

CHAPTER 1: INTRODUCTION

This initial chapter outlines the research problem and rationale for the study together with its scope and significance. More importantly, the aims and objectives are highlighted with three research questions which serve as guidelines for the whole study. Finally, the chapter concludes with an overview of the rest of the paper to orientate the readers throughout the research.

1.1. Statement of the problem and rationale for the study

Anxiety experienced in the course of learning a foreign language is reported to have been “specific and unique” (Horwitz et al., 1986; MacIntyre and Gardner, 1989). According to Krashen (1982), “anxiety contributed negatively to an “affective filter”, which made an individual less responsive to language input” (Krashen, 1982, cited in Liu, 2007, p.119). This principle had considerable impact on communicative teaching approaches in subsequent years. Since then, there have been many research articles carried out to approach the foreign language learning anxiety by the researchers such as Horwitz et al., 1986, MacIntyre & Gardner, 1989, Florez, 1999, Wilson, 2006, as well as the issue that foreign language anxiety is “more associated with public speaking and mainly functions as a inhibitor in language learning” (Bailey, 1983; Gregersen & Horwitz, 2002; Horwitz, 1995; MacIntyre & Gardner, 1989; Onwuegbuzie et al., 1999, cited in Liu, 2007, p.119). In order to identify anxious university students and measure their anxiety, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) which consisted of three dimensions—communication apprehension, test anxiety, and fear of negative evaluation. It was reported that many students in foreign language learning experienced significant foreign language anxiety, which unfavorably affected their performance in that language.

Meanwhile, many other researchers have displayed their engagement in exploring causes for student anxiety in second/foreign language classrooms through qualitative data (Bailey, 1983; Hilleson, 1996; Jackson, 2002; Price, 1991 Tsui, 1996, cited in Liu, 2007). A multitude of variables contributed to student anxiety such as low English proficiency, lack of

practice competition, and task difficulty, which might vary from context to context. Besides, competitiveness, awareness of peers and teachers' evaluation and low or loss of self-esteem were considered as the factors to student anxiety (Liu, 2007).

A number of researchers have been interested in studying anxiety on one skill among foreign language skills like listening anxiety, writing anxiety or speaking anxiety. But speaking was believed to be frequently alluded to an anxiety-provoking event (Liu, 2007). Similarly, according to ElKhafaifi (2005), speaking courses appear to produce greater anxiety than other skill courses among various aspects of L2 learning seem to provoke anxiety in students (ElKhafaifi, 2005, cited in Al-Sibai, 2005). He also states that anxiety not only causes more difficulties for both students and teachers in classroom experience but it also "discourages students from pursuing certain jobs where foreign languages are essential for success. Hence, research into the nature of anxiety holds great promise for improving language learning in the classroom" (ElKhafaifi, 2005, cited in Al-Sibai, 2005). Purportedly, although it might be a motivation for some other students to work harder sometimes, there was the existence of foreign language anxiety that intruded the students' learning and affected reactions (Liu, 2007).

At the University of Languages and International Studies, for first-year mainstream students in academic year 2011- 2012, Speaking skill is separately taught in 150 minutes (3 periods) per week. There are three main activities namely Role-play, Pair presentation and Case study for each week depending on the major curricula but all of them are prepared at home in advance by the students. 96% of surveyed students shared that they felt very anxious when speaking English in class and only 4% said that they hardly experienced the feelings of speaking anxiety in their English classrooms. That fact surprises the researcher a lot and is a motivation for her to try to find out the reasons of the speaking anxiety phenomenon because in theory, they still have time to practice speaking after finishing the activities mentioned above. To the best knowledge of the researcher, little research has been conducted to study intensively speaking anxiety as well as its effect on students' oral performances among EFL students in Vietnam in general and at ULIS, VNU in particular. At B3 library where research

papers in English are deposited, no lecturer's research on speaking anxiety can be found. There has been only one graduation paper on foreign language anxiety conducted by Nguyen in 2011.

In the researcher's opinion, the differences in foreign language learning situations as well as the differences among the foreign language learners themselves require more deeper research on speaking in general and speaking anxiety in particular in order to find out causes for and consequences of anxiety, and their relationships with language proficiency in various second/foreign language learning contexts. Therefore, as a language learner who has experienced anxious feelings aroused by language learning situations and as a future teacher of English, the writer has an insatiable desire for exploring speaking anxiety manifestation in students as well as the effects of anxiety on speaking performance. And because of the fact that the researcher would have her six- week practicum at Division One, ULIS first- year mainstream English major students became the ideal population for the study. The real situation has inspired the researcher to carry out the study "*Effects of anxiety on in- class speaking performance among ULIS first- year mainstream English majors*".

1.2. Research aims and research questions

Firstly, the paper is expected to find out the factors contributing to anxiety among first- year mainstream EFL students in foreign language classes at ULIS. Secondly, a closer look will be taken at anxiety manifestation in students when they speak in foreign language classes. Finally, the effects of anxiety on students' in- class speaking performance as perceived by the students will be focused so that both students and teachers have suitable ways to soothe those effects.

In brief, these objectives could be summarized into three research questions as follows:

1. *What are some personal and instructional factors contributing to speaking anxiety as perceived by the students?*

2. *How is speaking anxiety manifested in the students (psychologically, physiologically, and behaviorally) as perceived by the students?*

3. *What are some effects of anxiety on students' in- class speaking performance as perceived by the students?*

1.3. Scope of the study

As can be seen, foreign language anxiety has been widely studied in all skills of academic field (listening, speaking, reading and writing) by many researchers and psychologists all over the world such as Horwitz and Cope (1986), MacIntyre and Gardner (1989), Florez (1999), Wilson (2006) and so on. And it seems that there's still room for other researchers who have interest in the matter. However, in this paper, the focus was just on speaking skill and speaking anxiety. More specifically, the effects of anxiety on students' in-class speaking performance were apparently justified. In other words, learner psychology in English language class would be paid attention to discover the effects of speaking anxiety on it and then on learner speaking task performance. It is because the current research aimed to take insights into skill- specific anxiety in the learning of English so that the readers can figure out in their minds the significant points of effects of speaking anxiety and have a thorough understanding of researched matter.

This research focused on first year mainstream English major students at ULIS, who have been studying the second semester of the academic year 2011- 2012, for some reasons. The first reason seemed subjective. The researcher was a freshman for over three years ago and experienced anxiety in foreign language classroom, especially speaking anxiety due to grammatical- oriented curriculum at high school with not much listening and speaking practice, unfamiliarity with the new learning environment as well as deficiency of learning methods. Hence, the researcher feigns that first year mainstream EFL students might undergo a higher level of speaking anxiety than second-year or third-year students, who somehow get used to learning in foreign language classes. And it would support first- year students and teachers to allay the effects of anxiety were the current study able to discern the causes and

effects of learners' anxiety. Another reason is that the research's findings can raise students' and teachers' awareness of effects of speaking anxiety on students' in-class speaking performance and thus, learning and teaching methods as well as learning curricula designed for first-year students- the newcomers entering university life- would be paid more attention in order to help avoid those effects.

Besides, the current study examined speaking anxiety from the perspectives of only students at ULIS, which played the most essential source of data to help the researcher answer the research questions. The researcher aimed to focus more on the learners and their positions on the matter (how they notice speaking anxiety, its manifestation and effects, etc.) When they themselves recognize the problem and try to solve it first-hand, they can be said to success in a half way. As an old saying goes, you can bring a horse to water but you cannot make him drink. This proverb flags the importance of learners during the language learning process. In Scharle and Szabo's words (2000, p.4), "success in learning very much depends on learners having a responsible attitude". In other words, the researcher wants to emphasize their commitments to their learning process when decided to examine only students' viewpoints on the chosen topic.

1.4. Methods of the study

1.4.1. Data collection instruments

The combination of questionnaires and interviews was employed during the process of data collection.

The language in survey questionnaires was Vietnamese so that there was no difficulty for the participants in answering. The technical terms would be explained carefully if their appearance made the participants be confused while answering survey questions. Moreover, the instructions were given clearly and the researcher was always at hand to answer any questions arising.

The interviews were conducted in Vietnamese in order to help the respondents feel most relaxed and confident to express their ideas. All the interviews were recorded under the interviewees' acceptance.

1.4.2. Data analysis methods

Questionnaires and interview recordings were collected for analysis as the primary source of data. The frequency of appearance of the multiple choice questions was counted. The data was presented in tables with the specific statistics of each influence.

The transcribing students' sharing through interviews required more work and time. The information needed synthesizing and categorizing properly. Students' transcripts were analyzed carefully to have thick description for the research. Those would strengthen the reliability of the findings.

1.5. Significance of the study

Once having been completed, this research would be of benefits for the target population, the teachers as well as other researchers who are also interested in the same field.

Firstly, the study is expected to raise the awareness of current situation of English speaking anxiety in ULIS classrooms in general, in first- year mainstream EFL classroom in particular.

Besides, for the paper investigates in- class speaking anxiety which first-year mainstream EFL students encounter in speaking classroom, its findings hopefully would help students and teachers be clearer about the effects of anxiety on students' in-class speaking performance so that they can alleviate them.

Last but not least, with regards to researchers who share the same interest in this topic, they could rely on the study to find out reliable and useful information to develop their related studies in the future.

1.6. Organization of the study

The rest of the paper includes the following chapters:

Chapter 2- Literature review- provides the background of the study

Chapter 3- Methodology- describes the context, participants and instruments of the study, as well as the procedure employed to carry out the research.

Chapter 4- Results and discussion- presents, analyzes and discusses the findings that the researcher found out from the data collected according to the three research questions.

Chapter 5- Recommendations- presents the author's suggestions for both teachers and students to resolve remaining problems in speaking anxiety in language class.

Chapter 6- Conclusion- summarizes the main issues discussed in the paper, the limitations of the research and some suggestions for further studies as well.

Following this chapter are the References and Appendices.

Summary

This chapter has provided the rationale for the study by stressing the effects of anxiety on in-class speaking performance among first- year ULIS mainstream majors and disclosing the research gap as well. The framework of the paper has also been set in place with three research questions and clearly defined scope. These elaborations have not only justified the key contents and structure of the paper but will also work as the guidelines for the rest of the study.

CHAPTER 2: LITERATURE REVIEW

This chapter, as its name suggests, provides an overview of the literature related to the research topic, laying the solid foundations for the subsequent development of the study. Not only are the key terms like “speaking” and “anxiety” defined but critical background information about those key terms are also presented to ensure a thorough understanding of the research matters.

2.1. Overview of anxiety

2.1.1. Theories of anxiety

In her own work “English as a second language students and English language anxiety: issues in the mainstream classroom” (2002), Pappamihiel displayed the development of anxiety theory which moved from “generalized, all-encompassing” theories by Bandura (1991) and Pekrun (1992) to more “situation-specific” theories of language learning anxiety by MacIntyre & Gardner (1994) and then to theories that focus on “contextual levels of anxiety within individuals” by Pappamihiel (1999) (Pappamihiel, 2002). It means that anxiety is a complex issue which has been taking a great deal of time and effort of the researchers to be able to comprehend its character.

Hilgard, Atkinson, & Atkinson (1971) stated that “Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (Hilgard, Atkinson, & Atkinson, 1971, cited in Nguyen, 2011, p.23). For more specific understanding on the issue, Speiberger (1976) did differentiate anxiety from fear by showing that although anxiety and fear are both “unpleasant emotional reactions to the stimulus conditions perceived as threatening,” fear is usually derived from a “real, objective danger in the external environment” while the threatening stimulus of anxiety may not be known” (Speiberger, 1976, cited in Nguyen, 2011, p. 24). Furthermore, in his other own work, Spielberg (1983) defined anxiety as the “subjective feeling of tension, apprehension, nervousness, and worry associated with an

arousal of the autonomic nervous system” (Spielberger, 1983, cited in Nguyen, 2011, p. 24). To make the issue clearer, Morris, David and Hutchings (1981) pointed that anxiety includes two components “worry and emotionality” (Morris, David and Hutchings, 1981, cited in Nguyen, 2011, p. 24). Worry or “cognitive anxiety” refers to “negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequence” (Nguyen, 2011, p.24).

2.1.2. Types of anxiety

MacIntyre and Gardner (1981, p.87- 92) clarified three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre and Gardner, 1981, cited in Nguyen, 2011, p. 24).

Trait anxiety is “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983, cited in Nguyen, 2011, p. 24). Because the fact that trait anxiety is a “relatively stable personality characteristic”, a person who is trait anxious would probably become anxious in many different kinds of situations, “more frequently or more intensely than most people do” (Woodrow, 2006, p.309, cited in Nguyen, 2011, p.25). This approach to anxiety has been condemned as that interpretation of trait anxiety would be a gibberish if it was out of “interaction with situations” because “a particular situation may be perceived as anxiety- provoking” by some but not by other even though those people share the similar trait anxiety scores (MacIntyre and Gardner, 1991, p. 88, cited in Nguyen, 2011, p.25)

State anxiety is “a transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983, cited in Nguyen, 2011, p. 25). This type of anxiety is in contrast to the stable nature of trait anxiety. It is the apprehension that is experienced at a “particular moment in time” (MacIntyre and Gardner, 1991, p.90, cited in Nguyen, 2011, p.25).

