

LANGUAGE ANXIETY AND SELECTED LEARNER VARIABLES,  
AND ANXIETY-REDUCING STRATEGIES  
OF SPEECH COMMUNICATION STUDENTS

ANA KATRINA T. MARCIAL

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**APPROVAL SHEET**

**The graduate thesis attached hereto, entitled “LANGUAGE ANXIETY AND SELECTED LEARNER VARIABLES, AND ANXIETY-REDUCING STRATEGIES OF SPEECH COMMUNICATION STUDENTS,” prepared and submitted by ANA KATRINA T. MARCIAL, in partial fulfilment of the requirements for the degree of Master of Arts in Education (Language and Literacy Education), is hereby accepted.**

**MENELEA M. CHIU, Ph. D  
Adviser**

**RJOMYLYN A. METILA, MA.Ed  
Critic/Reader, Member**

**MARIA ANA UIMBO, Ph. D  
Member**

**Accepted in partial fulfilment of the requirements for the degree of Master Arts in Education (Language and Literacy Education).**

**PATRICIA B. ARINTO, MA  
Dean**

*This work is dedicated to my grandparents, Felicing and Lorenzo.  
Here's to hoping you're proud of and happy for me wherever you are. Thanks for the love.*

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## Abstract

The study attempted to look into the relationship of language anxiety and specific learner factors and identified the coping strategies used by university students enrolled in speech communication classes. Chi square test results showed that the level of anxiety of the learners had no significant relationship with gender but had significant relationships with their (a) self-reported competence in using English as a whole and for oral communication, (b) instances of English use outside class, and (c) use of English at home. Lastly, coping strategies which fall under the cognitive and self-encouragement categories are always effective for learners with low level of anxiety and mostly effective for the highly anxious ones, while physical relaxation techniques are mostly effective, regardless of the learners' anxiety level. Faith-based strategies such as praying, asking for divine guidance, or being inspired by one's religion are considered to be always effective strategies to cope with anxiety in the classroom. Based on the analysis of data results, recommendations for the learners, teachers, and curriculum developers were also given.

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# Chapter I

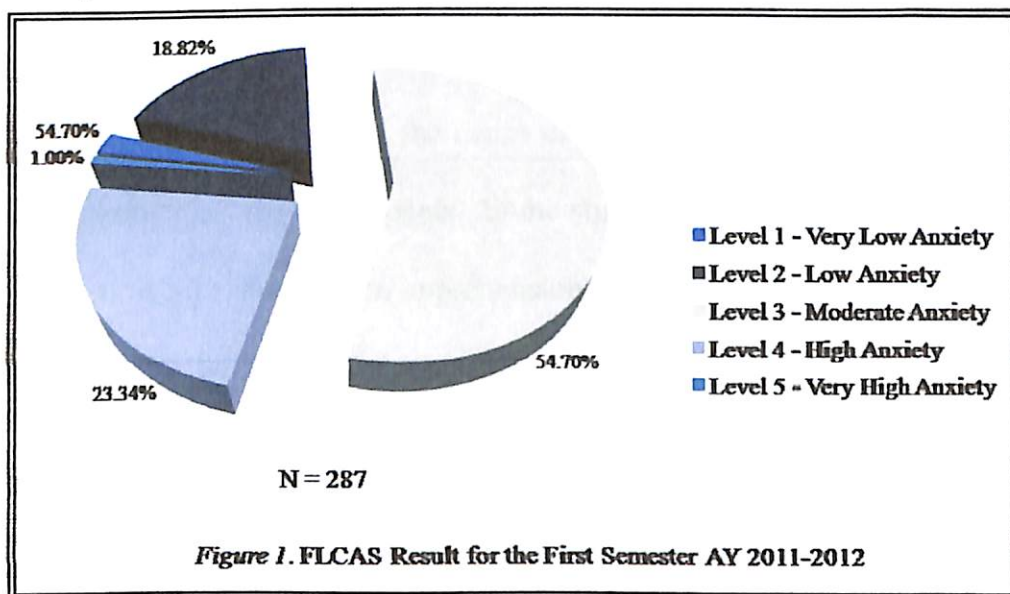
## INTRODUCTION

### **Background of the study**

The possibility of a strong connection between language anxiety and language learning has slowly gotten much attention that varied aspects of it have been explored by academic researchers. Most studies indicate that a high level of anxiety is one cause which detrimentally affects the learners' performance in language classrooms, indirectly hindering their learning in the process (Chen & Chang, 2009; Aydin, 2004; MacIntyre 1995). Some researchers led by Sparks and Ganschow in 1991, however, assert that this anxiety is not a cause but a consequence of inefficient control of a learner's native language, which in turn, contributes to his or her difficulty in learning a second language (cited in MacIntyre, 1995). Some studies focus on anxiety in relation to the language achievement of the learners, either using Western setting—studies on Spanish, Greek, or Hungarian students learning English (Tsiplakides & Keramida, 2009; Tóth, 2007; Wilson, 2006; Pappamihiel, 2002)—or focusing on the Asian setting, using Taiwanese, Japanese, or Malaysian students learning English (Chen, 2007; Aziz, 2007; Goshi, 2005). A few researchers attempted to examine the anxiety and learner factor relationship (Tóth, 2007; Onwuegbuzie, et al., 2000)

To confirm that the issue of anxiety in the language classroom may also exist in the Philippine context, an informal survey was conducted sometime between August and September of 2011, where students of a public tertiary institution answered a survey questionnaire to describe their background and experiences as language learners and a scale in the form of a checklist to measure their language anxiety in the speech communication

classroom (Marcial, 2011). The scale used was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz and her associates in 1986 (cited in Tsiplakides & Keramida, 2009; Wilson, 2006), and the representatives were enrolled in a course which requires the students to use English as a means of communication, especially in the class activities like group discussion, impromptu speeches, and the major requirements like delivering informative and persuasive speeches. Results show that, out of the 287 students who volunteered to answer and return the accomplished checklist, twenty-three percent belong to the group with high anxiety level, nineteen percent belong to the group with low anxiety level, and the majority has a moderate level of anxiety. The summary of the result is represented by the chart in Figure 1.



Personal interviews conducted with the teachers of the participants corroborate this finding. Generally, the students were able to participate in and meet the requirements of the course, but in recitations, there were students who would often speak in English with a stammer or shaky voice. In formal speeches, some would even turn their backs mid-sentence and ask to start over even though they seemed comfortable enough to casually socialize with their peers in the classroom. However, teachers can only state physical signs that a learner is

having a stressful time in using English; the actual experience can only be determined and described by the learners themselves. Also, the survey and teacher interviews were conducted informally, unlike the previous studies on language anxiety where a thorough and systematic data gathering and analysis were made.

The issue of language anxiety of Filipino students as they learn English in the Philippine classrooms has only been officially addressed in relatively few studies. Most of the available literature examining language anxiety in the Philippine setting has been primarily concerned with either of the two aspects: (a) the effects of language anxiety on the learners' achievement or, specifically, the learners' communication apprehension and its effect on performance or (b) the causes of language anxiety among Filipino students (Gonzales, 2011; Laurilla, 2007). In both aspects, the studies simply follow the pattern of other past studies, examining either the cause or effect of language anxiety, only this time, using Filipino learners as the participants. Some studies focus on a more specific component of language anxiety, communication apprehension, which is primarily concerned with public speaking and other activities which require the learners to communicate in English with other people in and out of the classroom (Lucas, et.al, 2011; Del Villar, 2010). These studies, no matter how few, seem to adhere to the more common idea that language anxiety has a debilitating effect on the students' learning of a language.

Krashen's Affective Filter hypothesis in 1985 (cited in Herrera & Murry, 2005) provides a solid foundation supporting this idea. The hypothesis states that learners of a second language whose anxiety level is low, who is highly motivated, and who has strong self-confidence and a good self-image are better prepared for second language learning and class performance. The hypothesis adds that some affective variables such as motivation,

self-esteem, and anxiety level may affect how the learners fully utilize the messages that they receive (the inputs) as they acquire a language (Orillos, 1997). When the learners' affective filter is raised, they will have difficulty learning a language successfully and their performance in the classroom will be compromised, no matter how good their language teacher is.

Regardless of the approach in exploring the many aspects of language anxiety, it is still safe to assert that foreign or second language learners have felt anxious at some point in their learning within a foreign or second language class. Their anxiety may be evident both internally and externally. Some learners may feel uncomfortable and a bit frightened, which may be associated with physiological reactions like blushing, racing heartbeat, stammering, and having queasy stomach, dry mouths, and increased perspiration. Others may try to avoid communication with others when possible, may show signs of withdrawal by not talking or giving minimal response, and may even have unusual nonverbal behaviours like suddenly developing a twitch or biting their nails (Richmond & McCroskey, 1998).

Because of these internal and external effects of anxiety and because the available literature examining language anxiety in the Philippine context is still relatively limited, taking a closer look at the diverse characteristics of the learners and their anxiety then is not only significant to further understand the challenge of language anxiety in the Philippine classroom but is also relevant for both the teachers and the students in reducing language learning difficulties.

## **Statement of the problem**

This study looked into the relationship between language anxiety and some learner variables. Specifically, the study attempted to answer the following research questions:

1. Is there a relationship between the level of language anxiety and
  - a. gender?
  - b. self-reported language competence?
  - c. the learner's use of English outside the classroom?
  - d. the learner's use of the English language at home?
2. What are the strategies used by the ESL learners to manage language anxiety?
3. Which of the self-reported anxiety management strategies are effective in dealing with language anxiety?

## **Significance of the study**

The relatively limited attention that the issue of language anxiety in the Philippine classrooms gets seems to downplay the gravity of its possible detrimental effects on language teaching and learning. In reality, finding out how much anxiety the learners actually experience will help them and their teachers use strategies that will lower or even eliminate the anxiety, thereby reducing the difficulty the learners face in successfully using a foreign or second language. Because learners are so diverse, however, it is important to note how some of their characteristics and background are associated with the level of their anxiety. Finding out and analyzing these associations not only reveal the kind of learners who will most likely get anxious in second language learning situations, but also deepen the understanding of the crucial factors affecting foreign or second language anxiety as a whole, resulting in a better support for the language teachers as they help their students deal with their language learning

difficulties. Specifically, the implications of this study will give way for future studies in which the learners with potentially high anxiety may get practical strategies that might work for them as they try to manage their anxiety.

In a bigger context, the significant findings of this study will not only add to the comparatively small number of research of language anxiety in the Philippine setting, but will also help refocus attention from the traditional interest in identifying how much language anxiety affects the learners' achievement or performance to another relevant approach of examining how learner characteristics relate to language anxiety and what possible strategies may help reduce or lessen this anxiety. The shift may open the door wider for the kind of research that does not necessarily highlight the importance of achievement as measured in the form of grades or scores but puts a greater value on the learning process itself by first, taking into consideration the diversity of the learners and then designing the most appropriate teaching approach and learning atmosphere for them to minimize stress, or any other difficulty concerning the affect (feelings and emotions), and to maximize learning.

### **Scope and limitations**

University students enrolled in speech communication classes at a public tertiary for the second semester, AY 2011-2012 were used as the participants for the study. These participants came from eleven out of the thirty-five recitation classes opened for the students for the semester.

The term "learner variables" consists of many specific elements, and for the purpose of this study, only three specific kinds of learner variables were closely examined in relation to the students' anxiety level. These three aspects namely (a) gender, (b) self-reported competence, and (c) the use of English both outside the classroom in general and specifically

at home, belong to the variables which may be related with language anxiety that are frequently mentioned in past studies. In terms of the last variable, two main aspects were given attention: the instances where participants use English outside the class in general and the frequency of their use of English at home. The main basis of analysis was the level of the students' anxiety based on the Foreign Language Classroom Anxiety Scale (FLCAS) and the possible relationship of the FLCAS score to the learner variables.

Finally, through a questionnaire, the students, especially those who would appear to have a high level of anxiety, were asked practical ways or strategies that they use to reduce language anxiety and how effective they think these strategies are. This aspect of the study attempted to grasp the diverse experiences of the learners with their own set of learning styles, come up with a list of practical strategies that may be useful reference for language teachers and potential highly anxious learners, and understand the issue's huge implications on future research about language anxiety. However, reliability of data gathered for some aspects of the study may be considered low because much of the study relied on self-reported information. To address this issue, the researcher made sure that the participants understand not only the items in the survey but also the fact that they remain anonymous and they would not be punished for any negative response they would give. In addition, observations and interviews were conducted to improve on the limitation that self-reported information gives.

## **Chapter II**

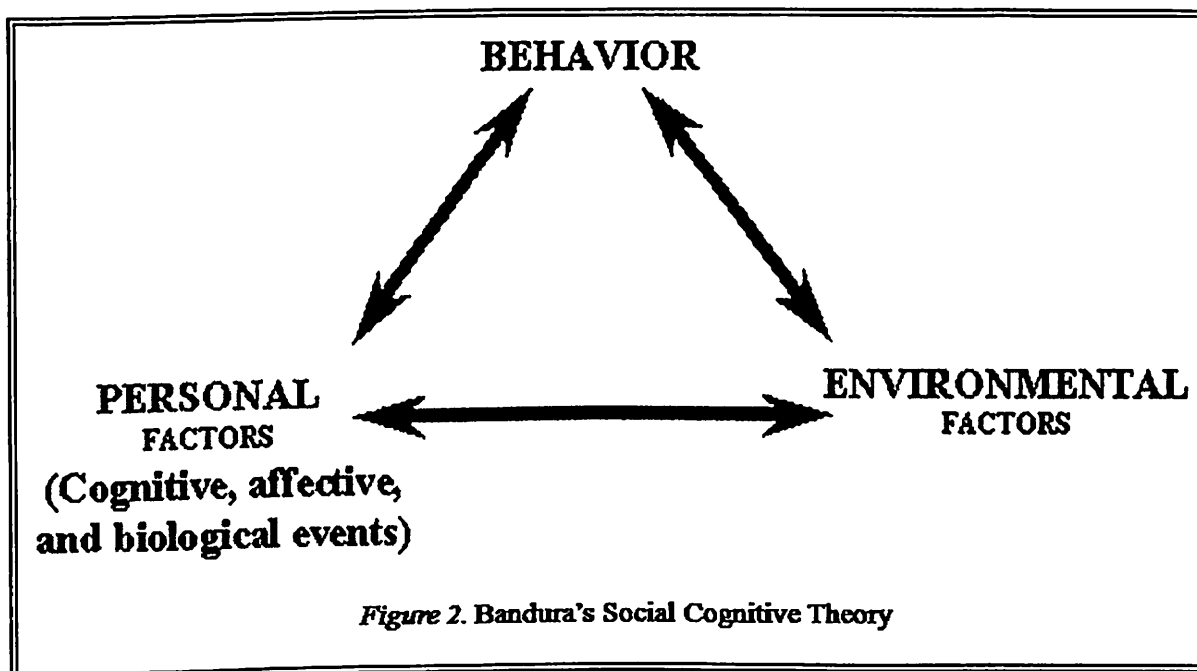
### **Review of Related Literature**

This chapter gives an overview of the different kinds of anxiety, gives a more in-depth review of anxiety in the context of language learning, and explains the conceptual framework for this study. Related studies concerning three relevant learner factors that may or may not relate to the language anxiety level of the learners are also discussed, together with a review of strategies applied both by the teachers and students. The conceptual framework followed and the definition of terms adapted for the study are also presented at the end of the chapter.

#### **General theories of anxiety**

The study of anxiety concerns mostly those in the field of psychology, but as research on the various aspects of anxiety continue to flourish, strengthening the theoretical link between this general concept of anxiety and the anxiety specific to the language area becomes all the more significant to discuss. In understanding the general concept of anxiety, two models have frequently been discussed and analyzed by researchers. The first is Reinhard Pekrun's "Expectancy Value Theory of Anxiety" in 1992 (cited in Lim, 2007) which suggests that anxiety occurs when individuals have high expectations about the outcome of a situation and when they greatly value this outcome. Specifically, the anxiety increases when the individuals expect negative future outcomes for this situation they value so much. The idea of failing at a scenario which is important for the individuals and in which the outcome is most valued is more likely to create anxiety for these individuals (Lim, 2007).

The theory which is more relevant to the present study, however, is the “Theory of Self-efficacy,” which is at the very core of Albert Bandura’s Social Cognitive theory in 1986 (cited in Pajares 2002). As seen in Figure 2 below, according to the Social Cognitive theory, interactions and influences among personal, behavioural, and environmental factors in the individuals’ lives are the foundations which make individuals function. Individuals do not just learn and grow based on what their environments present them nor do they react mainly because of their biological characteristics, but instead, the theory emphasizes that “*personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity* (cited in Pajares 2002; Pappamihiel 2002).”



Because Bandura firmly believes that individuals behave both as products and producers of their own environments and experiences, he emphasizes the act of self-reflection in his theory. Through self-reflection, individuals will be able to explore their thoughts and beliefs, make sense of these thoughts in relation to their experiences, and, if necessary, change their thinking and behaviour accordingly. In line with the belief in the idea of self-reflection, the theory of Self-efficacy emerged. Self-efficacy beliefs are the individuals' evaluation of their ability to think of, do, and adapt the necessary actions to achieve a desired outcome. According to Bandura, *"the people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true."* In this theory, how the individuals view their capabilities and limitations and how much they believe in their capabilities better predict their behavior than by what they are actually capable of. Thus, when presented with a potentially threatening or anxiety-provoking situation, the individuals' perception of their ability to deal positively and successfully with the threat influences the amount of anxiety they may feel (Pajares, 2002).

### **Theories about the different kinds of anxiety**

Aside from these two theories, it is also significant to note that the concept of human functioning and anxiety are influenced by many factors and that there are many kinds of anxiety. People who are generally anxious are uneasy and worried virtually almost all the time in many situations, and whether these situations require them to communicate with other people or not, their anxiety may reflect when they fidget, get dry mouths or upset stomachs, or any other physiological manifestation of discomfort. However, there are individuals who are often anxious when presented with a new situation, there are those who still get anxious

even when the situation is somewhat already familiar to them, and there are those who are simply less prone to anxiety than others (Richmond & McCroskey, 1998).

Because, there are many kinds of anxiety, there is a need to clarify the meaning of the term *anxiety*. Numerous researchers often quote Charles D. Spielberger in his definition of general anxiety in 1983 as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Toth, 2008; Wilson, 2006; Pappamihiel, 2002), but because of the rather complicated nature of human behaviour and functioning, Spielberger went on to further classify kinds of anxiety in 1983: (a) The first kind, *state anxiety*, pertains to the apprehension experienced at a specific moment in response to a particular situation. It is a social type of anxiety and a momentary characteristic of an individual’s personality. It may vary in intensity and may only occur under certain conditions. (Tanveer, 2007; Wilson, 2006; Pappamihiel, 2002). Spielberger explained that those who are able to assess situations accurately as being threatening or not within reasonable limits are considered to have this kind of anxiety. For example, if a person becomes nervous at the thought of making a public address or if a person suddenly becomes anxious just before he or she is about to talk to an important, famous person, this person is considered to experience state anxiety (Pappamihiel, 2002); (b) *Trait anxiety* is a stable kind of anxiety that some individuals may have, regardless of the situation. This kind is a more fixed disposition or nature to be anxious constantly and is considered as a personality trait that, sometimes, requires professional attention. (Scovel, 1978 cited in Aydin, 2008; Tanveer, 2007); finally in 1985, (c) MacIntyre and Gardner made another contribution to the study of anxiety and recognized another type which is “specific to the language acquisition context” and called this, *situation-specific anxiety* (cited in Tóth, 2008).

## **Anxiety in language learning**

From the purely psychological concept of anxiety to the idea of anxiety unique to the language learning context, the term *affect* came into picture. In a discussion made by Jane Arnold and H. Douglas Brown (1999), they considered *affect* as the aspects of emotion, feeling, mood, or attitude which condition behavior. In the same discussion, it was clarified that the term *emotions* refer to the changes in body state in response to a positive or negative situation and *feelings* are the perceptions of these changes. Simply put, the *affect* is the umbrella concept for any emotional state which may be a reaction to some aspects of the life and activity of an individual that may influence his or her behavior, and the concept of anxiety is quite possibly the affective factor that hinders the learning process the most. Consistent with the psychological concept of anxiety, closely associated with this state are the feelings of uneasiness, frustration, self-doubt, apprehension, and tension.

There seem to be two approaches which served as basis in the earlier studies concerning anxiety in the language learning environment. According to Spielberger, the first is the *anxiety transfer approach* which holds the idea that the anxiety experienced in the context of foreign or second language learning is the transfer of other forms of anxiety (cited in Toth, 2008). It simply follows that highly anxious individuals in the language learning environment may either have trait anxiety or may experience state anxiety. According to MacIntyre and Gardner (cited in Toth, 2008), the second is the *unique anxiety approach* which emphasizes the uniqueness of the kind of anxiety aroused by the whole language learning experience. In this approach, the anxiety that individuals may experience is considered situation-specific.

From these two approaches featuring the three kinds of anxiety, the theory of Foreign Language Anxiety (FLA) was developed by Elaine K. Horwitz and her associates in 1986 (cited in Tsiplakides & Keramida, 2009; Wilson, 2006). It involves “self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” Although Horwitz et al. recognize the possibility that learners may experience anxiety as a response to a particular situation (state anxiety), they also support the concept of a distinct type of anxiety which may only be brought about by the experience of learning and using a foreign or second language. In this sense, Foreign language anxiety is a kind of situation-specific anxiety because the apprehension that an individual may feel is only aroused in specific situations which require the use of a second language to which the individual is not fully proficient (Aydin, 2008). This often occurs in foreign/ second language classrooms; for instance, when the students are speaking in front, when reciting, or when in a group discussion using a language other than one’s native language (L1). Learners who may experience FLA may look at learning a foreign or second language as an uncomfortable experience, may not voluntarily participate in the process, may feel social pressure not to make mistakes, or may seem less willing to try to be successful in learning and using the language (Aziz, 2007).

