

CHAPTER FOUR

RESULTS

In this chapter, the questionnaire data that have been manipulated with SPSS program are displayed in table form and summarized in text form. Firstly, participant personal data and educational background (Part One) are summarized. Secondly, the results of the FLCAS (Part Two) are presented. Next, the methods for reducing FL anxiety in classroom that the participants have chosen are shown. Lastly, the suggestions about classroom atmosphere and teaching methodologies are presented.

4.1 PARTICIPANT'S DATA

Participants in this study were the 82 first-year Hotel and Tourism students studying in vocational certificate level at the Thai-Austrian Technical College (TATC). The Hotel and Tourism program, as mentioned earlier, is a dual vocational training (DVT). There are two main groups of Hotel and Tourism students: TATC students and Ambassador students. The first-year TATC students have to study 2 English subjects (*English for Communication 1* and *English for Tourism Industry*) in the first semester of the first-year study, while the first-year Ambassador students who are working at Ambassador City Jomtien hotel are required to study only one English subject (*English for Communication 1*). The following tables show the participants' personal data and educational background.

Table 1. Participant Gender

	Frequency	Percent
Valid male	25	30.5
female	57	69.5
Total	82	100.0

The participants in this study were 82 students. Most of them were female: 57 female (69.5%) and 25 males (30.5%).

Table 2. Participant Group

		Frequency	Percent
Valid	TATC students	33	40.2
	Ambassador students	49	59.8
	Total	82	100.0

There were more Ambassador students than TATC students in this study: 33 TATC students (40.2%) and 49 Ambassador students (59.8%).

Table 3. Participant Grade Point Average

		Frequency	Percent
Valid	1.00-1.99	10	12.2
	2.00-2.99	51	62.2
	3.00-4.00	21	25.6
	Total	82	100.0

There are 3 ranges of grade point average (GPA). Most of the first-year Hotel and Tourism students at TATC had their GPA in the range of 2.00-2.99 (62.2%), followed by 3.00-4.00 (25.6%) and 1.00-1.99 (12.2%), respectively.

Table 4. Final Grade of English for Communication 1

		Frequency	Percent
Valid	1.0	10	12.2
	1.5	21	25.6
	2.0	18	22.0
	2.5	11	13.4
	3.0	13	15.9
	3.5	2	2.4
	4.0	7	8.5
	Total	82	100.0

The final grade of English for Communication 1 that the most students obtained last semester was 1.50 (25%), followed respectively by 2.00 (22%), 3.00 (15.9%), 2.50 (13.4%), 1.00 (12.2%), 4.00 (8.5%), and 3.50 (2.4%).

Table 5. Final Grade of English for Tourism Industry (TATC Students)

		Frequency	Percent
Valid	1.00	12	36.4
	1.50	8	24.2
	2.00	7	21.2
	2.50	2	6.1
	3.00	2	6.1
	4.00	1	3.0
	Total	32	97.0
Missing	missing	1	3.0
Total		33	100.0

Only the first-year TATC students have learnt English for Tourism Industry; therefore, the number of participants for this table is 33. The final grade of this subject that the most TATC students obtained was 1.00 (36.4%), followed by 1.50 (24.2%), 2.00 (21.2%), 2.50 (6.1%), 3.00 (6.1%), and 4.00 (3%), respectively. However, there was one missing response (3%).

Table 6. Past Experience of Learning English

		Frequency	Percent
Valid	not good	14	17.1
	good	62	75.6
	Total	76	92.7
Missing	missing	6	7.3
Total		82	100.0

Most of the students had good experiences learning English in the past (75.6%), some students had negative experience (17.1%). However, there were 6 missing responses (7.3%).

Table 7. Opportunity of Using English with Native Speakers

		Frequency	Percent
Valid	no	41	50.0
	yes, not often	32	39.0
	yes, often	7	8.5
	Total	80	97.6
Missing	missing	2	2.4
Total		82	100.0

Half of the participants (50%) reported they had no opportunity of using English with native speakers, whereas 32 students (39%) had the opportunity to practice English with native speaker, but not often. 7 students (8.5%) had frequent opportunities to use English with native speakers.

4.2 FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS) MEASUREMENT

Foreign Language Classroom Anxiety Scales (FLCAS) was used to measure the classroom anxiety of the participants by rating 4-point scale: strongly agree, agree, disagree, and strongly disagree.