Situation-specific anxiety, “refers to the persistent and multi-faceted nature of some anxieties” (MacIntyre & Gardner, 1981, cited Horwitz, 2001). “It is aroused by a specific type of situation or event such as public speaking, examinations, or class

participation” (Ellis, 1994). According to MacIntyre and Gardner (1991, p.90), situation-specific anxiety can be treated as trait anxiety, which is limited to a specific context. This perspective discusses anxiety reactions in a “well-defined situation” such as public speaking, during tests, when solving mathematics problems, or in a foreign language classroom (MacIntyre and Gardner, 1991, p.90, cited in Nguyen, 2011, p.26).

Besides, there are two other categories of anxiety: facilitating anxiety and debilitating anxiety. The inverted U relation between anxiety and performance (MacIntyre, 1995, cited in Nguyen, 2011, p.27) will make a clearer presentation for the readers.

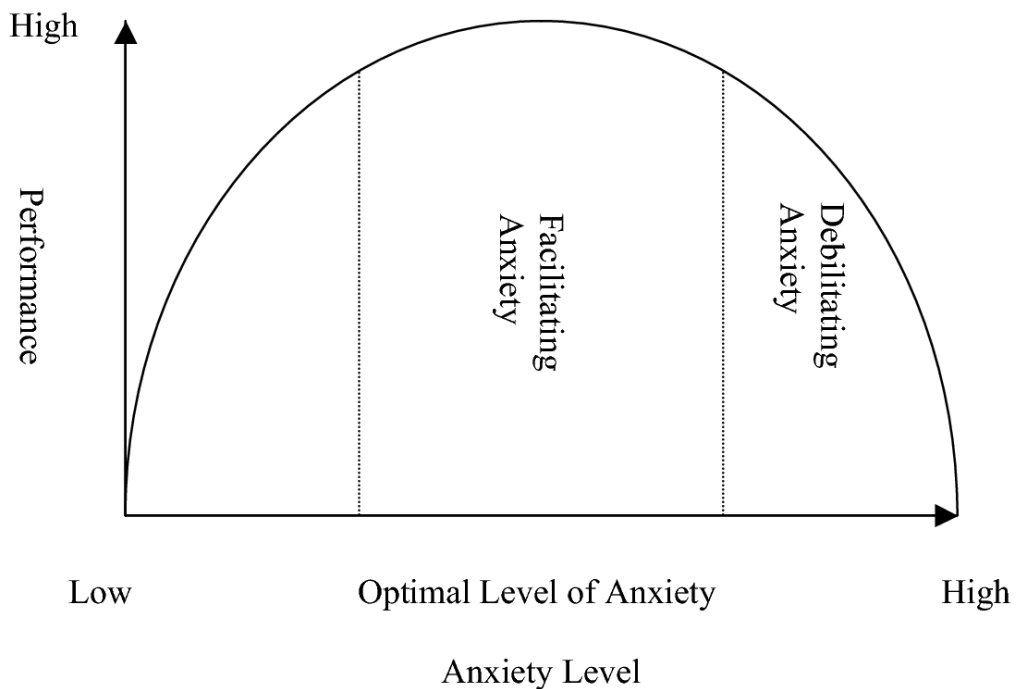


Figure 1: The inverted U relation between anxiety and performance

As can be seen, facilitating anxiety enhances learning and performance because the fact that learner performance gets the highest point- the “peak” of the inverted U, whereas debilitating anxiety is associated with poor learning and performance. Facilitating anxiety occurs when the difficulty level of the task triggers the proper amount of anxiety “motivate learners to fight the new learning task and gears the learners emotionally for approach

behavior” (Scovel, 1991, cited in Nguyen, 2011, p. 26). However, although a certain level of anxiety may be beneficial, too much anxiety can become debilitating: it discourages the learner to encounter the new task, and “stimulates the individual emotionally to adopt avoidance behavior which may lead to avoidance of work and inefficient work performance” (Scovel, 1978, cited in Nguyen, 2011, p.26). On the one hand, to some extent, anxiety can motivate the learner and help the performance be enriched; on the other hand, anxiety contributes as a factor causing learner’s failure.

2.2. Overview of speaking

It is undeniable that speaking is essential for human communication. As a result, many scholars such as Levelt (1989), Levelt, Roelofs & Meyer (2000) have considered speaking as “a highly demanding and complex cognitive skill that involves several different mechanisms.” (Levelt (1989); Levelt, Roelofs & Meyer (2000); cited in Figueiredo & Mota, 2009, p. 101)

According to Brown (1994) and Burns & Joyce (1997), “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997, cited in Florez, 1999, p. 192). Also sharing the same opinion, Byrne (1989, p.8) made it clearer when he stated that “speaking is a two-way process between the speaker(s) and the listener(s) involving the productive skill of speaking and the receptive skill of understanding.” It means that both speakers and listeners have to perform their own functions in order to be able to communicate well together. Specifically, the speakers encode the information in appropriate language so that the listeners can decode it and get exact messages from the speakers. The message itself in normal speech usually contains a great amount of information that the listener needs. And at the same time, the listeners are helped by the speakers such as stress and intonation which accompany the spoken utterances and form part of its meaning, and also by his facial expression and body movements.

Furthermore, speaking, which is often said to be “spontaneous, open- ended, and evolving” together with its guise and significance, hinges on the backdrop in which it prevails. Beside the knowledge of using grammar, pronunciation or vocabulary in order to build up communication, speaking learners are also expected to “understand when, why, and in what ways to produce language”. As a result, “speech has its own skills, structures, and conventions different from written language”. (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996)

In regard to elements of speaking skill in language learning and teaching, Harmer (2001, p. 90) stated that: “The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot””. In other words, the researcher wants to emphasize the capability of expressing the intended ideas of a speaker of language rather than “knowledge of language features”.

Bygate (1987) also agreed with Harmer (2001) in this case. According to Bygate, there are two aspects that should be considered when learning a language. They are knowledge of the language and the ability to apply that knowledge in real life, both of which are similar to the ideas mentioned above of Burns & Joyce (1997), Carter & McCarthy (1995) and Cohen (1996). The author, in the same way of thinking, believed that “to assemble sentences in the abstract” was useless and it was speakers’ duty of “producing them and adopting them to the circumstances” – the situations in which speakers want to convey some ideas. (Bygate 1987, p. 3, cited in Vilímec, 2006, p.11)

In general, speaking, “saying words, using the voice, or having a conversation with someone” as defined in Cambridge Advanced Learner’s Dictionary, is usually thought to be an impromptu performance in reality. Therefore, it is necessary for all the participants in that conversation to understand what they are saying- referred to their knowledge and to be able to express their ideas to make the others understand the messages- referred to their capability of delivering information.

The past years have seen the growth of Communicative Language Teaching approach (CLT) in language teaching and learning process. In Viet Nam, CLT has been welcomed as CLT is seen as an approach that “aims to (1) make communicative competence the goal of language teaching; (2) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”. Besides, CLT “emphasizes real-life situations and communication in context and while grammar is still important in the CLT classroom, the emphasis is on communicating a message” (To, et al., 2011). In other words, in CLT approach, it is said that speaking should be certainly paid great attention to. Harmer (2001, 84-85) when suggesting features of CLT implies that “the language learning will take care of itself” (Harmer, 2001, p. 84-85, cited in Vilímec, 2006, p. 18). According to Byrne (1989), “the main goal in teaching the productive skill will be oral fluency which can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation” (Byrne, 1989, p.8). In addition, Ur (1996) claimed that, “of all the four skills (listening, speaking, reading and writing), speaking is intuitively the most important: people who know a language are referred to be “speakers” of that language, therefore learning and teaching speaking seems “an important component of a language course”” (Ur, 1996, p. 55). It can be seen that in CLT approach, speaking skill gets a significant position and plays a vital role to improve learners’ interactional skills. In regard of learner’s role within CLT, Breen and Candlin (1980) described in the following terms:

The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute to as much as he gains, and **thereby** learn in an independent way.

(Breen & Candlin, 1980, cited in Vu, 2007, p. 11)

According to Brown (2001), when talking about speaking activity, he claimed "it is now very clear that fluency and accuracy are both important goals to pursue in CLT" (Brown, 2001, p. 268). As Harmer (2001) emphasized, speaking activity “typically involves students in real or realistic communication, where the accuracy of the language they use is

less important than successful achievement of the communicative tasks they are performing” (Harmer, 2001). It means that the more responsive the learners perform, the more effective communication skill they get.

However, there are some common problems that language teachers in general, English teachers in particular, got when they made learners produce oral practice. According to Ur (1996), four problems below are often seen at language learners. First and foremost, expressing some messages in a foreign language in the classroom is often prevented by learners because they obsess about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Secondly, learners suffer from the feeling of anxiety and seem to be absent- minded. They cannot think of anything to say even though they are not inhibited from speaking in class. Thirdly, when working in a large group, learners will share the talking time with other so it leads the fact that there is low or uneven participation of some learners while some seem to monopolize the whole discussion. Last but not least, learners do not get used to speaking to another in foreign language if they are made to discuss in the target language or join in speaking activities because they feel unnatural to do so (Ur, 1996, cited in Vu, 2007, p. 9).

2.3. Overview of speaking anxiety

2.3.1. Causes of speaking anxiety

As mentioned many times before, there are various aspects of L2 learning which seem to provoke anxiety in students, but speaking courses appear to produce greater anxiety than other skill courses (ElKhafafi, 2005, cited in Al-Sibai, 2005). Besides, one of the problems of speaking activities given by Ur (1996) is that the feeling of anxiety makes learners feel unwilling to speak or their minds become blank so that they seem to stuck with their speech.

It is reported that there are several reasons why L2 learners feel anxious while speaking in L2. Firstly, due to the consequences of communicative speaking activities in a large class such as noise, students’ diverting from the focused lesson, teacher’ s inability to control all the students, difficulties in making disciplines, the lectures are delivered with only

asking and giving questions and answers between teachers and students. There is no chance for communicative speaking activities as well as limited opportunities for students to really immerse in the target language. Thus, when they have to speak by themselves, they have difficulties certainly. The ideas, to some extent, share the similar viewpoint given by Al-Sibai (2005). He reports that second language (L2) is considered as “a knowledge subject” in some areas; thus, it is “analyzed, explained, and practiced” like many other subjects. Because of classroom size and examination- oriented teaching and learning method, L2 is said to be learned for “the sole purpose of passing tests”. It makes the communicative skills be disregarded and as a result, L2 learners “lack competency in speaking” as well as have considerable difficulties in pronunciation. Hence, L2 learners feel reluctant whenever they have to impart in the target language “for fear of being ridiculed or, simply, for being wrong” (Al- Sibai, 2005).

Another reason is the students’ characters themselves. For example, as reported by Beck (2006), “the reason for the Japanese students’ anxiety when speaking out in an L2 is their typical unwilling nature to stick out.” They do not want to work with their peer and keep silence during the class. They choose the way of asking the teacher after class instead of discussing with peers. And one notable point is that they are not willing to volunteer answers even though they know the answers.

According to Pappamihiel (2002), “foreseeing negative, potentially harmful events in which individuals cannot see themselves as effective mediators often produces anxiety.” Similarly, Bandura’s (1991) theory of self-efficacy posits that when a situation is perceived as threatening, the resultant anxiety is dependent on an individual’s perception of his/her ability to deal positively with that threat. Beck (2006) also agrees with this opinion “The fact that many individuals who report significant anxiety while speaking in public do not suffer anxiety in other social contexts (Pollard & Henderson, 1988) suggests that elements unique to the speaking situation or more pronounced within it are particularly anxiety-provoking” (Beck, 2006, p. 80).

Bandura (1991) additionally argues that self-esteem can act as a mitigating factor in anxiety-producing circumstances beside a lack of teacher engagement (Verplaste, 1998) and limited cognitive skills in English (Cummins, 1984) (Pappamihiel, 2002). In Tanveer's opinion, language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity (Tanveer, 2007).