### **Components of FLA**

#### **1. Communication Apprehension (CA)**

Generally, communication apprehension refers to, what McCroskey in 1985 defines as, a person’s anxiety level in connection to an actual or anticipated communication with another person or group (Richmond & McCroskey, 1998; Aida, 1994). The individuals who have high measures of CA, depending on the type of CA being referred to, will typically shy

away from communicating with others or will totally avoid communication for social interactions.

As a component of FLA, it is related to the learners' discomfort in using the foreign language when communicating with other people. This may be because the learners lack, or think they lack, "mature communication skills although they have mature ideas and thoughts" (Aydin, 2008). In the context of foreign language learning, CA may manifest as the anxiety about speaking the target language (oral communication anxiety), especially if in public (as in stage fright), and the worry about not understanding or misinterpreting the message in the target language (Tóth, 2008).

## 2. Test Anxiety

Test anxiety reflects the learners' worry about failing to perform well, especially in testing situations (Aida, 1994). According to Horwitz and Young in 1991 (cited in Aydin, 2008), test-anxious learners view the language process, language errors, or any forms of academic evaluation as a test situation which arouses fear of failure. Moreover, they tend to be distracted by their awareness of their fears and the pressure of the testing or evaluative situation that they cannot focus on the actual task which may eventually lead to poor performance (Chen, 2007; Aida, 1994). As clarified by Morris and Leibert in 1970 (cited in Chen, 2007), test anxiety has two components: worry and emotionality. *Worry* refers to the mental activity that is happening during the testing and involves the learners' self-doubts about their competency, fears of failure, and negative comparisons to others. *Emotionality*, on the other hand, is the physical manifestations such as sweating, racing heartbeat, or even feeling muscle tensions when feeling anxious.

### 3. Fear of Negative Evaluation

Fear of negative evaluation is observed when the learners view errors as threat to their image and as source for negative evaluations from the teacher or from peers. The learners feel incapable of making what they believe is the proper social impression, and because the learners are so concerned about others' impressions of them, they tend to avoid situations in which they believe others will view them unfavourably, or worse, they will want to avoid any kind or form of evaluation from others (Tsiplakides & Keramida, 2009; Chen, 2007; Aida, 1994). In learning a foreign language, the learners may only participate minimally, maintaining a passive attitude in the classroom which does not maximize the improvement of their language skills. In worse case scenarios, the learners may think of missing the classes, causing them to be left far behind (Aida, 1994).

#### **Measuring FLA**

In 1986, Horwitz and her associates designed the Foreign Language Classroom Anxiety Scale (FLCAS), containing thirty-three items to be answered on a 5-point Likert-type scale from "strongly agree" to "strongly disagree" first to address the need to define and measure FLA adequately at that time (Tsiplakides & Keramida, 2009; Wilson, 2006). In the results of their study, the scale has been shown to have an internal reliability of .93 and test-retest reliability over eight weeks of  $r = .83, p < .001$ . Since then, this instrument has become the means used by many researchers in evaluating language anxiety of the learners (Wilson, 2006).

Related studies indicated and established various ways of analyzing the result of the FLCAS scores. The first option is to use the FLCAS score 99 as the cut-off point—the participants who have scores higher than 99 are considered to have high anxiety, and those

participants who have scores below 99 are considered to have low anxiety (Kao & Craigie, 2010; Katalin, 2005). The second interpretation is to come up with a set of anxiety groups—low, moderate, and high—to categorize the participants. For example, if the goal is to come up with three anxiety groups, getting the 25<sup>th</sup> and 75<sup>th</sup> percentiles as the cut-off points makes the grouping possible (Paranuwat, 2011; Wilson, 2006; Aida, 1994).

### **Other issues concerning FLA**

**Facilitating and debilitating anxiety.** As research on language anxiety grows, measuring the level of anxiety that students experience seems to lead to more interesting and significant queries about how it affects achievement in learning a foreign or second language. Some studies indicate that language anxiety may actually facilitate second language learning as it may serve as a motivation for the learners to try harder and exert more effort to do well in the language class (Chen, 2007; Tanveer, 2007). Other studies show that higher level of language anxiety commonly results in the students' poor performance (Rezazadeh & Tavakoli, 2009; Laurilla, 2007; Saito et. al., 1999).

This contradictory concept of language anxiety gave birth to the idea of language anxiety as facilitating anxiety—the kind that motivates learning and improvement in the learner's performance—or as debilitating anxiety—the kind that impairs learning and performance, and it continues to be a relevant concern in the study of language anxiety and L2 achievement.

**A cause or an effect in relation to language achievement.** Another aspect brought about by closer analysis of the anxiety-achievement relationship in language learning is the question of language anxiety being a cause or an effect in relation to performance—is the anxiety experienced by a learner in a foreign language classroom the reason for the poor

performance, or is the anxiety brought about by the learner's poor language ability, in turn, results in poor performance? Most studies read and analyzed for the current study often credited the Linguistic Coding Deficit Hypothesis (LCDH) of Sparks and Ganschow in 1991 (cited in MacIntyre, 1995) as the main basis for the idea that language anxiety is an effect of the learners' difficulty stemming from their learning of their native language. The hypothesis stresses that those who experience difficulties in "the efficient coding of linguistic stimuli in the native language will have similar difficulties in second language acquisition....thus, anxiety is a mere side effect of having this difficulty" (MacIntyre, 1995). The issue may be resolved, however, with the Model of Reciprocal Causation by Levitt in 1980 (cited in MacIntyre, 1995), which explains that as students form attitudes about learning a foreign language, based on their accumulated experiences, anxiety may begin to develop as they gain mostly negative experiences in terms of their performance. If this negative experience continues, the anxiety may also persist until such time that the students begin to expect this negative experience and also expect to be anxious, resulting in poor performance. From Levitt's model, most researchers have embraced the idea of a recursive or cyclical relationship among anxiety, behavior and language acquisition.

### **Learner variables and FLA**

Aside from measuring the level of anxiety using the FLCAS and its effect on language achievement or the learner's performance, some researchers opted to explore a different direction by looking into the learners' characteristics and how these may predict or relate to language anxiety (Chen, 2007).

**Gender.** Conflicting results can be observed in most studies which examined how gender relates to language anxiety. Among the first year and second year Japanese university

students used as sample in a study conducted by Caprio in 1987 (cited in Andrade & Williams, 2009), the female learners reacted in a much negative manner compared with the males' reaction towards the experience of speaking English. In the case of Iranian students learning English as foreign language, it was noted that female students tend to have a higher level of language anxiety (Rezazadeh & Tavakoli, 2009). Similarly, in a study of Malaysian students conducted by Mohamad and Wahid (2008), the overall findings concluded that female learners tend to be more anxious, specifically in some aspects of using English—they tend to tremble more when they have to speak in English; they are less likely to volunteer to speak in class; and they tend to get more anxious about others' perceptions about them when they use English— although there were some aspects where the males were more anxious— males tend to panic more when they have to speak in English without preparation and they feel like a different person when speaking in English. Na's study (2007) on the Chinese learners' English language anxiety showed that males tend to have a higher level of anxiety than females do in the English classes. In another study using Japanese students, Aida (1994) stated that there was no statistically significant difference in the language anxiety of the learners when analyzed in terms of gender. Some of the previous studies exploring the relationship of demographic characteristics and language anxiety seem to support this result and recommend that further studies be made (Kao & Craigie, 2010; Tanveer, 2007; Onwuegbuzie, et al., 2000).

Although no previous studies specifically concerned with the topic of language anxiety and gender in the Philippine classroom have been analyzed in relation to this study yet, the culture of the Philippines in terms of gender roles, expectations, and characteristics may be crucial reference for the current study. Beyond stereotypical characterizations and

literary narratives, no empirical data have been encountered to prove that gender differences among Filipino learners may exist in terms of language learning or even in social interactions because possible differences are based on varied historical, regional, class, and social activity influences (Torres, 1990).

There are bits and pieces of information, however, that briefly touch some aspects of possible gender differences and similarities. According to Torres' (1990) review on the existing literature on sex and gender differences found in Philippine publications since the 1970s, some empirical data about gender differences are not described by actual studies, but the concept of masculinity and femininity obtained from interviews are often explored, which still highlight the orientation that women are domesticated and the description of their personalities connotes "softness" (such as being shy, calm, sweet, and putting great importance in behavior patterns like modesty, respect for elders and their advice, and concern with criticism and sensitivity to the opinions of others) and "strength" for males (such as being tough, aggressive, determined). The findings are merely typical associations, impressions, and may only reflect the stereotypes that the participants had at that time.

A more concrete finding was presented in the comparison of Standardized Achievement Scores and NCEE results among males and females conducted by Gonzales and Hollnsteiner (cited in Rojas-Aleta, et.al, 1977) who emphasized that there is a difference in the scores of male and female participants, wherein the females tend to score higher than males in the areas of language, reading, and speech although this difference was considered small and insignificant. However, in a study on Personality Traits across cultures using Philippine examples, Church and Katigbak (2002) stated that the gender differences were considered small and not enough to conclude that there is indeed a significant difference in

the personality types of males and females. In the article written by Dionisio in 1994 (cited in Eviota, 1994), one statement seemed to adhere to the idea that there are varied aspects at play when the issue of gender difference is tackled in the context of the Philippine society: “In reality, none of the arguments for an essential difference in men’s and women’s psyches has been proven beyond doubt because gender is a cultural construction and ours is a diverse one.” Still, it is both interesting and useful to find out whether gender is a significant factor in the language anxiety experienced by some learners in the classroom.

**Self-reported competence.** In an earlier study on college students conducted by McCroskey (1988), which focused on the CA component of language anxiety, it was noted that the higher the apprehension the learners have, the lower their self-perceived competence seem to be (Richmond & McCroskey, 1998). In the study conducted by Onwuegbuzie et al. (2000) analyzing some cognitive, affective, and demographic factors related to language anxiety of students learning either Spanish, German, Japanese, or French as a foreign language, the result shows that students who strongly perceive themselves as highly competent in language learning and as having above average intellectual ability in general were less anxious. Moreover, MacIntyre, Noels, and Clément (1997) stressed that the level of apprehension may intensify when students communicate using the second language (L2), especially if these students believe that the level of their L2 competence is low. On the other hand, levels of anxiety tend to decline when the students do not feel incompetent; thus, they would not expect failure and they tend to participate and use the second language more openly, which may result in the increase of the student’s actual competence. This result supports other previous research showing a close link between self-perceptions of

competency in a foreign or second language and language anxiety (Tóth, 2007; Dewaele, 2002).

**Actual use of English outside class.** The last learner variable to examine in connection with language anxiety is somehow unique to Filipino students in the sense that the target language, English, is not totally unfamiliar, regardless of whether formal training or lessons in using the language begins at an early age or not. The determining and differentiating sub-factor will be whether the students have adequate and positive past experiences and practice in using the language.

Even though the official language of the country is Filipino, which is mostly based in Tagalog, there are other major languages used outside the academic institutions: Cebuano, Ilocano, Ilonggo, etc. But with the different policies used in the Philippines' educational system—from the 1987 Bilingual Policy in Education, the use of the lingua franca, and recently to the establishment of Mother Tongue-Based Multilingual Education (MLE)—most learners will have had formal training in English by the time they are in the second half of their grade school years (Smolicz, 1986). Whether this formal training reaches its full extent to help the students successfully learn and use English or not is another major issue, but the fact remains that English is a language that Filipinos have long been exposed to. Also, Filipino learners are somewhat familiar with the English language because of their exposure to the language not only through the family and friends surrounding them who may use English, no matter how casually, but also through mass media. In this sense, they already have background knowledge on the language before and during their formal training in the English language classroom (Gonzales, 2011).

The learners used in this current study are enrolled in a course which requires the use of English inside the classroom, whether in the large lecture class where, at the very least, they are asked to participate in minor discussions or in the recitation class where they are required to participate in pair work, group discussions, and write and deliver speeches. This being the case, another variable that may make some of the students feel anxious in the classroom is their past experiences, especially if most of these are negative ones, and/ or their use of English outside the classroom the language they use at home. In a study conducted by Del Villar (2010) on what the speech communication students think are the attributions of communication anxiety, three factors revealed are the students' verbal fluency, their training in and exposure to the English language, and previous negative experiences when English was used both in conversations outside class and varied activities that require communication inside the class. Although Del Villar's study focused more on getting the learners' perspective regarding the possible causes of anxiety and not on the relationship between anxiety and the learners' use of English, the attributions revealed seem promising enough to explore further. In the study, some students noted that some may feel anxious when asked to do so in the class if they have limited speaking and conversation experience, not just with one person but also in front of a group or an audience. Others, on the other hand, tend to get anxious because of previous negative experiences such as being laughed at by others, getting harsh comments from the teachers in the presence of classmates, being the object of jokes, and other similar experiences. To confirm and further strengthen these findings, a direct attempt to examine the relationship between the learners' use of English, specifically in different instances outside the classroom and/ or use of the language at home or in other contexts may be of great significance for possible future research.

## **Reducing language anxiety**

Recognizing that some students may get anxious in a foreign language classroom is inadequate if the teachers, and even the students themselves, will not do anything to address the problems it may bring in the language learning process.

**Language learning strategies.** There are six commonly used language learning strategies established by related literature based on the taxonomy made by Rebecca Oxford in 1990 (cited in Tupas, 2002; Celce-Murcia, 2001). These are Cognitive, Metacognitive, Compensatory, Affective, Social, and Memory-related strategies. Cognitive strategies are used to directly control the tasks at hand, mostly by analyzing, summarizing, and practicing. Metacognitive strategies are used to directly control the learning process as a whole either by planning, monitoring, indentifying learning style and evaluating learning success. Compensatory strategies make up for any difficulty in getting the message across—through activities like using gestures, pauses, and establishing eye contact with specific audience. From the term itself, Affective strategies deal with making sure that learners are able to control their affect—one's feelings and emotions—to cope with the demands of language learning. Social strategies use activities that allow the learner to work with others to understand and learn a language better like asking for clarification and consulting after class. Lastly, Memory-related strategies are activities and techniques that help learners learn and retrieve information, to the point of memorization.

**Strategies based on previous studies.** From the broad concept of six learning strategies, varied studies have explored different ways in which both teachers and learners can address the problem of language learning, specifically of language anxiety.

***Strategies used by the learners.*** The study conducted by Kondo and Ying-Ling (2004) on the strategies for coping with language anxiety experienced by English learners in Japan, identified five strategy categories used by the participants: *preparation, relaxation, positive thinking, peer seeking, and resignation*. The researchers stated that strategies under preparation are activities which attempt to control any impending threat by improving the learners' study habits like studying harder, getting better notes, practicing a lot, etc. The second category, relaxation, involves any activities that reduce physical anxiety symptoms. The strategies under positive thinking are activities that suppress the problem of anxiety by thinking of pleasant thoughts that bring relief to the students. Peer seeking is a strategy set involving activities that regulate one's emotions through social comparison. Lastly, resignation, as a strategy, involves any sign of refusal on the learners' part to deal with the problem brought by anxiety like sleeping in class, giving up, etc. They also found out that there was no significant relationship between language anxiety and frequency of strategy use.

***Strategies used by the language teachers.*** Tallon's qualitative study on the foreign language anxiety of Spanish learners studying English in 2006 followed the series of recommendation stated by Horwitz and her associates in their pioneering study in 1986 (cited in Tallon, 2006; Wilson, 2006) by stating that the teachers may either focus on the sources, characteristics, and factors that make the students anxious in the language classroom or may make the learning environment or context less stressful as a whole. Based on the results of Tallon's study, if the anxiety is mainly because of the learner variables, the teachers may encourage and assist highly anxious students to get individual tutoring (from the teacher and/or advanced language students) so that they may get more exposure to the language, thereby reducing anxiety level inside the class. Also, the teachers may help the students

make a more positive view on making mistakes in terms of language use because mistakes will always be a part of the whole learning process, specifically in using the language orally. Lastly, the study also emphasized that teachers should try to make the classroom as friendly and relaxed as possible.

In Wilson's study in 2006, the emphasis is on what the teachers can do in making the classroom setting less anxiety provoking such as having relaxation or warm-up exercises (individually or by pair) before any major activity that would require any student to use the target language in front of the class, letting highly anxious students keep a journal to note the factors leading to their anxiety and to monitor their improvements. Similarly, Wang (1998) recommends in her study of the Chinese learners' beliefs about English language learning and anxiety that teachers should include a number of small-group activities and give constructive, and not harsh, feedbacks during these small group activities, as a way for the students to get used to the language without the whole class as audience. The examination of strategy choice of the ESL learners to address their language learning problems concerning the affect in the Philippine classroom are yet to be encountered in relation to this study.

*Strategies based on the purported characteristics of the learner's culture.* To understand the learners' styles and strategies, learning about their culture would be a useful reference. However, in the case of the participants for this study, it is hard to claim that a distinct Filipino personality exists since examining the issue would require looking into a heterogeneous culture. It is also safe to assume, on the other hand, that among the Filipinos' varied purported characteristics, religiosity belongs to a combination of traits which stands out as characteristics of Filipinos in general. In fact, personality research in the Philippines showed the trait "being religious" as one of the valued traits and "being theocentric" as one

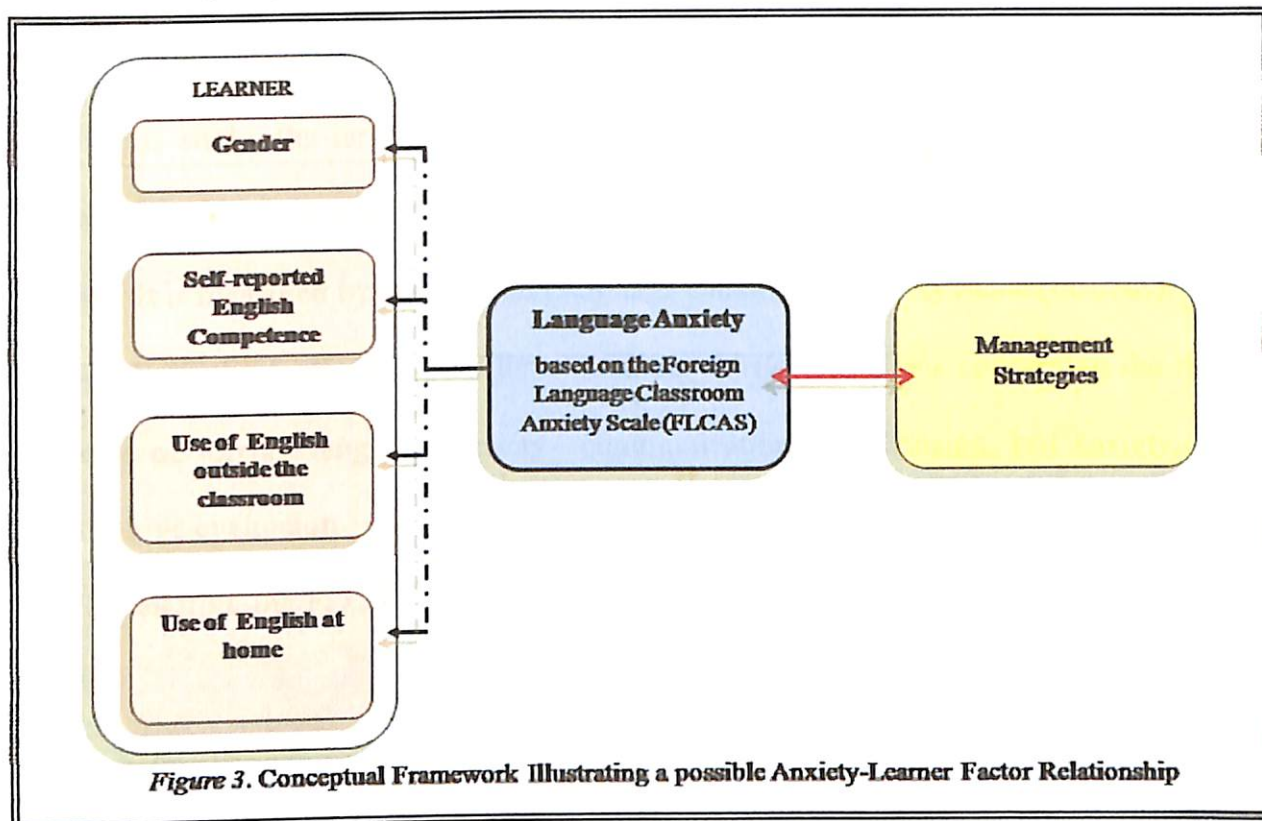
of the purported characteristics of Filipinos. This even seems to be the one trait of Filipinos that generates little debate in the findings of Trait Psychology research in the country (Church & Katigbak, 2000). Similarly, empirical studies on Latinos, primarily Mexican Americans, show that their spirituality and religiosity are already incorporated in their everyday lives, and these beliefs even “serve as foundations of strength in coping with life's struggles,” this according to one study of the spirituality of Latina professionals, majority of which are Mexicans and Puerto Ricans (Campesino & Schwartz, 2009). The study also mentioned that thirty-nine percent of the participants attended church services once a week or more and sixty-four percent engaged in daily prayer.

However, no studies have been encountered yet in terms of the use of the Filipino learners' religious or spiritual belief in coping with anxiety or any other learning difficulty concerning the affect.

### **Conceptual framework**

In trying to address the research problems of this study, four learner factors are identified as the independent variables: the learners' (a) gender, (b) self-reported competence, (c) use of English outside class and (b) frequency of using English at home. The dependent variable is the FLCAS results which reflect the level of language anxiety that the learners have in their speech recitation class. The FLCAS reflects manifestations of the learners' communication apprehension, fear of negative evaluation, and test anxiety in the language classroom.

The study is guided by this framework presented as Figure 3.



An analysis of the language anxiety and its relationship with the learner factors may yield positive or negative correlations as signified by the broken lines. The level of language anxiety experienced may lead to the kind of strategies applied by the learners in the classroom to manage anxiety, and they may continuously use or modify these depending on how effective these strategies are in helping them use English more successfully.