4.2.1 Overall FLCAS Results

The FLCAS consists of 33 items including both positive and negative statements about foreign language learning in classroom. The 24 items (1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31 and 33) show high anxiety, whereas 9 items (2, 5, 8, 11, 14, 18, 22, 28, and 32) indicate non-anxiety. Table 8 shows the overall responses by reporting percentage of each item.

Table 8. Overall FLCAS Results

Item	Strongly agree	Agree	Disagree	Strongly disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	6.1%	62.2%	25.6%	6.1%
2. I don't worry about making mistakes in language class.	4.9%	42.7%	37.8%	14.6%
3. I tremble when I know that I'm going to be called on in language class.	12.2%	43.9%	32.9%	11.0%
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	6.1%	65.9%	20.7%	7.3%
5. It wouldn't bother me at all to take more foreign language classes.	14.6%	41.5%	30.5%	13.4%
6. During language class, I find myself thinking about things that have nothing to do with the course.	6.1%	31.7%	47.6%	14.6%
7. I keep thinking that other students are better at language than me.	17.1%	51.2%	22.0%	9.8%
8. I am usually at ease during test in my language class.	4.9%	29.3%	50.0%	15.9%

(table continues)

Table 8 (continued)

Item	Strongly agree	Agree	Disagree	Strongly disagree
9. I start to panic when I have to speak without preparation in language class.	20.7%	53.7%	17.1%	8.5%
10. I worry about the consequences of failing my foreign language class.	29.3%	37.8%	14.6%	18.3%
11. I don't understand why some people get so upset over foreign languages.	17.1%	53.7%	26.8%	2.4%
12. In language class I can get so nervous I forget things I know.	9.8%	35.4%	37.8%	17.1%
13. It embarrasses me to volunteer answers in my language class.	9.8%	43.9%	37.8%	8.5%
14. I would not be nervous speaking the foreign language with native speakers.	7.3%	34.1%	46.3%	12.2%
15. I get upset when I don't understand what the teacher is correcting.	7.3%	40.2%	41.5%	11.0%
16. Even if I am well prepared for language class, I feel anxious about it.	12.2%	41.5%	34.1%	12.2%
17. I often feel like not going to my language class.	14.6%	45.1%	30.5%	9.8%
18. I feel confident when I speak in foreign language class.	6.1%	25.6%	48.8%	19.5%
19. I'm afraid that my language teacher is ready to correct every mistake I make.	28.0%	46.3%	20.7%	4.9%
20. I can feel my heart pounding when I'm going to be called on in language class.	11.0%	65.9%	13.4%	9.8%
21. The more I study for a language test, the more confused I get.	9.8%	42.7%	30.5%	17.1%
22. I don't feel pressure to prepare very well for language class.	9.8%	45.1%	29.3%	15.9%
23. I always feel that the other students speak the foreign language better than I do.	12.2%	46.3%	31.7%	9.8%
24. I feel very self-conscious about speaking the foreign language in front of other students.	11.0%	39.0%	42.7%	12.2%
25. Language class moves so quickly I worry about getting behind.	11.0%	35.4%	37.8%	15.9%
26. I feel more tense and nervous in my language class than in my other class.	6.1%	42.7%	39.0%	12.2%
27. I get nervous and confused when I am speaking in my language class.	8.5%	35.4%	35.4%	20.7%
28. When I'm on my way to language class, I feel very sure and relaxed.	6.1%	35.4%	45.1%	13.4%
29. I get nervous when I don't understand every word the language teacher says.	11.0%	48.8%	30.5%	9.8%
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	6.1%	41.5%	35.4%	17.1%

(table continues)

Table 8 (continued)

Item	Strongly agree	Agree	Disagree	Strongly disagree
31. I am afraid that the other students will laugh at me when I speak the foreign language.	12.2%	37.8%	36.6%	13.4%
32. I would probably feel comfortable around native speakers of the foreign language.	11.0%	26.8%	39.0%	23.2%
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	13.4%	51.2%	28.0%	7.3%

According to Table 8, the first three items that participants agreed with are item 20 (I can feel my heart pounding when I'm going to be called on in language class), it was supported with 76.9% agreement (strongly agree=11.0%, agree=65.9%), item 9 (I start to panic when I have to speak without preparation in language class) with 74.4% agreement (strongly agree=20.7%, agree=53.7%), and item 19 (I'm afraid that my language teacher is ready to correct every mistake I make) with 74.3% agreement (strongly agree=28.0%, agree=46.3%)

On the other hand, the three common items that participants disagreed with most are item 18 (I feel confident when I speak in foreign language class). This item had 68.3% disagreement (strongly disagree=19.5%, disagree= 48.8%). Item 8 (I am usually at ease during test in my language class) had 65.9% disagreement (strongly disagree=15.9%, disagree=50.0%), and item 6 (During language class, I find myself thinking about things that have nothing to do with the course) received 62.2% disagreement (strongly disagree=14.6%, disagree=47.6%).