Exploring causes for student anxiety in second/foreign language classrooms through qualitative data, some researchers such as Bailey (1983), Price (1991), Tsui (1996), Hilleson (1996), Jackson (2002) also shared the same factors which caused speaking anxiety. Specifically, they discovered that a variety of variables contributed to student anxiety such as low English proficiency, lack of practice, competition, and task difficulty, which might vary from context to context. (Liu, 2007)

As can be seen so far, there are various factors which contribute to speaking anxiety namely lack of practice, vocabulary, preparation, low English proficiency, low self-esteem, fears of making mistakes and being laughed at, fear of being unable to follow and understand other, competition, speaking situation and lack of teacher engagement. Those factors form two main sources of speaking anxiety: personal factors (lack of practice, vocabulary, preparation, low English proficiency, low self-esteem, fears of making mistakes and being laughed at, fear of being unable to follow and understand other, competition) and instructional factors (lack of teacher engagement, speaking situation). (Tallon, 2008, p.2, cited in Nguyen, 2011, p. 38)

2.3.2. Manifestations of speaking anxiety

According to the researchers, language anxiety manifested itself when students avoided expressing complex messages in the foreign language, lacked confidence or "froze up" in role-play activities, and forgot previously learned vocabulary or grammar in "evaluative" situations (Liu, 2007). These findings were backed by a number of ultimate

studies using a similar research method (Aida, 1994; Bailey et al., 1999; Chen, 2002; Cheng et al., 1999; Gregersen & Horwitz, 2002; Kitano, 2001; MacIntyre et al., 1997; Onwuegbuzie et al., 1999; Wang & Ding, 2001; Yan & Wang, 2001, cited in Liu, 2007).

According to Oxford (1999, cited in Nguyen, 2011, p.36), anxiety can have some types of manifestations and these manifestations can differ with each individual:

Physical symptoms include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.

Psychological symptoms consist of embarrassment, feelings of helplessness, fear, going blank, inability to concentrate, poor memory recall and retention.

Behavioral symptoms comprise physical actions such as fidgeting, play with hair or clothing, nervously touching objects, stuttering or stammering, so on. More importantly, behavioral symptoms of anxiety can be manifested in negative avoidance behaviors such as inappropriate silence, lack of eye contact, unwillingness to participate, etc.

Besides, there are some other signs which might reflect anxiety such as excessive competitiveness, self- criticism, and so on.

Summary

The chapter has provided the theoretical background for the whole paper through detailed elaborations on the key terms “speaking” and “anxiety”. The review of a number of related studies in this chapter has revealed a research gap which the researcher is attempting to bridge through this study.

CHAPTER 3: METHODOLOGY

In the previous chapter, a brief overview of the literature on the research topic was given, which laid the theoretical basis for the whole study. The following chapter depicts in detail the methodology of the research, which includes the participants, the instruments as well as the procedure of data collection and analysis.

3.1. Participants

3.1.1. Population

The target population of the study is ULIS first- year mainstream English majors, including teacher- training majors, double majors, and interpreter- training majors. There are 17 first- year mainstream classes in academic year 2011- 2012. However, it is important to note that all mainstream English major classes are mixed- ability classes with students having different background in English training prior to university. It is because they come from different regions and might have specialized in either English or another academic subject at junior and senior high school.

In regard to university curricula, students study the four language skills in four different classes: Listening and Reading classes meet once a week for 100 minutes (2 periods), Speaking and Writing classes meet one every week for 150 minutes (3 periods).

3.1.2. Sampling method

Beside using stratified random sampling method which helps “to avoid distortions due to the chance under- or over- representation of particular ethnic groups in the final sample” (De Vau, 2002), the researcher also exploited systematic random sampling in choosing participants to give “a good spread across the population” (De Vau, 2002). Fast-track students who have been studying in 3 classes QH11. F.1. E1, E2, E20 were not involved in this study because they followed a different program with different objectives and assessment implementation. Therefore, to ensure classes from three majors were included in the sample, the researcher decided to choose QH11. F.1. E3 as the first in line and an interval

of 8 between classes. Specifically, three classes of three different majors (teacher- training, double major, and interpreter- training) were involved in doing survey questionnaires: QH11.F.1.E3, E11, E19. After finishing survey questionnaires, three students from three classes were randomly invited to join in the interviews. Those mainstream classes are expected that they should meet B1 level by the Common European Framework for Reference Levels of Languages at the end of the first academic year 2011- 2012.

The participants' training background was briefly summarized as follows:

Table 1: Summary of the students' training background

| <i>Background</i> | <i>Group</i> | <i>Number</i> | <i>Total number</i> |
|-----------------------|--------------|---------------|---------------------|
| Teacher- training | E3 | 26 | 84 |
| Double- major | E11 | 27 | |
| Interpreter- training | E19 | 31 | |

Besides, the demographic feature contributed to the diversity of the samples, the participants' gender, was also taken into consideration. Such information was presented in the following table:

Table 2: Summary of the students' demographic background

| <i>Demographic background</i> | | <i>Number of participants</i> | <i>Total number</i> |
|-------------------------------|--------|-------------------------------|---------------------|
| Gender | Male | 6 | 84 |
| | Female | 78 | |

The gender imbalance of the participants (6 males vs. 78 females) was obvious. However, this proportion corresponds to the actual percentage of male and female students in English major department. Therefore, this does not mean that the participants chosen were not representative.

3.2. Data collection instruments

To address the research questions, the researcher used both quantitative (questionnaires) and qualitative (semi- structure interviews) methods.

3.2.1. Questionnaires

The survey questionnaire was selected as the main source of data to acquire the most reliable and valid results. According to Brown (2001), questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting them among existing answers” (Brown, 2001, cited in Mackey & Gass, 2005, p.92, cited in Phan, 2011, p.40). Thanks to this type of instrument, the researcher could pile up a great amount of information from a large number of people within a short period of time. The data collected from survey questionnaires helped the researcher respond chiefly to the second research question and partly answer for the first and last ones.

The survey questionnaire included two main parts. The first part was Student’s personal information, which was used to collect some background information about surveyed students (such as name, gender, etc.) The second one asked for student’s perceptions of speaking and speaking anxiety phenomenon (manifestations, causes and effects of speaking anxiety) in 1st year English major classes at ULIS. (See Appendix 3A)

In order to collect data about speaking anxiety manifestations, question number 4 in the second part of the questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986) and the Speaking Cognition and Attention Scale (SCAS) by Beck, R.D., Huber, J.L., Marin, J.W., & Rodriguez, B.F. (2005).

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986) was alleged to evaluate the degree of anxiety, as corroborated by “negative performance expectancies and social comparisons, psycho- physiological symptoms, and avoidance behaviors” (Horwitz, 1986b, p.559, cited in Nguyen, 2011, p. 32). It was a self-

report instrument consisting of 33 items which ask students to respond to statements regarding their reactions to foreign/ second language classes. The items used a 5-point Likert scale ranging from Strongly agree to Strongly disagree. According to Horwitz et al. (1986, p. 129), the items presented were introspective of three related anxieties: communication apprehension, test anxiety, and fear of negative evaluation. (See Appendix 1)

Speaking Cognitions and Attention Scale (SCAS) consisting of thirty-five potential items was adapted by Beck & Rodriguez (2006) from the original version designed by Beck, Huber, Marin, & Rodriguez (2005). The SCAS items were exploited to assess public speaking anxiety related cognitions of participants in a form of a self-report questionnaire. Item responses were formed on a five-point rating scale ranging from 0 – 4, with a response of 0 indicating that the participant “never” experiences this cognition, a response of 2 indicating that the participant experiences this cognition “about half the time,” and a response of 4 indicating that the participant “always” experiences this cognition while speaking in public. (Beck, 2010) (See Appendix 2)

To satisfy the foreign language learning situation for Vietnamese students in general, for the first- year mainstream English majors at ULIS in particular, several modifications were made in both FLCAS by Horwitz et al. (1986) and SCAS by Beck, R.D., Huber, J.L., Marin, J.W., & Rodriguez, B.F. (2005). The words “language” and “foreign language” used in the original FLCAS went with the word “English” to make sure every student understands that they were being asked about their own feelings in English language class. For example, the original FLCAS item “I tremble when I know that I’m going to be called on in language class” was modified to be “I tremble when I know that I’m going to be called on in English language class even though I know the answers.” And the statement “I am trembling standing up in English language class, especially at the beginning of the speech” was adjusted from the original SCAS “I am trembling standing up here.” In addition, four more items were added to better reflect the situation in Vietnamese English classroom such as “Even if I am well- prepared, I still feel anxious about speaking English”, “I’m afraid of

making mistakes while speaking English in language class”, or “It does not embarrass me to volunteer answers but my peers say nothing so I don’t, either.”

The survey questionnaire was adapted and designed in English first. In case the first-year mainstream English majors had difficulties in understanding some significant terms, especially which were used to ask for speaking anxiety phenomenon, the researcher did translate the survey questionnaire into Vietnamese before they were implemented. (See Appendix 3B)

3.2.2. *Semi- structure interviews*

Together with questionnaires, interview was also selected as an important instrument to obtain the data from the participants.

Interview, among data collection instruments, was praised for allowing the researchers to discover the reasons hidden behind the participants’ decisions and “behaviors” by Seidman (1998, cited in McClure, 2002). Besides, according to Mackey and Gass (2005, cited in Phan, 2011, p. 42), interview helped “researchers to investigate phenomena that are not directly observable”. Those researchers shared the same opinion that interview had the advantage above the other instruments for collecting data. Specifically, it is necessary for researchers to use interview to exploit the participants’ concerns in a face-to-face way, especially for the researchers of this study, who aim to discover the difficulties perceived by the students in a narrow scope.

The researchers decided to use this type of interviews due to its strengths in making use of interactions and exploiting evidences from the interviewees (Dowsett, 1986, as cited in Nguyen, 2007, cited in Phan, 2011). In the current study, the interviews were semi-structured with five main questions which aimed to attain the complete answer for three research questions, especially for the first and last research questions. Besides, the information accumulated from the interviews might help the researcher build up the frame for the recommendation part. Three students of three chosen classes were invited to join the interviews with the researcher. All of the interviews were based on the same list of questions

prepared by the researcher beforehand (See Appendix 4A, 4B). Besides, any different opinions from expected information received from the participants were quickly jotted down to ensure the reliability and the objectivity of this study.

The open-ended questions were used in the interviews for the sake of thoroughly exploited data. The interviews were carried out in an informal way due to the fact that both sides, the interviewer and the interviewees, are students and they are only three-year gap in age. During the interviews, the researcher tried their best to create a friendly and comfortable atmosphere for the participants so that the data would be collected in a natural and reliable way. Most of the time, the researcher and the participants used their mother tongue Vietnamese for the purpose of avoiding misunderstandings and saving time. Besides, English was also encouraged when the participants used some typical terms related to the subject of this study. All of the three interviewees were obliging for the researcher to record the whole interviews and enquire them for more explanation if necessary.

3.3. Data collection procedure

The data collection procedure included two main phases that were presented as follows:

Table 3: Data collection procedure

| <i>Phase</i> | <i>Activities</i> |
|--------------|--|
| 1 | Administering and collecting survey questionnaires |
| | Conducting in- depth interviews |
| 2 | Processing questionnaires results |
| | Transcribing interview records |

3.3.1. Phase 1

Thanks to the constructive comments of the supervisor as well as of some piloted students whose classes did not participate in the study, necessary changes were made to improve the clarity of the survey questionnaire.

The survey questionnaires were administered to the participants by the researcher. Before the participants started filling in the questionnaires, the researcher gave a brief introduction about the research topic and ensured the participants of the confidentiality of the information they provided which would be dealt with anonymously and only used for research purposes. During the time of questionnaire distribution, the researcher asked for the permission of the teachers to be in charge of the class so that the researcher was always ready to explain and answer any question from the participants. On average, it took 15 minutes to administer the questionnaires. There were eighty four questionnaires given out and all of them were retrieved.

The interviews were initiated with a brief introduction about the research topic, the confirmation of confidentiality and the researcher's appreciation for the participants' cooperation. There was also a small talk between the researcher and the participants about learning and daily life of the freshmen at university. There were quite a lot of common thoughts and feeling shared by them, which created a friendly atmosphere between the researcher and the participants. Before starting the interviews, recording was asked for the participants' permission. During the interviews, questions were enquired one by one without time rushing and flexibly among the participants so that the deepest responses were given out. Most of the time, Vietnamese was used to save time and aimed to avoid misunderstandings between the interviewer and the interviewees.

3.3.2. Phase 2

After having administered the questionnaires and conducted the interviews, the researcher processed the results of the questionnaires and transcribed the interview records to make it convenient for later analysis.

3.4. Data analysis methods and procedure

To begin with, the collected data was classified corresponding with the three research questions. To be specific, the first and the last research questions were responded by the information from the questionnaire and interview while the second one was mainly answered by the information from the questionnaires. The collected data was processed with the application of both interpretive and statistical methods. Interview records were original in Vietnamese and transcribed in English in order to help the researcher feel more convenient to interpret the data.

With regards to the first research question asking about the factors contributing to students' speaking anxiety, the information from question number 3 in part 2 of the questionnaire and by the participants' sharing in the interviews was used to analyze. Any other factors added by the participants in both questionnaires and interviews were highlighted. The responses of the participants were calculated and transferred into numerical form, which was the percentage of participants who shared similar ideas to two main types of factors causing students' speaking anxiety namely personal factors and instructional ones. The results were charted for better synthesis and elaboration.