### Definition of terms

The following are the terms used in this research. They are given their conceptual definitions, if applicable, and then their operational definitions.

**Language anxiety.** Based on the definitions and explanations by Horwitz et al. in 1986 and MacIntyre and Gardner in 1994 (cited in Wilson, 2006), the terms “language anxiety,” foreign language anxiety,” or “second language anxiety” are used to mean the same

thing—the set of beliefs, feelings, and behaviors which reflect tension and apprehension associated with the learners’ experience in learning and using a foreign or second language.

In this study, the term “language anxiety” is used to refer to the situation-specific anxiety which the ESL learners may experience when studying and using English in an ESL classroom. It is measured by the Foreign Language Classroom Anxiety Scale (FLCAS). The scale appears in the form of a checklist containing thirty-three items concerning the three components of foreign language anxiety—communication apprehension, test anxiety, and fear of negative evaluation.

Scores from the FLCAS may be grouped as follows to describe the learners’ level of anxiety:

- Very low anxiety – the anxiety level with FLCAS scores of 33-59; the lowest possible level of anxiety that a learner may have
- Low anxiety – the second anxiety level with FLCAS scores of 60-86
- Moderate anxiety – the third level of anxiety which can be considered as the normal level of anxiety with FLCAS scores of 87-113
- High anxiety – the fourth level of anxiety which is considered to be the beginning of the high anxiety range with FLCAS scores of 114-140
- Very high anxiety – the last level of anxiety, considered to be the extreme case with FLCAS scores of 141-165

**Self-reported competence.** In the studies conducted by Tóth (2007) and Onwuegbuzie et al. (2000), the terms “L2-related self-perceptions” and “self-rated proficiency” refer to the learners’ belief that they are inadequate and they lack the necessary skills in learning a foreign or second language.

In this study, the term “self-reported competence” refers to the learner variable which reflects what the learners believe and say as their level of competence in terms of using English.

The learners’ reported competency was determined using the researcher-made questionnaire.

**The use of English outside the classroom.** In this study, the term “use of English outside the classroom” refers to the learners’ statement of the instances and situations where they use English as a medium of communication when conversing with another person or in a group outside the formal classroom setting.

These instances were determined in this study through the researcher-made questionnaire.

**The use of English at home.** In this study, the term “use of English at home” refers to the frequency of English language use by the learners in the comfort of their homes.

The frequency was also determined through the researcher-made questionnaire.

**Management strategies.** Oxford (cited in Wilson, 2006; Celce-Murcia, 2001) defined “language learning strategies” as the specific steps or actions that students use to improve their language learning.

In this study, the term “management strategies” is used to refer to the self-reported strategies that students use to deal with their anxiety in the classroom. These strategies are ways to prepare for the class or coping techniques during the class.

These strategies were determined in this study through the researcher-made questionnaire.

## **Chapter III**

### **Methodology**

This chapter discusses the research design and the participants used for the study. It also describes the research locale and the instruments used to collect data, and it illustrates and explains the plan followed for the data gathering and analysis.

#### **Research design**

The study used the quantitative approach through a scale in the form of a checklist to measure the anxiety level and a researcher-made survey questionnaire to get the necessary learner information that would answer the research problems. Because the four parts of the first research problem of this study are concerned with providing answers to empirical questions, specifically the relationship between an independent variable and a dependent variable, the quantitative approach is considered the best option to follow (Steckler, et al., 1992).

The study is also descriptive in nature as a survey questionnaire was developed by the researcher to get relevant information that would characterize the participants and summarize the strategies used to cope with language anxiety. According to Hudelson in her report written for the World Health Organization (1994), descriptive surveys are the most appropriate research design to use when detailed numerical description for a representative sample is required. Also, because the main purpose of a survey is not to control the variables but simply to determine the characteristics of a certain sample at a given time to provide a clear foundation on certain characteristics of a population, survey results may serve as a reference for whatever actions or resolutions the researcher intended to make after the survey. Teacher interviews and classroom observations were also conducted to provide an

outsider's perspective, which may be considered as a form of triangulation in the gathering of language anxiety data of the ESL learners in the Philippine classroom. This is considered the qualitative part of the study, which may reinforce the quantitative results.

### **The participants**

The participants of the study are university students from eleven out of the thirty- five sections of a speech communication course for the second semester, AY 2011-2012. The students from these eleven classes were observed and were asked to accomplish the survey package. Purposeful sampling was followed in choosing the students from these sections. The speech communication students were asked to participate in this study because there are more varied situations and activities where they use English in their classes, which is significant in analyzing anxiety. The teachers of the course were first asked by the researcher if their classes may be used for the study, and the students were then asked if they are willing to answer a survey package asking for some background information and their experiences in and expectations of the class. The researcher administered the instruments only to those who were willing to answer.

Most of the participants are in their first year or second year in college because the course is usually taken during the first half of a student's stay in the university. The areas of concentration of more than half of the participants are under the field of Arts, Communication, and Engineering.

Other relevant characteristics of the participants are presented and described in Figures 4-6.

The distribution of participants according to their gender is illustrated in Figure 4. One hundred twelve or 68.29% of the participants are female, and fifty-two or 31.70% are male. The majority of the participants are female, but this data is to be expected because, based on the class list provided by the division handling the course, the number of registered male and female students for the speech communication classes as a whole is already unequal. Specifically, at the start of the semester, 191 male students (30.93%) out of the 600 plus students enrolled in the speech communication classes for the second semester of the academic year 2011-2012.

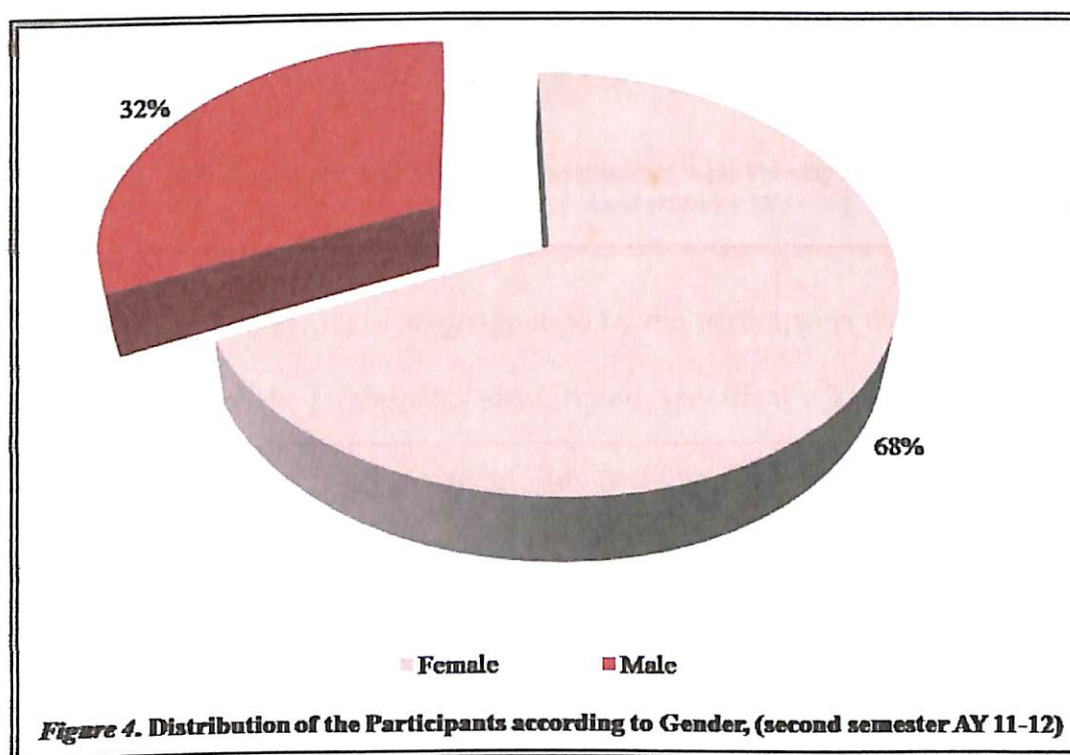


Figure 5 presents the main language used by the participants when they communicate informally outside the classroom. More than half of the participants use Filipino, specifically Tagalog, when they communicate while forty-six or 28% of the participants are used to codeswitching: using a mix of Filipino and English statements when they communicate.

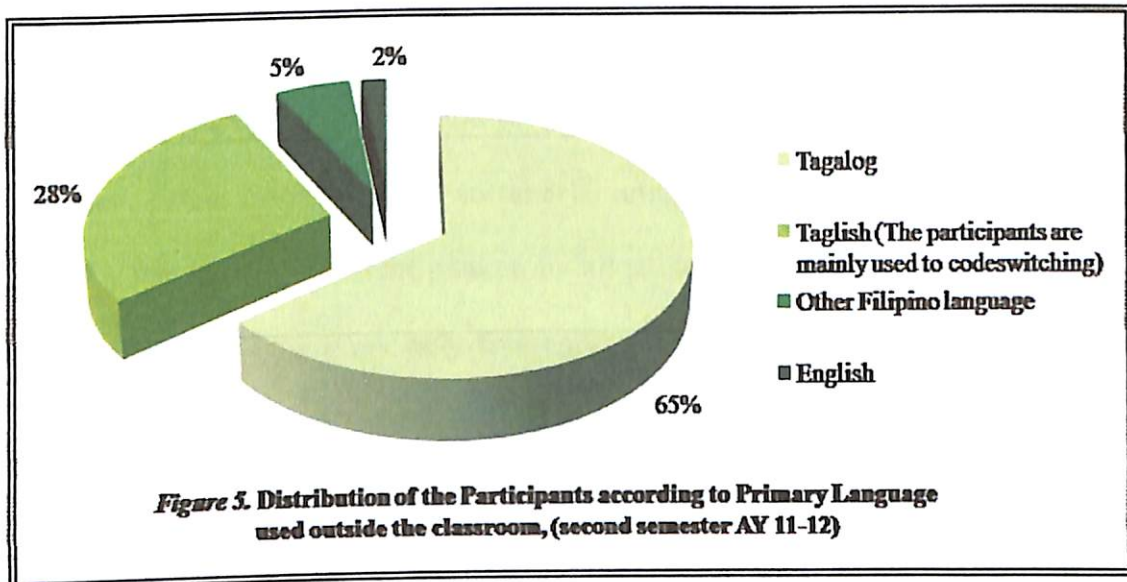
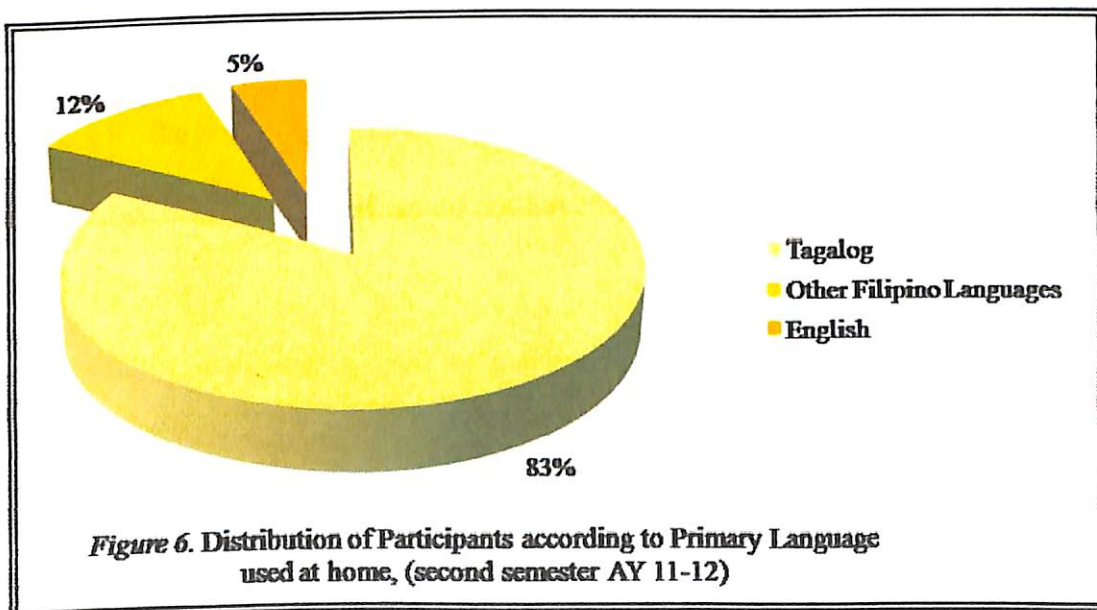


Figure 6 illustrates the main language used by the participants when at the comfort of their homes. Majority of the participants use Filipino, specifically Tagalog, to communicate with their families, and twelve percent of the participants primarily use other Filipino languages like Cebuano, Ilokano, and Hiligaynon among others.



## **The research locale**

The study was conducted at a public tertiary institution situated in an area where English is the main medium of communication in classrooms, but Filipino is mostly used in informal communication.

Speech communication is one of the courses under the Arts and Humanities (AH) domain of the university's General Education program, and ideally, students can choose not to take the course because they only have to take 15 units-worth of courses under the AH domain. However, the course is currently taken by all students because their options under the AH domain are limited—there are only five courses available, which are equivalent to fifteen units. With the program's shift from regular class size mode to large lecture-recitation mode, students enrolled in this course have to attend a lecture class once a week for the discussions of the principles in effective communication and attend a recitation class for another day of the week for the application of these principles through activities such as group discussions, public speeches, and interviews, using English as the medium of communication.

Because of the current situation in taking the speech communication course, using the university was helpful for the study given that the course is part of the curriculum of all student and as such, they will have to take at some point in their university life, which implies that even those with anxiety issues do not have the freedom to avoid it.

## **The instruments**

There were four instruments used to gather data in order to answer the research problems. The first two instruments, the anxiety scale checklist and the researcher-made survey questionnaire, were part of the survey package prepared and administered to students.

The last two, the class observation sheet and interview questions for the teachers, were made by the researcher specifically to supplement relevant results that the survey package would yield.

**Anxiety scale checklist.** For the first part of the survey package, the Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure the level of anxiety experienced by the students in their class. The FLCAS appears in the form of a checklist and contains thirty-three items which present statements concerning the three aspects of foreign language anxiety—communication apprehension, test anxiety, and fear of negative evaluation—and the experience in a language classroom. The participants assessed and rated these statements in a form of a 5-point Likert-type scale from “strongly agree” to “strongly disagree.” The scale has been shown to have an internal reliability of .93 and test-retest reliability over eight weeks of  $r = .83, p < .001$  (Wilson, 2006). The scale was already used for a different set of speech communication students in the semester prior to this study as part of the informal survey and sample test to measure the anxiety level of learners in the Philippine classroom context.

For the current study, the heading, *FLCAS*, was changed into a descriptive phrase in the actual checklist fielded so that the students would not feel uncomfortable, defensive, or threatened in completing the checklist. Specifically, FLCAS was changed into *Feelings about your SPCM 1 experiences and expectations*. Also, the term *foreign language class* was changed into *SPCM 1 class* so that the participants would only focus on their expectations and experiences in using English in that specific language classroom. The specific details may be seen in the sample copy of FLCAS in the Appendix part (Appendix A).

**Survey questionnaire.** The second part of the package is the survey questionnaire prepared by the researcher to be pilot tested for this study. The first draft of the items was presented during the proposal presentation for this study and was used in the informal survey conducted in the first semester of the academic year. Revisions were made based on the comments and suggestions of three language experts before the second semester started.

One of the experts has been teaching English as a Second Language for more than twenty years, holds a doctorate in Language Education, and has co-authored textbooks and modules in Language and Reading. Another expert has also been a language teacher to both high school and university ESL learners for years, holds a master's degree in Language Teaching, and is currently pursuing a doctoral degree in the same field. The last expert holds a doctoral degree in Education with a major in Research and Evaluation, has served as head or chair of institutions and programs related to Education, and has published numerous studies on Test and Measurement, Distance Education, and Extension Education among others in journals available locally and abroad.

Upon submission of the second version, the first main point stressed by the experts was to make sure that each item addresses a corresponding research problem, and in relation to this, items asking for irrelevant learner information should be omitted. So from the original twenty-three items, only fifteen items remained. The next point was to make sure that each item was easy to answer and the options were clear to the participants, so the participants would not be tempted to skip some items or to simply give what they think are expected of them for the sake of finishing the survey, without thinking of their own experiences and expectations. To address this concern, the terms, instructions, and questions used were simplified.

The third version was submitted to the experts for their approval and was finalized at least a week before conducting the survey.

In the final survey sheet, the participants checked the appropriate boxes or filled in some blanks in answering fifteen items asking about some demographic information such as their gender, the undergraduate program they are enrolled in, and their provincial address, as well as other background information, experiences, and perceptions regarding the use of English to communicate with other people inside and outside the classroom.

Two items intended to find out about the participants' self-reported language competence to address the second part of the first research question: the relationship between the level of language anxiety and language competence. One item specifically tried to address the third part of the first research problem: the relationship between language anxiety and the learners' use of English outside the classroom. The participants were asked about the situations or instances in which they use English outside class. One item, on the other hand, asked about the frequency in which they use English at home—from using it all the time to never using it—as a possible answer to the fourth part of the first research problem: the relationship between language anxiety and the learners' use of English at home.

The last part of the survey addressed the second problem asking about the strategies used by the participants in managing anxiety and at the same time, tried to go beyond the result of the scale by asking about the participants' actual experience in dealing with language anxiety through the strategies they use either as a preparation before the class or as a coping mechanism during the activities in the class. The complete survey questionnaire is presented in the Appendix part of this study (Appendix B).

**Class observation guidelines.** The guidelines followed for the class observations were developed based on the possible physical manifestations of anxiety listed in some items in FLCAS. Specifically these were item numbers 3, 9, 12, 24, 27, and 33 (Refer to Appendix A for details). As the students performed the tasks for the session, any student who displayed any of the following signs of anxiety was recorded:

- *The student looks nervous, almost in panic when asked to speak in class.*

This guideline was concerned with the initial changes in the student's facial expression and his/ her immediate reaction when called on by the teacher: (a) the student suddenly would wipe his/ her face with a handkerchief or his/ her hands after being called even though the classroom is fully air-conditioned, (b) the student would utter expressions implying slight panic like "Oh no!" "OMG/ Oh my god!" and even "Shit.", (c) the student would slightly open his/ her mouth, as if surprised then would rub his/ her hands or take deep breaths from the moment he/she was called until the time he/ she began to say something.

- *The student seems to get nervous—his/her voice trembling when speaking.*
- *The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.*

Usually, the researcher looked for instances (a) when the student would pause longer than ten seconds, especially in the middle of what he/ she was saying, (b) when he/ she would use a lot of fillers that might distract the listeners like "Ahhh," "Uhm," "Ayun," "Ano," "Parang," "Ganyan," "Actually," and "You know."

- *The student seems to have difficulty breathing.*

If and when the student looks like he/ she is hyperventilating, is using his/ her hand as a fan, is putting his/ her hand on his/ her chest, rubbing it as if calming himself/ herself

- *The student just speaks so fast and seems to just want to get the speaking activity over with.*

These physical signs of anxiety may support the participants' level of anxiety based on the FLCAS results. Based on related studies, other physical manifestations observed were added to the above list like the following:

- The student asks for a "time out" or a break mid-sentence
- The student uses hand gestures excessively—which tends to be distracting.
- The student does not look at the listeners/ audience and keeps on looking either at the ceiling or on the floor

Because the main aim of this class observation is to supplement the data from the survey package but not necessarily address specific research problems directly, remarks, answers, and other behaviours not on the list but were observed from the participants were noted and listed in the observation sheet used. A sample copy of the observation sheet is included in this study marked as Appendix D.

**Interview questions for teachers.** There were three teachers of speech communication classes used for the study, one of which is a senior faculty who has a graduate degree in Communication Arts and is the current head of the division handling communication courses while the other two are junior faculty members who have been teaching speech communication for almost two years and are currently pursuing graduate

studies on Speech Communication. The instructors were asked if they have observed the same behaviors listed in the observation guidelines and probably other manifestations of anxiety in some of their students whenever they use English in class.

Specifically, to validate the FLCAS result, these two questions were asked:

- What other manifestations of anxiety have you observed?
- How anxious do they (the students) get and how does the anxiety affect their performance?

To address the first part of the first research problem, the relationship of language anxiety and gender, the teachers were asked what observable differences they noticed in the manifestations of anxiety demonstrated by the male and female students.

Because the nature of the second, third, and fourth sub-questions of the first research problem is based solely on the learners' perceptions and background, their teachers were simply asked to state their views regarding how the students are coping with anxiety and to cite some strategies that they can recommend (as teachers) to assist the students in managing anxiety (Please see Appendix G for details.). This last set of inputs may support the learners' answers to address the last research problem: the effective strategies to use in managing anxiety. Even though information gathered from this instrument would not directly address the research problems just like the class observation guidelines, the results could possibly support the data gathered from the survey package.

### **Data collection procedure**

In administering both the FLCAS and the survey and in setting up the class observations and interviews, arrangements with the class instructors were first made to set the most convenient and less intrusive schedule so that the participants had enough time and experiences in their speech communication classroom to use and be their basis in answering

the survey as honestly as they could. Also, this gave time for the researcher to explain to the teachers the mechanics of completing both the FLCAS and survey. To minimize the possibility that the participants may deliberately lie in both the FLCAS and survey because they fear a negative consequence if they tell the truth or because they want to give the answer they think are expected of them, it was explained to the teachers that the participants should understand that they can maintain their anonymity and the instruments simply intended to check their current class experiences and expectations.

The Gantt chart presented in Figure 7 presents the schedule followed for this study and summarizes how the data collection was done, which began more than a week after the beginning of the semester, when arrangements and appointments were first made.

