

THE EFFECTIVENESS OF DRAMA TECHNIQUES ON
FOREIGN LANGUAGE CLASSROOM ANXIETY REDUCTION OF
THAI EFL STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

May 2011

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Thesis Committee: Dr. Prapaipan Aimchoo, Dr. Walaiporn Chaya.

The study aimed to explore the types of Foreign Language Classroom Anxiety (FLCA) that Thai EFL students have, to study the effect of drama techniques on the levels of FLCA of Thai EFL students, to examine drama activities that affect English language learning of Thai EFL students with FLCA, and to improve drama techniques for reducing FLCA. The participants were 44 non-English majored university students selected by non-random sampling method. The research instruments were eight drama techniques-based lesson plans, FLCA questionnaire and guided questions for focus group discussion. The quantitative data were analyzed by mean, standard deviation, and t-test while the qualitative data were analyzed by content analysis technique.

The results of the study indicated that, before the experiment, all 44 participants had overall FLCA at the moderate level. When classifying into three types of FLCA, the participants had Communication Apprehension at the high level, but Fear of Negative Evaluation and Test Anxiety at the moderate levels. In addition, after learning through drama techniques, the students' FLCA reduced significantly at the .05 level. From the analysis of qualitative data, prepared-improvised drama and drama games were indicated as the most effective drama activities on reducing FLCA. Finally, the participants suggested the teacher have friendly appearance, sense of humor, use non-threatening words, pay a careful attention to their performance and find ways to engage the students not participating in group activity.

Keywords: Foreign Language Classroom Anxiety, Drama Techniques

ประสิทธิผลของเทคนิคการละครที่มีต่อการลดความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนของ
นักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
พฤษภาคม 2554

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การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ 1) สำรวจประเภทของความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนของผู้เรียนไทยในระดับมหาวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) ศึกษาผลของเทคนิคการละครที่มีต่อระดับของความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนของผู้เรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ 3) ตรวจสอบกิจกรรมละครที่มีผลกระทบต่อการเรียนรู้ภาษาอังกฤษสำหรับผู้เรียนไทย และ 4) พัฒนาเทคนิคการละครเพื่อลดความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียน กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นผู้เรียนที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอก จำนวน 44 คน โดยเลือกกลุ่มตัวอย่างแบบไม่ใช้ความน่าจะเป็น เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูล คือ แผนการจัดการเรียนรู้ที่ใช้เทคนิคการละครเป็นฐานจำนวน 8 แผน แบบสอบถามความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียน และแนวคำถามสำหรับการสนทนากลุ่ม วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ สถิติการทดสอบ t ส่วนการวิเคราะห์ข้อมูลเชิงคุณภาพใช้วิธีการวิเคราะห์เนื้อหา

ผลการศึกษาพบว่า ก่อนการทดลอง ผู้เข้าร่วมทั้ง 44 คน มีความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนโดยภาพรวม อยู่ที่ระดับปานกลาง เมื่อแบ่งความกังวลออกเป็นประเภทต่างๆ พบว่า ผู้เข้าร่วมมีความกังวลในการสื่อสารในระดับสูง แต่มีความกลัวในการได้รับการประเมินทางลบและความกังวลในการสอบในระดับปานกลาง นอกจากนี้ ภายหลังจากเรียนรู้ด้วยเทคนิคการละคร พบว่า ความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนของผู้เรียนลดลงอย่างมีนัยสำคัญที่ระดับ .05 จากการวิเคราะห์ข้อมูลเชิงคุณภาพ พบว่า กิจกรรมการแสดงสดโดยให้มีการเตรียมพร้อม และกิจกรรมเกมการแสดงได้รับการระบุให้เป็นกิจกรรมที่มีประสิทธิภาพสูงสุดในการลดความกังวลในการใช้ภาษาต่างประเทศ รวมทั้งผู้เข้าร่วมยังแนะนำให้ครูมีบุคลิกที่เป็นมิตร มีอารมณ์ขัน ไม่ใช้คำพูดที่คุกคาม ตั้งใจชมการแสดงของผู้เรียนและหาวิธีสร้างการมีส่วนร่วมของผู้เรียนที่ไม่มีส่วนร่วมกับการกิจกรรมกลุ่ม

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by

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..... Dean of Graduate School

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Bundith Punsiri

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CHAPTER I

INTRODUCTION

Background

Ludwig Wittgenstein - an Austrian philosopher of great renown - once wrote “The limits of my language mean the limits of my world”. For the term, language, in the previous statement, Wittgenstein would refer to English language which is now considered the world’s most frequently used for international communication. That means English language is, hence, the powerful means to help people of different languages understand one another. In addition, it helps guarantee learner self-reliability in educational information retrieval, academic further study, and future career (Wiriyachitra, 2004). In Thailand, English is taught in educational institutes as a foreign language and Thai Basic Education Core Curriculum B.E. 2551 (A.D. 2008), requires school students to learn four strands of English language learning which are 1) language for communication 2) language and culture 3) language and its relationship with other learning areas and 4) language and its relationship with community and the world (Ministry of Education, 2001).

Besides school students learn these four learning strands as their basic foundation applied into their curriculum, university students are required to extend their English language learning by enrolling at least 6 credits or three compulsory English language courses to ensure that they are able to use English as a tool to communicate in their daily lives and to understand the English materials provided in their majored courses while studying in the universities.

Despite the ten years in school system and at least 6 credits in university, it is claimed that Thai students, especially at the university level, had difficulties in communicating in English. In Khaosim's study (2004), it was found that most fourth-year students from three Rajabhat universities in the northeastern part of Thailand demonstrate low and very low levels in using English to communicate. Moreover, although Thai EFL students had spent more than ten years on learning English, they took up English lessons for examinations only (Post Today, 2005; Kom Chad Leuk, 2008; Matichon, 2004). Moreover, Wiriyaichitra (2004), stated Thai students face difficulties in learning English because they are passive learners and too shy to use the language to communicate in class. Such difficulties can be seen as the internal or affective challenges of EFL learners.

Among other affective variables affecting English language acquisition such as motivation and self-confidence, anxiety or Foreign Language Classroom Anxiety or FLCA in short is also seen as one of the factors that has debilitating affect to language learners (Krashen, 1982). Foreign Language Classroom Anxiety can be defined as "worry and negative emotional reaction aroused when learning or using a second language" (Young, 1999). According to Horwitz, Horwitz, & Cope (1986), there are three kinds of FLCA: Communication Apprehension (being afraid of using a foreign language to communicate with another person), Fear of Negative Evaluation (fear of being criticized both verbally and non-verbally), and Test Anxiety (the worry about the failure or poor performance in both formal and informal tests). Moreover, FLCA can be divided into two types: facilitating anxiety and debilitating anxiety. Although both types of FLCA provide contradictory effects on foreign language learning, researchers have focused more on studying the debilitating anxiety (Piniel, 2006). That is because the debilitating anxiety causes negative effects such as ignorance or

even avoidance of students to participate in classroom activities (Horwitz, Horwitz, & Cope, 1986) or lacking ability to perform (Wörde, 2003). The debilitating anxiety also brings other relevant trouble with self-esteem, self-confidence, motivation, and risk-taking ability (Crookall & Oxford, 1991 cited in Wörde, 2003).

It can be seen that FLCA has become one of the barriers of language acquisition for students (MacIntyre, 1999). However, university students seem to have the most challenging situation. That is because while school students are required to take up English lessons every semester, undergraduate students are required to enroll only at least six credits of compulsory English language courses out of approximately 150 credits. Together with the nature of Thai EFL students who are passive and too shy to participate in English language classroom (Wiriyachitra, 2004), some students with FLCA will probably stop enrolling other English language courses as soon as their requirement is met including postponing the enrollment of English language courses until the last minute (Horwitz, Horwitz, & Cope, 1986). In the United States of America, the same challenging situation of the college students stopping the enrollment of foreign language courses such as Spanish, French, or German when the requirement is met has become a problem as well (Young, 1999).