The second research question's answer depended mainly on the information getting from the questionnaire. The gathered data from twenty- five items in question number 4 in part 2 of the questionnaire showing the manifestation of students' speaking anxiety was classified into four main categories: Physiological manifestations, Psychological manifestations, Behavioral manifestations and Self- criticism. The responses of the participants were calculated and transferred into numerical form, which was the percentage of participants who shared the same ideas. The results were then tabulated for clearer presentation.

Regarding the third research question, it could be decoded by synthesizing and summarizing the data from the questionnaire and interview. More specifically, the information from the questionnaires was presented in the chart, which would help the readers

be able to follow more easily. Besides, the information from the interviews could be used to fulfill the response of the participants to the question.

Summary

The chapter has reported the methodology that the researcher applied to conduct this study. Data was gathered from participants from three English major groups at ULIS with the use of two instruments, questionnaires and interviews. The data was then analyzed carefully to ensure the validity and reliability of the research.

CHAPTER 4: RESULTS AND DISCUSSION

In the previous chapter, the methodology applied to conduct this study has been thoroughly presented with descriptions and justifications of the choice of participants, research instruments and the process of data collection and data analysis as well. In this chapter, all the collected data will be analyzed and discussed to answer each research questions respectively.

4.1. Research question 1: What are some personal and instructional factors contributing to speaking anxiety as perceived by the students?

The first question in the questionnaire asked the participants to compare the importance of speaking skill with that of the last three skills. 47 out of 84 students (56%) confirmed that speaking skill was as important as writing, reading and listening skill, 37 students (44%) thought that speaking skill was more important.

However, when asked, “*How often do you feel anxious when you have to speak English in English language class?*”, 49 out of 84 students (58%) reported that they sometimes felt anxious when speaking English in class while 32 out of 84 students (38%) admitted that they always have the feeling of anxiety when they spoke English in foreign class. Only 3 students (4%) said that I did never feel anxious. There was no participant choosing “Never” to answer the question.

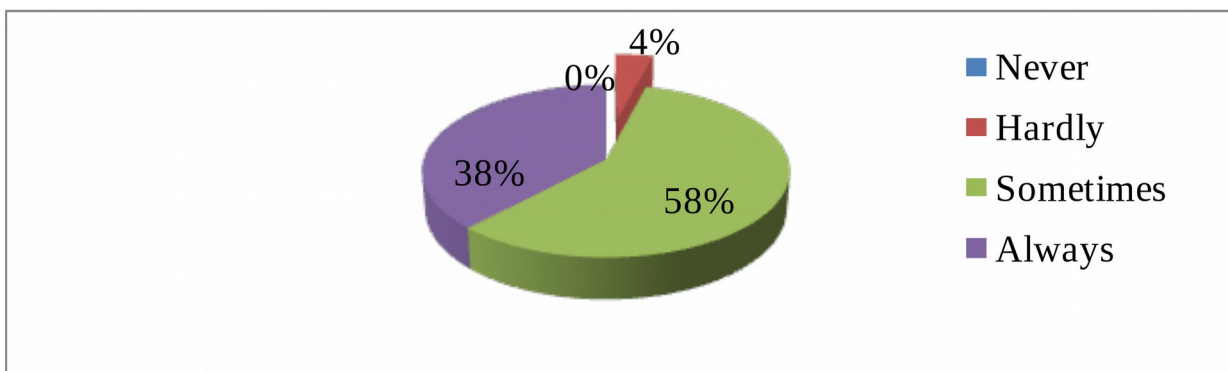


Figure 2: Frequency of speaking anxiety in foreign language classroom among 1st year mainstream English majors

Three interviewees also shared the same feeling of anxiety when they spoke English in classroom. Especially, student 1 said that she tries her best to avoid being called in English language class.

It could be concluded that speaking could be seen as a highly anxiety- provoking subject to the first- year mainstream English major students at ULIS from the interviewees' sharing and the number of 96% of the participants felt anxious when they spoke English in English language classroom.

To be more specific, the two groups of factors contributing to speaking anxiety as perceived by the students were presented as follows:

4.1.1. Personal factors

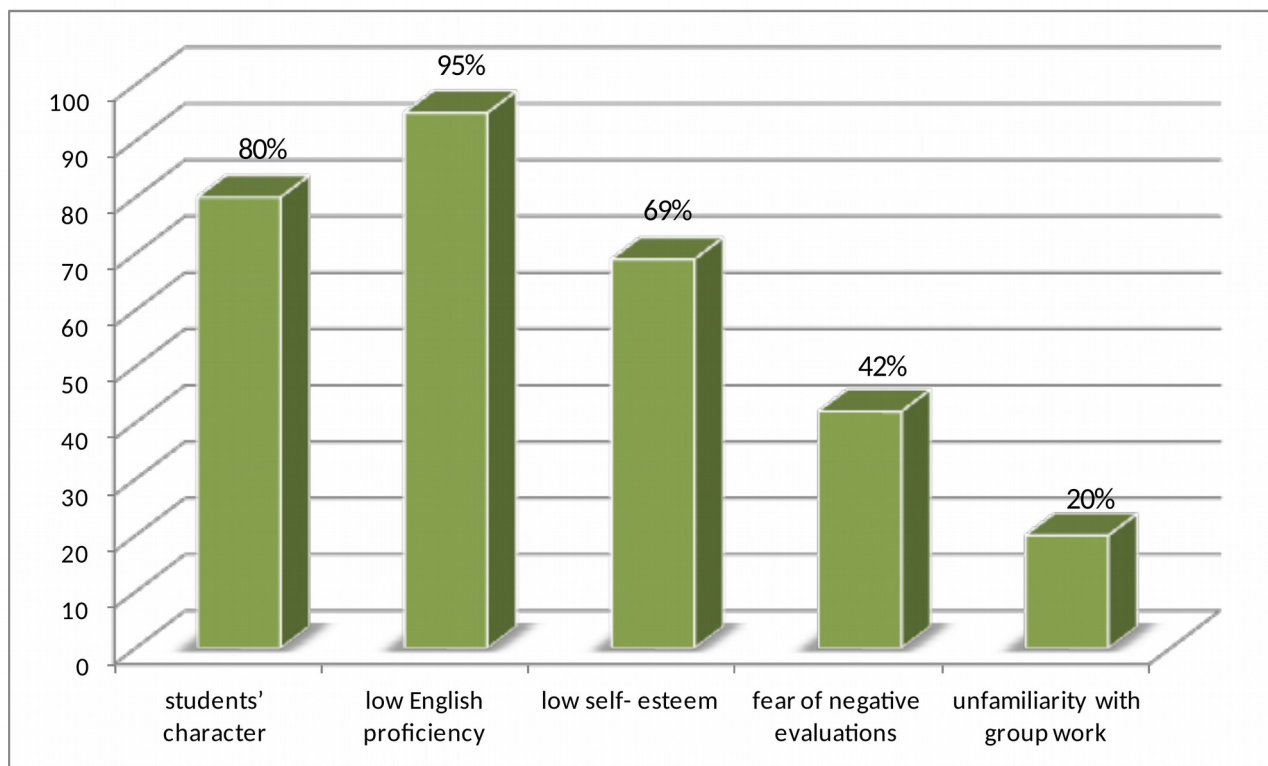


Figure 3: Personal factors contributing students' speaking anxiety

Low English proficiency: As seen from the above graph, 95% of informants shared the same viewpoint that low English proficiency was the most anxiety- provoker among

personal factors contributing to speaking anxiety. This result was similar to previous studies such as Jackson (2002), Liu (2007) and Tsui (1996).

I felt ashamed of myself when speaking. I kept thinking that I had low English proficiency. I was afraid of making mistakes and being laughed by my classmates. Besides, I was not used to English- speaking atmosphere in class at university for lack of practice at high school. I did not know how to use appropriate vocabulary and express my ideas properly. (Student 1)

I was afraid of using inappropriate words or having incorrect pronunciation. (Student 2)

All of those students cited their lack of speaking practice at high school, poor pronunciation, lack of vocabulary and inadequate background knowledge of certain topics as the reasons why they felt anxious about speaking skill.

Students' character and low self- esteem: Among the visualized potential sources of anxiety, students' character and low self- esteem were reported to be two other anxiety-provokers with 80% and 69% respectively. Low self- esteem meant students were not confident enough to speak English, especially when they had to stand up and share their ideas and they easily felt shy of the attention that their speech attracted. That was also like the studies by Hilleson (1996), Tsui (1996), and Price (1991). Language researchers like Foss and Reizel (1991, cited in Nguyen, 2011, p.102) and Young (1991, cited in Nguyen, 2011, p.102) considered self- perception as a strong source of language anxiety in general, of speaking anxiety in particular. Students who started out with a self- perceived low ability level in the target language were the most likely to be anxious in the classroom because they had low self- esteem, perceived themselves as less worthy than others, perceived their communication skill as less effective. (Foss and Reizel, 1991, Young, 1991, cited in Nguyen, 2011, p. 102)

I chose to sit at the second row, hiding behind friends to avoid teachers' attention and avoid being called in class. It was due to my character (shyness). I always felt very stressed and tired. I had low self- esteem and I was seemed to be inferior. I was afraid of affecting our group's result. (Student 1)

I was afraid of making mistakes and that affected our group's result because I was the representative of our group. (Student 3)

Fear of negative evaluation: 42% of the number of informants pressed the emphasis on fear of negative evaluation. Both student 1 and student 3 said that they did want to speak English or volunteer answers partly because they were afraid of being negatively evaluated. Especially with student 3, she did mention many times of "I am afraid of making mistakes and being laughed at with negative evaluation". Student 2 used to feel ashamed of mistakes and be afraid of negative evaluation. The students' feeling was in line with the results of the study by Liu (2007).

Unfamiliarity with group work: The last personal factor accounted for 20% and was the least anxiety-provoking. However, according to student 1, she was affected by this factor a lot. She said that she was motivated more when she did work with the peers whose levels were the same or a little bit lower than her.

When I worked with my classmates whose levels were the same with mine, I felt comfortable and wanted to talk more and more. We could discuss in Vietnamese and then tried to express our ideas in English. [...] For those whose levels were a little bit lower than mine, I also tried my best to encourage them to raise their voices, but they were like in my shoes when I talked to superior members, they felt anxious and ashamed. (Student 1)

Student 1 also shared her opinion that it was not effective if working in such a large group because there was less chance for the speaking – anxious people raising their voice.

In theory, I think it is a good way for students to share and exchange ideas. However, if the inferior doesn't try their best to raise their voice or try to involve the discussion, there's no chance for them to practice speaking. In fact, the superior will talk more and more, and they easily become group's representatives to share group ideas. In contrast, the inferior will become more and more quiet. (Student 1)

In conclusion, among personal factors, low English proficiency caused the most anxiety for the participant. The interviewed students gave some suggestions such as trying to

build up the vocabulary, practice speaking more, widen the background knowledge by reading, listening, etc.

I think that I have to be more confident to speak in class without the fear of making mistakes or being laughed. I try my best to pronounce accurately by listening to foreigners, imitating native speakers. In my opinion, the more I practice, the more I get used to speaking in class. (Student 2)

4.1.2. Instructional factors

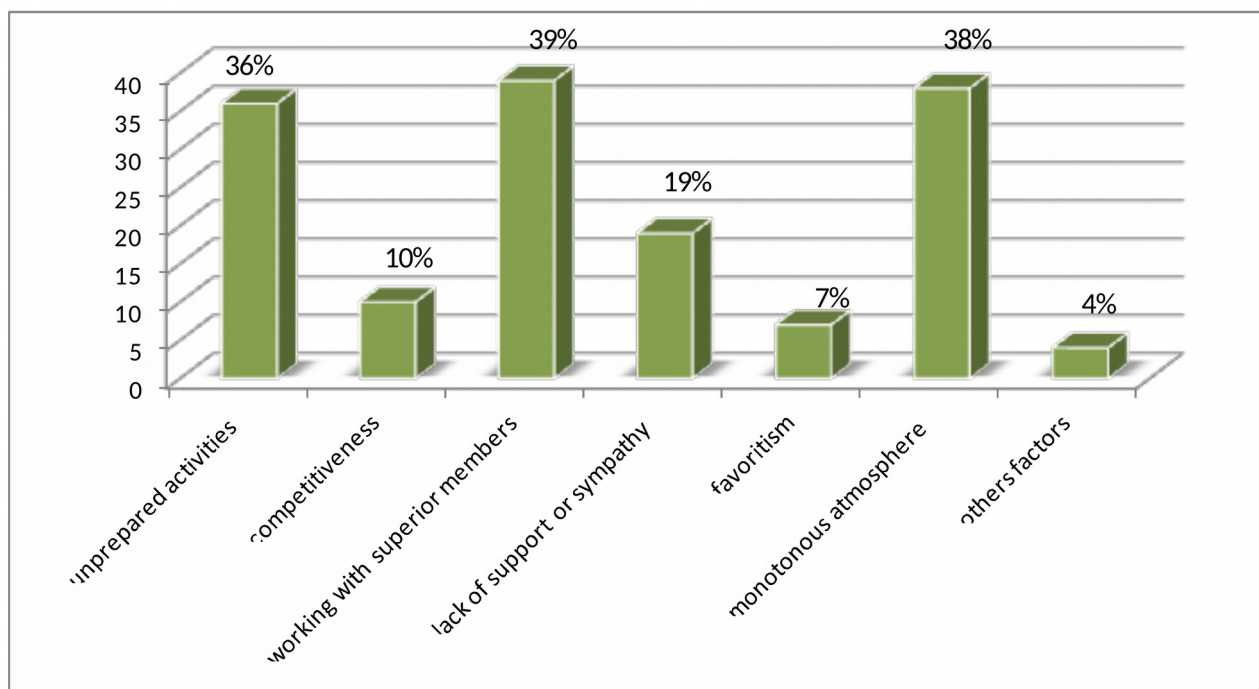


Figure 4: Instructional factors contributing students' speaking anxiety

Working with superior members: This factor gained a lot of students' attention with 39% - the highest percentage among instructional factors.