	November 2011		December 2011				January 2012	
	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> wk	2 <sup>nd</sup> wk	3 <sup>rd</sup> wk	4 <sup>th</sup> wk	1 <sup>st</sup> week	2 <sup>nd</sup> week (onwards)
<b>Setting up of appointments and schedules with the speech teachers and their students</b>								
<b>Conducting the Class observation</b>	■	■	■	■				
<b>Administering the Survey package: FLCAS and Survey</b>			■	■				
<b>Interviewing the teachers</b>			■	■			■	
<b>Consulting the statistician for the data gathering and analysis</b>		■	■	■	■		■	■

**Figure 7. Schedule followed during the Data Gathering**

**Class observations.** Because administering the FLCAS and survey proved to be more of a challenge than setting up the interview and observation in terms of schedule, class

observations were done first. To supplement the FLCAS result and find out if the students have any physical manifestations of anxiety that may or may not be debilitating for them, class observations were conducted on a scheduled recitation class from November 16 to December 9, 2011. The time allotted for the observations was given by the instructors based on the most convenient time for them and the students to have an “outsider” in the class. There were a total of 222 students observed in the eleven recitation sections used for this study. Each recitation class lasted for an hour and a half, so a total of 16 hours and 30 minutes were allotted solely for the class observations.

During each class, the researcher, sitting in one corner of the room near the board, would simply write down notes guided by the prepared observation sheet. To check if the observations noted were still apparent for some students after almost three weeks had passed, there were additional nine hours of informal and casual set of class observations done in six of the eleven recitation classes. The schedule of the instructor and the prepared activities allowed the researcher to do this additional observation time. The specific time and other details of the observations are found in Appendix 4.

Basically, the physical manifestations of anxiety based on some items in FLCAS were noted by the researcher as the students performed the activities prepared for the session. Because the period set for the class observations fell under the first quarter of the semester (weeks 2-5), the activities lined up only asked for simple and familiar topics for the students to discuss or accomplish.

In all the classes, the researcher was only briefly introduced as someone who intended to sit in a speech communication class for the day and no other reasons were given to the

students for the presence of the researcher, so the students know that they are being observed somehow but the specific aspects observed were very broadly defined.

Any student who would display any signs of anxiety based on the guidelines used was noted, and as the session progressed, the students' remarks, answers, and behaviors were also recorded. However, there was no specific coding system used to define consistent behavior on the students. Instead, the focus was on the cumulative number of participants who exhibited each manifestation of anxiety.

**Survey package.** Before the class officially started, the instructor gave the scale and survey to the participants as a take-home task. The instructions and reminders, as discussed by the researcher with the teachers prior to the session, were explained to the participants as well. After the survey forms were given, the researcher stayed for the duration of the session for the class observations (in 6 sections) and in case the participants needed clarifications. The completed forms were collected by the respective instructors the following session and were forwarded to the researcher after. A total of 190 students from the eleven classes received and accepted the survey forms but only 164 completed forms were returned.

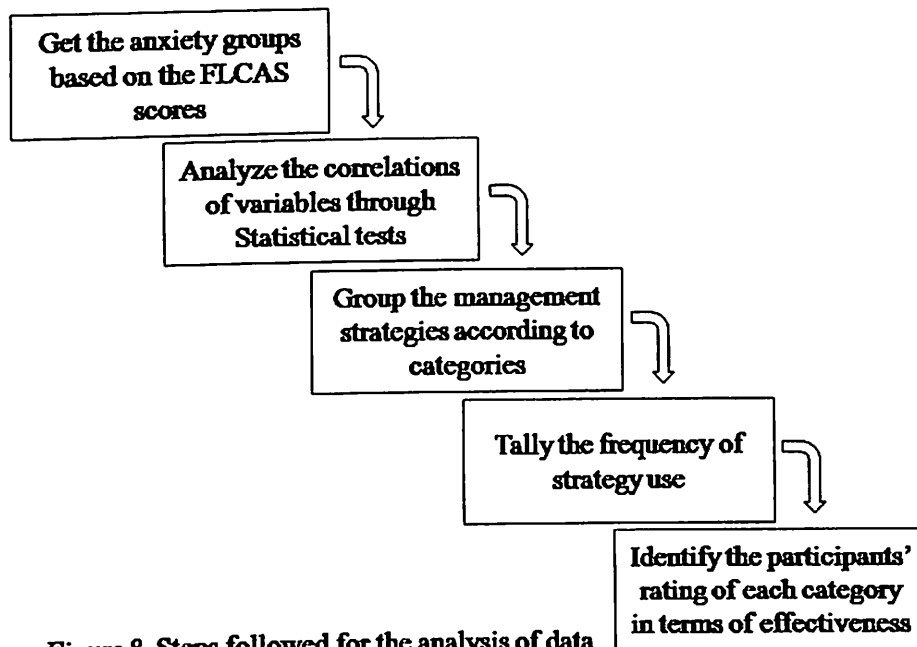
In item number 13 (See Appendix B), the participants were asked about their perception of competence in terms of using English in speaking situations—from thinking they have above average skills to thinking that they are not good at all. In the options for this item, the difference between the options “has average skills” and “good enough but still needs to practice or improve in some aspects” were clarified first before letting them answer. The first choice would reflect the participants' perception that in terms of English speaking skills, they do not consider themselves as lousy speakers but, at the same time, they do not consider themselves brilliant. The second choice, on the other hand, would mean that even

though they could speak in English, they recognize the fact that they first need to improve in specific aspects like grammar, vocabulary use, or pronunciation before they can even consider themselves as having average, acceptable skills.

**Teacher interviews.** The interview questions (See Appendix G) were given to the teachers for advance reading during the first week of December. The actual interviews were conducted in an average of fifteen minutes during their consultation hours in their cubicles from December 2011 to the first half of January 2012. The researcher sat down with each of the teachers during their most convenient consultation time and took note of the interview data as each teacher answered the questions. A voice or video recording was initially planned, but the teachers chose to answer the questions casually and let the researcher write notes as each question was addressed. The highlights of the interview are seen in Appendix H. Informal follow-up interviews were conducted when the FLCAS results were forwarded to the teachers for their reference and perusal as they assist the students in their major speaking activities.

## Data analysis procedure

Figure 8 illustrates the summary of steps followed for the analysis of data, beginning with the computation of the FLCAS scores and the classification of anxiety levels/ groups based on the scores.



*Figure 8.* Steps followed for the analysis of data

**Getting the anxiety group based on the FLCAS scores.** Because the nature of the research problems addressed the possibility of a relationship between language anxiety and some learner factors, Descriptive and Inferential statistics were used to analyze the data gathered. To get the FLCAS result, mean scores were computed first. The response “Strongly agree” got a value of 5 and the response “Strongly disagree,” got a value of 1. In the case of the nine specific items that were negatively stated, the values were reversed. These specific statements are presented in Table 1 on the next page.

Table 1

*FLCAS items with reversed values*

Item #	Statements as they appeared in FLCAS
2	I don't worry about making mistakes in SPCM1 class.
5	It wouldn't bother me at all to take more English language classes (other than my SPCM 1 class).
8	I am usually at ease (comfortable) during tests (quizzes or exams) in my SPCM 1 class.
11	I don't understand why some people get so upset or worry over SPCM 1 class.
14	I would not be nervous speaking the English language with native speakers.
18	I feel confident when I speak in English in my SPCM 1 class.
22	I don't feel pressure to prepare very well for SPCM 1 class.
28	When I'm on my way to SPCM 1 class, I feel very sure and relaxed.
32	I would probably feel comfortable around native speakers of the English language.

The next step was to group the participants according to anxiety levels based on their FLCAS scores. The studies of Wilson (2006) and Parauwat (2011) featured three classifications or groups based on the FLCAS scores, which were then adapted by the current study but were slightly modified because no detailed computation was discussed for getting anxiety groups based on the FLCAS scores in order to make a 5-level anxiety group. For the current study, the lowest possible anxiety score was subtracted from the highest possible anxiety score. To come up with five categories, the difference was then divided by five. The quotient was then added first to the lowest possible anxiety score to come up with the first cut off score for the group with the lowest level of anxiety. The process of addition was continued until the five groups were obtained. The participants with scores from 33-59 were

grouped under learners with “very low anxiety” (VLA; level 1 anxiety), and participants with scores from 60-86 were grouped under learners with “low anxiety” (LA; level 2 anxiety). FLCAS scores 87-113 implied a “moderate or normal level of anxiety” (MA; level 3 anxiety) and participants with scores which fall within the range were classified as having such level. The participants with scores from 114-140 were grouped under learners with “high anxiety” (HA; level 4 anxiety), and lastly, participants with scores from 141-165 were grouped under learners with “very high anxiety” (VHA; level 5 anxiety).

**Identifying correlations through statistical tests.** After the participants were grouped, Chi square test was used to analyze possible relationships between anxiety and each learner variable. All computations were done through the SPSS (Statistical Package for the Social Sciences), the most common computer program used for statistical analysis.

Chi square test results showed how likely it is that anxiety and gender are completely independent. The test was used not only because the main concern is to identify the relationship of anxiety and gender but also because the data are nominal—the participants are either male or female—and instead of using means and variances, the frequencies were used.

Because the options of how the learners rate their own competency in using English in all four skills—from being one of the best, being in the better half of the group, being like the average ones, and to being in the “bottom”—do not follow an exact interval scale and are considered categorical, using Chi square revealed the relationship between language anxiety and the participants’ self-reported competence in using English as a whole. Similarly, in determining the relationship between anxiety and the use of English in oral communication, Chi square test was used because the variables measured are nominal data—the anxiety groups represent a categorization of participants with low, moderate, or high anxiety level—

and ordinal data—the options for the level of competence may be arranged in ranks (from having “above average skills” to “needs intensive practice”).

Chi square was again used for analyzing the relationship between language anxiety and the participants’ use of English when outside the classroom. The learners under each anxiety groups based on the FLCAS results were analyzed in terms of the instances in which they use English outside the classroom in general. Chi square was an appropriate statistical procedure to follow because, again, the specific instances provided in using English outside class are categorical data. However, the only instances or options that were tested in relation to the anxiety level are those which turned out to be significantly large enough to be used for a statistical analysis.

Lastly, Chi square test revealed if there is a relationship between language anxiety and the frequency of using English at home. This test was followed because the variables are categorical: the anxiety groups and the frequency of using English at home, as reflected in the options *always*, *very often*, *rarely*, and *never*.

Overall, the procedures used for data analysis were checked and all interpretations were made following statistical theories and principles, in constant consultation with a professional statistician.

**Grouping strategies into categories.** Before addressing the last research problem, the participants’ answers had to be coded and categorized based on frequently recurring patterns, so the strategies can be presented in a simple but clear and comprehensive manner. The categorization was based on the transcripts of the strategies mentioned by the participants, as seen in Appendix C. Thematic coding was used in sorting and interpreting the strategies that the participants use to manage language anxiety. Participants with high

anxiety (those of levels 4 and 5 anxiety) were grouped and the strategies they indicated were coded and categorized based on frequently recurring patterns. The same procedure was applied on participants who had levels 1 and 2 anxiety or those with low anxiety.

By grouping the entries according to similar themes, twelve categories were identified as the strategies commonly used by participants in managing language anxiety. The first six of the twelve categories used—*Cognitive, Metacognitive, Compensatory, Affective, Social, and Memory-related* strategies—are considered *a priori codes* because they were already included in the list of possible strategy sets used by learners to cope with any language learning difficulties before examining the data provided by the participants (Dey, 1993). These six are based on Rebecca Oxford's discussion of language learning strategies in 1990 (Tupas, 2002; Celce-Murcia, 2001). However, based on the varied strategies mentioned in the survey results, expanding the *Affective* category into three subcategories became necessary. The three subcategories added are: *Self-encouragement, Peer-seeking, and Physical Relaxation*. These sub-categories were partly based on related literature (Kondo and Ying-ling, 2004), but were also officially included in the list of categories after analyzing the data, so they may be considered as *inductive codes* (Dey, 1993).

Specifically, *self-encouragement* strategies are the actions that use motivational self-talk to encourage the participants to think positively. *Peer-seeking* refers to the techniques that help the participants think that they are not alone in facing the challenge of using English, and *physical relaxation* are the actions that help the participants relax physically, such as breathing exercises and moving or shaking the body, thereby helping them ease the tension that they may be feeling.

In addition, because the rest of the strategies mentioned by the participants did not seem to have the same theme in any of the categories already mentioned above, new ones were adapted from other related literature or developed by the researcher, which resulted in four additional categories to classify the entries from the survey. *Avoidance or withdrawal* strategies were based on what Richmond and McCroskey (1998) discussed as one of the common behavioral responses when the learner experience language anxiety, where the learners would want to “avoid communication with others whenever possible” and “withdraw from the communication situation by not responding... not answering questions or giving minimal communication.” *Assertive actions, faith-based, and diversion* strategies are the three categories added by the researcher to classify other strategies mentioned which deviate from the theme or topic of the existing categories.

Overall, the grouping of the participants’ entries into categories was done by the researcher based on similarity in themes, topics, meaning, and/ or wordings using the set of descriptions presented in the table as the guideline.

The specific discussions for each category are presented in Table 2 on the next page.

Table 2

*Categories used to group the strategies mentioned by the participants*

Code	Strategy/ Category	Description
1	Cognitive	Strategies used to directly control the tasks at hand—through activities like reasoning and analysis; reorganizing information; practicing formally, etc.
2	Metacognitive	Strategies used to directly control the learning process as a whole—through activities like planning, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes and evaluating success
3	Compensatory	Strategies that make up for any difficulty with getting the message across—through activities like using gestures, pauses, and establishing eye contact with specific audience
4	Assertive action	Activities which deal with the anxiety directly
5	<sup>a</sup> Self-encouragement	Positive self-talk: any form of encouragement and belief that the task can be accomplished with success, that the best scenario will happen, or that the learner can overcome the challenges
6	<sup>b</sup> Peer seeking	Aligning themselves with others who have the same experiences the learner is having concerning the language tasks
7	<sup>c</sup> Physical Relaxation	Activities and habits which physically relax the learner
8	Social	Activities that allow the learner to work with others to understand and learn English better like asking for clarification, consultation, talk with a partner outside class as practice
9	Memory-related	Activities and techniques that help learners learn and retrieve information
10	Faith-based	Turning to one's religion and using faith to cope with the challenge of a speaking task
11	Diversion	Any form of distraction other than deep breathing and other physical exercises for warm-up exercises as means to prepare for the task (and eventually relax)
12	Avoidance or Withdrawal	Actions which seem to avoid the task or withdraw from it (opposite of assertive action)

*Note:* <sup>a b c</sup> Considered as strategies under the Affective category

## **Chapter IV**

### **Presentation, Analysis, and Interpretation of Data**

In this chapter, data results gathered from the two instruments, the Foreign Language Classroom Anxiety Scale (FLCAS) and the Survey questionnaire, are presented and the interpretation and analysis based on these results are discussed, supplemented by the class observation and teacher interview highlights only when applicable.

#### **Anxiety groups based on the FLCAS scores**

Before presenting the data results based on the research problems, it is necessary to present the number of participants belonging to each anxiety group based on their FLCAS scores to see the extent of the learners' anxiety. Table 3 on the next page shows that the majority of the participants have a moderate or normal level of anxiety, and there are no cases of extremely low and extremely high anxiety. The result may imply that most students enrolled in the speech communication class are still able cope with the challenges and demands of using English in the class because the extent of anxiety they feel is considered manageable and they do not experience the most extreme cases.

Table 3

*Anxiety levels of the Participants based on the FLCAS*

Anxiety level/ group/ scores	Participants ( <i>f</i> )	%
Level 1 - Very Low Anxiety (FLCAS score 33 – 59)	0	---
Level 2 - Low Anxiety (FLCAS score 60 – 86)	21	12.80
Level 3 – Moderate or Normal Anxiety (FLCAS score 87 – 113)	96	58.54
Level 4 - High Anxiety (FLCAS score 114 – 140)	47	28.66
Level 5 - Very High Anxiety (FLCAS score 141 – 165)	0	---
	N = 164	100.00

The result is consistent with the class observations. In all the classes observed, there were only thirty-five participants noted to give just a short statement or answer in phrases and hesitate to talk more, unless the teacher or a classmate would ask a follow-up question as a reaction to what was said. Majority were able to manage and work around their struggle to find the appropriate words and their nervousness as they tremble when speaking. For example, answering simple and casual questions and expressing thoughts for statements like, “Tell me something unique about you,” the students were able to answer and talk about it for more than a minute, or even longer.

However, 28.66% of the participants have a high anxiety level, which means that language anxiety is still a valid issue to address in language classrooms because there are learners who tend to feel more anxious than the others and this higher level of anxiety may have an impact on their performance. In the class observations, there were three participants who did not finish the speaking task. The first participant looked teary-eyed while talking and asked if she could sit down even though she was only talking for less than thirty seconds. The second participant, from the same class, simply stopped talking, admitted to having a

mental block (“*Na-mental block ako!*”), asked to be seated, and said, “*Okay lang, at least tapos na ‘ko. Kayo hindi pa.*” (“It’s okay, at least now I’m done. You still have to speak”). The last participant, who belonged to a different class, admitted to getting panic attacks when speaking and asked the teacher for a pass during the middle of her speech. Moreover, three students in one class claimed that they avoided enrolling in the course as long as they could because they get anxious when speaking in English. The data is also consistent with the results from the informal survey conducted by the researcher presented in the first chapter. Even though the participants were different, both FLCAS results show that majority has moderate anxiety but at least twenty five has a high level of anxiety.

### **Relationship between anxiety level and gender**

With the classification of the participants into either having Low (level 2), Moderate (level 3), and High (level 4) anxiety which was used as the basis for the analysis of relationship between anxiety and learner factors, the detailed presentation and interpretation of data for each research problem will now be presented in the succeeding paragraphs.

Research Question 1.a.: Is there a relationship between the level of language anxiety and gender?

Null Hypothesis: The level of anxiety of the students has no significant relationship with gender.

Chi square test reveals that majority of both the female and male participants belong to level 3 - moderate anxiety group. A Chi square value of 4.311 ( $p > 0.05$ ,  $df = 2$ ) revealed that the level of anxiety of the students has no significant relationship with gender. Thus, the null hypothesis is accepted.

Table 4 shows the result which suggests that both male and female students may experience the same level of anxiety in a language class—they may both have high levels of anxiety or they may both feel less anxious at some point. The result was corroborated by the class observations where no noticeable difference between male and female participants and their manifestations of anxiety was noted. The same result is also consistent with related literature supporting the idea that there are other learner factors which are significantly related with language anxiety other than the person’s gender (Kao & Craigie, 2010; Tanveer, 2007; Onwuegbuzie, et al., 2000; Aida, 1994).

Table 4

*Relationship between Language Anxiety and Gender*

Anxiety level	Gender distribution			
	Female ( <i>f</i> )	%	Male ( <i>f</i> )	%
Level 2 – Low (60-86 score)	11	9.82	10	19.23
Level 3 - Moderate/Normal (60-86 score)	71	63.39	25	48.08
Level 4 – High (114-140 score)	30	26.79	17	32.69
	<i>n</i> = 112	100	<i>n</i> = 52	100

Chi Square Value = 4.311    *df* = 2  
 \**p*-value = 0.116

The observations made by the teachers revealed the same findings, although it is worth noting a relevant difference in how the male and female learners handle their nervousness. According to one teacher, in all her classes, among the female and male students who seem nervous whenever they have to speak in English, the male students would

often resort to delivering jokes and making fun of themselves more often than the female students would.

### **Relationship between anxiety level and self-reported language competence**

Research Question 1.b.: Is there a relationship between the level of language anxiety and self-reported (English) language competence?

Null Hypothesis: The level of anxiety of the students has no significant relationship with self-reported competence in using English.

In addressing the second part of the first research problem, two aspects were examined. The first aspect required asking the participants to report how competent they think they are in using English as a whole, and Chi square test was used for the analysis of the relationship of their self-reported competence and language anxiety, requiring at least five frequency counts for each cell. However, the data for the first option: *the learner thinks that he/she is one of the best students* had less than five frequency counts, so the data were combined with the next option: *the learner thinks that he/she is better than more than half of the students*. Chi square test computed a value of 28.033 ( $p < 0.05$ ,  $df = 4$ ) which means that the level of anxiety of the students has a positive and significant relationship with self-reported competence in English as a whole. Thus, the null hypothesis is rejected.

Data from Table 5 shows that the majority of the participants tend to have a low anxiety level if they have a high perception of their competency and vice versa. Consequently, this result shows that a student's anxiety level may reflect his or her evaluation and belief in his/ her competency. Because the students are confident that they can write, speak, listen to, and read English competently, they do not worry too much about the use of the language in their performance in the class. This result supports the conclusions made in previous studies which stressed that the level of apprehension may intensify when students communicate using the second language, especially if these students believe that the level of their L2 competence is low (Tóth, 2007; Onwuegbuzie et al., 2000; Richmond & McCroskey, 1998; MacIntyre, Noels, & Clément, 1997).

Table 5

*Relationship between Language Anxiety and Self-reported Competence in using English - in all four areas (Speaking, Writing, Reading, and Listening)*

Anxiety level/ group	Participants' Reported Competence		
	From better than more than half of the students in class to the 5 best students	Just like the average users in class	Needs to improve more compared to others
Level 2 – Low (60-86 score)	13	8	0
Level 3 - Moderate/Normal (60-86 score)	22	65	9
Level 4 – High (114-140 score)	4	32	11
	<i>n</i> = 39	<i>n</i> = 105	<i>n</i> = 20

Chi square value = 28.0328 df = 4

\*p-value = 0.000

The second aspect analyzed in relation to the second research problem asked the participants to report how competent they think they are in using English for oral communication. Because the learners who chose the option *has above average skills* had less than five frequency counts for each anxiety group, the data were combined with the next option *has average skills*, making three levels of competency: Level 1 (needs extensive practice) being the lowest possible perception of competency, Level 2 (good enough but needs specific improvements) being in the middle of the scale, and Level 3 (from average to above average) being the highest possible perception of competency. As shown in Table 6, the Chi square value of 52.853 ( $p < 0.05$ ,  $df = 4$ ) revealed that the level of anxiety of the students has a positive and significant relationship with self-reported competence in English as a whole. Thus, the null hypothesis is rejected. The result shows that participants with level 2 – low anxiety tend to have higher level of self-confidence and think that their competency in speaking in English gears towards the upper half of the competency scale (the first two options): from average to above average skills. Majority of those under the level 4 – high anxiety group, on the other hand, do not believe their competency reach at least the acceptable, average range yet because they still need improvements in certain aspects like vocabulary use, grammar, pronunciation, etc.