Many studies have been exploring strategies to decrease the level of FLCA after this realization. Wörde (2003) interviewed a group of students on factors that could decrease their FLCA. One of the factors affecting the learners' anxiety was pedagogical practices and classroom environment. The examples given were anxiety-reducing activities such as skits, plays, and games, including relaxed atmosphere, and instructional material relevant to the learners' lives. According to Scrivener (2005) skits and plays are included as one of six drama activities which are role-play,

simulation, drama games, guided improvisation, acting play script, and prepared improvised drama.

Drama techniques could be defined as situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully (Holden, 1981; Maley and Duff, 2005). However, the focus is to complete the task given, not to present to the class unless the learners are willing to (Gaudart, 1990).

According to the above suggestions for creating a low-anxiety classroom, together with the definition of drama techniques, it can be seen that drama techniques should be a solution for reducing EFL students with FLCA. That is because drama techniques not only focus on emotional content for examples, student's personality, past experience, and imagination as medium to provide language learning context but also create a relaxed and informal classroom with fun activities encouraging the students to freely produce the language (Maley and Duff, 2005; Helderbrand, 2003). Through this, affective variables related to language learning such as student's self-esteem, risk taking ability and motivation are developed (Maley and Duff, 2005).

According to the above significance of FLCA and the advantages of drama techniques, the researcher was interested in studying the use of drama techniques in order to reduce FLCA of Thai EFL students.

Research Objectives

The objectives of the study are as follows:

1. To explore the types of FLCA that Thai EFL students have.
2. To study the effect of drama techniques on the levels of FLCA of Thai EFL students.
3. To examine drama activities that affect Thai EFL students' FLCA in English language learning.
4. To improve drama techniques for reducing FLCA.

Research Questions

The research questions are as follows:

1. What types of FLCA do Thai EFL students have?
2. Do drama techniques reduce the levels of FLCA of Thai EFL students?
3. Which drama activities affect the levels of FLCA of Thai EFL students?
4. How can drama techniques be improved for reducing FLCA the most?

Significance of the Study

The study shows the levels and types of FLCA among Thai EFL students including showing whether drama techniques can reduce FLCA of Thai EFL students. EFL teachers and researchers can apply the obtained findings from the study as a guideline for designing their activities within their classes and for further study.

Scope of the Study

Population and Participants

The population of the study was non-English majored EFL Chulalongkorn university students. The participants were 44 non-English majored students studying at the Faculty of Education, Chulalongkorn University, selected by convenience sampling (for selecting the faculty) and non-random sampling (for selecting the participants) methods. Eight English classes (two hours per class) for each group were organized. The total hours for the experiment were 16 hours for both the control and the treatment groups.

Variables

The variables of the study included drama techniques as an independent variable and the students' FLCA as a dependent variable.

Definitions of Terms

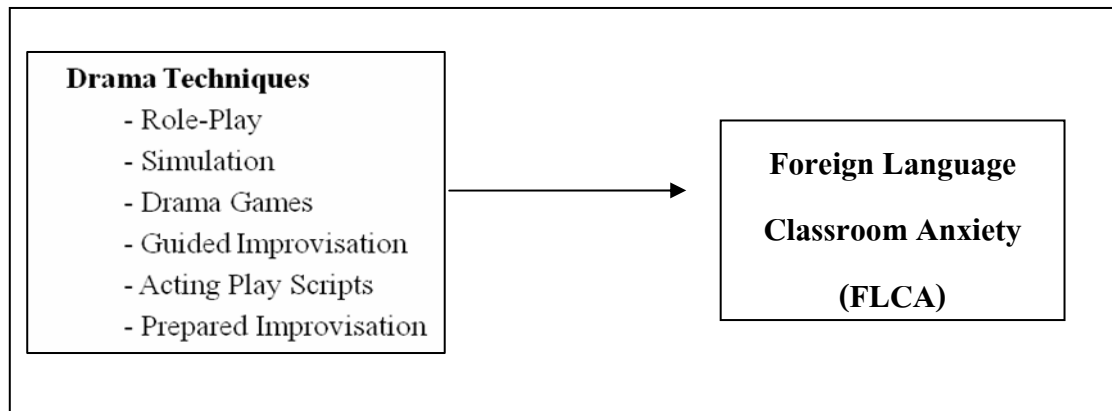
Foreign Language Classroom Anxiety

Foreign Language Classroom Anxiety is worries, negative emotional reactions and feelings of tension that are related to a specific situation of foreign language learning. Three primary sources of anxiety: communication apprehension, fear of negative evaluation, and test anxiety are observed in this study.

Drama Techniques

Drama techniques are situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully. Drama activities in the study are role-play, simulation, drama games, guided improvisation, acting play script, and prepared improvised drama.

Conceptual Framework



Summary

The purpose of chapter 1 was to build background and the rationale of the study. The chapter first described the current situation of English language in Thailand and the barriers of English language acquisition of Thai students. The chapter also discussed one of the most important factors that hindered Thai students' to learn English successfully, the Foreign Language Classroom Anxiety (FLCA). The objectives of the study, research questions, definition of terms and the significance of the study were also described. The next chapter will discuss the review of literature.

Organization of the Research

The rest of the research comprises of four chapters as follows:

Chapter two reviews the related literature on four parts: the general concept of anxiety, Foreign Language Classroom Anxiety, drama techniques, and the previous studies conducted on foreign language anxiety in the classroom.

Chapter three discusses the research methodology, research design, a quasi-experimental study with a randomized control group pretest-posttest design, participant selection, research instruments, data collection and the data analysis of both quantitative data from the questionnaire and qualitative data from the focus group interview.

Chapter four presents the results of the study consisting of four parts in according with each research question: types of Thai EFL students FLCA reported in the questionnaire and the focus group discussion, the effective of drama techniques on FLCA reduction, drama activities that affected the levels of FLCA of Thai EFL students, and the effectiveness of drama techniques on FLCA reduction.

Chapter five first presents the summary of the research and then discusses the major findings. It also provides implications, limitations of the study as well as recommendations for further studies.

CHAPTER II

REVIEW OF THE LITERATURE

This purpose of this chapter is to review related and previous studies on FLCA and drama techniques in order to design research framework and instruments for the study. This chapter is divided into four parts: the general concept of anxiety, Foreign Language Classroom Anxiety, drama techniques, and the related research.

Definition of Anxiety and Its Classification

Researchers in psychology have defined anxiety. To start with Hilgard, Atkinson, & Atkinson (1971), anxiety is a vague fear of object. Next, Lamendella (1977) defines anxiety as a state of emotion which is aroused by the limbic system, the primitive sub-cortical chasis of the cerebrum which is important to human enterprises. Moreover, anxiety is a state of apprehension related to an impending and negative outcome that a person believes and is not prevented (Leary, 1983).

Types of Anxiety

The understanding of the general types of anxiety would help better understand the concept of FLCA. According to MacIntyre & Gardner, 1991 and Speilberger, 1966 (cited in MacIntyre, 1999), there are three types of anxiety which are trait anxiety, situation-specific anxiety, and state anxiety.

1. Trait Anxiety

Speilberger (1983) defines trait anxiety as the possibility of becoming anxious or lack of emotional stability in any circumstances. That means a person with low level of trait anxiety is usually calm and relaxed, in other words, emotionally stable.

2. State Anxiety

State anxiety refers to the apprehension experienced in a particular moment in time (Spielberger, 1983). For instance, a man- who had an unpleasant experience when meeting with his former girlfriend's parents for the first time- has a chance to experience the state anxiety on the first day to meet with his current girlfriend's parent according to his previous unpleasant moment.

3. Situation-specific Anxiety

MacIntyre (1999) adopted Spielberger's definition of trait anxiety and defines this second level of anxiety as the probability to be anxious or lack of emotional stability in a particular situation, for instance, stage fright, test anxiety, math anxiety or language anxiety. Each situation is different; a person may be anxious in one situation and not in the others.