Some of them encouraged me to speak but the others seemed not to like to work with me. They sometimes smiled on me ironically, which discouraged me to try to speak. (Student 1)

I used to feel ashamed of myself and did not want to speak any more. However, I noticed that there were many good things I could learn from the superior so I did try to speak with them more, which helped me improve my speaking skill a lot. (Student 2)

As can be seen, there was a contrast between two interviewees' opinions. Both admitted that working with superior members affected their feeling a lot. Student 2 could make use of the chance working with superior members to improve herself whereas student 1 looked a little bit pessimistic. However, at the end of the interview, student 1 shared that she should change to open her mind and be more confident that was truly a good way for her, and she would try to learn more from the better students.

Monotonous atmosphere: It was said that when the whole class seemed to feel tense and quiet, the learners who were already nervous would become more apprehensive, and those who were usually not anxious would also feel uneasy. This atmosphere also caused the inappropriate silence which meant that the student would be not willing to speak when they noticed whole class seemed to be asleep. Student 3, when asked "Was there any time when class atmosphere was so quiet that you did not want to speak?", answered that "Yes, sometimes I was affected by class atmosphere so I was unwilling to volunteer answers."

Unprepared activities: Ranking in the third among the instructional anxiety provokers, unprepared activities made the participants feel anxiety along with many manifestations.

They were the times when I was suddenly called by the teacher, made to work in groups or have a small presentation in pair. When I stood up to speak, I felt shy and ashamed and I lacked eye contact with the audience. My hands started to sweat, my face became red, my body shook and I felt my heart pounding. (Student 1)

I felt anxious every time I did not prepare for lessons or when I was suddenly called. I always stammered, my face became read. I felt my hand sweating and I had excessive perspiration. (Student 2)

This result was similar with those students in Tsu's (1996) study, Liu's (2007) study.

Lack of support or sympathy and Favoritism: Both factors were related to the attitude as well as actions in order to help the anxious students. It meant that the anxious student would become more and more anxious when they lacked support and sympathy from

their peers and teachers. Favoritism made them be more pessimistic about themselves and discouraged them to come on.

Most of the teachers are very friendly and enthusiastic. They always try to connect all the students together. Maybe because of my shyness, I often isolate myself from class. However, I think the favoritism of the teachers is also a factor causing students' speaking anxiety. In my own experiences, when the teacher only paid attention on the superior's ideas, I felt both lucky and isolated, which made me be unwilling to speak. It sounded quite opposite but sometimes I wished the teacher could catch my eye, recognizing that I was anxious so that he/ she paid more attention on me and gave me their encouragement. I believe that the considerate attitude of the teachers affect students and their speaking performance a lot. (Student 1)

Competitiveness: Although most students showed positive attitude toward competitive activities but some found those activities not as fun but rather threatening. They also suffered from the pressure that they had to do everything correctly to not make their group be affected by them.

Other factors accounted for 4%, talking about the fear of being unable to follow or understand other.

4.2. Research question 2: How is speaking anxiety manifested in the students (psychologically, physiologically, and behaviorally) as perceived by the students

4.2.1. Physiological manifestations

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------|----------------|-----------------|--------------------------|
| 1. When speaking in my language class, my body feels really hot. | | | | |
| 7% | 14% | 40% | 31% | 7% |
| 2. When speaking in my language class, my face and my ears become red. | | | | |
| 4% | 15% | 30% | 40% | 11% |
| 3. The speech is making me sweat. | | | | |
| 2% | 6% | 20% | 51% | 20% |

| | | | | |
|---|------------|------------|------------|------------|
| | | | | |
| 4. I am trembling standing up in language class, especially at the beginning of the speech. | | | | |
| 6% | 27% | 25% | 29% | 13% |
| 5. My voice shakes and sounds timid when I speak. | | | | |
| 5% | 25% | 27% | 37% | 6% |
| 7. I can feel my heart pounding when I'm going to be called on in language class. | | | | |
| 11% | 26% | 37% | 20% | 6% |

The numbers showed that most participants did not experience the physiological manifestations apart from the three last items. Therefore, three common physiological manifestations of anxiety were timid voice, heart pounding and trembling body. These symptoms were similar to what has been reported in Horwitz (1986), Aida (1994), and Burden (2004) (cited in Nguyen, 2011)

4.2.2. Psychological manifestations

4.2.2.1. Communication apprehension

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------|----------------|-----------------|--------------------------|
| 8. I never feel sure of myself when I am speaking in English. | | | | |
| 8% | 19% | 43% | 23% | 7% |
| 9. I get nervous when the language teacher asks questions which I haven't prepared in advance. | | | | |
| 17% | 27% | 38% | 14% | 4% |
| 10. I tremble when I know that I'm going to be called on in language class even though I know the answers. | | | | |
| 4% | 18% | 24% | 33% | 21% |
| 11. I start to panic when I have to speak without preparation in language class. | | | | |
| 11% | 26% | 33% | 24% | 6% |

| | | | | |
|---|------------|------------|------------|------------|
| 12. Even if I am well- prepared, I still feel anxious about it. | | | | |
| 8% | 14% | 33% | 38% | 6% |
| 13. I can get so nervous that I forget things I know. | | | | |
| 4% | 17% | 43% | 26% | 11% |

The above statements referred to students' anxiety caused by lack of calmness. This figure was similar to what had been reported by Liu (2007), indicating the difficulty in controlling the emotion that caused the anxiety.

4.2.2.2. Fear of negative evaluations and social comparisons

| | | | | |
|---|------------|------------|------------|------------|
| 14. I'm afraid of making mistakes while speaking in language class. | | | | |
| 5% | 20% | 33% | 30% | 12% |
| 15. I'm afraid of being laughed by the peers when I don't know how to continue my speech. | | | | |
| 6% | 18% | 29% | 38% | 10% |
| 16. It embarrasses me to volunteer answers in language class. | | | | |
| 4% | 30% | 29% | 24% | 14% |

The numbers above showed the high fear of negative evaluation among 1st-year mainstream English majors. There were 30% of informants feeling embarrassed to volunteer in class and 20% were afraid of making mistakes. It was higher than the results reported by Nguyen (2011), Horwitz (1986). It was an discouraged number when 18% students were afraid of being laughed which was also higher than 12.6% in Nguyen (2011).

4.2.3. Behavioral manifestations

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------|----------------|-----------------|--------------------------|
| 17. It does not embarrass me to volunteer answers but my peers say nothing so I don't, either. | | | | |
| 1% | 11% | 33% | 33% | 21% |

| | | | | |
|---|-----|-----|-----|-----|
| 18. My eyes are wandering all over the room. | | | | |
| 5% | 2% | 29% | 38% | 26% |
| 19. I keep fidgeting with my hands. | | | | |
| 7% | 19% | 44% | 21% | 8% |
| 20. I must hold something in my hands to keep calm. | | | | |
| 1% | 2% | 18% | 54% | 25% |
| 21. I look stiff to the audience (without posture, gesture, eye contact, ...) | | | | |
| 0% | 2% | 19% | 48% | 31% |
| 6. I stutter while speaking. | | | | |
| 10% | 24% | 32% | 27% | 7% |

It was encouraging that most of the behavioral manifestation accounted for low percentages of the students. However, it was notable that there were 19% of the students having to keep something while speaking. And it was discouraging when 24% of the informants stuttering, it was higher than in Beck (2010)'s report.

4.2.4. Self- criticism (Negative performance expectancies and social comparisons)

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|-------|---------|----------|-------------------|
| 22. I sound stupid talking to other people in class. | | | | |
| 5% | 7% | 20% | 44% | 24% |
| 23. I keep thinking that other students are better at language than I am so they can express their ideas more easily. | | | | |
| 2% | 10% | 18% | 54% | 17% |
| 24. I keep thinking that other students have better speaking skill than I do. | | | | |
| 2% | 8% | 23% | 39% | 27% |
| 25. The speech I am giving is horrible. | | | | |
| 4% | 7% | 35% | 32% | 23% |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

The above statements showed the self-criticism of the surveyed students. It was notable that the percentages were low except for the item 24. It meant that the surveyed students were not used to criticizing themselves when they had difficulty in speaking in class.

The analysis of the quantitative data collected from the responses of 84 first-year mainstream English majors has obtained several results when compared with previous studies.

4.3. Research question 3: What are some effects of anxiety on students' in-class speaking performance as perceived by the students?

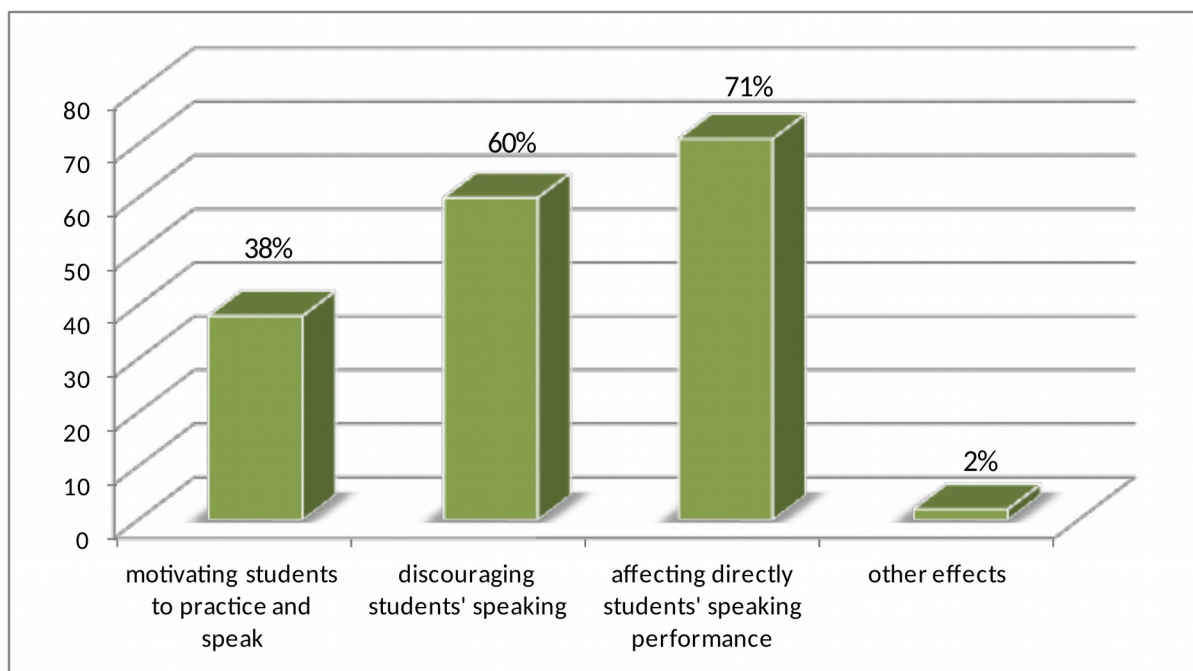


Figure 5: Effects of anxiety on students' in-class speaking performance

As can be seen from Figure 6, anxiety had several effects on students' speaking performance. It could be explained that when they were nervous, they were not alert enough to speak smoothly and accurately.

71% of the surveyed students agreed that anxiety affected directly their in- class speaking performance. The idea was also shared by student 2 and 3 through the interviews.

I spoke so fast and softly that the audience couldn't follow my speech. Or I stammered and seemed to forget everything I had prepared in advance. (Student 2)

When I felt anxious, I spoke out with many problems such as lack of ideas, scrambled orders of ideas, inappropriate language use, inaccurate pronunciation and lack of intonation. (Student 3)

Besides, there were 60% of students feeling discouraged to speak when they felt anxious in speaking class. Specifically, according to student 1, when she had the feeling of anxiety, she did not want to speak anything, and wished the teacher not to call her on. She always "chose to sit at the second row, hiding" herself behind her friends. However, student 1, to some extent, agreed that sometimes anxiety could help her work more and practiced to speak. This symptom followed the inverted U relation between anxiety and performance.