Table 6

*Relationship between Language Anxiety and Self-reported Competence in using English for Oral Communication*

Anxiety level/ group	Participants' Reported Competence		
	Level 3 – Has average to above average skills	Level 2 – Is good enough but needs to improve in some aspects	Level 1 - Needs extensive practice
Level 2 – Low (60-86 score)	15	6	0
Level 3 - Moderate/Normal (60-86 score)	44	50	2
Level 4 – High (114-140 score)	3	29	15
	<i>n</i> = 62	<i>n</i> = 85	<i>n</i> = 17
Chi square value = 52.853 <i>df</i> = 4 * <i>p</i> -value = 0.000			

An analysis of the result shows that when the participants' self-reported competence in speaking English is high, the level of anxiety is low. This means that for students who do not have enough confidence in his or her English speaking skills or who do not believe that they are competent speakers, the tendency is to feel more anxious during class. The result is consistent with the result of the examination of language anxiety and self-reported competence in using English as a whole and is also consistent with the findings from previous related studies showing that the level of apprehension may intensify when students believe that the level of their L2 competence is low (Tóth, 2007; Dewaele, 2002; Onwuegbuzie et al., 2000; Richmond & McCroskey, 1998; MacIntyre, Noels, & Clément, 1997).

**Relationship between anxiety level and the learner's use of English outside the classroom**

Research Question 1.c.: Is there a relationship between the level of language anxiety and the learner's use of the English language outside the classroom?

Null Hypothesis: The level of anxiety of the students has no significant relationship with the language used outside class.

In addressing the third part of the first research problem, data results presented in Table 7 show that only three out of the seven options presented in the survey had a sufficient number of cases for the statistical test to get the necessary results.

Table 7

*Cross tabulation of the Participants' Use of English outside class*

Anxiety level/ group	Regularity and Instances of using English outside the classroom						
	Option 1 <sup>a</sup>	Option 2 <sup>b</sup>	Option 3 <sup>c</sup>	Option 4 <sup>d</sup>	Option 5 <sup>e</sup>	Option 6 <sup>f</sup>	Option 7 <sup>g</sup>
Level 2 – Low (60-86 score)	0	7	9	1	1	2	1
Level 3 - Moderate/ Normal (60-86 score)	0	34	40	2	11	5	4
Level 4 – High (114-140 score)	1	7	24	3	10	1	1
Total for each instance	1	48	73	6	22	8	6

*Note:* <sup>a</sup> always uses English; <sup>b</sup> use English only with friends; <sup>c</sup> use English only when the other person speaks in English; <sup>d</sup> use English only with a foreigner; <sup>e</sup> rarely use English; <sup>f</sup> used English in other situations not mentioned in the options; <sup>g</sup> use English in combinations of the instances mentioned

The second (using English only when the participants are with their friends), third (using English only when the other person is using English regardless of who that person is), and fifth (using English only when it is necessary but generally, they rarely do) options are the most common instances or situations where the participants chose to use English.

This result suggests that the participants' use of English seems to be somewhat exclusive and limited—they use it only with the people they are comfortable with or in a scenario in which they feel they have to use the language. The class observation validates this notion. In seven of the classes observed, the students in each recitation class would only speak English when they were discussing something with their seat mate, whom they usually know already, or when they felt like there was no other choice but to do so because the teacher and other students were using the language.

Chi square test was used in analyzing the relationship of anxiety and the options which yield a significant number of frequencies. Given a Chi square value of 59.040 ( $p < 0.05$ ,  $df = 4$ ) as shown in Table 8, the null hypothesis is rejected. The result suggests that the participants' varying opportunities for oral communication outside the classroom and their use of these opportunities are somehow associated with the anxiety they feel inside class. The many situations where they use English outside the classroom may help lower their classroom anxiety.

Table 8

*Relationship of Anxiety and the Learner's Use of English outside class*

Anxiety level/ group	only with friends	when the other speaks English	rarely	Total number of participants
Level 2 – Low (60-86 score)	7	9	1	17
Level 3 - Moderate/Normal (60-86 score)	34	40	11	85
Level 4 – High (114-140 score)	7	24	10	41
	<i>n</i> = 48	<i>n</i> = 73	<i>n</i> = 22	143
Chi-square value = 59.0394		df = 4		
*p-value = 0.000				

The data results in the Table above are consistent with the study conducted by Del Villar (2010) which indicated that some may feel anxious when asked to do so in the class because they have limited speaking and conversation experience, with one person, in front of a group or an audience. Certainly using English outside class can be classified as a speaking and conversation experience and the more learners make use of these opportunities for conversation, the greater the possibility they have in reducing their anxiety in the classroom.

**Relationship between anxiety level and the learner's use of English at home**

Research Question 1.d.: Is there a relationship between the level of language anxiety and the learner's use of English at home?

Null Hypothesis: The level of anxiety has no significant relationship with the use and exposure to the English language at home.

Chi square test for the last part of the first research problem rejects the null hypothesis. Table 9 shows that the Chi square value of 15.331 ( $p < 0.05$ ,  $df = 4$ ) means that the level of anxiety of the participants has a positive relationship with frequency of using English at home. This result shows that participants who have a high frequency of using English at home tend to have low level of anxiety when inside the classroom. This finding supports the result of the data analysis showing a positive relationship between the participants' anxiety level inside the classroom and their use of English outside the classroom in general.

Table 9

*Relationship between Language Anxiety and the Learner's Use of English at Home*

Anxiety level/ group	From very often to always	Rarely	Never
Level 2 – Low (60-86 score)	10	11	0
Level 3 - Moderate/Normal (60-86 score)	44	47	5
Level 4 – High (114-140 score)	14	22	11
	$n = 68$	$n = 80$	$n = 16$
Chi-square value = 15.331		df = 4	
*p-value = 0.004			

This significant relationship between the learners' use of the language at home and anxiety also validates the findings in a previous study conducted by Del Villar (2010) which stressed that one attribution of anxiety is the learners' exposure to and previous experiences with the English language as used in real conversations outside the formal setting of a classroom. It may be acceptable to say that the conversations that happen at home are

representations of real conversations because the learners may be comfortable enough to discuss and explore varied topics and may be not too conscious with how they talk in English because they do not fear any negative evaluation, which makes them confident enough to use the language.

### **Strategies used to manage language anxiety**

Research Question 2: What are the strategies used by the ESL learners to manage language anxiety?

To address the second research problem, the strategies and techniques mentioned by the participants (either as a preparation activity before the class or as a coping mechanism during the activities in class), were grouped according to the corresponding category, as presented in Table 10.

The Table highlights the specific strategies mentioned by the participants in the survey under each category. For instance, for the assertive action (Code 4), the statements “I often volunteer myself as a first speaker” and “My instructor may call us to speak in front [sic], so I better be always ready to do so” were mentioned, reflecting some participants’ mindset to be the first to speak and actually volunteer to do so, to break the ice, and to finish the task as strategies which help them feel less anxious. However, the opposite is true for the avoidance or withdrawal (Code 12) category. There were some participants who answered with expressions like “I ignore the surrounding and create my own world” and “letting others speak all the time and just talk when there’s no other choice anymore,” which may imply that one way for these participants to manage their anxiety is either to let other students speak first or to avoid speaking at all.

Table 10

*Strategies used by the Participants in Managing Anxiety*

Code	Strategy/ Category	Specific Examples (as stated by the participants)
1	Cognitive	Note taking/ take notes, Summarize lessons and make outlines, Practicing a lot/ practice in front of a mirror, Read dictionaries and other materials
2	Metacognitive	Set schedule for review, Plan what to say
3	Compensatory	Look at the listeners' faces, Occasionally smile and pause when talking
4	Assertive action	Be the first to speak, Always volunteer to be first in any speaking activity, Always expect to be called in class (thus, always ready and alert)
5	<sup>a</sup> Self-encouragement	Convince self that it's mind over matter, Think positively and put on a brave face, Always think that the audience/ listeners want you to succeed
6	<sup>b</sup> Peer seeking	Think that "you're not the only one doing the task," Remember that "you're not the only one nervous about it,"
7	<sup>c</sup> Physical Relaxation	deep breathing, moving the body or swaying around, rubbing hands before speaking
8	Social	Talk with friends first (before class) as practice, Talk to others in general, Make friends and talk with classmates (especially during group activities)
9	Memory-related	Memorize what you'll say, Memorize key points in a speech, Reading the rules/ guidelines to the point of memorization
10	Faith-based	praying, thinking of a bible verse to serve as inspiration, I pray for some guidance from Him
11	Diversion	having small talks with classmates or listening to music before any speaking task, doodling, having a smoke, having fun by giving jokes first, or reading anything not related to the task as a diversion
12	Avoidance or Withdrawal	letting others speak all the time and just talk when "there's no other choice anymore," avoiding eye contacts, staring blankly into space

Note: <sup>a</sup> <sup>b</sup> <sup>c</sup> Considered as strategies under the Affective category

The assertive and avoidance categories are at the opposite end of the spectrum, and activities under the diversion category (Code 11) seem to be the middle ground. There were participants who reported using some forms of distraction to manage their anxiety. These are activities other than the physical relaxation activities that divert the participants' attention from the challenge of using English, so they may feel less anxious when they are to actually use it. Specific examples mentioned are: playing with anything at random, listening to music, doodling, and having a smoke.

The set of strategies under the faith-based category (code 10) reflects how one's religious belief or faith may be relevant in managing anxiety, or possibly any stressful experiences or challenges that the participants may face. This result may also imply that Filipino students turn to their faith as one source to boost their confidence in overcoming any challenges they face, even in the classroom. The wide range of the strategies based on the data gathered suggests that individual learning styles are also relevant learner factors to consider in examining language anxiety.

Table 11 on the next page summarizes the frequency and distribution of strategies used by the participants in managing anxiety as preparation before the speech class or as a way to deal with the stress during class. The third column presents the frequency count of each category of strategies. The fourth column presents the percentage of strategies which belong to a specific category, and the fifth column presents the percentage in which each category is used by the participants. Therefore, as an example, data presented in the table may be interpreted as: out of the 376 strategies mentioned by the participants, 24.73% belong to the cognitive category, and out of the 164 participants, 56.71% use cognitive strategies.

The data suggest that participants use combinations of a variety of strategies to cope with the challenges of using English, regardless of the level of anxiety they have.

Results show that the top three frequently used strategies are those belonging to cognitive (code 1), self-encouragement (code 5), and physical relaxation (code 7) categories. Cognitive strategies make up 24.73% of the total number of strategies mentioned and are used by 56.71% of the participants. Self-encouragement strategies make up 18.88% of all the strategies and are used by 43.29% of the participants while almost twenty percent of all the strategies belong to physical relaxation, which are used by almost forty-six percent of the participants. These three strategies fall under the cognitive and affective types, which reflect the very nature of the problem of language anxiety—that which concerns the cognitive and affective domains (Arnold, 2007). The result also supports the findings of a previous study conducted by Kondo and Ying-Ling (2004) which identified positive thinking and relaxation strategies as two of the most frequently used management strategies in dealing with language anxiety.

Table 11 also shows that memory-related techniques (code 9), and assertive actions (code 4) are the strategies which are used by four percent of all the participants and are considered the least popular strategies to use, as these make up less than two percent of all the strategies mentioned.

Table 11

*Frequency and Percent Distribution of Strategies used by all the Participants*

Code	Strategy/ Category	Strategy count	% of responses (with N=376)	% of cases (with N=164)
1	Cognitive	93	24.73	56.71
2	Metacognitive	13	3.46	7.92
3	Compensatory	13	3.46	7.92
4	Assertive action	7	1.86	4.27
5	Self-encouragement	71	18.88	43.29
6	Peer seeking	14	3.72	8.54
7	Physical Relaxation	75	19.95	45.73
8	Social	12	3.19	7.32
9	Memory-related	6	1.60	3.66
10	Faith-based	27	7.18	16.46
11	Diversion	36	9.57	21.95
12	Avoidance or Withdrawal	9	2.39	5.49

The participants may not be so keen on using memory-related techniques because in the speech communication class, recalling formal definition of terms, remembering the meaning and explanation behind the theories, and linking one concept to another are just

some of the many concerns discussed. The focus is more on the application of the principles behind the use of English as means of communication.

Assertive actions, or any activity which directly deals with the communication activity or face the communication challenge head on, were also cited as one of the least used strategy in coping with anxiety. This seems consistent with the researcher's and the teacher's observations in three recitation classes, where the students have the freedom to speak when they wish to. In all three classes, the students were given the freedom when to speak (the teacher would not call on anyone and let the students volunteer), which resulted in complete silence for the next five to seven minutes after a question was asked or the instructions for a speaking activity were given. No one seemed to want to speak, although eventually, there would be one student courageous enough to start the discussion or the speech activity.

At least twenty percent of all the participants mentioned using strategies that momentarily distract them from the stress and anxiety they feel because of a language task. This finding reflects the learners' need to divert their attention from the feeling that using English in class is anxiety-provoking. In each class observed, an average of eight participants were often seen either casually talking with their seat mates, doodling, or suddenly checking their cell phones before and after speaking, usually in front of the whole class. Specifically, there were eight participants seen suddenly doodling right after they spoke, and three of them also talked to their seat mates while one checked her cell phone. In another class, there were four participants who seemed to relax towards the end of their speeches by laughing, regardless of the topic that they were talking about. Although these may appear like usual student habits when inside the class, it may also be significant to note that these actions were observed either right after the teacher announced that a formal

speaking activity would start or right after the learner had his/ her turn to speak in front (See Appendix F for details). Moreover, stating these activities as ways to manage their anxiety may be viewed as admission from some students that these are techniques which work for them in dealing with nervousness.

Fifteen percent of all the participants stated using faith-based strategies which may reflect their religious or spiritual beliefs. One of these participants mentioned that he says a quick prayer and makes the sign of the cross before a speaking task. This result is supported by related literature, where there has been little dispute over the claim that being religious is one of the valued traits and being theocentric is one of the purported characteristics of Filipinos (Church & Katigbak, 2000). There was no obvious manifestation of turning to religion or relying on one's faith in stressful situations as a strategy from the class observation highlights, but there is a reflection of the participants' religious beliefs: in the formal speaking activity delivered in front, there were at least two students for each class who began their speeches with a verse from the bible or end with a message of how a higher power guides people in all the challenges they face in life (by saying statements like "If we believe in Him, everything is possible" and "just trust Him"). Also there were three students from different classes who made the sign of the cross before standing up to speak. The participants' written works like their outlines and short essays, as mentioned by their teachers, reflected this reverence for a powerful being as well.

## Effectiveness of Strategies used

Research Question 3: Which of the self-reported anxiety management strategies are effective in coping with language anxiety?

Based on the ratings of the participants with low anxiety, the next table shows the strategies which got the significant number of responses. At the same time, the data also represent the number of participants using each strategy. In Table 12, results show that for participants with low anxiety, strategies which fall under cognitive (code 1) and self-encouragement (code 5) are always effective. The finding supports the fact that since their anxiety level is low, they may indeed be able to manage using these strategies.

Table 12

*Percent Distribution of Ratings of Strategies frequently used by Participants with Low Level of Anxiety*

Rating	Cognitive (Code 1) <i>n</i> = 11	Self-encouragement (Code 5) <i>n</i> = 9	Physical relaxation (Code 7) <i>n</i> = 9	Spirituality (Code 10) <i>n</i> = 5	Diversion (Code 11) <i>n</i> = 5
Always effective	72.73	66.67	22.22	80.00	20.00
Mostly effective	27.27	33.33	66.67	20.00	80.00
Mostly ineffective	--	--	11.11	--	--

The Table also shows that 72.73% of the participants using cognitive strategies think that these are always effective, which may imply that learners think that focusing more on how they will be able to study harder and maximize their learning—by reviewing previous lessons, summarizing key concepts, practicing regularly, etc.—are the best ways to manage

anxiety. Similarly, 66.67% of the participants who use self-encouragement strategies think that entertaining positive thoughts is always effective because this may lead to positive feeling about the self, which may lessen one's anxiety. Majority of the participants with low anxiety rated physical relaxation strategies as mostly effective, maybe because these are the very activities that relax the body—taking very deep breaths, stretching, or having conditioning exercises—which may make dealing with any stressful experience less difficult since the participant is physically ready to take on the challenge.

Table 13 on the next page shows the strategies frequently used by participants with high level of anxiety. Results show that, consistent with the ratings of participants with low anxiety, most of the highly anxious participants rated physical relaxation (code 7) as mostly effective in managing anxiety. If the participants with low anxiety think that using cognitive (code 1) and self-encouragement (code 5) strategies are always effective, the highly anxious ones think slightly differently, as they view these as mostly effective strategies only.

Specifically, sixty-four percent of the participants using self-encouragement rated this activity as mostly effective, and sixty percent of those using physical relaxation techniques felt that these are mostly effective as well. This may be so because the nature of language anxiety mainly concerns the learners' affect, so it would seem natural to apply strategies and techniques that may help them feel relaxed, secure, and positive and consider these as effective strategies. Although, given the high anxiety they are feeling, the strategies may not always be effective because of other possible factors like learner characteristics, the teacher, the environment, etc.

In addition, fifty-four percent of the participants who use cognitive strategies found these to be mostly effective, which may support the idea that language learning, or any learning for that matter, is a cognitive process, so learners tend to cope by using strategies that fall under such category and expectedly find them to be actually effective.

Table 13

*Percent Distribution of Ratings of Strategies frequently used by Participants with High Level of Anxiety*

Rating	Strategy/ Category						
	Cognitive (Code 1) <i>n</i> = 26	Self- encouragement (Code 5) <i>n</i> = 25	Peer seeking (Code 6) <i>n</i> = 8	Physical relaxation (Code 7) <i>n</i> = 25	Social (Code 8) <i>n</i> = 5	Spirituality (Code 10) <i>n</i> = 11	Diversion (Code 11) <i>n</i> = 10
Always effective	30.77	28.00	25.00	24.00	40.00	90.91	10.00
Mostly effective	53.85	64.00	50.00	60.00	40.00	--	90.00
Mostly ineffective	15.38	4.00	25.00	12.00	20.00	9.09	--
Not effective	--	4.00	--	4.00	--	--	--

Even though only about twenty percent of the forty-seven highly anxious participants use strategies that distract them from the stress caused by anxiety and briefly divert their attention to other things, they think that activities under this category are mostly effective. This may be because they feel the need to not think too much of what they are feeling since having the actual emotion itself is unnerving enough, thinking about it may only add to the stress.

Similarly, though only eleven highly anxious participants (23%) stated turning to their faith as a strategy, almost all of them believed this strategy is always effective, which is consistent with the rating of faith-based strategies by the participants with low anxiety. The finding implies that the participants have strong religious beliefs and is consistent with the characteristic of the Filipinos as generally being religious. In terms of anxiety reduction, this belief may imply that the learners may get a boost of confidence by believing that they have a higher being supporting them or they have a source of divine power that they can turn to when they are in a stressful situation. This implication is consistent with the findings concerning the religiosity of Latinos, who use their religious belief as foundation to cope with life's struggles (Campesino & Schwartz, 2009). Overall, the finding suggests that there are many more activities to explore and use that are always effective management strategies even though they go beyond the usual, academic-related techniques used to address language learning difficulties.

In the researcher's review of the results to check if there are instances where the participants' responses deviate from the findings, there were two learners who showed very interesting responses. They rarely use English outside the class and at home but have low anxiety. They indicated in the survey that they would only use English "for bonding with friends or joke time" and use it in a manner that seem to "jokingly mock myself" or "laugh at myself." This means that there are other learner factors that may affect the anxiety level of the learners in a classroom. Also, this result shows the limitation of a self-reported data where some learners may have unrealistic concept of self. Thus, other means of finding out the competency of learners may be explored.

## Chapter V

### Summary, Conclusions, and Recommendations

Among the major learner variables analyzed—gender, self-reported competence, and the use of English both outside the classroom and at home—three factors appeared to have a significant positive relationship with language anxiety.

The first learner factor which has a significant relationship with anxiety is how the learners view their competency in using English. When learners perceive and report that they are at least competent enough in the language, they tend to have lower levels of anxiety which allows them to be less worried about their participation in classroom tasks.

The second factor is the learners' use of English at home—a high frequency of using English at home may lead to a lower level of anxiety when inside the classroom.

Similarly, learners may lessen their anxiety in the classroom depending on how much they use the different opportunities to practice English outside the classroom—whether they use the language always, only with friends, only with a foreigner, or they rarely would—as shown by the positive correlation between anxiety and the learners' use of English outside the classroom.

On the other hand, data results suggest that gender does not have a significant relationship with language anxiety. Both male and female learners may experience high or low anxiety in the language classroom because of variables surrounding the learning process other than their gender.

The strategies most commonly used by the participants fall under the cognitive, self-encouragement, physical relaxation, spirituality, and diversion categories. Memory-related

techniques and assertive actions or any actions that directly face the challenge of anxiety are the strategies used by only a few of all the participants and so are considered the least popular strategies to use in managing anxiety.

Lastly, the strategies considered by majority of the participants with low anxiety to be always effective fall under the cognitive and self-encouragement categories. Strategies which fall under the cognitive, self-encouragement, physical relaxation, and diversion categories are mostly effective for the highly anxious ones. Almost all the participants who use activities which may be classified under the faith-based category like praying or being inspired by one's faith think these are always effective strategies in managing language anxiety.