When being applied for language learning, language anxiety or, to be more specific, Foreign Language Classroom Anxiety is a form of situation-specific anxiety which can be identified by the frequency of experiencing state anxiety in the second or foreign language learning context (A person with high level of language anxiety will experience state anxiety frequently.) (MacIntyre, 1999).

Foreign Language Classroom Anxiety

Foreign Language Classroom Anxiety (FLCA) was firstly defined by Horwitz, Horwitz, and Cope (1986, p. 31) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" with three primary sources of anxiety- communication apprehension, fear of negative evaluation, and test anxiety. MacIntyre (1999, p. 27) defined language anxiety as "the worry and negative emotional reaction

aroused when learning or using a second language”. From a psychological perspective, Spielberger (1983 cited in Horwitz, Horwitz, and Cope (1986, p. 27)) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Therefore, FLCA can be defined as the worry, negative emotional reaction and feelings of tension related to the specific situation of learning a foreign or second language with three primary sources of anxiety- communication apprehension, fear of negative evaluation, and test anxiety.

Foreign Language Classroom Anxiety in Language Learning

In 1980s, studies on cognition were dominant, especially, in language learning pedagogy. However, researchers started to question individual differences in terms of difficulty and success in language learning (Young, 1999). According to that, emotions became noticed as a significant part of learning psychology. As stated by Joseph Ledoux (1996) in his book, *The Emotional Brain*, minds cannot fully operate without emotions.

Moreover, Krashen’s Affective Filter Hypothesis (1982) also suggested that, in the internal processing system of language learning, the filter is the first hurdle which a language data must encounter. The filter can determine the quality of the learners’ language acquisition. The factors affecting the filter are, for examples, motivation and anxiety.

Studies on brain science shared the same findings that emotions exist before cognition and cognitive processing is affected by emotions. That means the effectiveness of the brain’s system depends on one’s emotion. For language learning researchers, emotions, in other words, affective variables such as motivation, anxiety, and attitudes had become significant and were examined in order to find out why

some learners had more difficulty than others in learning a foreign language (Calvin, 1996; Goleman, 1996; Young, 1999).

As a result, the number of language teaching methods such as suggestopedia, community language learning, and the natural approach were initiated focusing on creating a positive and relaxing foreign language learners' feelings (Richards & Rodgers, 1986; Young, 1999).

These affective variables have also been recognized for Thai EFL learners. Wiriyaichitra (2004) explained that Thai learners of English have difficulties that come from two types of factors: external factors and internal factors. The external factors are interference from the mother tongue (Thai), lack of opportunity to use English in their daily life, and unchallenging English lessons. In terms of the internal factors, Thai learners are passive and too shy to communicate in English with classmates (Wiriyaichitra, 2004). In that case, MacIntyre (1999) explained that being shy to communicate with classmates or lacking participation in language classroom is considered as an effect of FLCA. It implies that FLCA is one of the major concerns for learning English as a foreign language.

Conceptual Foundations of Foreign Language Classroom Anxiety

According to Horwitz & Young (1991), there are two approaches to explain FLCA. First, language anxiety is a transfer from another domain (test anxiety or communication apprehension) into the second or foreign language domain. This "anxiety transfer" approach suggests that FLCA has no difference from other types of anxiety and knowledge from research on those other types of anxiety can be applied into language learning. Although there were researchers supporting this approach; however, mixed results were found in those studies (MacIntyre, 1999). For example, Chastain (1975 cited in Horwitz, 2010) studied the correlations between anxiety and

language achievement of three foreign languages: French, German, and Spanish and found positive, negative, and non-significant correlations. One of the problems summarized by Scovel (1978 cited in Horwitz, 2010) is that the measurement was not precise, in other words, the anxiety being studied could not be considered FLCA (MacIntyre & Gardner, 1991 cited in MacIntyre, 1999) which cannot be applied with other types of anxiety.

The other approach on FLCA is that language learning itself produces a unique type of anxiety. Horwitz, Horwitz & Cope (1986) proposed that language anxiety stems from three primary sources of anxiety: Communication Apprehension (being afraid of using a foreign language to communicate with another person), Fear of Negative Evaluation (fear of being criticized both verbally and non-verbally), and Test Anxiety (the worry about the failure or poor performance in both formal and informal tests) which are similar to anxiety in general. However, Horwitz, Horwitz & Cope (1986) argued that all the three sources must specifically be considered in the second or foreign language contexts.

Later, Horwitz, Horwitz & Cope (1986) developed Foreign Language Classroom Anxiety Scale (FLCAS) which is a 33-item 5-point Likert scale. The scale includes 24 positively worded and nine negatively worded items and can be used to measure each type of FLCA: Communication Apprehension (items 1, 9, 14, 18, 24, 27, 29, and 32), Fear of Negative Evaluation (items 3, 7, 13, 15, 20, 23, 25, 21, and 33), and Test Anxiety (items 2, 8, 10, 19, and 21). This scale has become the standard measure of language anxiety and been used in many studies in order to explore FLCA in different contexts.

Alleviation of Foreign Language Classroom Anxiety

Research on FLCA has proposed strategies to cope with language anxiety mostly focusing the classroom atmosphere and the teacher themselves. In Wörde's study (2003), three groups of anxiety-decreasing factors suggested by the students in the study are a sense of community, pedagogical practices and classroom environment, and a role of teacher. To begin with sense of community, it was suggested by the students that they would feel less self-conscious when they were familiar with their classmates.

In accordance with pedagogical practices and classroom environment, examples were given namely, relaxed classroom environment (familiarity with a teacher and not being put on the spot). Moreover, when giving an assignment, a teacher should speak slowly, use the mother tongue to check understanding, and use material for students' better understanding. In addition, anxiety-decreasing activities such as skits, plays, and games were suggested. However, a minority of the students disagreed with that because they did not like these expressive activities.

Finally, the teacher is playing the most important role in the students' opinions. There were many suggestions such as creating a friendly and supportive learning environment, being sensitive to students' insecurity and helping them to confront their fear, and using gentle or non-threatening methods of error correction and offering words of encouragement.

Like Wörde, Yi-Fang (2008) also suggested that the teachers of English should play specific roles for each step of teaching in order to reduce their students' FLCA. To start with *a gatekeeper*, the teachers are expected to choose appropriate materials which meet the students' levels and interests in order to familiarize the students with the lessons. Next, at the stage of learning, the teachers should be *a*

scaffolder who provides examples for drawing the students' attention and providing deep understanding about the lessons. Then, advice and support from *a coach or a facilitator* are needed at the stage of practicing, as well as, appreciation and compliments are needed at the stage of language performance or production.

Measurements of Foreign Language Classroom Anxiety

Although FLCA is a subjective personal beliefs or experience of individuals, there are a certain number of methods to collect the data (Tasshkori & Teddie, 1988). The self-reporting techniques were suggested to be used for measuring specific affective variables (Scovel, 1978). The following are the methods frequently used in the studies related to FLCA.

1. Attitude Scales

One of the most frequently used assessment tool to measure FLCA is The Foreign Language Classroom Anxiety Scale (FLCAS). It was developed by Horwitz, Horwitz, & Cope, 1986) in order to evaluate learners' FLCA. The tool can be used to evaluate the overall FLCA, as well as, specific types of FLCA which are communication apprehension, Fear of negative evaluation, and test anxiety. According to Horwitz, Horwitz, & Cope, 1986), FLCAS employed 33 items and five-point Likert scale to ask respondents to provide their degree of opinions from strong agree to

2. Focus Group Discussion

A focus group discussion with a specific group of people around a particular topic or issue is an instrument to gain qualitative data. Rather than a question and answer session or an interview with one person, a focus group is a space for participants to collectively speak to the moderator and each other and to learn and

gain in depth information about a certain issue according to the participants' opinions and experiences (Kaemkate, 2008).

Drama Techniques

There are many definitions of drama techniques. Holden (1981) defines them as imaginary situations the students are allowed to be themselves or another person. This definition is consistent with Stern (1993) who defines them as activities involving varied situations in realities.