4.2.2 The FLCAS Score of Four Components of Foreign Language Anxiety

In this study, anxiety measured by FLCAS was divided into four components of anxiety: communication apprehension (items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, and 33), fear of negative evaluation (items 2, 7, 8, 10, 15, 19, 23, and 31), general feeling of anxiety (items 16, 22, 25, 26, 28, 30, and 32), and general reaction toward foreign language classroom (items 5, 6, 11, 12, 17, and 21).

Table 9. Foreign Language Anxiety Score (Separated Components)

	N	Minimum	Maximum	Mean
All anxieties	82	57	110	85.1
Communication apprehension	82	18	42	31.8
Fear of negative evaluation	82	12	29	21.3
General feeling of anxiety	82	11	26	17.6
General reaction toward foreign language classroom	82	7	20	14.2

The possible score range of FLCAS with a 4-point scale is 33 to 132. In the present study, the minimum anxiety score was 57 and the maximum score was 110. Therefore, the mean of the anxiety score was 85.1. For communication apprehension, the possible scores range from 12 to 48; the participants' scores ranged from 18 to 42 (mean=31.8). For fear of negative evaluation, the possible scores range from 8 to 32; the participants' scores ranged from 12 to 29 (mean=21.3). For general feeling of anxiety, the possible scores range from 7 to 28; the participants' scores ranged from 11 to 26 (mean=17.6). For general reaction toward foreign language classroom, the possible scores range from 6 to 24; the participants' scores ranged from 7 to 20 (mean=14.2).

Table 10. The Number of Participants Who Had Anxiety Level above the Mean Score

	Frequency	Percent
Fear of negative evaluation	43	52.4
Communication apprehension	42	51.2
General reaction toward foreign language classroom	39	47.6
General feeling of anxiety	30	36.6

According to Table 10, fear of negative evaluation had the highest numbers of participants (52.4%) who had anxiety score above the mean score (higher than 22), followed by communication apprehension (51.2%), general reaction toward foreign language classroom (47.6%), and general feeling of anxiety (36.6%), respectively.

4.2.3 The Personal Data and Educational Background of the Participants Who Had Got the Highest and Lowest Anxiety Score

Looking more closely into the personal background and education background of the first three participants who had got highest and lowest FLCAS scores, the data is reported in Table 11.

Table 11. The Personal Data and Educational Background of the Participants Who Had Got the Highest and Lowest Anxiety Score

	Highest Anxiety Score			Lowest Anxiety Score		
Anxiety Score	110	103	103	57	57	61
Gender	Female	Male	Male	Male	Male	Male
GPA	1.00-1.99	2.00-2.99	3.00-4.00	3.00-4.00	3.00-4.00	2.00-2.99
English final grade	1.5	2.0	3.0	4.0	2.5	2.0
Past experience of learning English	Not good	Good	Good	Good	Good	Good
Opportunity of using English	Yes, not often	Yes, Not often	Yes, not often	Yes, Often	Yes, often	Never

The student with the highest anxiety score (110) was female with low GPA (between 1.00-1.99) as well as low final grade of English Communication 1 (1.5). She reported that she had past negative experience of learning English; however, she had the experience of using English with a native speaker but not often.

One of the participants who got the anxiety score of 103 was male. His GPA was in the range of 2.00-2.99 with the English final grade of 2. However, he showed that he had a positive attitude about learning English in the past. He also had a chance to practice English with native speakers but not often.

The other participant who got an anxiety score of 103 was male. Surprisingly, his GPA was in the highest range of GPA (3.00-4.00) with the English final grade of 3. He had a positive experience of learning English and had the opportunity to use English with native speakers but not often.

On the other hand, there were two participants who got the lowest anxiety score in the present study. Both of them were male with the GPA of 3.00-

4.00. However, one had got 4 in the English final grade, the other got 2.5. They had a positive experience of learning English and often practiced English with native speakers.

The student who got the anxiety score of 61 was male. His GPA was in the range of 2.00-2.99 with the English final grade of 2. He had a good experience about learning English in the past but had no chance to use English with native speakers.