In my opinion, the teachers should notice the students who seem to be shy and hardly give their ideas when they are working in groups. Afterwards, the teachers can ask them about group work, give them a chance to speak. [...] I myself admit that it is very stressed at first time when someone is called like that, but it is a good way to force him/ her to raise his/ her voice. But in fact, the teachers tend to focus on the students who always speak and give ideas in class. (Student 1)

About 38% of the surveyed students reported that they were motivated to practice speaking as well as spoke out in class when they felt anxious. In other words, they believed when they had the feeling of anxiety, they should try their best to practice speaking more and more, and gradually they would speak out confidently without any worry. It meant that it was the anxiety that encouraged the anxious students to practice and speak more in class.

Some survey students (about 2%) shared that anxiety sometimes made them feel sad and lose their enthusiasm to learn English. They needed some supported from the teacher and peers to help them feel more motivated.

Summary

In this chapter, the answers for three research questions, which were obtained from the data in both questionnaires and interviews of the study, were clearly presented through tables and figures. Major findings as detailed above would be summarized in the conclusion as the final chapter of this research.

CHAPTER 5: RECOMMENDATIONS

Based on the research findings, this chapter suggests some ways to help both teachers and students with the phenomenon of speaking anxiety.

5.1. For teachers

Based on the analyses and discussions in the previous section, it can be concluded that anxiety, which was provoked by multiple variables such as lack of practice and low English proficiency, was prevalent among students in different classroom activities, even when they got prepared. However, most of the students seemed to be helpless about being anxious when speaking English in class. Consequently, it is necessary for English teachers to help them enhance their awareness of anxiety and find out coping strategies.

In order to help reduce student anxiety, first and foremost, English teachers themselves should be aware of the existence of anxiety among EFL learners and show sympathy to them in class. Besides, teachers can also encourage students to share their feelings with one another. As Donley (1998) claimed, students might feel more comfortable in the language class if they found out that other students and their teacher empathized with them and thus became more active. (Donley, 1998, cited in Liu, 2007)

In addition, as suggested by the students, English teachers should try to establish a friendly, supportive and non-threatening classroom-learning environment. It is important for teachers to be friendly rather than strict and critical in class, which helps to make students feel less intimidated to speak English, especially when responding to teachers. It is also useful for English teachers to design and organize various classroom activities to help students to get to know one another during the first few lessons. Besides, the teachers can pick up to ask students questions and then support their ideas. That will help students practice to speak under pressure.

Regarding the teachers, I recommend that they should design more speaking activities for the students to practice together and present in class. Although it is very stressful at first, if the teachers continue to pick students up and then support them, I believe that the students gradually feel less anxious. For the feedback after each presentation, the teachers should give more detailed comments for each student and give some suggested solutions to the problems the students often make. (Student 3)

In addition, English teachers should teach and train students to be supportive of one another in class. According to Bailey (1983) and Zou (2004), competition often caused students to become (more) anxious to speak the target language, while a supportive relationship among students usually made them feel free to do so in class. (Liu, 2007)

5.2. For students

EFL students should also be aware of and acknowledge the existence of anxiety when speaking English in class. After that, they might consciously take the initiative to seek strategies to cope with anxiety. It is important and useful for them to improve their English proficiency, expand vocabulary, have more oral practice of English, and get prepared for oral English lessons. All of these can be achieved as long as they can be hard-working and persistent.

In conclusion, it is necessary for both EFL teachers and learners to be aware that anxiety is a serious issue for EFL learners and that a multitude of variables contributes to it in language classrooms. More importantly, they should realize the urgent need to search for strategies to help students reduce or even eliminate anxiety when speaking English in class. However, because both anxiety levels and anxiety-provoking variables may vary from context to context, more research is called for with different groups of learners in various situations to better understand the issue and promote the learning of oral English

Summary

In this chapter, the recommendations by the researcher were given in order to resolve problems remaining. The suggestions were presented step by step for both teachers and students.

CHAPTER 6: CONCLUSION

The previous chapters have thoroughly elaborated on the introduction, the literature review, the methodology, the results of the research as well as some recommendations. Finally, this concluding chapter will summarize and evaluate the findings of the whole study.

6.1. Major findings

On the whole, the research paper performs a fairly comprehensive study on the effects of anxiety on in- class speaking performance of 1st year mainstream English majors. This research was conducted with 84 1st year mainstream English majors through questionnaires and interviews. The data collected from questionnaires were illustrated in tables and charts. Significant findings concerning the research questions were revealed as follows:

Initially, the analysis of the data from questionnaire and interviews responded the question of factors causing speaking anxiety. It can be classified into two sources: personal factors and instructional factors.

Secondly, the anxiety manifestations were presented in table to help reader know more the types of anxiety: physiological, psychological, behavioral manifestations and self-criticism.

The last question which focused on the effects of anxiety was visualized by chart, which helps clarify three main effects of anxiety.

Thanks to students' suggestions, some recommendation for teachers and students were given for reference.

6.2. Contributions of the study

As the study is finished, it is expected to be of great benefits for the target population, their teachers and other researchers interested in this topic. To begin with, the paper raises awareness of students and teachers of effects of anxiety on students' performance. Besides, the finding can help teachers to have alert choices for speaking activities to alleviate effects

of anxiety. Last but not least, the paper can be the reliable reference for those who want to exploit more anxiety phenomenon.

6.3. Limitations of the study

Despite the researcher's efforts, certain limitations could be detected in this study due to the time limit and other unexpected factors.

Firstly, the paper was carried out on the small population which prevents the researcher generalization. Therefore, the study should be replicated with a larger sample size.

Secondly, this study focused on only students' viewpoints without teachers' positions. Thus, it made the study be not fulfilled enough. Further studies could be carried out on both perceives of students and teachers as well.

REFERENCES

- Al-Sibai, D. M. (2005). *L2 anxiety of Saudi female university students enrolled in speaking courses*.
- Beck, R. D. (2010). Dissertations: *The Speaking Cognitions and Attention Scale: An Empirically-Derived Measure of Public Speaking Anxiety*. Southern Illinois University Carbondale- Open SIUC.
- Breen, M & Candlin, C. (1980). *The essentials of the communicative curriculum in language teaching*. Applied Linguistics. 1(2), p. 89-112.
- Brown, H. D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy (second edition)*. New York: Longman.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.
- Byrne, D. (1989). *Teaching Oral English*. Editora Revolucionaria, La Habana, p.8
- Cambridge Advanced Learner's Dictionary, 3rd ed.* (2008). Singapore: Green Giant Press.
- Carter, R. & McCarthy, M. (1995). *Grammar and spoken language*. Applied Linguistics, 16 (2), p. 141-158.
- Cohen, A. (1996). *Developing the ability to perform speech acts*. Studies in Second Language Acquisition, 18 (2), p. 253-267.
- De Vau, D. (2002). *Survey in social research fifth edition*. Australia: Routledge.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

- Figueiredo, E. H. D de & Mota, M. B. (2009). *L2 Speech production in the classroom: the effects of treating speaking in its own right*. Revista Intercâmbio, volume XIX: 101-124. São Paulo: LAEL/PUC- SP. ISSN 1806-275x
- Florez, M. A. C. (1999). *Improving adult English language learners' speaking skills*. National Clearing house for ESL Literacy Education Washington DC. Retrieved December 1st, 2011 from <http://www.ericdigests.org/2000-3/adult.htm>
- Harmer, J. (2001). *The practice of English language teaching (3rd ed)*. New York: Longman.
- Hilleson, M. (1996). I want to talk with them, but I don't want them to hear: An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (Eds.). *Voices from the language classroom* (pp. 248-282). Cambridge University Press.
- Horwitz, E. K. (1986b). Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale. *TESOL Quarterly*, 20, 559- 562.
- Horwitz, E. K. (2001). "Language Anxiety and Achievement", *Annual Review of Applied Linguistics*, Vol. 21, p. 112-126.
- Horwitz, E.K., Horwitz, M. & Cope, J. (1986). *Foreign language classroom anxiety*. The Modern Language Journal 1.
- Jackson, J. (2002). *Reticence in second language case discussions: Anxiety and aspirations*. *System*, 30/1, 65-84.
- Liu, M. (2007). *Anxiety in oral English classrooms: a case study in China*. Beijing: Department of Foreign Languages. Tsinghua University
- MacIntyre, P. & Gardner, R.C. (1989). *Anxiety and second-language learning: Toward a theoretical clarification*. *Language Learning* 39, p. 251–275.

- MacIntyre, P. & Gardner, R.C. (1991). "Investigating Language Class Anxiety Using the Focused Essay Technique", *The Modern Language Journal*, Vol. 75 (3), p. 3.
- Mackey, A. & Gass, S. M. (2005). *Second language research- Methodology and design*. London: Lawrence Earlbaum Associates.
- Nguyen, T. L. (2011). *Graduation paper: Foreign language learning anxiety among 1st year students at FELTE, ULIS*. Hanoi: ULIS, VNU.
- Pappamihel, N. E. (2002). *English as a second language students and English language anxiety: issues in the mainstream classroom*.
- Phan, N. Q. A. (2011). *Graduation paper: The exploitation of authenticity in speaking simulation by third- year Fast-track students*. Hanoi: ULIS, VNU.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: interviews with highly anxious students. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Scharle, A. and Szabo, A. (2000). *Learner autonomy*. Cambridge: Cambridge University Press.
- Scovel, T. (1991) 'The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research', in Horwitz, E.K., & Young, D. J. (eds.) *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, p. 15-24.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety (From Y)*. Consulting Psychologists Press, Palo Alto, CA.
- To, T. H (ed.). et-al. (2011). *An introduction to language teaching method*. Hanoi: ULIS, VNU.

- Tsui, A. B. M., 1996. Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 145-167). Cambridge: Cambridge University Press.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Vilímec, E. (2006). *Thesis: Developing speaking skill*.
- Vũ, T.K.T. (2007). *Graduation paper: Using questioning techniques to improve students' participation in speaking activities*. Hanoi: ULIS, VNU.
- Wilson, T.J.S. (2006). *Ph. D Dissertation: Anxiety in learning English as a foreign language: its association with student variables, with overall proficiency, and with performance on an oral test*. University of Granada.
- Wright, T. (1997). *Roles of teachers and learners*. Oxford: Oxford University Press.

APPENDIX 1

Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. The Modern Language Journal, 70(2), 125-132.

1 ----- 2 ----- 3 ----- 4 ----- 5
Strongly Agree Neither agree Disagree Strongly
agree nor disagree

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language 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 languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language 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 language class, I feel anxious about it.
17. I often feel like not going to my language class.

18. I feel confident when I speak in foreign language class.
19. I am afraid that my language 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 language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

APPENDIX 2

1. I feel anxious giving this speech.
2. I look stupid to the audience.
3. I am starting to feel uneasy.
4. My eyes are wandering all over the room.
5. The audience sees that I am calm.
6. I am scared of this entire situation.
7. I look stiff as a board standing here.
8. I think I'm doing well.
9. I hope I don't stutter while speaking.
10. They can see that I am anxious.
11. My body feels really hot.
12. I sound stupid talking to these people.
13. I look confident standing up here.
14. They think I am talking too fast.
15. I am trembling standing up here.
16. The audience can tell that I am afraid.
17. They think I am doing well.
18. My voice sounds timid.
19. I am doing well with the speech.
20. This speech is making me sweat.
21. I am panicking; I want to get out of here.
22. I look comfortable giving this speech.
23. I hope I don't look stupid in front of these people.
24. I'm going to freeze up.

25. I am comfortable giving this speech.
26. They can see that I am uncomfortable.
27. I am calm while standing in front of this audience.
28. The speech I am giving is horrible.
29. I look stiff to the audience.
30. I am confident with my performance.
31. I keep fidgeting with my hands.
32. This isn't so bad.
33. I am uncomfortable giving this speech.
34. I look confident to them.
35. The audience sees I am doing a bad job.

APPENDIX 3A

SURVEY QUESTIONNAIRE

Dear students,

My name is Nguyen Phuong Thao, a 4th – year student from class 08.1.E1, Faculty of English Language Teacher Education, ULIS. I am doing a study on the topic “*Effects of anxiety on in-class speaking performance among ULIS first- year mainstream English majors*” for the graduation paper. I would like to ask for your help with filling in this questionnaire, which serves as the major source of data for my paper. I hereby guarantee that all of the required information will be dealt with anonymously and only used for research purposes. If you have any questions or comments, please contact me at thaonguyenxanh3009@gmail.com or 01269103736. Your kind cooperation is highly appreciated. Thank you very much!

Part I- Personal information

Your full name:

Your group:

Your gender: Male Female

Your phone number:

Your email:.....