Moreover, Maley and Duff (2005) stated that drama techniques provide students the opportunity to use their emotional content that is mostly neglected by other methods, for examples, student's personality, past experience, and imagination as medium to contextualize the language. Similarly, Gaudart (1990) noted that drama techniques are problem-solving activities offering learners situational settings and roles which allow them to practice the target language meaningfully but it is their choice to perform to the rest of the class.

Therefore, drama techniques can be defined as situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully. In addition, the focus is to complete the task given, not to present or to show to the class if the learners do not want to. Moreover, drama activities involve role-play, simulation, drama games, guided improvisation, acting play script, and prepared improvised drama.

Types of Drama Techniques

In general, drama techniques consist of a number of activities which can be applied for both second or foreign language classrooms. In 1983, Uthapattrakoon suggests four types of drama activities which are role-playing dialogues, improvised conversations, play-reading groups, and play production. Later, Scrivener (2005) suggests that there are six types of drama techniques which are similar to the types of drama activities suggested by Uthapattrakoon (1983) used in English language classroom:

1. Role-play

Role-play is the most well-known and used type of drama techniques. However, a number of teachers misunderstand the concept of this activity. They believe that role-play is selecting a dialogue, having the students read aloud in front of the class, and correcting their pronunciation errors (Gaudart, 1990). Davies (1990) defines it as an activity involving imaginary people and situation where the students are free to decide how to develop the dialogues further.

2. Simulation

Simulation has been confused with role-play. Jones (1980 cited in Gaudart, 1990) defines simulation as a case study with roles and responsibilities of characters. Moreover, the students are expected to be able to apply various communication skills such as asserting oneself, expressing opinions, convincing others, etc. in order to find solutions for the situations given. In other words, simulation is similar to role-play but more complex and larger in scale.

3. Drama Games

Drama games refer to short both verbal and non-verbal activities which involve movement and imagination. These activities are generally used for getting the learners ready at the beginning of the class (Maley & Duff, 2005).

4. Guided Improvisation

To do this activity, a teacher provides information about a situation for the students to improvise. Then, one character, at a time, is introduced by the teacher and one student, at a time as well, comes to take the role given and improvise according to his/her understanding until the scene is complete (Scrivener, 2005).

5. Acting Play Scripts

A short sketch or script is provided for or selected by the students. Then, the students have an opportunity and time to take on their roles, memorize their lines, including adjusting according to the groups (Scrivener, 2005; Uthapattrakoon, 1983).

6. Prepared Improvised Drama

Prepared improvised drama is an impromptu invention or a project for the students who are familiar with drama experience. Everything is created and prepared by the students while the teacher is a counselor (Scrivener, 2005; Uthapattrakoon, 1983).

Advantages of Using Drama Techniques for Language Learning

Maley & Duff (2005) explain that drama techniques are helpful in English language class because these techniques can balance the physical and intellectual aspects of learning by integrating language skills and verbal and non-verbal aspects of communication. For cognitive domain, drama can fully contextualize the language which helps learner focus on the meaning rather than the structure only through classroom interactive activities. Besides, whole-person learning and multi-sensory

inputs help learners with individual differences extend their range according to their potential.

According to Helderbrand (2003), drama helps language learners learn and pronounce new vocabulary and expression in a proper environment. Many language learners have difficulty in retaining vocabulary and expression and in using them in an inappropriate situation. Through drama, vocabulary and expressions are presented within contexts which help them relate the meaning with proper situation. Moreover, learners' pronunciation and intonation with the help from the teacher are practiced and developed through the repetition of the lines from the scripts during the rehearsal. In addition, drama removes the focus on English textbook instead of memorizing the dialogues from textbook. Drama activities such as role-play and simulation lead learners to use the language learned within the textbook in real situations.

Also, drama builds a better understanding of culture. When learning a language, culture is important to be considered and included. Drama techniques help learners familiarize with the cultural appropriateness of words and expressions to specific setting and social situations (Stern, 1993).

Advantages of Using Drama Techniques for Reducing FLCA

It can be seen that FLCA which is the affective domain included as a major concern for drama techniques providing benefits in English language teaching as follows.

For the affective domain, drama techniques create a relaxed classroom environment and enjoyable experience which help facilitate the formation of a bonded-learning-community (Maley & Duff, 2005). As a result, the students' risk-taking ability is promoted through creativity and imagination of being someone else by taking roles. In the end, self-awareness, self-esteem and confidence, including

motivation are developed and sustained through the variety and sense of expectancy generated by the activities (Maley & Duff, 2005).

Moreover, drama is a fun, relaxed, and informal way to learn English. Drama techniques contain activities which the students can learn the language and have fun at the same time, as well as, freely integrate their ideas and experience for expressing their opinion (Helderbrand, 2003). When the students have freedom to say what is in their minds, a relaxed and informal classroom are brought (Helderbrand, 2003).

Besides, drama builds confidence in the learner's ability to speak and motivates the students of English. As drama activities provide the context for a meaningful exchange in which learners see a reason including the opportunity to use the language with their peers, the learners' language confidence, and their integrative motivation to communicate are promoted (Stern, 1993).

Also, drama involves the whole person as a total physical activity. In learning English language through drama techniques, the students will employ kinesthetic, emotional, and experiential approaches to develop learners' physical and mental elements (Helderbrand, 2003).

Related Studies

Studies on Foreign Language Classroom Anxiety

Wörde (2003) investigated students' perspectives on foreign language anxiety. The participants were school students from three different foreign language classes (French, German, and Spanish). From the interviews, the students expressed negative experience in a foreign language classroom which could lead to frustration and anger including suggested both anxiety provoking and decreasing factors.

The anxiety-provoking factors from the interviews were non-comprehension (incomprehensible instruction of assignment), speaking activities (fear of oral communication), pedagogical and instructional practices (too fast and excessive class including unfriendly teacher), error correction (being interrupted and reprimanded when making errors), and native speakers (being compared negatively to the native speakers). In terms of anxiety-decreasing factors, it is mentioned in 'Alleviation of Foreign Language Classroom Anxiety'.

In 2008, Liu & Jackson studied the students' unwillingness to communicate and anxiety among EFL Chinese students. It was found that more than one third of the students had FLCA, especially, fear of negative evaluation and worry about public speaking.

In Thailand, most of research attempted to find correlations between FLCA and academic achievement. For examples, in Sarawit's survey study (1996), negative correlation between FLCA and the grades in an English Foundation course of first year non-English majored university students of Naresuan University. The research instrument was a Thai version of FLCAS.

Similar to Sarawit's, Paranuwat (2011) studied FLCA and the sources of FLCA of the first year university students of Srinakharinwirot University including the correlation between their FLCA and achievement. The participants were 920 first year undergraduate students who enrolled in English for Effective Communication II selected by convenience sampling method. The results reveal that the students had FLCA at the moderate level and the sources of their FLCA included communication apprehension, fear of being less competent than others, test anxiety, and fear of negative evaluation. Moreover, a significant negative correlation between FLCA and learning achievement was determined especially with the students with high and

moderate levels of achievement. The research instruments were FLCAS translated into Thai and semi-structure interviews.