4.2.4 Correlation between Final Grade and Anxiety Level

Only English for Communication 1 was chosen for the correlation efficient analysis because both Ambassador students and TATC students have taken the course.

Table 12. Correlation between the Final Grade of English of Communication 1 and the Anxiety Level

		English for Communication 1	Anxiety Level
English for Communication 1	Pearson Correlation	1.000	-.259*
	Sig. (2-tailed)	.	.019
	N	82	82
Anxiety Level	Pearson Correlation	-.259*	1.000
	Sig. (2-tailed)	.019	.
	N	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 12, a calculation of the Pearson Product Moment correlation coefficient (r) between final grade of English for Communication 1 and anxiety level showed that the correlation was statistically significant (2-tailed) at 0.019 with a negative correlation coefficient of -0.259. That means when the anxiety level was high, the final grade of English for Communication 1 was low and vice versa.

4.3 METHODS FOR REDUCING FOREIGN LANGUAGE ANXIETY

In this part, there are 9 methods for the students to choose the factors that best fit them for reducing anxiety in English classroom. The students can choose more than one method and can give some more suggested methods.

Table 13. The Methods for Reducing Foreign Language Anxiety

Item	Frequency	Percent
Remember that error is a natural part of foreign language learning	52	63.4
Attend every class to learn a little bit every week.	43	52.4
Seek out opportunities to practice the foreign language	41	50.0
Make sure you are prepared before attending the class	39	47.6
Do something fun and relaxing before attending the class	38	46.3
Try to take risks in language learning such as guessing meaning of words or trying to speak in class	37	45.1
Discuss your feelings with other students	31	37.8
Tell your teacher how you feel	29	35.4
Take additional English courses in the tutorial school	22	26.8

The three commonest methods that were chosen for reducing foreign language anxiety were to remember that error is a natural part of foreign language learning (63.4%), followed by to attend every class to learn a little bit every week (52.4%), and to seek out opportunities to practice the foreign language (50%), respectively.

Besides, there are a couple comments given in this part: “do something fun while studying in the English classroom” and “try to practice English with native speakers”.

4.4 ENGLISH CLASSROOM ATMOSPHERE AND TEACHING METHODS

In this part, there are 23 items for the students to choose ones that they prefer for their English classroom in terms of classroom atmosphere and teaching methods. The students can choose more than one method and can give some more comments.

Table 14. Classroom Atmosphere and Teaching Methods Preference

Item	Frequency	Percent
I like to do the class activities in groups.	48	58.5
I like the teacher to have a close relationship with students.	47	57.3
I like to play language games in class.	46	56.1
I like to study outside of class such as going to the tourist attractions.	45	54.9
I like the teacher to explain everything.	40	48.8
I like English contents that are related to my interest or useful to my daily life.	38	46.3
I like the teacher to tell me my mistakes immediately.	36	43.9
I like to watch TV in English.	34	41.5
I like to study pronunciation.	32	39.0
I like to learn by speaking in class	29	35.4
I like to ask the teacher to help me about my English problems.	29	35.4
I like the teacher to teach us only the content that will be included in the exam.	29	35.4
I like to do the class activities in pairs.	27	32.9
I like to learn by watching English soundtrack movies.	26	31.7
I like to ask other students to help me about me English problems.	26	31.7
I like the teacher to teach us not only the content for the exam but also other useful knowledge.	25	30.5
I like to study writing.	23	28.0
I like to listen to language cassettes in class.	19	23.2
I like the teacher to tell me my mistakes personally or outside the class.	19	23.2
I like to study new words.	18	22.0
I like to learn by reading in class.	17	20.7
I like to study grammar.	9	11.0
I like to do the class activities alone.	8	9.8

According to Table 14, more than half of the participants preferred to do the class activities in groups (58.5%). The participants would like their teacher to have a close relationship with them (57.3%). Moreover, they preferred to play language games in class (56.1%). Also, the participants would like to study outside of class such as going to tourist attractions (54.9%). However, there were only 8 students (9.8%) who preferred to do class activities alone and 9 students (11%) preferred to study grammar in classroom.

Some additional comments were added. Two of the participants suggested that they would like to learn English with native speakers. Two other students would like to learn English for communicating with native speakers; one of them thinks that focusing on grammar makes her more confused. One prefers a 10-15-minute break and fewer assignments. One just shortly expressed “I don’t want to learn English”.

All of these findings will be concluded and discussed in the next chapter.