## **Conclusions**

Given these results, the following conclusions are made:

1. The finding that male and female learners do not have a significant difference when it comes to the tendency to be anxious (or not) in a language class shows that male and female learners both face the same problems and suffer the same difficulties rooted in the affect.
2. The tendency to have lower levels of anxiety when learners perceive and report that they are competent enough in English implies that self-confidence is a very important factor in the learner's success when facing the challenges of learning a language.
3. The finding that the learners' anxiety during class has a connection with the varied opportunities to use English outside class or with how they actually use it in different instances outside the classroom suggests that students may also view the situations outside the classroom as an extension of what they may experience and learn inside.

4. The fact that the learners' use of English at home and the frequency of using it significantly relate to anxiety experienced inside the classroom shows that informal training in language use at home may boost the learners' morale and lessen the anxiety they may feel when inside the formal classroom setting.
5. The choice of which strategy is effective to use depends on the nature of the language problem that the learners have. In the case of the problem of language anxiety, it is effective to use cognitive and affective strategy types frequently because the nature of anxiety concerns the cognitive and affective domains. Consequently, memory-related strategies are used the least because language learning encompasses a more complex and deeper level of thinking and is indeed a creative and active process.
6. The rating that praying, asking for divine guidance, or being inspired by one's faith or religion as always effective strategies to manage anxiety suggests that the learner's culture, along with other learner factors, may also be significant factors that relate to his or her affective state in a language classroom.

## **Recommendations**

**For the learners.** Given their diverse characteristics and background and based on the relationships of these characteristics with language anxiety, the following recommendations are made to lessen their anxiety in the classroom:

(a) Because gender does not have a significant relationship with language anxiety, learners should keep in mind that, in a language classroom other factors may be sources for language anxiety, and everybody may suffer the same difficulties, so it is important to identify one's learning style and preferences to be able to use learning strategies that are most suitable and helpful for them.

(b) Because self-reported competence significantly affects the learners' anxiety level, learners should learn to develop a strong sense of self and belief in their skills through varied activities that build their confidence in using English, starting from those that would require them to work with a group or a partner where possible negative evaluation from others may be viewed as less personal and particular like simple group discussions and casual conversation exercises by pair, and then eventually advance to individual exercises.

(c) The situations outside the classroom may be different from the classroom setting, with the presence of language teachers that may readily assist and the classmates who are facing the same challenges and may be experiencing the same difficulties. As supported by the finding that anxiety has a positive relationship with the learner's use of English outside the classroom. However, the varied ways in which English may be used outside the class (e.g. when with friends or with a foreigner, or simply when the other person is also doing so), can still be viewed as an extension of opportunities to practice English in oral communication, which may help lessen the anxiety.

(d) In addition, learners should use the comfort and security of their homes to practice using English in their conversations with family members, so they may be comfortable enough to use it when in class, especially since the frequency of using English at home has a positive relationship with language anxiety in class as well.

(e) Lastly, because language learning is a complicated, active, and creative process, and learners are so diverse, they should be proactive enough to explore varied strategies that they think will work for them to manage anxiety or any other problems involving their affect. Also, they should not hesitate to seek the help of their language teachers, and even classmates, if the situation becomes too serious for them to handle on their own.

**For the teachers.** For language teachers to be able to help their students deal with their language learning difficulties, the following recommendations may be adapted:

(a) Because male and female learners do not have significant difference when it comes to the tendency to be anxious (or not), attention should be turned to other learner factors that may influence the learners' tendency to feel anxious in a language class, so necessary and suitable coping strategies may be used. However, it is significant to note any differences in the manner in which the male and female learners deal with their anxiety, for these differences may reveal insights on how to further assist the learners. For example, if there are learners who seemed to manage by using humor, then the teacher may encourage the learners to make fun of themselves as a positive experience—to laugh *with* and not laugh *at* the others when making mistakes in using English.

(b) In addition, teachers should facilitate a classroom atmosphere that encourages the learners to see the classroom in a less intimidating light, so the learners may get the impression that mistakes are normal and still a good training experience. Minimizing the students' fear of negative evaluation improve their confidence in performing in the class. For example, in giving feedback on a student's performance (speech), the teacher and the listeners/ critics may just mention the strengths of the performance, so the student and the rest of the class may benefit from the points. The negative remarks may simply be written and handed to the student after the performance so he/ she does not have to listen them in front of his/ her peers. Also the negative remarks may be written constructively—as points for improvement and not as a reason for one's self-confidence to further diminish.

(c) More collaborative activities like team building and group contests or games may also be done so the learners will not only improve their confidence but also become familiar

with their peers, which may also lessen their fear of negative evaluation. The teacher may also design a buddy system in which the students will have to work with a classmate in practicing English.

(d) Attending workshops and seminars about team building may also further help the teachers as they expose themselves to varied activities that may be adapted in the classroom.

(e) Teachers should also make a conscious effort to incorporate strategy training in the lessons. For example, the teachers may give occasional take home tasks or class exercises which would ask the students to summarize key concepts discussed, to make outlines to serve as guide, or to widen their vocabulary through brief but regular assigned reading of socially relevant texts. This way, the learners will be assisted to avoid any kind of distractions to their learning a language by focusing more on how they will be able to study harder.

(f) An additional take home task which would require the students to practice their skills is to have them record an interview with family members or friends about any topic using English. Also, the teacher may use two to five minutes of the class for the students to do vocalization exercises and short speaking exercises that are not graded to take their minds off the pressure of language use and lessen test anxiety.

To advance the kind of research that puts a greater value on the learning process itself and not necessarily highlight the measure of achievement in terms of grades or scores, the following recommendations for curriculum developers and researchers may be explored:

**For curriculum developers.** One effective curriculum design is to include collaborative tasks after each lesson or topic. Requiring the students to work with another person may improve their view of their competency as they gain experiences in using the

language in a less intimidating manner. Assuming that the students have enough experiences in speaking activities in the classroom, at least one requirement which would require the students to work as a group like a choral group contest or inter-class debate may be included, towards the end of the semester. This may serve as a culmination of the topics they have discussed and trainings they have had in the classroom, which may be of great value in improving the students' cognitive skills as well as their affect.

Also, as part of the curriculum, the students may be asked to attend events and take trips where they have to interview other people and listen to various speakers (as in a symposium or debate) as additional training and practice in using English for oral communication.

**For future research.** Although this study attempted to look into the relationship of language anxiety, specific learner factors, and coping strategies, there were limitations which future studies may explore:

1. Because self-perception seemed to have a significant relationship with language anxiety, future studies may turn their attention to factors that affect the development of the learners' self-concept and may examine ways in which a positive perception of the self in terms of language use may be achieved. Apart from self-perceived competence, the learners' expectations of their performance in a language class and its relationship with language anxiety may also be explored.
2. Since there are limitations in using self-reported data in measuring competence in this study, the learners' self-reported competence should be analyzed side by side with quantitative measures like performance evaluation or paper and pencil tests to supplement and validate self-reported data.

3. The learner variables examined are just three of the various learner factors that may or may have a significant relationship with language anxiety, so studying other learner factors may advance this current study a step further.
4. The issue of a facilitating and debilitating anxiety in language learning may also be explored as evident in the result of strategy use, in which 4.27% of the sample used assertive actions and 5.49% of the sample used withdrawal strategies. Even though the number is relatively small compared to the use of other strategies, the conflicting ideas should be reconciled, or at least addressed, through future studies—the idea that language anxiety may actually facilitate second language learning as it may serve as a motivation for the learners to face the challenge head on, to try harder, and to exert effort on one end and the idea that a high level of language anxiety commonly results in poor performance on the other.
5. Finally, future studies may focus on examining other strategies that go beyond the usual, established language learning techniques used to address language learning difficulties and explore facets unique to the Filipino psyche like faith and humor and how these strategies relate to language anxiety.

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## Appendixes

### Appendix A: FLCAS Checklist

**Feelings about your SPCM 1 experience and expectations.** Directions: Each of the following statements refers to how you feel about your experiences and expectations in your English language (SPCM1) class. Read each statement carefully, and please indicate whether you:

- Strongly agree = SA
- Agree = A
- Neither agree nor disagree = N
- Disagree = D
- Strongly disagree = SD

Indicate your initial reaction to each statement by checking (  ) the appropriate box next to each item. Please mark an answer for every statement.

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in English.					
2. I don't worry about making mistakes in SPCM 1 class.					
3. I tremble when I know that I'm going to be called on in SPCM 1 class.					
4. It frightens me when I don't understand what the teacher is saying in the English language.					
5. It wouldn't bother me at all to take more English language classes (other than my SPCM 1 class).					
6. During SPCM 1 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 the English language than I am.					
8. I am usually at ease (comfortable) during tests in my SPCM 1 class.					
9. I start to panic when I have to speak without preparation in SPCM 1 class.					
10. I worry about the consequences of failing my SPCM 1 class.					
11. I don't understand why some people get so upset over SPCM 1 class.					
12. In SPCM 1 class, I can get so nervous I forget things I know.					

	SA	A	N	D	SD
13. It embarrasses me to volunteer answers in SPCM 1 class.					
14. I would not be nervous speaking the English language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting when I am speaking in English.					
16. Even if I am well prepared for SPCM 1 class, I feel anxious about it.					
17. I often feel like not going to my SPCM 1 class.					
18. I feel confident when I speak in English in my SPCM 1 class.					
19. I am afraid that my SPCM1 teacher is ready to correct every mistake I make in using English.					
20. I can feel my heart pounding when I'm going to be called on in SPCM 1 class.					
21. The more I study for a SPCM 1 quiz or exam, the more confused I get.					
22. I don't feel pressure to prepare very well for SPCM 1 class.					
23. I always feel that the other students speak the English language better than I do.					
24. I feel very self-conscious about speaking English in front of the other students.					
25. SPCM 1 class moves so quickly I worry about getting left behind.					
26. I feel more <i>tensed</i> and nervous in my SPCM 1 class than in any of my other classes.					
27. I get nervous and confused when I am speaking in my SPCM 1 class.					
28. When I'm on my way to SPCM 1 class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the SPCM 1 teacher says.					

	SA	A	N	D	SD
30. I feel overwhelmed by the number of rules you have to learn to speak the English language.					
31. I am afraid that the other students in SPCM 1 class will laugh at me when I speak in English.					
32. I would probably feel comfortable around native speakers of the English language.					
33. I get nervous when the SPCM 1 teacher asks questions which I haven't prepared for in advance.					

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Accomplished

## Appendix B: Survey Questionnaire

Kindly answer all 15 items and check the appropriate box when applicable.

1. Student Number: \_\_\_\_\_
2. SPCM 1 Recitation Section: \_\_\_\_\_
3. Gender:  Female  Male
4. Age: \_\_\_\_\_ / Birthday: \_\_\_\_\_
5. Provincial Address: \_\_\_\_\_
6. Undergraduate Program Enrolled in (e.g. BA Communication Arts) \_\_\_\_\_
7. What is the primary language/dialect you use when communicating with people outside the classroom? (Kindly check only one)
  - Tagalog
  - Filipino (Other languages like Cebuano, Ilokano, and their corresponding dialects)
  - English
  - Other foreign languages (please specify): \_\_\_\_\_
  - I code switch (a mixture of English and Tagalog: Taglish or Engalog)
8. How often do you use English when communicating with people outside the classroom?
  - All the time/ Always
  - Only when I'm talking with my friends (or the people I'm comfortable with)
  - Only when the other person is also using English
  - Only when I'm talking with a foreigner
  - Not if I can help it (I rarely do unless I really need to.)
  - Others (please specify): \_\_\_\_\_
9. What is the primary language you use at home? \_\_\_\_\_
10. How often do you use English when conversing at home?
  - All the time/ Always
  - Very often
  - Rarely (please specify the situations or the only time that you would use English)
  - Never
11. How often do your parents (and other family members) use English when communicating at home?
  - All the time/ Always
  - Very often
  - Rarely (please specify the situations or the only time that they would use English)
  - Never
12. How good do you think you are in using English (as a whole: in speaking, writing, reading, and listening) compared with your classmates in SPCM 1?
  - I think I belong to the top 5 best students in the classroom in terms of using English
  - I think I'm better than at least half of the students in the classroom.
  - I think I belong to the group of average English users in the classroom.
  - I think I need more training and practice in English compared with half of my classmates.
13. In using English in speaking situations, do you think you have/ are:
  - Above average skills
  - Average skills
  - Good enough but still needs to practice in some aspects (please specify the aspect/s which you think you need to improve; e.g. Pronunciation, Grammar, Vocabulary use, etc.): \_\_\_\_\_
  - Still in need of a more extensive formal training and practice
  - Not very good at all

Please do not leave these items unanswered. Write your answers on the table below:

14. Give practical ways/ strategies you use to manage your nervousness and/or uneasiness whenever you need to speak in English in your SPCM 1 class (Kindly provide at least two strategies. These may be strategies that you do as a preparation before going to class or as a coping mechanism during class).

15. Check the appropriate box to indicate how much you think the strategy effectively helps you relax and use English more successfully.

Practical ways/ strategies	A - Strategies that work		B - Strategies that don't work	
	Always effective	Mostly effective	Mostly ineffective	Not effective at all
1.				
2.				
3.				
4.				