Studies on drama techniques and Foreign Language Classroom Anxiety

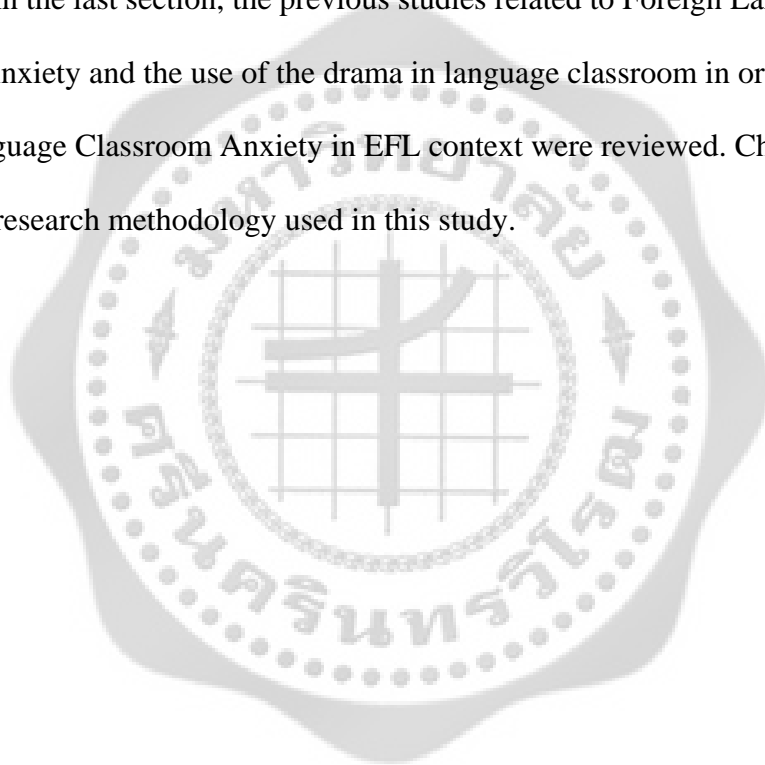
In 2008, Yi-Fang studied the effectiveness of Reader's Theater technique which is considered as a kind of drama activity on reducing FLCA and improving reading fluency and proficiency of the fourth grade EFL learners in Taiwan. The results from FLCAS, reading test, feedback sheet, observation, and informal interview were that Reader's Theater helped reduce FLCA because of the encouragement and the assistance from the teacher and the group members plus the sense of enjoyment in the classroom, together with improving reading fluency and proficiency. In the study, the teacher's roles were also suggested which is mentioned in 'Alleviation of Foreign Language Classroom Anxiety'.

In 2005, Fung studied the effect of anxiety in a drama-oriented second language classroom. The participants were 37 students in English as the medium of instruction (EMI) secondary school in Hong Kong. The results from an FLCA measuring questionnaire and an individual interview, including journals from the participants were varied because while most students are found to have a low level of anxiety in the drama-oriented second language classroom, a small group of students felt nervous occasionally. Moreover, role-play was found to be an activity that helped decrease learners' level of anxiety.

Liu (2000) also studied the application of drama in language learning to study both the students' and the teachers' perspectives. They all agreed drama activities encouraged the students to think, reflect, and produce the language, moreover, the students were eager to share their experience related to the lessons with their classmates.

Summary of the Chapter

The chapter reviewed the theoretical foundations, the concept of anxiety, types of anxiety, the foreign language Classroom anxiety and its effects on EFL learners. It then discussed the measurements of Foreign Language Classroom Anxiety consisting of the attitude scales and the focus group discussion used in this present study. The research also provided the method of using drama techniques in the EFL classroom with the empirical studies that in the contexts both in the ESL and EFL classrooms. In the last section, the previous studies related to Foreign Language Classroom Anxiety and the use of the drama in language classroom in order to reduce Foreign Language Classroom Anxiety in EFL context were reviewed. Chapter three presents the research methodology used in this study.



CHAPTER III

METHODOLOGY

The main purpose of the study was to investigate the effectiveness of drama techniques on foreign language classroom anxiety reduction of Thai EFL students. The study specifically explored the types of FLCA Thai EFL students possess, whether drama techniques affect the levels of FLCA of those Thai EFL students, which drama activities affecting the English language learning for university students and how drama techniques can be improved to reduce FLCA the most. This chapter presents the research procedures consisting of the participants, instruments, design, data collection, and data analysis.

Research Procedures

Population and Sample

Population.

The population of the study was non-English majored EFL Chulalongkorn university students.

Sample.

The sample of the study was 44 students of the Department of Secondary Education majoring in sciences and majoring social sciences, and the students of Primary Education majoring in science in the second semester of academic year 2010. The students were equally allocated in the control group and the experiment group; 22 in each group. The participants were selected by the by the convenience sampling and non-random sampling methods. The researcher has worked as a research assistant at

the Faculty of Education, Chulalongkorn University for many years, so it is possible to contact the students and asked them to participate in the study. The researcher made announcements and persuaded them to take tutoring English classes and then informed them about the purpose of the tutoring classes and the activities they had to do during the experiment. All the participants were contended and willingly accepted and agreed to join in the classes and cooperated with the researcher. Table 1 shows the number of the students in the experiment and the control groups.

Table 1

The Number of the Participants Classified by Area of Study

Groups	Area of Study			Total
	Primary Education	Secondary Education (Social Studies)	Secondary Education (Sciences)	
Control (%)	0 (0.00)	0 (0.00)	22 (100.00)	22 (100.00)
Treatment (%)	15 (68.18)	1 (4.55)	6 (27.27)	22 (100.00)

Table 1 shows the number of the students of both groups with the percentage. All participants in the control group were the students of Secondary Education majoring in sciences (100.00%) while the participants in the treatment group were the students of Primary Education (68.18%), Secondary Education majoring in sciences (27.27%), and Secondary Education majoring social sciences (4.55%). Moreover, none of them are majoring in English.

Research Design

The design of this study was a quasi- experimental study with a randomized control group pretest-posttest design comprising of two groups, treatment and control groups.

Treatment Group	R	O	X1	O
Control Group	R	O	X2	O

Figure 1. The Randomized Control Group Pretest-Posttest Design

According to Figure 1 above R refers to the random assignment of students to treatment and control groups while O refers to the test used before and after the treatment. X1 refers to the lessons with drama techniques and X2 refers to the lessons with regular classroom activities.

Research Instruments

To investigate the existing types of FLCA that Thai EFL students have, the effectiveness of using drama techniques on reducing the levels of FLCA of Thai EFL, and how drama techniques can be improved for reducing FLCA, a triangulation methods for data collecting were employed including lesson plans based on drama techniques, the Foreign Language Classroom Anxiety questionnaire, and guided questions for focus group discussion as discussed in details as follows.

Instrument Construction

Lesson Plans Based on Drama Techniques.

In this study, the compulsory English course named Activating Skills in English was selected for teaching both the control and the treatment groups. Activating Skills in English is a three-credit compulsory course for the students of the Faculty of Education, Chulalongkorn University. This course was provided by the Department of English for Social Sciences and Humanities, Chulalongkorn University Language Institute. The course aims to develop integrated skills of English, and the content of

the course is divided into five units: expressing opinions, giving advice, asking questions, paraphrasing, and summarizing. According to the duration, eight lessons, of the experiment, the last unit, summarizing, was omitted.

The researcher constructed the lesson plans that integrated drama techniques as the main teaching technique as in the following steps:

1. Studying the course description and course syllabus.
2. Studying the textbook, *Activating Skills in English* produced by Chulalongkorn University Language Institute.
3. Studying related documents and research for various dimensions of using drama techniques in English classes.
4. Constructing eight lesson plans that include six types of drama activities which are role-play, drama games, simulation, acting play scripts, guided improvisation and prepared improvised drama.
5. Having an advisor to examine the lesson plans.
6. Having three experts to check the content validity, the appropriateness of the activities and the time allocation.
7. Revising and editing the plans according to comments and suggestion.

Foreign Language Classroom Anxiety Questionnaire.

The Foreign Language Classroom Anxiety questionnaire consists of two sections: personal data and Foreign Language Classroom Anxiety Scale (FLCAS) constructed by Horwitz, Horwitz and Cope (1986). Section 1 concerns personal data consists of two parts of personal data: general data and background on the frequency of English language use. Section 2 contains 33-items of FLCAS translated into Thai by the researcher and approved by the three experts in the field of Teaching English as a Foreign Language. A five-point Likert Scale includes 24 positively worded and

nine negatively worded items adapted from Horwitz, Horwitz and Cope (1986). The researcher followed the following steps of construction.

1. Having three experts in the field of Teaching English as a Foreign Language examine the translated FLCAS for the appropriateness of the translation and the comprehension. All 33 items were examined for content validity by the experts using Item-Objective Congruence (IOC) and the value of the validity for each item was between 0.67 and 1.00.
2. Revising and editing the questionnaire according to comments and suggestions. In the study, the terms “language” and “foreign” were suggested to be more specific to the context by using “English language” instead.
3. Trying-out the revised FLCAS with the 30 students of the Faculty of Education, Chulalongkorn University in order to investigate the reliability of using the questionnaire in the experiment. The results were that all items were approved by having the total correlation between 0.32 and 0.72.