Part II- Basic knowledge about speaking and speaking anxiety

1. *To what extent do you find speaking skill important in comparison with other three skills (reading, listening, writing)? (You choose ONE option)*

A. Less important B. As important as C. More important

2. *How often do you feel anxious when you have to speak English in English language class? (You choose ONE option)*

A. Never B. Hardly C. Sometimes D. Always

3. *In your opinion, what are some factors contributing to students’ speaking anxiety? (You can choose more than ONE option)*

- A. students' character (shyness, etc)
- B. low English proficiency
- C. low self- esteem (a student keeps thinking that she/he is not as good at speaking as her/his classmates)
- D. fear of negative evaluations (by peers and teachers)
- E. unprepared class activities
- F. competitiveness
- G. unfamiliarity with group work
- H. working in a group of superior members
- I. lack of support or sympathy (of peers and teacher)
- J. favoritism (of peers and teacher)
- K. monotonous class atmosphere (lack of joys, fun, encouragement, etc.)
- L. Others:

4. Direction: Each of the following statements (1- 25) refers to how you feel about your speaking performance in English class. Please indicate whether you:

- Strongly agree= SA
- Agree= A
- Neither agree or disagree= N
- Disagree= D
- Strongly disagree= SD

Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please **MARK** an answer for **EVERY** statement.

| Statements | SA | A | N | D | SD |
|--|----|---|---|---|----|
| 1. When speaking in my English language class, my body feels really hot. | | | | | |
| 2. When speaking in my English language class, my face and my ears become red. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 3. The speech is making me sweat. | | | | | |
| 4. I am trembling standing up in English language class, especially at the beginning of the speech. | | | | | |
| 5. My voice shakes and sounds timid when I speak English. | | | | | |
| 6. I stammer while speaking English. | | | | | |
| 7. I can feel my heart pounding when I'm going to be called on in English language class. | | | | | |
| 8. I never feel sure of myself when I am speaking in English. | | | | | |
| 9. I get nervous when the English language teacher asks questions which I haven't prepared in advance. | | | | | |
| 10. I tremble when I know that I'm going to be called on in English language class even though I know the answers. | | | | | |
| 11. I start to panic when I have to speak English without preparation in language class. | | | | | |
| 12. Even if I am well- prepared, I still feel anxious about speaking English. | | | | | |
| 13. I can get so nervous that I forget things I know. | | | | | |
| 14. I'm afraid of making mistakes while speaking English in language class. | | | | | |
| 15. I'm afraid of being laughed by the peers when I don't know how to continue my speech. | | | | | |
| 16. It embarrasses me to volunteer answers in English language class. | | | | | |
| 17. It does not embarrass me to volunteer answers but my peers say nothing so I don't, either. | | | | | |
| 18. My eyes are wandering all over the room. | | | | | |
| 19. I keep fidgeting with my hands when I speak in English. | | | | | |
| 20. I must hold something in my hands to keep calm. | | | | | |
| 21. I look stiff to the audience (without posture, gesture, eye contact, ...) when I have an English presentation. | | | | | |
| 22. I sound stupid talking in English to other people in class. | | | | | |
| 23. I keep thinking that other students are better at English language than I am so they can express their ideas more easily. | | | | | |
| 24. I keep thinking that other students have better English | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| speaking skill than I do. | | | | | |
| 25. The English speech I am giving is horrible. | | | | | |

5. *In your opinion, what are some effects of anxiety on students' speaking performances?*
(You can choose more than ONE option)

- A. motivating students to practice more and more, especially speaking skill
- B. discouraging students to speak out, communicate with peers, join group work or volunteer answers
- C. affecting directly students' speaking performance when they must speak (unsuitable language use, grammatical mistakes, low ability of communication, etc.)
- D. Others:

THANK YOU VERY MUCH!

APPENDIX 3B

PHIẾU KHẢO SÁT

Chào bạn! Tôi là Nguyễn Phương Thảo, sinh viên năm thứ 4, lớp 08.1.E1, Khoa Sư Phạm Tiếng Anh, ĐHNN- ĐHQGHN. Khóa luận tốt nghiệp của tôi nghiên cứu về đề tài “***Ảnh hưởng của tâm lý lo sợ tới hoạt động nói trên lớp của sinh viên học tiếng Anh hệ đại trà năm thứ nhất trường Đại học Ngoại Ngữ***” (*Effects of anxiety on in-class speaking performance among ULIS first- year mainstream English majors*). Các câu trả lời của bạn trong phiếu khảo sát này là một phần không thể thiếu trong quá trình nghiên cứu của

tôi vì chúng sẽ giúp tôi tìm hiểu một cách tốt nhất về thực trạng vấn đề được nghiên cứu. Tôi xin đảm bảo các thông tin cá nhân cũng như các câu trả lời của bạn sẽ được giữ bí mật tuyệt đối và chỉ được dùng cho mục đích nghiên cứu. Nếu bạn có bất kì câu hỏi hay nhận xét nào, vui lòng liên hệ với tôi qua email thaonguyenxanh3009@gmail.com hoặc qua số điện thoại 01269103736.

Cảm ơn bạn rất nhiều vì đã tham gia vào nghiên cứu này!

I. THÔNG TIN CÁ NHÂN

Tên đầy đủ:

Lớp:

Giới tính: Nam - Nữ

Số điện thoại:

Email:

II. HIỂU BIẾT CHUNG VỀ KỸ NĂNG NÓI VÀ CẢM GIÁC LO ÂU KHI NÓI

1. Theo bạn, kỹ năng Nói quan trọng như thế nào đối với người học tiếng Anh trong tương quan so sánh với 3 kỹ năng Nghe, Đọc và Viết?

Bạn khoanh **MỘT** trong các lựa chọn dưới đây:

A. Không quan trọng bằng B. Quan trọng ngang nhau C. Quan trọng hơn

2. Bạn có thường xuyên thấy lo lắng khi nói trong các giờ học môn tiếng không?

Bạn khoanh **MỘT** trong các lựa chọn dưới đây:

A. Không bao giờ B. Hiếm khi C. Thỉnh thoảng D. Thường xuyên

3. Theo bạn, những yếu tố nào gây ra tâm lý lo sợ khi nói ở sinh viên đại trà học tiếng Anh năm thứ nhất trường Đại học Ngoại Ngữ, ĐHQGHN?

Bạn có thể khoanh **NHIỀU HƠN MỘT** trong các lựa chọn dưới đây:

A. tính cách của sinh viên (nhút nhát, ít nói hơn so với các bạn khác, vv)

B. khả năng về tiếng Anh còn yếu

C. cảm giác tự ti (thấy mình không (nói) giỏi như các bạn trong lớp, vv...)

D. cảm giác sợ những đánh giá tiêu cực từ phía bạn bè và giáo viên

E. các hoạt động thực hiện trên lớp mà chưa được chuẩn bị trước

F. sự ganh đua về thắng, thua trong các hoạt động gồm nhiều nhóm thi với nhau (sinh viên có tâm lý lo sợ thường không phát biểu, nhường quyền cho các bạn giỏi hơn trong nhóm để nhằm mục đích giúp đội mình thắng hoặc ít nhất là không bị trừ điểm, vv...)

G. chỉ quen làm việc độc lập, nên khi phải làm nhóm, không chủ động đưa ý kiến hoặc ít có cơ hội để phát biểu nên dần thấy mình lạc lõng và sợ nói hơn

H. làm việc trong một nhóm mà các thành viên khác đều giỏi và tự tin hơn rất nhiều

I. thiếu sự cảm thông, trợ giúp, khích lệ của bạn bè và giáo viên

J. sự thiên vị của bạn bè và giáo viên (bạn bè và thầy cô thường quý và quan tâm tới các bạn học giỏi hơn, vv...)

K. không khí học tập trong lớp quá trầm, thiếu sự vui vẻ, sôi nổi, khích lệ lẫn nhau

L. Các yếu tố khác:

4. Các câu 1- 25 dưới đây muốn nói đến sự biểu lộ của cảm giác lo âu căng thẳng của bạn khi phải nói trong lớp thực hành tiếng. Hãy chỉ ra tính chính xác của chúng đối với cảm giác thật của bạn bằng việc đánh dấu vào MỘT ô thích hợp (Hoàn toàn đồng ý; Đồng ý; Đồng ý một phần, không đồng ý một phần; Không đồng ý; hay Hoàn toàn không đồng ý). Hãy đưa ra ý kiến của bạn đối với tất cả các câu từ 1- 25

| | <i>Hoàn n toàn đồng ý</i> | <i>Đôn g ý</i> | <i>Đồng ý một phần, không đồng ý một phần</i> | <i>Không đồng ý</i> | <i>Hoàn toàn khôn g đồng ý</i> |
|---|---|--------------------|---|-------------------------|--|
| 1. Tôi thấy người luôn nóng khi nói trong giờ học môn thực hành tiếng. | | | | | |
| 2. Mặt và tai tôi luôn đỏ khi tôi nói trong giờ học môn thực hành tiếng. | | | | | |
| 3. Tôi luôn đổ mồ hôi mỗi khi phải nói trong giờ học môn thực hành tiếng. | | | | | |
| 4. Tôi phát run lên mỗi khi đứng dậy trong giờ học môn thực hành tiếng, đặc biệt là lúc bắt đầu nói | | | | | |
| 5. Giọng tôi run run và yếu đi mỗi khi tôi nói trong giờ học môn thực hành tiếng. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 6. Tôi nói lắp trong khi đang phát biểu trong giờ học môn thực hành tiếng. | | | | | |
| 7. Tôi thấy tim mình đập thình thịch khi thấy giáo viên sắp gọi tôi trả lời câu hỏi. | | | | | |
| 8. Tôi không bao giờ cảm thấy tự tin về bản thân mình mỗi khi nói tiếng Anh | | | | | |
| 9. Tôi thấy sợ khi giáo viên gọi tôi trả lời câu hỏi mà tôi chưa chuẩn bị trước. | | | | | |
| 10. Tôi thấy run khi thấy giáo viên sắp gọi tôi trả lời ngay cả khi tôi biết đáp án của câu hỏi đó. | | | | | |
| 11. Tôi bắt đầu hoảng loạn khi phải nói mà không có sự chuẩn bị trong giờ học môn tiếng. | | | | | |
| 12. Ngay cả khi chuẩn bị tốt, tôi vẫn thấy rất lo lắng trong giờ học môn thực hành tiếng. | | | | | |
| 13. Trong giờ học môn thực hành tiếng, tôi có thể lo lắng đến nỗi quên cả những kiến thức tôi biết. | | | | | |
| 14. Tôi sợ mình mắc lỗi khi nói trong giờ học môn thực hành tiếng. | | | | | |
| 15. Tôi sợ các bạn cười mình khi tôi không biết tiếp tục nói gì trong giờ học môn thực hành tiếng. | | | | | |
| 16. Tôi thấy xấu hổ khi xung phong trả lời câu hỏi trong giờ học môn thực hành tiếng. | | | | | |
| 17. Tôi không thấy xấu hổ khi xung phong trả lời câu hỏi nhưng tôi thấy các bạn im lặng nên tôi cũng không phát biểu. | | | | | |
| 18. Mắt tôi lơ đãng đi khắp căn phòng trong giờ học môn thực hành tiếng. | | | | | |
| 19. Tay tôi ngoáy loạn xạ khi tôi nói trong giờ học môn thực hành tiếng. | | | | | |
| 20. Tôi phải nắm vật gì đó để giúp mình thấy bình tĩnh hơn khi nói trong giờ học môn tiếng. | | | | | |
| 21. Khi tôi trong giờ học môn thực hành tiếng, tôi đứng ngay đơ người ra, không có hành động nào nhằm tương tác với người nghe (thiếu dáng | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| điều, cử chỉ hay giao tiếp bằng mắt, ...) | | | | | |
| 22. Tôi thấy mình thật ngớ ngẩn khi nói trong giờ học môn thực hành tiếng. | | | | | |
| 23. Tôi luôn nghĩ rằng các bạn khác giỏi hơn tôi về ngôn ngữ sử dụng tiếng Anh nên các bạn có thể diễn đạt suy nghĩ dễ dàng hơn tôi nhiều. | | | | | |
| 24. Tôi luôn nghĩ rằng kĩ năng nói tiếng Anh của các bạn giỏi hơn tôi. | | | | | |
| 25. Bài nói tiếng Anh của tôi thật kinh khủng. | | | | | |

5. Theo bạn, tâm lý lo sợ có ảnh hưởng như thế nào tới việc trình bày bài nói của sinh viên đại trà học tiếng Anh năm thứ nhất trường Đại học Ngoại Ngữ, ĐHQGHN?

