<td>13 20</td>
<td>13 24</td>
<td>47 28</td>
<td>20 16</td>
</tr>
<tr>
<td>4</td>
<td>0 0</td>
<td>13 16</td>
<td>27 24</td>
<td>47 48</td>
<td>13 12</td>
</tr>
<tr>
<td>5</td>
<td>7 4</td>
<td>13 44</td>
<td>53 16</td>
<td>20 32</td>
<td>7 4</td>
</tr>
<tr>
<td>6</td>
<td>0 0</td>
<td>20 24</td>
<td>27 28</td>
<td>33 44</td>
<td>20 4</td>
</tr>
<tr>
<td>7</td>
<td>0 4</td>
<td>13 16</td>
<td>40 40</td>
<td>60 40</td>
<td>7 0</td>
</tr>
<tr>
<td>8</td>
<td>7 8</td>
<td>27 16</td>
<td>27 32</td>
<td>33 32</td>
<td>7 12</td>
</tr>
<tr>
<td>9</td>
<td>33 24</td>
<td>33 60</td>
<td>20 8</td>
<td>7 4</td>
<td>7 4</td>
</tr>
<tr>
<td>10</td>
<td>13 0</td>
<td>13 12</td>
<td>33 52</td>
<td>27 36</td>
<td>13 0</td>
</tr>
<tr>
<td>11</td>
<td>0 0</td>
<td>20 32</td>
<td>20 36</td>
<td>60 20</td>
<td>0 12</td>
</tr>
<tr>
<td>12</td>
<td>0 0</td>
<td>8 13</td>
<td>47 56</td>
<td>33 28</td>
<td>0 8</td>
</tr>
<tr>
<td>13</td>
<td>0 0</td>
<td>7 16</td>
<td>13 44</td>
<td>53 28</td>
<td>27 16</td>
</tr>
<tr>
<td>14</td>
<td>0 0</td>
<td>13 12</td>
<td>13 20</td>
<td>47 48</td>
<td>20 20</td>
</tr>
<tr>
<td>15</td>
<td>0 4</td>
<td>13 8</td>
<td>27 36</td>
<td>47 52</td>
<td>13 0</td>
</tr>
<tr>
<td>16</td>
<td>0 0</td>
<td>20 8</td>
<td>13 52</td>
<td>60 36</td>
<td>13 4</td>
</tr>
<tr>
<td>17</td>
<td>7 0</td>
<td>0 12</td>
<td>33 12</td>
<td>47 48</td>
<td>13 28</td>
</tr>
<tr>
<td>18</td>
<td>0 0</td>
<td>7 12</td>
<td>27 28</td>
<td>47 44</td>
<td>20 16</td>
</tr>
<tr>
<td>19</td>
<td>7 0</td>
<td>0 0</td>
<td>0 8</td>
<td>47 64</td>
<td>47 28</td>
</tr>
<tr>
<td>20</td>
<td>7 0</td>
<td>7 8</td>
<td>13 16</td>
<td>47 64</td>
<td>27 12</td>
</tr>
<tr>
<td>21</td>
<td>0 0</td>
<td>7 8</td>
<td>33 44</td>
<td>53 44</td>
<td>7 4</td>
</tr>
<tr>
<td>22</td>
<td>7 0</td>
<td>7 8</td>
<td>27 8</td>
<td>40 44</td>
<td>20 40</td>
</tr>
<tr>
<td>23</td>
<td>0 0</td>
<td>20 52</td>
<td>66 28</td>
<td>7 12</td>
<td>7 8</td>
</tr>
</tbody>
</table>

* Data in this table are rounded to the nearest whole number. Percentages may not add to 100 due to rounding.
LIST OF REFERENCES


Rardin, J. (in press). Thoughts on language anxiety by Alice Omaggio, Steven Krashen, Tracy Terrell and Jennybelle Rardins.