The details of the 33-item questionnaire for measuring overall anxiety and the three types of FLCA which are Communication Apprehension (being afraid of using a foreign language to communicate with another person), Fear of Negative Evaluation (fear of being criticized both verbally and non-verbally), and Test Anxiety (the worry about the failure or poor performance in both formal and informal tests) are shown in Table 2 below.

Table 2

Questionnaire Measuring Foreign Language Learning Anxiety

No.	Component	Item Number on Questionnaire	The Numbers of Items
1	Overall Anxiety	1, 2 (r), 3, 4, 5 (r), 6 (r), 7, 8 (r), 9, 10, 11 (r), 12, 13, 14 (r), 15, 16, 17, 18 (r), 19, 20, 21, 22 (r), 23, 24, 25, 26, 27, 28 (r), 29, 30, 31, 32 (r), 33	33
2	Communication Apprehension	1, 4, 9, 14 (r), 18 (r), 24, 27, 29, 32 (r)	9
3	Fear of Negative Evaluation	7, 13, 15, 20, 23, 25, 31	7
4	Test Anxiety	2 (r), 8 (r), 10, 19, 21	5

Guided Questions for Focus Group Discussion.

The purposes of the guided questions were to collect data on self-reported level of FLCA, the effectiveness of drama techniques and the drama techniques that can reduce the level of FLCA the most. Ten participants in the treatment group were asked to participate voluntarily in the focus group discussions which were held twice: after learning the fourth lesson and after the eighth lesson.

In terms of the procedures of conducting the focus group discussion, the students were informed in the third class of the experiment that there would be two focus group discussions in the next class and the last class. Therefore, ten volunteered participants were needed in order to gain some more information about how they felt about the classes.

In the focus group discussions, all ten volunteered participants were informally asked questions based on the guided questions for focus group discussion. Each time

took approximately 30 minutes and all the discussion was audio-recorded and note-taken for transcriptions later.

Data Collection Procedure

The researcher collected the data by following these steps:

1. Having every participant complete the FLCA questionnaire in order to investigate the level of FLCA of Thai EFL university students.
2. Teaching the sample using the lesson plans constructed. Each lesson plan will be taught two periods (60 minutes per period) for four weeks (two classes a week). Each unit took two days. Therefore, the students totally received 16 hours and four units of instruction.
3. After finishing the fourth lesson, ten volunteered participants participated in the first focus group discussion in order to self-report the level of their FLCA and the effectiveness of drama techniques, as well as including to suggest how drama techniques the activities that can reduce level of FLCA the most for the first four lessons.
4. After completing the eighth lesson, the ten volunteered participants from the first focus group discussion participated in the second focus group discussion to self-report the level of their FLCA and the effectiveness of drama techniques as well as the drama activities that can reduce the level of FLCA the most in the last four lessons.
5. Having every participant complete the FLCA questionnaire again in order to investigate the level of FLCA of Thai EFL university students after the experiment.

Data Analysis

The data analyzed in the study were both quantitative and qualitative data. The quantitative data were self-ratings from FLCA questionnaire while the qualitative data were transcriptions from the focus group discussion.

Data from FLCA Questionnaire.

Descriptive statistics were used for analyzing the mean scores of overall FLCA and the three types of FLCA (Communication Apprehension, Fear of Negative Evaluation and Test Anxiety) of the control and the treatment groups altogether to explore FLCA of the participants before the experiment as well as to determine the differences among groups to find out the effect of drama techniques on reducing FLCA. The detailed interpretation of the mean scores is shown in Table 3.

Table 3

Extent of Foreign Language Learning Anxiety by the Mean of the Questionnaire Score

Mean	Extent of Foreign Language Learning Anxiety
1.00-1.49	No Anxiety or Strongly Little
1.50-2.49	Little
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.00	Strongly High

To study the effect of drama techniques on reducing FLCA, the inferential statistics, independent t-test analyzed by the Statistical Package for Social Science (SPSS) was used to determine the differences among the data of following groups.

1. The difference between the pretest results of the control group and of the treatment group.
2. The difference between the pretest results and the posttest results of the treatment group.
3. The difference between the pretest results and the posttest results of the control group.
4. The difference between the posttest results of the control group and of the treatment group.

Data from Focus Group Discussion.

To analyze the data from the focus group discussion, the transcriptions of ten volunteered participants were analyzed using content analysis technique. The transcriptions were classified according to the research questions of the study.

Summary

This chapter first discussed the research procedures, the population and sample of the study, the students in the Faculty of Education, Chulalongkorn University selected by convenience sampling and non-convenience sampling methods. Then it described the research instruments consisting of lesson plans based on using drama techniques, the Foreign Language Classroom Anxiety questionnaire and the guided questions for focus group discussion. The chapter also presented the data collection procedures: the implementation of drama techniques in the Activating Skills in English, a three-credit compulsory course for the students in the Faculty of

Education, the administration of the FLCAS questionnaire, and the process of conducting the focus group discussion. The last section of the chapter provided the data analysis methods of both quantitative data from the self-ratings obtained from the questionnaires and qualitative data from the transcriptions of the focus group discussions. Chapter four presents the results of the study, the effect of using drama techniques and the level of foreign language classroom anxiety Thai EFL students possessed.



CHAPTER IV

FINDINGS

This chapter reports the results of the study in accordance with the three research questions which were what types of FLCA Thai EFL students have, whether drama techniques reduce the levels of FLCA of Thai EFL students, and which drama activities affect the levels of FLCA of Thai EFL students. The participants of the study were 44 EFL students of Faculty of Education, Chulalongkorn University, selected by convenience (for selecting the faculty) and non-random (for selecting the participants) sampling methods. From the study, quantitative data was obtained through the Foreign Language Classroom Anxiety questionnaire answered by the participants and analyzed by the Statistical Package for Social Science (SPSS). Moreover, qualitative data was obtained through two times (after the fourth and the eighth lessons) of focus group discussion by ten volunteered participants in the treatment group and analyzed by content analysis technique.

Types of FLCA of Thai EFL Students

Research question 1: What types of FLCA do Thai EFL students have?

The following section presents the results from the FLCA questionnaire, and the focus group discussion which aim to answer the first research question.

Types of the FLCA Reported in the Questionnaire.

Before the experiments, FLCA questionnaires were administered to all 44 participants in order to find out their FLCA. The participants' responses of the FLCA questionnaire were calculated for the means and then interpreted for the level of the

students' anxiety using the following criteria: 1.00-1.49 = No anxiety or strongly little, 1.50-2.49 = Little, 2.50-3.49 = Moderate, 3.50-4.49 = High, and 4.50-5.00 = Strongly high as shown in Table 4.

Table 4

The Overall Means of the 33-items and the Means of each Components of the FLCA of the 44 Participants in the Treatment and the Control Groups

No.	Component	N	Overall Means of the Total Score	The Number of Items	Means of Component	Indication
1	Overall FLCA	44	106.68	33	3.34	Moderate
2	Communication Apprehension	44	31.48	9	3.50	High Anxiety
3	Fear of Negative Evaluation	44	24.16	7	3.45	Moderate
4	Test Anxiety	44	15.90	5	3.18	Moderate

As illustrated in Table 4 all the participants' overall mean of the FLCA was at the moderate level (3.34). When classifying into three types of FLCA, the participants have Communication Apprehension at high level (3.50), Fear of Negative Evaluation at moderate level (3.45), Test Anxiety at moderate level (3.18).

The Level of FLCA for Each Individual Variable.

The researcher further analyzed the individual responses of 44 participants to the FLCA questionnaires for all 33 items under each of the three types of FLCA including Communication Apprehension, Fear of Negative Evaluation, and Test Anxiety. The self-reported responses were then presented in frequencies and percentage of each item under the three main types.

