

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes: (1) the subjects, (2) the questionnaire, (3) the methods of collecting and analyzing the data, and (4) the data analysis.

#### **3.1 SUBJECTS**

The population of this study was all first-year students (92 students) at vocational certificate level studying in the Hotel and Tourism program in the second semester of the academic year 2006, at the Thai-Austrian Technical College (TATC), Sattahip district, Chonburi. Ten students were absent on the day the questionnaires were distributed. Therefore, subjects in this study consisted of 82 students.

The Hotel and Tourism program is one program of Dual Vocational Training (DVT). There are two types of Hotel and Tourism students at TATC: TATC students (group 1 and 2) and Ambassador staff (group 3, 4, 5 and 6). The first-year TATC students have taken 2 English courses: *English for Communication 1* and *English for Tourism Industry*, whereas the first-year Ambassador students study only one course, that is, *English for Communication 1*.

#### **3.2 INSTRUMENTATIONS**

The major instrument of this study was the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire created by Horwitz, Hortwitz and Cope. It consists of 33 items scored with 0.93 alpha coefficient. The questionnaire was translated into Thai and some questions were added to get more information about the student's personal data, their methods of reducing their learning anxiety and preferences on the English classroom atmosphere and teaching methodologies.

The questionnaire was separated into 4 parts as follows:

- Part One: Personal data and educational background
- Part Two: Foreign Language Classroom Anxiety Scale (FLCAS) measurement
- Part Three: Methods of reducing anxiety in English classroom
- Part Four: Learning preferences in English classroom

The original FLCAS is in a five-point Likert scale, ranging from strongly agree, agree, not decided, disagree and strongly disagree; however, after doing a pilot study it was found that many students chose “not decided”. Therefore, the “not decided” choice was removed because it seemed not to convey significant meaning. The questionnaire in FLCAS part was thus a four-point scale: strongly agree, agree, disagree and strongly disagree.

The questionnaire in this study was designed to attempt to answer the following basic research questions: 1) To what degree is there a relationship between English learning classroom anxiety and English proficiency of the first-year Thai vocational students?; 2) What are the commonest causes of language learning anxiety of the first-year Thai vocational students?; 3) What are the ways of the first-year Thai vocational students used to reduce their language anxiety in the English classroom?; and 4) What are the suggestions of the first-year Thai vocational students for English classroom preference?

### **3.3 DATA COLLECTION**

A letter asking permission to distribute questionnaires was sent to the Research and Development department at TATC. Then the questionnaires were distributed by a teacher, who teaches Hotel Reception and Hotel Kitchen and Utensils subjects, to all first-year Hotel and Tourism students in the certificate vocational level at the last 20 minutes (approximately) of the class. The questionnaires were distributed on 25<sup>th</sup> December 2006 (group 1 and 2) in Hotel Reception class, 26<sup>th</sup> December 2006 (group 5 and 6) in Hotel Kitchen and Utensils class and 27<sup>th</sup> December 2006 (group 3-4) in Hotel Kitchen and Utensils class. All questionnaires were collected at the end of the class.

Because this study was designed to analyze the relationship between English grade and anxiety level, the true grade identification was needed. The students had to write down their grade point average (GPA) and their grade on English subjects last semester. The teacher arranged a short quiz at the beginning of the class on the days the questionnaires were distributed; the students were asked to sit according to their identification number to check to whom each questionnaire belongs without telling the students. The last two numbers of student’s identification number were written on

the top of the paper in pencil. The teacher gave the questionnaire in the last 20 minutes of the class and passed around a copy of the grade report of every student as their reference to fill in the questionnaire. The questionnaires were collected after class.

### **3.4 DATA ANALYSIS**

The statistical Package for the Social Science (SPSS) program was used to record and analyze the received data. Personal information was described in text. The FLCAS score was analyzed quantitatively for percentages and frequencies of response. In this study, foreign language anxiety measured by FLCAS was divided into four components: communication apprehension (items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, and 33), fear of negative evaluation (items 2, 7, 8, 10, 15, 19, 23, and 31), general feeling of anxiety (items 16, 22, 25, 26, 28, 30, and 32), and general reaction toward foreign language classroom (items 5, 6, 11, 12, 17, and 21)

However, as the items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31 and 33 show high anxiety; therefore, strongly agree rates 4 points, agree is 3 points, disagree is 2 points and strongly disagree is 1 point. In contrast, items 2, 5, 8, 11, 14, 18, 22, 28, and 32 indicate non-anxiety; therefore, strongly agree is 1 point, agree is 2 points, disagree is 3 points and strongly agree measures 4 points. Then Pearson's Correlation was applied to find out the relationship between anxiety and proficiency.

The student's methods of reducing anxiety in the English classroom and suggestions about English classroom atmosphere and teaching methodologies exhibited the percentages and frequencies of response.

To sum up, this chapter has presented the subjects of the study, the FLCAS questionnaire, and the procedure to collect data. In the next chapter, the findings of the study will be exhibited and discussed.