Bạn có thể khoanh **NHIỀU HƠN MỘT** trong các lựa chọn dưới đây:

- A. Là động cơ thúc đẩy việc học tập sinh viên, nhất là đối với kĩ năng nói (khi thấy mình có cảm giác sợ nói thì sinh viên càng ép mình phải nói nhiều hơn, luyện cách thể hiện suy nghĩ, ý tưởng, ...)
- B. Làm sinh viên càng ngày càng ngại nói, tránh không giao đổi với bạn bè, tham gia hoạt động nhóm hoặc không phát biểu ý kiến.
- C. Ảnh hưởng đến bài nói của sinh viên khi sinh viên đó bắt buộc phải nói (sử dụng từ, quy tắc ngữ pháp không hợp lý; không biết cách đối đáp trong các trường hợp giao tiếp thông thường hoặc chỉ đưa ra được những câu trả lời ngắn, không biết cách tiếp tục, vv...)
- D. Các ảnh hưởng khác

CẢM ƠN BẠN RẤT NHIỀU!

APPENDIX 4A

SEMI- STRUCTURED INTERVIEW SCHEDULE

(English translation)

Thank you for your attending at the interview on the topic ***“Effects of anxiety on in-class speaking performance among ULIS first- year mainstream English majors”***. There are 5 interview questions in total and it lasts no more than 15 minutes.

Question 1

Do you often feel anxious when speaking in foreign language class? If yes, in which situation(s)?

Question 2

Why did you feel anxious when you were speaking in foreign language class? Please give specific reasons.

Question 3

How was speaking anxiety manifested (psychologically, physiologically, and behaviorally) when you spoke in foreign language class?

Question 4

In your opinion, do you think anxiety affects your in- class speaking performance? If yes, what are effects of speaking anxiety?

Question 5

What do you do to avoid speaking anxiety? What are your suggestions for other students and teachers to alleviate effects of speaking anxiety?

Thank you so much for your participation!

APPENDIX 4B

BẢN CÂU HỎI PHÒNG VẤN

(Original version)

Cảm ơn em đã đồng ý tham gia cuộc phỏng vấn về đề tài “Ảnh hưởng của tâm lý lo sợ tới việc trình bày bài nói của sinh viên hệ đại trà học tiếng Anh năm thứ nhất trường

Đại học Ngoại Ngữ”. Cuộc phỏng vấn của chúng ta gồm có 5 câu hỏi chính và kéo dài không quá 15 phút.

Câu hỏi 1

Em có hay cảm thấy lo lắng khi nói trong giờ học môn tiếng không? Nếu có thì trong hoàn cảnh cụ thể nào?

Câu hỏi 2

Tại sao em lại thấy lo lắng mỗi khi nói?

Câu hỏi 3

Biểu hiện cụ thể của em (về tâm lý, sinh lý, hành động) khi em thấy lo lắng mỗi khi nói là gì?

Câu hỏi 4

Khi em lo lắng như vậy thì em thấy có ảnh hưởng tới bài nói của em không và ảnh hưởng cụ thể như thế nào?

Câu hỏi 5

Em có cách gì để khắc phục tâm lý lo lắng ấy không? Gợi ý của em dành cho các sinh viên khác và giáo viên là gì?

Cảm ơn em rất nhiều vì đã tham gia buổi phỏng vấn này!

APPENDIX 5

TRANSCRIPTIONS OF THE INTERVIEWS

Following are extracts from the original. Each interviewee was asked the same set of questions given in Appendix 4 and other related ones when there was a need to do so to gain a complete understanding of the students' viewpoints. It is notable that:

- All the transcriptions were originally in Vietnamese. Provided below are the English translations.

- Q is abbreviated for Question, S is abbreviated for Student.

- [...] denotes extracts that were cut out from the translation due to its relevance to the general content.

The interviews were held at C1 building, French Department, University of Languages and International Studies, VNU on April 10th, 2012.

5.1. With Student 1

Q: Thank you so much for your participation in this interview. So the first question for you is do you often feel anxious when speaking in foreign language class?

S1: Yes, I do. I always try my best to avoid being called in foreign language class.

Q: Could you specify the situation(s) in which you felt anxious?

S1: They were the times when I was suddenly called by the teacher, made to work in groups or have a small presentation in pair.

Q: How was speaking anxiety manifested (psychologically, physiologically, and behaviorally) when you spoke in foreign language class?

S1: The most significant manifestation of speaking anxiety was that I chose to sit at the second row, hiding behind friends to avoid teachers' attention and avoid being called in class. It was due to my character (shyness). When I stood up to speak, I felt shy and ashamed and I lacked eye contact with the audience. My hands started to sweat, my face became red, my body shook and I felt my heart pounding.

Q: What did you do to avoid anxiety when you spoke in class? Did you keep anything in your hand?

S1: I would prepare well for the presentation by learning by heart every idea. Or I would keep fidgeting my hand when I spoke something in class.

Q: Why did you feel so anxious like that?

S1: Because I felt ashamed of myself when speaking. I kept thinking that I had low English proficiency. I was afraid of making mistakes and being laughed by my classmates. Besides, I was not used to English-speaking atmosphere in class at university for lack of practice at high school. I did not know how to use appropriate vocabulary and express my ideas properly.

Q: Were you under pressure when working in groups with superior classmates?

S1: Yes, I always felt very stressed and tired. I had low self-esteem and I was seemed to be inferior to them. I was afraid of affecting our group's result.

Q: Have you noticed the attitudes of those who are more confident and superior to you in particular and to others who are less confident in general?

S1: Some of them encouraged me to speak but the others seemed not to like to work with me. They sometimes smiled on me ironically, which discouraged me to try to speak. However, when I worked with my classmates whose levels were the same with mine, I felt comfortable and wanted to talk more and more. We could discuss in Vietnamese and then tried to express our ideas in English. [...] For those whose levels were a little bit lower than mine, I also tried my best to encourage them to raise their voices, but they were like in my shoes when I talked to superior members, they felt anxious and ashamed.

Q: In your opinion, do you think it is good for students to work in groups, especially in speaking class?

S1: In theory, I think it is a good way for students to share and exchange ideas. However, if the inferior doesn't try their best to raise their voice or try to involve the discussion, there's no chance for them to practice speaking. In fact, the superior will talk more and

more, and they easily become group's representatives to share group ideas. In contrast, the inferior will become more and more quiet.

Q: Have you had any “not good” impression with the teacher when you spoke in foreign language class?

S1: Most of the teachers are very friendly and enthusiastic. They always try to connect all the students together. Maybe because of my shyness, I often isolate myself from class. However, I think the favoritism of the teachers is also a factor causing students' speaking anxiety. In my own experiences, when the teacher only paid attention on the superior's ideas, I felt both lucky and isolated, which made me be unwilling to speak. It sounded quite opposite but sometimes I wished the teacher could catch my eye, recognizing that I was anxious so that he/ she paid more attention on me and gave me their encouragement. I believe that the considerate attitude of the teachers affect students and their speaking performance a lot.

Q: What did you do to avoid speaking anxiety?

S1: At home, I tried my best to practice speaking more and talked to myself that I had to be more confident, volunteer answers and ignore laughters if I made mistakes. However, it seemed to go from one extreme to another when I was in class. I felt anxious and hesitated to volunteer answers.

Q: Why did you feel so anxious?

S1: I was afraid of making mistakes, being laughed by teachers and friends, and I was afraid of negative evaluations as well.

Q: What do you want the teachers to do to help you in particular and others who are also anxious when speaking in general?

S1: In my opinion, the teachers should notice the students who seem to be shy and hardly give their ideas when they are working in groups. Afterwards, the teachers can ask them

about group's work, give them a chance to speak. [...] I myself admit that it is very stressed at first time when someone is called like that, but it is a good way to force him/her to raise his/ her voice. But in fact, the teachers tend to focus on the students who always speak and give ideas in class.

Q: It sounds unusual. There is a conflict in which some feel anxious to speak but they can still answer when being called, right? So your recommendation for the teachers is that they should be active to call the shy students?

S1: Yes. Some shy and quiet people do not know how to express their ideas but they can continue if they get supporting ideas from the teachers. I myself felt extremely scared at first time I was called but after being encouraged by the teachers, I could express my ideas. I gradually wanted to speak more. When I finished my speech, I felt relaxed and liked to answer questions.

Q: So anxiety sometimes has good effect, right? What do you want your friends to do to help?

S1: Most of my classmates are very friendly and willing to help me when necessary. So I think I myself should be opener without negative thoughts and feeling of isolation.

Q: Thankyou very much for your sharing.

5.2. With Student 2

Q: Thank you so much for your participation in this interview. So the first question for you is do you often feel anxious when speaking in foreign language class?

S2: Yes, I do.

Q: Could you please specify the situation(s) in which you felt anxious?

S2: I felt anxious every time I did not prepare for lessons or when I was suddenly called.

Q: How was speaking anxiety manifested (psychologically, physiologically, and behaviorally) when you spoke in class?

S2: I always stammered, my face became red. I felt my hand sweating and I had excessive perspiration.

Q: Did you often hold anything when you have a speech?

S2: I often brought along a pen or a small book. I always tried to speak as fast as possible in order to finish my speech. When I had a presentation, I kept a set of notes to look at every time I forgot. But I still felt very anxious.

Q: Why did you feel so anxious?

S2: I was afraid of using unappropriate words or having incorrect pronunciation.

Q: In your opinion, what was the effect of speaking anxiety on your performance?

S2: I spoke so fast and softly that the audience couldn't follow my speech. Or I stammered and seemed to forget every thing I had prepared in advance.

Q: Were you afraid of being laughed by the classmated?

S2: Sometimes. I was always afraid that I did not know the way to continue my speech.

Q: What is your recommendation?

S2: I think that I have to be more confident to speak in class without the fear of making mistakes or being laughed. I try my best to pronoun accurately by listening to foreigners, imitating native speakers. In my opinion, the more I practice, the more I get used to speaking in class. Thus, I will no longer feel anxious.

Q: What did you feel when you talked to the superior?

S2: I used to feel ashamed of myself and did not want to speak any more. However, I noticed that there were many good things I could learn from the superior so I did try to speak with them more, which helped me improve my speaking skill a lot.

Q: What about the inferior? What did you do to help them?

S2: I encouraged as well as forced them to speak more by giving them my support when they seemed to lack ideas, or practicing pronunciation with them.

Q: Thank you so much for your participation.

5.3. With Student 3

Q: Thank you so much for your participation in this interview. So the first question for you is do you often feel anxious when speaking in foreign language class?

S3: It is easy for me to talk with my friends or have a discussion in class, but when being called and standing up to speak English, I was not used to and feel anxious even though I knew the answers.

Q: Why did you feel so anxious?

S3: I was afraid of making mistakes and that affected our group's result because I was the representative of our group. Besides, I was afraid of being evaluated negatively.

Q: How was speaking anxiety manifested (psychologically, physiologically, and behaviorally) when you spoke in foreign language class?

S3: I spoke quite fast. Occasionally, I kept some pieces of papers to look at when I forgot something.

Q: Did you often work with the peers whose levels were a little bit lower than yours? And do you do anything to help them?

S3: Yes, I did. My peers often gave their ideas in Vietnamese, and after discussing, I was the representative of our group to present in English. I also tried to encourage them to speak more but my peers admitted that they felt anxious when speaking English because they were stressed by speaking with inaccurate pronunciation or local accents that made others not understand.

Q: In your opinion, what was the effect of speaking anxiety on your performance?

S3: When I felt anxious, I spoke out with many problems such as lack of ideas, scrambled orders of ideas, unappropriate language use, inaccurate pronunciation and lack of intonation.

Q: Did you often volunteer answers?

S3: It depends. Sometimes I was unwilling to answer because of the fear of making mistakes.

Q: Was there any time when class atmosphere was so quiet that you did not want to speak?

S3: Yes, sometimes I was affected by class atmosphere so I was unwilling to volunteer answers.

Q: How did you evaluate class activities in foreign language class, especially in speaking lessons?

S3: I did not think speaking activities were effective even though our speaking teacher also divided class into many groups to discuss. I noticed that those who were active were still active in groupwork and those who were shy were quiet as usual. Sometimes the teacher asked questions, after a while with no answers from the students, the teacher answered by herself. The class atmosphere was quiet and boring partly because we were not impressed by the teacher and the activities.

Q: What would you have done if you had been in the teacher's shoes?

S3: I thought that I would have picked up someone to answer the questions. I meant I would have forced the student to speak out. If he/ she couldn't express properly, I would have had other students support him/ her or I myself would.

Q: Have you had any suggestions to help students feel less anxious while speaking in foreign language?

S3: Regarding the students, in my opinion, they have to attempt more in practicing pronunciation and widening vocabulary so that they feel more confident to speak out. Besides, they should be willing to volunteer answers, ignore the fear of making mistakes because they will be more experienced after making mistakes. Regarding the teachers, I recommend that they should design more speaking activities for the students to practice together and present in class. Although it is very stressful at first, if the teachers continue to pick students up and then support them, I believe that the students gradually feel less anxious. For the feedback after each presentation, the teachers should give more detailed comments for each student and give some suggested solutions to the problems the students often make.

Q: Thank you very much for your sharing.