1. The Level of FLCA for Each Individual Variable:

Communication Apprehension

Communication Apprehension refers to a situation of specific anxieties- when language learners are afraid of using a foreign language to communicate with another person. Table 5 presents the frequencies and percentage of the individual variables of Communication Apprehension which includes 9 items: item 1, 4, 9, 14 (r), 18 (r), 24, 27, 29, and 32 (r).

Table 5

Frequencies and Percentage of each Individual Variable of Communication Apprehension

Item	Statement	Level of Agreement				
		5*	4	3	2	1
1	You never feel quite sure of yourself when you are speaking in my English language class.**	3 (6.82%)	2 (4.55%)	20 (45.45%)	12 (27.27%)	7 (15.91%)
4	It frightens you when you don't understand what the teacher is saying in English language class.	7 (15.91%)	15 (34.09%)	10 (22.73%)	11 (25%)	1 (2.27%)
9	You start to panic when you have to speak without preparation in English language class.	16 (36.36%)	21 (47.73%)	5 (11.36%)	2 (4.55%)	0 (0.00%)
14	You would not be nervous speaking English language with native speakers. **	3 (6.82%)	6 (13.64%)	14 (31.82%)	14 (31.82%)	7 (15.91%)
18	You feel confident when you speak in English language class. **	0 (0.00%)	2 (4.55%)	14 (31.82%)	18 (40.91%)	10 (22.73%)
24	You feel very self-conscious about speaking English language in front of other students.	8 (18.18%)	14 (31.82%)	18 (40.91%)	4 (9.09%)	0 (0.00%)
27	You get nervous and confused when you are speaking in your English language class.	10 (22.73%)	10 (22.73%)	18 (40.91%)	5 (11.36%)	1 (2.27%)
29	You get nervous when you don't understand every word the English language teacher says.	9 (20.45%)	10 (22.73%)	19 (43.18%)	6 (13.64%)	0 (0.00%)
32	You would probably feel comfortable around native speakers of English.**	1 (2.27%)	6 (13.64%)	12 (27.27%)	17 (38.64%)	8 (18.18%)

*5 = Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

**Positive-worded Item

As illustrated in Table 5, the results indicated that half of the participants (50%) of the participants strongly agreed/ agreed that it frightened them when they did not understand what the teacher was saying in English language class (Item 4), as well as, they felt very self-conscious about speaking English language in front of other students (Item 24). Moreover, about 84% of the participants strongly agreed/ agreed that they started to panic when they had to speak without preparation in English language class (Item 9). In terms of positive-worded statements, about 64% and 57% of the participants strongly disagreed/ disagreed respectively that they felt confident when they spoke in English language class (Item 18) and probably felt comfortable around native speakers of English (Item 32) respectively.

2. The Level of FLCA for Each Individual Variable:

Fear of Negative Evaluation

Fear of Negative Evaluation refers to the situation in which the learners fear of being criticized by the others both verbally and non-verbally. Table 6 presents the frequencies and percentage of the individual variables of Fear of Negative Evaluation consisting of 7 items: item 7, 13, 15, 20, 23, 25, and 31.

Table 6

Frequencies and Percentage of each Individual Variable of Fear of Negative Evaluation

Item	Statement	Level of Agreement				
		5*	4	3	2	1
7	You keep thinking that other students are better at English language than you are.	13 (29.55%)	12 (27.27%)	15 (34.09%)	4 (9.09%)	0 (0.00%)
13	It embarrasses you to volunteer answers in your English language class.	8 (18.18%)	19 (43.18%)	10 (22.73%)	7 (15.91%)	0 (0.00%)
15	You get so upset when you don't understand what the teacher is correcting.	4 (9.09%)	17 (38.64%)	14 (31.82%)	8 (18.18%)	1 (2.27%)
20	You can feel your heart pounding when you're going to be called on in English language class.	11 (25%)	17 (38.64%)	10 (22.73%)	2 (4.55%)	4 (9.09%)
23	You always feel that the other students speak English language better than you do.	10 (22.73%)	11 (25%)	19 (43.18%)	3 (6.82%)	1 (2.27%)
25	English language class moves so quickly that you worry about getting left behind.	1 (2.27%)	8 (18.18%)	19 (43.18%)	13 (29.55%)	3 (6.82%)
31	You are afraid that the other students will laugh at you when you speak English.	6 (13.64%)	12 (27.27%)	19 (43.18%)	6 (13.64%)	1 (2.27%)

*5 = Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

As demonstrated in Table 6, it was found that about 61% and 64% of the participants respectively indicated that it embarrassed them to voluntarily answers in the English language class (Item 13), and they felt their hearts pounding when they were going to be called on in English language class (Item 20) respectively. However, about 43% of the participants neither agreed nor disagreed that English class moves so quickly that they worried about getting left behind (Item 25), and they were afraid that the other students would laugh at them when they spoke English (Item 31).

3. The Level of FLCA for Each Individual Variable: Test Anxiety

Test Anxiety refers to the feeling and emotion of the language learners about the worry they have for the failure or poor performance in both formal and informal tests. Table 7 presents the frequencies and percentage of the individual variables of Test Anxiety including 5 items: 2 (r), 8 (r), 10, 19, and 21.

Table 7

Frequencies and Percentage of each Individual Variable of Test Anxiety

Item	Statement	Level of Agreement				
		5*	4	3	2	1
2	You don't worry about making mistakes in English language class.	1 (2.27%)	10 (22.73%)	10 (22.73%)	16 (36.36%)	7 (15.91%)
8	You are usually at ease during tests in your English language class.**	1 (2.27%)	7 (15.91%)	16 (36.36%)	14 (31.82%)	6 (13.64%)
10	You worry about the consequences of failing your English language class.**	14 (31.82%)	11 (25%)	10 (22.73%)	8 (18.18%)	1 (2.27%)
19	You are afraid that your English language teacher is ready to correct every mistake you make.	1 (2.27%)	2 (4.55%)	13 (29.55%)	17 (38.64%)	11 (25%)
21	The more you study for English language test, the more confused you get.	3 (6.82%)	14 (31.82%)	18 (40.91%)	9 (20.45%)	0 (0.00%)

*5 = Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

**Positive-worded Item

As illustrated in Table 7, the results revealed that about 52% of the participants strongly disagreed/ disagreed that they did not worry about making mistakes in English language class; moreover, about 57% of the participants worried about the consequences of failing their English language class. On the other hand, about 64% of the participants indicated they were not afraid that their English language teacher was ready to correct every mistake they made.

FLCA Reported in the Focus Group Discussion.

To triangulate the results from the questionnaire, ten participants volunteered to participate in the focus group discussion. They were asked to respond to the guided questions related to their perception of the FLCA before the experiment. The results with some excerpts were shown below.

All ten participants agreed that they had FLCA for different reasons: their teachers and their classmates (see Excerpt 1). For those who had FLCA because of their teachers, they were afraid their teachers would not understand what they said and these feelings appeared through their facial expressions. For those who had FLCA because of their classmates, they were scared to be negatively evaluated such as laughter by the classmates who had higher proficiency of English. As a result, they ended up avoiding using English in class.

Excerpt 1

“ถ้าสมมติว่าเรียนในห้องกับครูที่เครียดๆ ก็ไม่กล้าตอบ เพราะเหมือนกับว่า...พอตอบไปแล้วเขาก็จะทำหน้าแบบ ฮะ อะไร”

“If I am in a class with a tense teacher, I will be afraid to answer. It’s like when I answer, the teacher will make a face like ‘What?’”

Primary Education Student/ February 10, 2011

“ในคลาสจะคละกัน มีตั้งแต่ เก่งเวอร์จน แบบไม่รู้อะไรเลย มาอยู่ในคลาส เดียวกัน. ก็เลยเริ่มกังวลว่าพอพูดไป พูดผิด มันจะเป็นอย่างไร...คนอื่นจะหัวเราะเราขนาดไหน”

“In class, the students are mixed from so smart to know nothing. So, I am concerned if I said something wrong, what would happen or how much the others would laugh at me.”