## Appendix C: Transcripts of all the strategies mentioned by the participants

	FLCAS Score	Strategies used to manage anxiety
1	139	<ul style="list-style-type: none"> <li>• Doing an outline</li> <li>• Practicing my speech</li> </ul>
2	138	<ul style="list-style-type: none"> <li>• I always pray and I think of a bible verse that I can hold on to.</li> <li>• Looking at my audience more often (This is weird but when I look at their faces more often during class and even during my speech, I feel relax)</li> <li>• Inform myself about almost everything under the sun by reading and watching</li> </ul>
3	138	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Bite my fingernails</li> <li>• Breath deeply</li> <li>• Pray</li> </ul>
4	134	<ul style="list-style-type: none"> <li>• Think in English so that I'd be able to speak straight English</li> <li>• Watching others</li> <li>• Convince myself that it's "mind over matter"</li> <li>• Empty my mind of worries</li> </ul>
5	133	<ul style="list-style-type: none"> <li>• Praying</li> <li>• Thinking positively and that I must be courageous</li> <li>• Relaxing by breathing in and out</li> </ul>
6	133	<ul style="list-style-type: none"> <li>• Practicing to talk in front of a mirror</li> <li>• Communicating/ talking with a stranger</li> </ul>
7	133	<ul style="list-style-type: none"> <li>• Praying before delivering my speech (and sign of the cross)</li> <li>• Drinking water before class, especially before delivering a speech</li> </ul>
8	133	<ul style="list-style-type: none"> <li>• Taking a deep breath</li> <li>• Thinking positively</li> </ul>
9	132	<ul style="list-style-type: none"> <li>• Breathing deeply</li> <li>• Telling my mind to "stop" to clear my thoughts</li> </ul>
10	130	<ul style="list-style-type: none"> <li>• Practice a lot</li> <li>• Face the mirror</li> </ul>
11	130	<ul style="list-style-type: none"> <li>• Read dictionaries</li> <li>• Talk in English as much as you can (practice)</li> </ul>
12	130	<ul style="list-style-type: none"> <li>• Relax and think of some good ideas I could share in front of the class</li> <li>• Do not be pressured nor be intimidated by others who did well</li> </ul>
13	129	<ul style="list-style-type: none"> <li>• Deep breath</li> <li>• Using stress ball</li> </ul>
14	127	<ul style="list-style-type: none"> <li>• Practice speaking English language in and out of the classroom</li> <li>• Always pray for guidance</li> <li>• Think positive, be confident, and don't be pressured</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
15	127	<ul style="list-style-type: none"> <li>• Think that I'm not the only one that is nervous about it</li> <li>• Concentrate on what to say</li> <li>• Having fun or giving/ preparing a joke</li> </ul>
16	125	<ul style="list-style-type: none"> <li>• Breathing exercise</li> <li>• Having a smoke</li> </ul>
17	125	<ul style="list-style-type: none"> <li>• I try to breath normally</li> <li>• I say to myself that "I can do this"</li> </ul>
18	124	No answer
19	124	<ul style="list-style-type: none"> <li>• Pep talk</li> <li>• Reading anything as a diversion</li> <li>• Extensive preparation</li> <li>• Laughing</li> </ul>
20	123	<ul style="list-style-type: none"> <li>• Always think that the audience wants you to succeed</li> <li>• Give yourself relaxations</li> <li>• Don't be intimidated to others and think that they feel the same</li> <li>• Always expect to be called on so as for you to get yourself ready</li> </ul>
21	123	<ul style="list-style-type: none"> <li>• I must pray before speaking in the class</li> <li>• I study well with the topics</li> </ul>
22	122	<ul style="list-style-type: none"> <li>• Breathing very deeply before speaking</li> <li>• Imagine that the audience are wearing only underwear, that they are more vulnerable</li> </ul>
23	122	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Positive thinking and saying to myself that: "I can do this!"</li> <li>• Sometimes, I pray. Haha</li> </ul>
24	122	<ul style="list-style-type: none"> <li>• I eat candies and drink water</li> <li>• I breathe deeply</li> </ul>
25	121	<ul style="list-style-type: none"> <li>• Memorizing my piece</li> <li>• Reading and reviewing</li> </ul>
26	121	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Have self-confidence</li> <li>• Occasionally smile and pause when talking</li> </ul>
27	120	<ul style="list-style-type: none"> <li>• Practice and focus on your speech</li> <li>• Be optimistic</li> <li>• Pray ☺</li> </ul>
28	119	<ul style="list-style-type: none"> <li>• Praying before speaking</li> <li>• Think positive</li> <li>• Feel relaxed by breathing effectively</li> <li>• Practicing speaking English before class with a friend</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
29	119	<ul style="list-style-type: none"> <li>• Prepare</li> <li>• Do not think negative thoughts</li> <li>• Do not mind the audience</li> <li>• Study the topic well</li> </ul>
30	119	<ul style="list-style-type: none"> <li>• Never afraid of mistakes and be confident</li> <li>• Be positive</li> <li>• Practice and practice until you succeed</li> </ul>
31	118	<ul style="list-style-type: none"> <li>• Take a deep breath</li> <li>• Think of positive things that will boost my confidence</li> <li>• Talk to your seatmates</li> </ul>
32	118	<ul style="list-style-type: none"> <li>• Prepare myself for speeches or activities</li> <li>• Pray to Jehovah God, to help me</li> <li>• Feel calm</li> <li>• Ask friends that have taken speech com 1 about activities</li> </ul>
33	118	<ul style="list-style-type: none"> <li>• I tell myself that nervousness is normal and that I should not let it ruin the best of me</li> <li>• I take a deep breath and believe in myself</li> <li>• I pray for some guidance from Him</li> </ul>
34	118	<ul style="list-style-type: none"> <li>• I often volunteer myself as a first speaker</li> <li>• I think before I speak</li> </ul>
35	118	<ul style="list-style-type: none"> <li>• Happy thoughts</li> <li>• Breathe in and out</li> <li>• Rehearse</li> <li>• Talk to myself and especially others</li> </ul>
36	118	<ul style="list-style-type: none"> <li>• Relax/ be yourself</li> <li>• Rehearse/ practice and prepare</li> </ul>
37	116	<ul style="list-style-type: none"> <li>• Face the audience properly and create eye contact</li> <li>• Breathe in and breathe out steadily</li> <li>• Say the words properly</li> </ul>
38	116	<ul style="list-style-type: none"> <li>• I say to myself, "I did this before."</li> <li>• Just think that my classmates want me to succeed</li> </ul>
39	115	<ul style="list-style-type: none"> <li>• Rehearse during my free time</li> <li>• Remember the key concepts to be discussed</li> </ul>
40	115	<ul style="list-style-type: none"> <li>• Deep breathing</li> <li>• Read a lot prior to meeting</li> </ul>
41	115	<ul style="list-style-type: none"> <li>• Read other materials</li> <li>• Think of a situation where I am asked a question then I answer it speech com style</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
42	115	<ul style="list-style-type: none"> <li>• I rub my hands before speaking</li> <li>• I try to imagine that no one's in front of me and I'm talking to myself so that I'd get less nervous</li> </ul>
43	114	<ul style="list-style-type: none"> <li>• Mindset (I can do it) convincing myself that I can do it</li> <li>• Wear comfortable clothes, the environment where I speak should be comfortable too</li> <li>• I should enjoy while I'm speaking</li> </ul>
44	114	<ul style="list-style-type: none"> <li>• Counting backwards</li> <li>• Thinking that my classmates did and so can I</li> </ul>
45	114	<ul style="list-style-type: none"> <li>• I just think that my classmates and my instructor won't eat me when I made a mistake</li> <li>• I make myself at ease in group activities especially when I'm "not close" to my group mates by making friends and talking to them (especially in group activities)</li> </ul>
46	114	<ul style="list-style-type: none"> <li>• I build up self-confidence in myself saying "I can do it! I can do it!"</li> </ul>
47	114	<ul style="list-style-type: none"> <li>• I try to relax and talk to myself and say "You can do it!"</li> <li>• I keep on moving and try to focus on other things</li> </ul>
48	113	<ul style="list-style-type: none"> <li>• Breathing deeper than usual</li> <li>• Letting the others/ some go first</li> </ul>
49	113	<ul style="list-style-type: none"> <li>• Reading novels, reading reader's digest to – improve vocabulary, knowledge</li> <li>• Read guidelines, &amp; requirements before going to the class</li> </ul>
50	113	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Build confidence</li> </ul>
51	113	<ul style="list-style-type: none"> <li>• I believe in my capabilities and that I will not be embarrassed</li> <li>• Focus on what you are saying not on the reactions of the audience</li> </ul>
52	112	<ul style="list-style-type: none"> <li>• Prepare ahead of time the speech that will deliver, like in front of the mirror</li> </ul>
53	112	<ul style="list-style-type: none"> <li>• Prepare and read outlines, previous notes</li> <li>• Cramming, when there are quizzes that I haven't review my lesson</li> </ul>
54	112	<ul style="list-style-type: none"> <li>• Repeatedly told to myself that I can do it</li> <li>• Staying in focus and not directly looking in the eyes of the audience</li> <li>• I pray.</li> </ul>
55	111	<ul style="list-style-type: none"> <li>• Gripping of hands to avoid nervousness</li> <li>• Thinking of positive things to ease uneasiness</li> <li>• Talking with friends before speaking</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
56	110	<ul style="list-style-type: none"> <li>• Praying</li> <li>• Stay calm</li> <li>• Prepare (for better or worse)</li> <li>• Think positive and motivate yourself</li> </ul>
57	110	<ul style="list-style-type: none"> <li>• Preparation. Preparation.. by practicing almost everyday</li> <li>• Planning and choosing a topic I know well</li> <li>• Memorizing</li> </ul>
58	110	<ul style="list-style-type: none"> <li>• I read dictionary or a thesaurus to enhance my knowledge in vocabulary</li> <li>• I always seek inspiration by thinking positively</li> </ul>
59	110	<ul style="list-style-type: none"> <li>• Giving a moment to ask God for guidance and grace</li> <li>• Looking everyone in the eye</li> <li>• Occasionally smile and pause when talking</li> </ul>
60	110	<ul style="list-style-type: none"> <li>• Smile and look at the listeners' faces</li> <li>• Get inspiration from others who have the same experience</li> <li>• I take very deep breaths between/ while I talk</li> <li>• Unconsciously, sometimes I tend to move my body, sway around, move around, and touch my hair</li> </ul>
61	109	<ul style="list-style-type: none"> <li>• I encourage myself by thinking that I'm not perfect and it is alright to create a mistake once in a while</li> </ul>
62	109	<ul style="list-style-type: none"> <li>• Pray</li> <li>• Resting at least one hour before speaking</li> </ul>
63	109	<ul style="list-style-type: none"> <li>• Relax</li> <li>• Practice in front of friends so they can give suggestions</li> </ul>
64	109	<ul style="list-style-type: none"> <li>• Come prepared</li> <li>• Be more confident</li> </ul>
65	109	<ul style="list-style-type: none"> <li>• I ignore the surrounding and create my own world</li> <li>• Remember what to say</li> <li>• Less eye contact, the better</li> <li>• Stand up straight, be firm, and do not show fear in speaking</li> </ul>
66	108	<ul style="list-style-type: none"> <li>• Chat with my seatmates for a while. ☺</li> </ul>
67	108	<ul style="list-style-type: none"> <li>• Remembering your positive traits</li> <li>• Reviewing/ studying what you need to say, also practicing beforehand</li> </ul>
68	108	<ul style="list-style-type: none"> <li>• I motivate myself that I CAN do it. ☺</li> <li>• Having small talks with classmates before any speaking task</li> </ul>
69	107	<ul style="list-style-type: none"> <li>• I chew gum before going in/ while in the class</li> <li>• I write down my speech plan before going to class</li> <li>• I rely on my impromptu skills</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
70	107	<ul style="list-style-type: none"> <li>• Breathe.</li> <li>• Run the speech in my mind</li> <li>• Do internal pep talk</li> </ul>
71	107	<ul style="list-style-type: none"> <li>• You have to be prepared</li> <li>• Be optimistic, always believe in yourself</li> </ul>
72	107	<ul style="list-style-type: none"> <li>• Reading/ practicing the speech out loud</li> <li>• Cramming</li> <li>• Read the speech, rules/ guidelines more than 5times to the point of memorization</li> </ul>
73	107	<ul style="list-style-type: none"> <li>• I take a deep breath</li> <li>• I try to organize the facts in my head</li> <li>• I try not to think of what will happen after I speak</li> </ul>
74	107	No Answer
75	107	<ul style="list-style-type: none"> <li>• Trying hard to relax</li> <li>• Rehearsing the statements in my head</li> </ul>
76	106	<ul style="list-style-type: none"> <li>• Staying calm and making myself relaxed</li> </ul>
77	106	<ul style="list-style-type: none"> <li>• Practicing good speech, talking in English when I'm on my way to SPCM 1 class</li> <li>• Ask God for help</li> <li>• Thinking of an inspiration whenever I'm in SPCM 1 class</li> </ul>
78	106	<ul style="list-style-type: none"> <li>• I remind myself to "relax and everything will be fine" to stop my shaking</li> <li>• During speeches, I imagine the faces of the audience to belong to one of my friends</li> <li>• I play on random or I listen to music to overcome my stage fright before the upcoming speeches</li> </ul>
79	106	<ul style="list-style-type: none"> <li>• Keeping this thought in my mind: "I will not die if I speak in front of them"</li> <li>• Having a small conversation with seatmates</li> </ul>
80	106	<ul style="list-style-type: none"> <li>• I quickly think over a statement or idea that comes up my mind before voicing it out</li> <li>• I take a deep breath before speaking so my voice won't falter or break when I speak</li> <li>• I make use of simpler words so I would be able to communicate my idea concisely</li> <li>• When speaking, I avoid looking at people's faces. Instead I focus on their foreheads</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
81	105	<ul style="list-style-type: none"> <li>• Practice. Prepare. Rehearse</li> </ul>
82	105	<ul style="list-style-type: none"> <li>• I think about what I would say beforehand</li> <li>• I tap my foot rapidly while waiting for my turn to speak</li> </ul>
83	105	<ul style="list-style-type: none"> <li>• I think of how I will start then the rest will just move with the flow</li> <li>• I tell myself that this is just a normal conversation with my friends and classmates in English (think positive)</li> </ul>
84	104	<ul style="list-style-type: none"> <li>• Keeping myself calm by breathing easily</li> <li>• Assuring myself of my confidence</li> </ul>
85	104	<ul style="list-style-type: none"> <li>• Take a deep breath</li> <li>• Read books/ dictionary to practice well</li> <li>• Pray!</li> </ul>
86	104	<ul style="list-style-type: none"> <li>• Visualize in a positive way</li> <li>• Take a deep calming breath</li> </ul>
87	104	<ul style="list-style-type: none"> <li>• Talking to myself in English</li> <li>• Praying to God</li> <li>• Telling to myself that "I can do this!"</li> </ul>
88	104	<ul style="list-style-type: none"> <li>• Shaking my legs, hands</li> <li>• Pretending nobody's listening</li> <li>• Praying</li> </ul>
89	104	<ul style="list-style-type: none"> <li>• I boost my self-esteem by looking at the mirror to practice talking in English</li> <li>• I just think that I have studied English since I was little so I must be good at it</li> </ul>
90	103	<ul style="list-style-type: none"> <li>• Making a draft (of what to say)</li> </ul>
91	103	<ul style="list-style-type: none"> <li>• Chew gum</li> <li>• Smoke</li> </ul>
92	103	<ul style="list-style-type: none"> <li>• I prepare well before going into class</li> <li>• I tell myself that I'm here to learn, therefore making mistakes is unavoidable because it is needed in learning</li> </ul>
93	102	<ul style="list-style-type: none"> <li>• Practice speaking in front of a mirror</li> <li>• Think of other things unrelated to the subject</li> </ul>
94	102	<ul style="list-style-type: none"> <li>• Mastering and practicing my speech many times</li> <li>• Having enough sleep to help calm myself before the presentation</li> <li>• Thinking positive</li> </ul>
95	102	<ul style="list-style-type: none"> <li>• Read more books to widen vocabulary, review past lessons, and listen very well to the teacher</li> <li>• Practice speaking at home</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
96	102	<ul style="list-style-type: none"> <li>• I read book, newspapers everyday</li> <li>• I control my anxiety by thinking positive</li> </ul>
97	102	<ul style="list-style-type: none"> <li>• Breathe deeply</li> <li>• If you statter, stop for a while so that you have time to think</li> </ul>
98	100	<ul style="list-style-type: none"> <li>• Smile.</li> <li>• Pretend like you don't have an audience listening</li> <li>• Be inspired to talk/speak from the heart</li> </ul>
99	100	<ul style="list-style-type: none"> <li>• I sometimes read the handouts in SPCM 1- in order for me to help in participating in the class</li> <li>• I browse the dictionary for me to enrich my world of words</li> <li>• I have this mindset that anytime, my instructor may call us to speak in front, so I better be always ready to do so</li> </ul>
100	100	<ul style="list-style-type: none"> <li>• Praying</li> <li>• Saying to myself that it is just a challenge but I can do it</li> </ul>
101	100	<ul style="list-style-type: none"> <li>• I practice what I have to say</li> <li>• I research</li> </ul>
102	100	No answer
103	99	<ul style="list-style-type: none"> <li>• I breathe in and out normally</li> <li>• I practice in my head. I picture how I want to look and sound like</li> <li>• I simply believe that I can do it</li> </ul>
104	99	<ul style="list-style-type: none"> <li>• I make an outline of the keywords that I want to say</li> <li>• I control my nerves by thinking the audience do not know how to speak in English like me</li> <li>• I don't think of what I'm going to say I'm just talk what I think</li> </ul>
105	99	<ul style="list-style-type: none"> <li>• Think before you speak</li> <li>• Read, read, read...</li> <li>• Relaxing</li> <li>• Always speaking in English inside the classroom</li> </ul>
106	99	<ul style="list-style-type: none"> <li>• Conversing (consulting) with my classmates about what we been up to</li> <li>• Rehearsing and rehearsing for a couple of times</li> <li>• Having the gut feeling to volunteer to speak in class (especially in front)</li> <li>• Just do whatever I can (and think positive)</li> </ul>
107	99	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Think of other stuff and playing computer games before speaking</li> <li>• Deep breathing</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
108	98	<ul style="list-style-type: none"> <li>• Do 3 deep breaths before start of talk</li> <li>• While reading the topic of speech, write all the ideas and things that come to mind</li> </ul>
109	98	<ul style="list-style-type: none"> <li>• Sleep, relax, chill, eat</li> <li>• Doing some other things not related to SPCM 1</li> </ul>
110	98	<ul style="list-style-type: none"> <li>• Read notes and guidelines to prepare always for everyday speeches</li> <li>• Good sleep-enough rest</li> </ul>
111	98	<ul style="list-style-type: none"> <li>• Practice speaking using the English language</li> </ul>
112	98	<ul style="list-style-type: none"> <li>• I tell myself "be brave! conquer your fear!"</li> <li>• I pray for God to help me</li> </ul>
113	98	<ul style="list-style-type: none"> <li>• Prayer</li> <li>• Positive thinking</li> </ul>
114	98	<ul style="list-style-type: none"> <li>• I try to relax</li> <li>• I think ahead to prepare an answer for a question</li> </ul>
115	97	<ul style="list-style-type: none"> <li>• Take a minute to prepare for your introduction or to prepare for what you're going to say</li> <li>• Don't look straight to the eyes to lessen your nervousness</li> </ul>
116	97	<ul style="list-style-type: none"> <li>• Often speak when communicating with others</li> <li>• Laugh at certain errors made by myself (grammatical errors or errors in pronunciation)</li> <li>• Keep the idea that when I make errors, the people won't remember it forever</li> </ul>
117	97	<ul style="list-style-type: none"> <li>• Being prepared through practicing</li> </ul>
118	97	<ul style="list-style-type: none"> <li>• Pray to God ☺</li> <li>• Drink water and jumping to make myself awake</li> <li>• Study my speech</li> </ul>
119	97	<ul style="list-style-type: none"> <li>• Practice speaking in English as often as possible</li> <li>• Read a lot of English novels</li> </ul>
120	96	<ul style="list-style-type: none"> <li>• Thinking negatively to brace yourself for the worse</li> <li>• Acting apathetic or indifferent to not let the nervousness get the better of you</li> <li>• Just thinking that you'll probably do it later might as well do it now</li> </ul>
121	96	<ul style="list-style-type: none"> <li>• Talk/converse with my brother (who is such an English speaker)</li> <li>• Try to relax as much as possible</li> </ul>
122	95	<ul style="list-style-type: none"> <li>• Before a class, do anything that makes you feel confident (like dress up good or something)</li> <li>• Try reading something out loud every day or whenever you're free to help with the diction and all that stuff</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
123	95	<ul style="list-style-type: none"> <li>• Positive thinking</li> <li>• Sleeping + daydreaming</li> <li>• Ignorance to the other speakers</li> <li>• Practice</li> </ul>
124	95	<ul style="list-style-type: none"> <li>• Walking and talking a lot before the speech or activity</li> <li>• Going through notes, speeches, and other materials at home</li> </ul>
125	95	<ul style="list-style-type: none"> <li>• Think of funny stuff</li> </ul>
126	95	<ul style="list-style-type: none"> <li>• Practice and understand than memorize</li> </ul>
127	94	<ul style="list-style-type: none"> <li>• Practice before you speak</li> <li>• Volunteer to be the first speaker so the audience won't expect much from you</li> </ul>
128	94	<ul style="list-style-type: none"> <li>• I think that I'm only speaking with my friends whenever I speak</li> <li>• I sometimes read dictionaries</li> </ul>
129	94	<ul style="list-style-type: none"> <li>• Encouragement to oneself</li> <li>• Thinking of my past performances and how I accomplished them</li> <li>• Chatting with my friends and to divert my attention from my nervousness</li> <li>• Thinking about what I learned from the teacher on how to be able to conquer my uneasiness</li> </ul>
130	94	<ul style="list-style-type: none"> <li>• Writing about what I will say</li> <li>• Smiling all the time</li> <li>• I let others speak first before I speak</li> <li>• Breathing deeply</li> </ul>
131	93	<ul style="list-style-type: none"> <li>• Pray</li> <li>• Deep breathing</li> </ul>
132	93	<ul style="list-style-type: none"> <li>• I talk to myself in English, listen/ watch program that use English as the main language</li> <li>• I would simply breathe in and out, to make myself confident</li> </ul>
133	93	<ul style="list-style-type: none"> <li>• Read books aloud and have your thoughts in English</li> </ul>
134	92	<ul style="list-style-type: none"> <li>• Keep calm</li> <li>• Believe in yourself</li> </ul>
135	91	<ul style="list-style-type: none"> <li>• Practice speaking in front of a mirror before class</li> <li>• Prepare at outline so it's easy to remember the main points</li> <li>• Listening to other students speak and taking note of their mistakes that I must never do</li> <li>• Looking at the audience straight in the eye and smile while I'm talking</li> </ul>
136	91	<ul style="list-style-type: none"> <li>• Breathe deeply</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
137	91	<ul style="list-style-type: none"> <li>• I rehearse the things that I'm going to say in my mind</li> <li>• I speak in English in my room (with my 5 dorm mates)</li> <li>• I wear clothes suitable for a person who will speak in front of the class</li> <li>• I take a deep breath</li> </ul>
138	90	<ul style="list-style-type: none"> <li>• Prepare speeches wholeheartedly</li> <li>• Allot time for preparation and listen to other speakers (learn from them)</li> </ul>
139	90	<ul style="list-style-type: none"> <li>• Do not look at anybody's eyes</li> <li>• Write my thoughts on a piece of paper</li> <li>• Imagine that I am alone</li> </ul>
140	89	<ul style="list-style-type: none"> <li>• Practicing in front of a mirror</li> <li>• Taking a deep breath</li> </ul>
141	89	<ul style="list-style-type: none"> <li>• Reading books</li> <li>• Doodling</li> </ul>
142	87	<ul style="list-style-type: none"> <li>• Rubbing my hands together and twiddle my fingers</li> </ul>
143	87	<ul style="list-style-type: none"> <li>• Practicing</li> <li>• Breathing ☺</li> <li>• Thinking all the possible and positive things that will happen</li> <li>• Staring blankly into space</li> </ul>
144	85	<ul style="list-style-type: none"> <li>• Know your speech well without necessarily memorizing</li> </ul>
145	84	<ul style="list-style-type: none"> <li>• Recite the strategy over and over again</li> <li>• Never be the first one to speak or volunteer in the class</li> </ul>
146	84	<ul style="list-style-type: none"> <li>• Think that SPCM 1 class is fun and think that you got best in high school</li> <li>• Think that everyone is like you, they are first timers in SPCM 1</li> </ul>
147	82	<ul style="list-style-type: none"> <li>• Always think positive or being optimism in facing every class even SPCM 1</li> <li>• Before you face your audience, smile at them</li> </ul>
148	81	<ul style="list-style-type: none"> <li>• Understand the speech very well</li> <li>• Memorize</li> <li>• Eye contact</li> </ul>
149	81	<ul style="list-style-type: none"> <li>• Relaxing by keeping other thoughts behind</li> <li>• By imagining myself speaking the words that I will utter</li> </ul>
150	80	<ul style="list-style-type: none"> <li>• Practice ☺</li> <li>• Be ready to called always in an interactive speech class</li> <li>• Be friends with your classmates to feel comfortable</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
151	80	<ul style="list-style-type: none"> <li>• Prepare</li> <li>• Look at people's forehead</li> <li>• Picture the crowd naked to relax you</li> </ul>
152	80	<ul style="list-style-type: none"> <li>• Drink a lot of water and wash my face</li> <li>• Think that no one will notice that I am nervous</li> <li>• Sit back and <u>breath</u></li> </ul>
153	80	<ul style="list-style-type: none"> <li>• Construct first sentences in mind using simple words instead of deep ones</li> </ul>
154	78	<ul style="list-style-type: none"> <li>• I eat during class hours to keep myself awake and ready to listen to others</li> <li>• I pray before going to class to make sure that God is guiding me</li> <li>• I talk to my seatmate quietly related to the subject</li> </ul>
155	76	<ul style="list-style-type: none"> <li>• Laughing it out with my buddies and not thinking about it too much</li> </ul>
156	75	<ul style="list-style-type: none"> <li>• Think positively and put on a brave face</li> </ul>
157	75	<ul style="list-style-type: none"> <li>• Put in mind that the whole class will have the same activity that you'll be doing – "They're doing it why wouldn't I?"</li> <li>• Think of the activities as learning experiences and not embarrassing moments</li> </ul>
158	74	<ul style="list-style-type: none"> <li>• I listen to music before the session starts</li> <li>• I remind myself of the proper constructions of sentences</li> </ul>
159	74	<ul style="list-style-type: none"> <li>• I laugh at myself in I create a mistake and jokingly mock myself</li> <li>• I expose myself to good and international known speaks via internet</li> <li>• I visualize myself before a large crowd speaking then face the mirror and deliver an impromptu speech</li> </ul>
160	72	<ul style="list-style-type: none"> <li>• I keep calm and pray</li> <li>• I practice what I have to say</li> <li>• I preferred to be called 2<sup>nd</sup> and onwards but not the first one</li> </ul>

	FLCAS Score	Strategies used to manage anxiety
161	67	<ul style="list-style-type: none"> <li>• I usually pray before the class starts</li> <li>• I keep on reminding myself that “nobody is perfect” and “failures would not define my personality”</li> <li>• Think of the possible questions that the instructor might ask</li> <li>• RELAX AND DO NOT PANIC</li> </ul>
162	66	<ul style="list-style-type: none"> <li>• Always assume the audience wants to listen to what you have to say</li> <li>• Don’t overthink everything. Relax!</li> <li>• Study in advance if you can help it</li> <li>• Ask questions if you don’t understand something in class</li> </ul>
163	66	<ul style="list-style-type: none"> <li>• A quick prayer</li> <li>• Inhaling &amp; exhaling deeply &amp; slowly</li> <li>• Wearing comfortable clothes</li> </ul>
164	63	<ul style="list-style-type: none"> <li>• Think that I am good and think of happy thoughts</li> <li>• Smile a lot</li> <li>• Pray to God</li> </ul>

## Appendix D: Class Observation Sheet Sample

Date and Time of Observation: \_\_\_\_\_

Recitation Section and Instructor/ Professor: \_\_\_\_\_

Total Number of Registered Students: \_\_\_\_\_

Total Number of Students present on the day of observation: \_\_\_\_\_

	No. of students who fit the description	No. of students who don't fit
<b>***Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).		
2. The student seems to get nervous, his/her voice trembling when speaking.		
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.		
4. The student seems to have difficulty breathing (due to nervousness).		
5. The student just speaks so fast and seems to just want to get the speaking activity over with.		
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		
7. The student uses many types of filler that seem to distract the audience/ listeners.		
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.		
(Nonverbal Cues)		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.		
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.		
Notes:		

## Appendix E: Class Observation Details

SPCM 1 Recitation Sections used	Registered Students for each section	Class observation details	Students present when class observations were conducted
G - 1R	13	Dec. 7/ 8:30-10/ Old Speech Lab	12
G - 6R	25	Nov. 16/ 4-5:30/ CAS 206	24
B - 4R	28	Dec. 7/ 11:30-1/ CAS 206	21
F - 6R	21	Dec. 9/ 4-5:30/ CAS 206	12
V - 3R	27	Dec. 6/ 11:30-1/ CAS 206	26
B - 1R	26	Nov. 16/ 1-2:30/ New Speech Lab	22
B - 2R	25	Nov. 16/ 8:30-10/ CAS 206	25
B - 3R	25	Nov.16/ 10-11:30/ CAS 206	24
W - 5R	24	Dec.8/ 4-5:30/ CAS 206	22
W - 6R	15	Dec. 8/ 5:30-7/ CAS 206	11
G - 3R	23	Nov. 23/ 11:30-1/ Gal. 2	23
<b>TOTAL</b>	<b>229</b>		<b>222</b>

# Appendix F: Scanned Observation sheets used

## CLASS OBSERVATION SHEET

Date and Time of Observation: Dec. 7 / 8:30-10 / Old Speech Lab  
 Recitation Section and Instructor/ Professor: G-1R / Prof. Lea Buera  
 Total Number of Registered Students: 13  
 Total Number of Students present on the day of observation: 12 (4 of which are male)  
4 to submit on dec. 8 (in or before 4:30)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).		III-III-11
2. The student seems to get nervous, his/her voice trembling when speaking.	III	III-III
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	1	III-III-1
4. The student seems to have difficulty breathing (due to nervousness).		III-III-11
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III	III-III
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		III-III-11
7. The student uses many types of filler that seem to distract the audience/ listeners.	III-1	III-1
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.		III-III-11
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III	III-11
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III	11

Notes:  
 8:25 → the professor checked the attendance and explained the speaking activity for the day.  
 8:30 → the students were asked to list down what they've accomplished so far and prepare a speech. It took about 10 mins. to do the list.  
 8:40 → the activity started.  
 \* This class is relatively smaller than the other recit. class in terms of no. of students.  
 → The prof. simply asked for a volunteer for the 1st speaker; some were simply laughing when there was announced since they're free to choose who they'll speak; item 1 doesn't fit.  
 → The students were holding some notes, so they have a reference when speaking in front of the audience; items 3, 4, 5, 8 do not fit most of the time; also, some tend to simply read what they wrote/listed (there were students who tried to deliver a speech and not read things).  
 \* When given other students responded & they reacted.  
 why time the speaker address them? the speaker seemed to relax.  
 → fillers: ah, you know, etc.

8:45 → end of the speaking activity.  
 → the prof. asked about the students' feelings about the activity; at least 4 students actively expressed their thoughts.  
 Next Activity: working on the speech outline → the prof. asked the students to answer an exercise about writing a speech.  
 \* the students seem to be nervous to ask the prof. for their questions, comments (another manifestation of speech anxiety).  
 that's why we use 2 exercises?

CLASS OBSERVATION SHEET

Date and Time of Observation: Nov. 16 / 4-5:30 / CAS 204

Recitation Section and Instructor/ Professor: G-6R / Prof. Jea Buera

Total Number of Registered Students: 25

Total Number of Students present on the day of observation: 24 ( 7 of which are male)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	III	
2. The student seems to get nervous, his/her voice trembling when speaking. (R/or body)	IIIIII III	
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III - III - III	
4. The student seems to have difficulty breathing (due to nervousness).	I	
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III - III	
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		
7. The student uses many types of filler that seem to distract the audience/ listeners.	III - III III II	
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	II	
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III III III	
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III III	

Notes: when used a simple G, so one volunteered + answer first  
 fillers, some appear to be, oh, um, etc.  
 students (majority) aren't used to stating basic info. then in complete, to distracting as were used excessively  
 frequent, coherent **statements** (they use phrases mostly)  
 cohesiveness: (at least) III-III  
 one student admitted to getting panic attacks when speaking, and in the speaking activity, she gave up and did not finish what she was saying and asked the teacher for a pass  
 generally, the students in this class seemed willing to participate and speak, but wouldn't seem to get over their nervousness (seemed affected by their nervousness)  
 Act styles: try something unique or interesting about yourself  
 what are your expectations in this course?  
 Teacher's style: not call on anybody (eg when she asks simple G, she lets those who want to answer speak, come in the formal speaking exercise, so not the students speak whenever they're ready.

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Dec. 7 / 11:30-1 / CAS 206 (AVR4)

Recitation Section and Instructor/ Professor: B-4R / Prof. Jez Buera

Total Number of Registered Students: 28

Total Number of Students present on the day of observation: 21 (7 of which are male)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).		III-III-III
2. The student seems to get nervous, his/her voice trembling when speaking.	III	III-III-1
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	II	III-III-1
4. The student seems to have difficulty breathing (due to nervousness).		III-III-III
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III	III-III
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		III-III-III
7. The student uses many types of filler that seem to distract the audience/ listeners.	1	III-III-III
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.		III-III-III
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III	III-III-1
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III-III	1

*Notes:*  
 The student seems to be very nervous, almost in panic when called on to speak. He/she seems to be struggling to find suitable words/ expressions. The student seems to have difficulty breathing (due to nervousness). The student just speaks so fast and seems to just want to get the speaking activity over with. The student appears to be sweating when speaking in English. The student uses many types of filler that seem to distract the audience/ listeners. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity. The student starts to use hand gestures excessively when discussing something in English. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.

*Reflection:*  
 The student seems to be very nervous, almost in panic when called on to speak. He/she seems to be struggling to find suitable words/ expressions. The student seems to have difficulty breathing (due to nervousness). The student just speaks so fast and seems to just want to get the speaking activity over with. The student appears to be sweating when speaking in English. The student uses many types of filler that seem to distract the audience/ listeners. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity. The student starts to use hand gestures excessively when discussing something in English. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Dec. 9 / 4-5:30

Recitation Section and Instructor/ Professor: F-6R / Prof. Buera

Total Number of Registered Students: 21

Total Number of Students present on the day of observation: 12 (4 of which are male)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).		III - II
2. The student seems to get nervous, his/her voice trembling when speaking.	II	III
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III	III
4. The student seems to have difficulty breathing (due to nervousness).		III - II
5. The student just speaks so fast and seems to just want to get the speaking activity over with.		III - II
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		III - II
7. The student uses many types of filler that seem to distract the audience/ listeners.	I	III - I
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	II	III
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	II	III
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III - I	I

*\* When the prof. asked the students, at least 7 students responded. Also, as they discussed*

*Notes: The students for the next couple of meetings, at least 6 students were asking questions about their thoughts & comments even though they didn't participate in the activity (the activity started at 4:10)*

*\* In the prep. let the students speak in their own words, item #1 isn't appropriate. After the speech though, the student seemed to relax by talking to his/her classmate, by laughing, or by doodling - III*

*\* The entire audience always responded to the speaker (at least 7 students would appear to be listening)*

*\* Only 7 students did the activity I because the rest were already done the previous activity*

*\* After the activity, the prof. introduced another activity: "Mountains & Valleys". The prof. explained the activity, the student has to draw the best part of his/her life. Some students were left on the side, at least 8 seemed to be listening - III*

*\* After the prof. told them that they have to draw their best part of their life, at least 4 students seemed to be listening but when the sharing time came, they didn't participate. At the end of the sharing, they would seem to take their friends away (they were about to go to the next activity) - III*

*\* When the prof. asked "did you all do the activity?" at least 7 responded or immediately participated in the activity.*

*S.L.*

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Winnemucca Dec. 6, 2011; 11:30-1; AVR 4  
 Recitation Section and Instructor/ Professor: Sir Carson Cruz, SPCM 1 V-3R  
 Total Number of Registered Students: 27  
 Total Number of Students present on the day of observation: 26

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	I	III-III-III-III
2. The student seems to get nervous, his/her voice trembling when speaking.	III-III	III-III-III-III
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III-III-III-III	III-III
4. The student seems to have difficulty breathing (due to nervousness).	I	III-III-III-III
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III-III-I	III-III-III
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		III-I III-III-III-III
7. The student uses many types of filler that seem to distract the audience/ listeners.	III-III-III-I	III-III
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	IIII	III-III-III-III
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III-III-III-III	III-III
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III-III-III	III-III
<p>Notes: The student for the first started at 1:45, he was the only one who did the activity. In the second section, the instructor had an expiration this piece first before the speaker was able to express his thoughts. Also, the content for the second speech was discussed first.</p> <p>→ The instructor had an expiration this piece first before the speaker was able to express his thoughts.</p> <p>→ The student for the first started at 1:45, he was the only one who did the activity. In the second section, the instructor had an expiration this piece first before the speaker was able to express his thoughts.</p> <p>→ The student for the first started at 1:45, he was the only one who did the activity. In the second section, the instructor had an expiration this piece first before the speaker was able to express his thoughts.</p>		

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Nov. 16 / 1:2:30 / New Speech Lab.

Recitation Section and Instructor/ Professor: B-1R / Sir Carson Cruz

Total Number of Registered Students: 86

Total Number of Students present on the day of observation: 22 students (5 of which are male)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	1	0
2. The student seems to get nervous, his/her voice trembling when speaking.	1	0
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	0	0
4. The student seems to have difficulty breathing (due to nervousness).	0	0
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	0	0
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.	0	0
7. The student uses many types of filler that seem to distract the audience/ listeners.	0	0
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	0	0
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	0	0
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	0	0

**MAIN ACTIVITY: TELLING** *Learning and activity*

**Notes:** → *Focus on main activity during the recitation. I covered the details of the class and asked what other the student could do in regards to regarding their classmates. The possible consequences of stating a fact, only 5 to students invited to contribute. They were asked what they should do in response to it, and they were able to give a variety of responses.*

→ *the instructor asked for a volunteer to speak about himself, and he got the first 5 minutes, not one volunteered, then he asked.*

→ *in a group the students were asked to answer and then he asked them to write down their answers. but at least 7 students simply answered in phrases and didn't seem to understand of their language enough to answer in complete statements. Students would need to be instructed to explain their points further, and to be more articulate while speaking.*

→ *5th speaker was a girl and she was a good general conversation. (9) sign of the new topics were a bit filled with only one idea. para. in the end. para. in the end. para. in the end.*

→ *will practice of what he has done. everything possible. not sure if the same plan.*

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Nov. 16 / 8:30-10 / CAS 206

Recitation Section and Instructor/ Professor: B-2R / Sir Carson Cruz

Total Number of Registered Students: 28

Total Number of Students present on the day of observation: 26 (7 of which are male)  
& eventually, 1 dropped off [dec 2011]

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	0	III-III-III-III-III
2. The student seems to get nervous, his/her voice trembling when speaking.	III	III-III-III-III-III
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III-III-III	III-III-III
4. The student seems to have difficulty breathing (due to nervousness).		III-III
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III-III	III-III-III-III
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.	!	→ also noted and gesturing
7. The student uses many types of filler that seem to distract the audience/ listeners.	III-III-III	
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	III	→ also noted eye contact
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III-III-III	7 of the 9-10 were noted
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III-III-III	→ 4 avoided contact
<p><b>Notes:</b> (Handwritten notes in the table cell)</p> <p>Notes: (Handwritten notes in the table cell)</p> <p>Notes: (Handwritten notes in the table cell)</p>		

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**CLASS OBSERVATION SHEET**

Date and Time of Observation: Nov 16 / 10-11.30 / CAS 200  
 Recitation Section and Instructor/ Professor: Mr. Carson Cruz IB 2R  
 Total Number of Registered Students: 25  
 Total Number of Students present on the day of observation: 24 (11 of which are boys)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	III	
2. The student seems to get nervous, his/her voice trembling when speaking.	III-III-III	
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III-III	
4. The student seems to have difficulty breathing (due to nervousness).		III -
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III	
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		
7. The student uses many types of filler that seem to distract the audience/ listeners.	III-III-1	
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	II	
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III III II	
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III III-1	

10-11 of all cracking, course discussion.  
 Notes: in terms of batches (studs) almost the same as the B 2R section when asked for their reaction (to a simple Q), the students merely smiled (although some with some negative reactions, also reacted w/ natural English responses [phrases] - several Q's student's)  
 when asked for the simple Q what do you think? do you agree? etc. more reacted (they just stared at the teacher)  
 in the final activity (improvisation) the 1st speaker (confidently volunteered) got the low relatively high (only prob. is the excessive hand gestures)  
 → 2 students needed for this explanation of their Q's (not just paper and in the simple intro part, (before the improvisation activity), many students said their course & batches in phrases (eg "I'm in class BS Stat. 09 431296")  
 → 11 students always looked up (at the ceiling) when speaking  
 10 students seemed to rehearse their speeches while waiting for their turn  
 2 students showed that they needed the course as long as they can  
 too much focus on course & name (often in English)



**CLASS OBSERVATION SHEET**

Date and Time of Observation: Dec. 8 / 5:30-7 / AVR 4  
 Recitation Section and Instructor/ Professor: W-6R / Sir Carson Cruz  
 Total Number of Registered Students: 15  
 Total Number of Students present on the day of observation: 11 / 74

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	I	III-III
2. The student seems to get nervous, his/her voice trembling when speaking.	III	III-II
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III	III-I
4. The student seems to have difficulty breathing (due to nervousness).		III-III-I
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III	III-III
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.		III-III-I
7. The student uses many types of filler that seem to distract the audience/ listeners.	II	III-III
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	III	III-III
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III-I	III
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III-III	III
<p><b>Notes:</b></p> <p>47</p> <p>Notes: The student's anxiety was evident through physical manifestations such as nervousness, voice trembling, and difficulty breathing. The student also exhibited nonverbal cues like excessive hand gestures and avoidance of eye contact. The student's speech was fast and seemed to be a desire to get the activity over with. The student also used many types of filler words that distracted the audience. The student asked for a time-out to gather thoughts in the middle of the discussion. The student's anxiety was also evident through physical manifestations such as sweating when speaking in English. The student's anxiety was also evident through physical manifestations such as nervousness, voice trembling, and difficulty breathing. The student also exhibited nonverbal cues like excessive hand gestures and avoidance of eye contact. The student's speech was fast and seemed to be a desire to get the activity over with. The student also used many types of filler words that distracted the audience. The student asked for a time-out to gather thoughts in the middle of the discussion. The student's anxiety was also evident through physical manifestations such as sweating when speaking in English.</p>		

**CLASS OBSERVATION SHEET**

Date and Time of Observation: Nov. 23 / 11:30-1 / Gal. 1

Recitation Section and Instructor/ Professor: G.R.

Total Number of Registered Students: \_\_\_\_\_

Total Number of Students present on the day of observation: 23 (11 of which are boys)

	No. of students who fit the description	No. of students who don't fit
<b>Physical Manifestations of Anxiety based on the FLCAS</b>		
1. The student looks nervous, almost in panic when called on (asked to speak) in class (without initial preparation).	III <i>system not applicable</i>	
2. The student seems to get nervous, his/her voice trembling when speaking.	III-III-III	
3. The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.	III III	
4. The student seems to have difficulty breathing (due to nervousness).	II	
5. The student just speaks so fast and seems to just want to get the speaking activity over with.	III-III-III	
<b>Other manifestations of Anxiety based on the Related Lit.</b>		
6. The student appears to be sweating when speaking in English.	III	
7. The student uses many types of filler that seem to distract the audience/ listeners.	III III-III	
8. The student asks for a time-out to gather his/ her thoughts in the middle of the discussion/ speaking activity.	III	
<b>(Nonverbal Cues)</b>		
9. The student starts to use hand gestures <u>excessively</u> when discussing something in English.	III-III-III-III	
10. The student avoids eye contact and tends to look anywhere else but the audience/ listeners/ other students when speaking.	III III III I	
<p>Notes: <i>the student's creative presentation of the self (more than self) was more on what they'll bring to the class. Their expectations, etc. &amp; some were already done the previous session so I didn't seem to fit anymore.</i></p> <p><i>One student spoke more shy at first, then when I was his he spoke more confidently (may be a manifestation of SA—the last category of the mind talking (that part appeared in class) or copying behavior from others; well, maybe, rap).</i></p> <p><i>Generally, the students were seemed confident enough &amp; didn't have "serious" anxiety issues. (altho' though just talking with the class in general or in front (as in formal speaking act/speech), they are able to manage their nervousness (if they are nervous))</i></p>		

**Appendix G: Interview Questions for the teachers**

What degree program did you finish in college? \_\_\_\_\_ Year finished: \_\_\_\_\_

What graduate program did you pursue (or are you pursuing) \_\_\_\_\_ Year finished/status: \_\_\_\_\_

How long have you been teaching a Speech Communication class?

What are the Speech Communication classes that you've handled?

How many students are enrolled in your Speech Communication class this semester?

Are there some students enrolled in your class who show some signs that they are too anxious when speaking in English (especially during discussions and when reciting or delivering speeches)? If so,

1. Have you observed the same behaviours listed in the guidelines below in your students whenever they use English in class?
  - The student looks nervous, almost in panic when asked to speak in class (without initial preparation).
  - The student seems to get nervous, his/her voice trembling when speaking.
  - The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions.
  - The student seems to have difficulty breathing (due to nervousness).
  - The student just speaks so fast and seems to just want to get the speaking activity over with.
2. What other manifestations of anxiety have you observed?
3. How anxious do they get and how does the anxiety affect their performance?
4. Is there an observable difference in the manifestations of anxiety demonstrated by the males and females? (Do women tend to be more anxious? The men?)
5. How do you think the students were able to get through the task or activity considering the anxiety they were feeling?
6. What ways or strategies do you apply, and you think other teachers should do, to help anxious students lessen the level of their anxiety when speaking in English inside the classroom? (Please cite at least two ways and briefly explain how each successfully lessens anxiety)

Others:  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix H: Interview highlights

What degree program did you finish in college? Year finished?

- *BA Communication Arts (for all teachers)*
- *Prof. Jea Buera: 2003*
- *Mr. Carson Cruz: 2010*
- *Ms. Ellaine Joy Sanidad: 2010*

What graduate program did you pursue (or are you pursuing); year finished/status?

- *Prof. Jea Buera: MA Communication Arts, graduated last 2011*
- *Mr. Carson Cruz: MA Speech Communication, ongoing*
- *Ms. Ellaine Joy Sanidad: MA Speech Communication, ongoing*

How long have you been teaching a Speech Communication class?

- *Prof. Jea Buera: about 7 years*
- *Mr. Carson Cruz: about 2 years*
- *Ms. Ellaine Joy Sanidad: about 2 years and a half*

What are the Speech Communication classes that you've handled?

- *Prof. Jea Buera: Fundamentals in Speech Communication, Occasional Speeches, Group Discussion and Leadership*
- *Mr. Carson Cruz: Fundamentals in Speech Communication, Public Relations*
- *Ms. Ellaine Joy Sanidad: Fundamentals in Speech Communication*

How many students are enrolled in your Speech Communication class this semester?

- *Prof. Jea Buera: for all the Recitation classes = about 80 students  
for all the Lecture classes = about 280 students (although  
some recit. classes are parts of these Lecture classes as well)*
- *Mr. Carson Cruz: for all the Recitation classes = about 160 students*
- *Ms. Ellaine Joy Sanidad: for all the Recitation classes = about 60 students*

## Interview highlights continued...

1. Have you observed the same behaviours listed in the guidelines below in your students whenever they use English in class?

- The student looks nervous, almost in panic when asked to speak in class (without initial preparation). - Common answer: *not so much in panic. The usual practice is to let them speak whenever they are ready (especially for Prof. Buera and Ms. Sanidad). When called on to answer a simple question, the common initial reaction is that they look a bit surprised, could be because they're nervous to speak, they're not used to being called on in class, etc.*
- The student seems to get nervous, his/her voice trembling when speaking. – Common answer: *Yes, there are some students who tremble when they speak. But this change only seems valid when they're speaking in front. Normally, when it's just a simple recitation/discussion or Q&A, very few tremble, but some struggle to find the right words to express what they want to say.*
- The student looks nervous and/or confused—appears to be struggling to find suitable words/ expressions. – Common answer: *there are some in every class, yes. But this may only be observed in the students who actually do not hesitate to participate in the discussions. Otherwise, the only time we can see manifestations of this item is if they have to speak in front (for formal speeches or any speaking activity/ exercise done individually)*
- The student seems to have difficulty breathing (due to nervousness). –

Prof. Buera: *Maybe there were struggles, but even though there were some who had difficulty, they were able to cope with it that the nervousness associated with the heavy breathing (difficulty) seemed normal.*

Mr. Cruz: *Now, maybe 1 or 2 in all the classes. But had experiences before. Almost looked as if the student's palpitating; some turned their backs; at least two asked to begin again even though they had a good start—somewhere in between, panic would kick in and they would breath a little heavily.*

Ms. Sanidad: *Very few experience this, maybe 1 or two students in class; sometimes, none. They seem to be able to manage by taking deep breaths or pausing or looking at the ceiling or any other nonverbal cues to cope.*

- The student just speaks so fast and seems to just want to get the speaking activity over with. – Common Answer: *This is a common practice for the students. They wouldn't want to talk too much even though they are giving sensible answers/ inputs. They just seem too conscious and do not want to elaborate all the time. For one question, they'd give one straight answer and that's it.*

## Interview highlights continued...

2. What other manifestations of anxiety have you observed?

Summary of answers:

*Not sure if it's because of anxiety, but some seemed hesitant to speak, especially during the first few parts (start) of an activity. But this may be because they're shy? Or maybe both—shy and anxious.*

*Some would admit to being nervous, especially if the activity asks them to speak in front. Other manifestations are represented by their "nonverbals"—excessive hand gestures, the constant look at the ceiling when talking, the unnecessary body movements, etc.*

3. How anxious do they get and how does the anxiety affect their performance?

Common answer:

*Generally, it's not a level which needs professional attention, therapy, or something like that. They can cope with the anxiety they're feeling. They can definitely manage, as represented by the fact that majority has been performing all tasks required of the class despite the nervousness. However, it really is more challenging for some than the others.*

4. Is there an observable difference in the manifestations of anxiety demonstrated by the males and females? (Do women tend to be more anxious? The men?)

Common answer:

*There hasn't been any clear-cut proof of this.*

*But (in the case of some classes of Prof. Buera and Mr. Cruz), the boys/ male students tend to resort to jokes and to make fun of themselves, especially if they are speaking in front, as they talk about a certain topic or answer a specific question before rushing back to their seats. Also, generally, they seem less conscious of their mistakes, and are even the first to laugh at themselves, if they catch themselves saying something "wrong" when they speak in English.*

5. How do you think the students were able to get through the task or activity considering the anxiety they were feeling?

*Changed mindset*

*A lot of preparation time/ practice*

*Some memorize*

*They familiarize themselves with their audience/ listeners (the classmates and teachers)*

*They exert more effort to study and to learn based on the guidelines and discussions of the principles*

## Interview highlights continued...

*For the formal/ major speeches, they really took the time to plan them carefully—good speech plan/ outline*

*They're used to the language (have plenty of practice) because of exposure outside (through their families, friends, the media, their earlier school experiences, etc.)*

6. What ways or strategies do you apply, and you think other teachers should do, to help anxious students lessen the level of their anxiety when speaking in English inside the classroom?

*Before the major activities, make sure that the students have plenty of training activity so that they'll get used to using the language, to their classmates, and to the idea of speech communication activities itself.*

*Try to mix up the mechanics—not just individual but there should be plenty of pair works and group discussions as well.*

*Let them set their own pace—don't intimidate by always surprising them with an impromptu speech. Let them speak whenever they're ready.*