Secondary Education (Social Studies) Student/ February 10, 2011

The Effectiveness of Drama Techniques on FLCA Reduction

Research question 2: Do drama techniques reduce the levels of FLCA of Thai EFL students?

To answer the above research question, the following section presents, as well, the results from the FLCA questionnaire and the focus group discussion.

The Effectiveness of Drama Techniques on FLCA Reduction Reported in the Questionnaire.

To examine whether drama techniques are effective in reducing the level of FLCA of Thai students, the 44 participants were voluntarily divided into two groups which are a control group (22 participants) and a treatment group (22 participants). After the data collection, the comparisons of the mean, standard deviation, mean difference, and t-test results of FLCA of pretest and posttest in the control and the treatment groups are shown in Table 8 in order to illustrate if the levels of FLCA of both groups are different before and after the experiment or not. Then, the mean, standard deviation, mean difference and t-test results of FLCA of the control and treatment groups in the pretest and the posttest (see Table 9) in order to find out whether the levels FLCA of both groups reduces after the experiment.

Table 8

Mean, Standard Deviation, Mean Difference, and t-test Results of FLCA of the Pretest and Posttest in the Control and Treatment Groups

	Control (N = 22)		Treatment (N =22)		Mean Dif.	t	df	Sig.
	Mean	S.D.	Mean	S.D.				
Pretest	3.38	0.49	3.37	0.53	0.01	0.41	21	0.97
Posttest	3.25	0.44	2.84	0.48	0.41	2.68	21	0.014

According to Table 8, it shows that the mean scores and S.D. of the control group from the pretest FLCA are 3.38 and 0.49 respectively, while the mean and the S.D. scores of the treatment group are 3.37 and 0.53 respectively. The result of the independent t-test revealed that there was not a statistically difference between the mean at the 0.05 level (sig. = 0.97).

Also, Table 8 shows that after the treatment, the posttest mean and the S.D. scores of the control group are 3.25 and 0.44 respectively, while the posttest mean and the S.D. scores of the treatment group are 2.84 and 0.48 respectively. The statistical calculation also revealed that the mean scores of the level of FLCA of both groups are significantly different at the 0.05 level (sig. = 0.014).

The comparison between the mean scores of the level of FLCA before and after treatment within the control group and treatment group is presented in Table 9.

Table 9

Mean, Standard Deviation, Mean Difference, and t-test Results of FLCA of the Control and Treatment Groups for the Pretest and the Posttest

Group	N	Pretest		Posttest		Mean Dif.	t	df	Sig.
		Mean	S.D.	Mean	S.D.				
Control	22	3.38	0.49	3.37	0.53	0.01	2.64	21	0.015
Treatment	22	3.25	0.44	2.84	0.48	0.41	7.25	21	0.000

As illustrated in Table 9, the pretest mean scores and S.D. of the control group are 3.38 and 0.49 respectively while the posttest mean and S.D. scores of the control group are 3.37 and 0.53 respectively. It was also found that FLCA of the control group reduced significantly at the 0.05 level (sig. = 0.015). It was also found that the pretest mean scores and S.D. of the treatment group are 3.25 and 0.44 respectively

while the posttest mean and S.D. scores of the treatment group are 2.84 and 0.48 respectively. It was also found that FLCA of the treatment group reduced significantly at the 0.001 level (sig. = 0.000).

The Effectiveness of Drama Techniques on FLCA Reduction Reported in the Focus Group Discussion.

To answer the research question 2, the volunteered participants were also asked whether drama techniques could reduce their FLCA in the focus group discussion. All ten participants agreed that drama techniques could reduce their FLCA. However, they believed that teacher was a factor influencing the effectiveness of drama techniques. They were not certain whether their FLCA would reduce if the teacher was changed. Moreover, some of them thought that their classmates' dominance was another factor which caused them less participation in class. The students' talk in the focus group discussion for answering research question 2 is presented in Excerpt 2 as follows.

Excerpt 2

“ถ้าเอากิจกรรมนี้ไปใช้แต่ลักษณะของผู้สอนแสดงออกมาแบบว่า ค่อนข้างที่จะขึงขัง ไม่ได้ทำให้เราแบบว่า ผ่อนคลาย ไม่พูดแน่นอน”

“If these techniques are applied but the teacher's characteristics are quite tense and don't make me feel relaxed, I will definitely not speak.”

Secondary Education (Social Studies) Student/ February 10, 2011

“ในชั้นเรียน เราฟังรู้เรื่องก็จริง แต่เวลาตอบ ไม่รู้ว่าจะเอาคำอะไรมาตอบ แล้วเจอเพื่อตอบกันแบบ บีบบังคับ ก็ไม่รู้จะตอบอะไร”

“In class, I can listen understandably but don't know how to answer. It's worse when other classmates all together answer. Then, I don't know what to say”

Secondary Education (Sciences) Student/ February 10, 2011

Drama Activities Affecting Levels of FLCA of Thai EFL Students

Research question 3: Which Drama Activities Affect the Levels of FLCA of Thai EFL Students?

To answer the research question 3, the following section presents merely the results from the focus group discussion.

Drama Activities Affecting Levels of FLCA of Thai EFL Students

Reported in the Focus Group Discussion.

Among six types of drama techniques: role-play, simulation, drama games, guided improvisation, acting play scripts, and prepared improvised drama, there is a variety of answers on which drama activities affect them on reducing their FLCA from the focus group discussion. Four volunteered participants thought that prepared improvised drama could reduce FLCA the most because of the combination of the sense of community and the freedom to produce the language and to use imagination in order to complete the tasks given. Below are some of the examples (see Excerpt 3):

Excerpt 3

“กิจกรรมที่ให้ช่วยกันแสดงอาชีพแปลกๆ นั้น เราออกมากันหลายคน มันก็ยิ่งสนุกมากกว่า
 มาคนเดียว มาคนเดียวก็แบบ แหมรู้คนเดียว ทำคนเดียว เวลาจะได้ตอบกลับไป มันไม่ได้มีคน
 ช่วยกัน แต่มาหลายๆคนอย่างนี้ครับ เป็นกลุ่ม มากันหลายๆคน มันก็จะช่วยได้ รู้สึกอุ่นใจกว่า แล้วก็
 สนุกมากกว่าด้วย”

“For the activity that we came out to perform together, many of us went out so that it was more fun than doing alone. Do it alone. Know it alone. There was no one to help. But when doing it together as a group of many people, it helps feel more secure and fun too.”

Secondary Education (Social Studies) Student/ February 24, 2011

“รู้สึกว่ามันเป็นอิสระมากกว่า คือเราได้ใช้จินตนาการด้วย ไม่เหมือนกับที่เราต้องตามบท
ซึ่งต้องอ่านตลอด”

“I also felt freer to use my imagination not to stick too much to the scripts.

Secondary Education (Sciences) Student/ February 24, 2011

However, three of them thought that drama games could reduce FLCA the most because of the sense of competition and enjoyment as shown in Excerpt 4.

Excerpt 4

“กิจกรรมเก้าอี้ (Drama Games) มันได้เล่น มันอยากจะเอาชนะต้องคิดเหตุผลขึ้นมา ที่จะ
เล่น ที่จะพูด”

“The chair activity (Drama Games), I got to play and wanted to win. I had to come up with reasons to play and to talk.”

Secondary Education (Sciences) Student/ February 10, 2011

“ชอบกิจกรรมเมื่อวาน (Drama Games) เพราะว่าเราสนุกที่จะคิด ที่จะทำ”

“I liked the yesterday activity (Drama Games) because it was fun to think, to do.”

Secondary Education (Sciences) Student/ February 24, 2011

Additionally, three volunteered participants indicated three different activities: role-play, simulation, and acting play scripts the most effective drama activities reducing their FLCA. For the one who indicated role-play reducing FLCA the most, the volunteered participant preferred to do a small group activity without performing at the front of the class. Another volunteered participant indicating simulation said that it provided an opportunity to hear other people’s ideas together with the sense of community. Finally, the last volunteered participant favored acting play scripts the

most because of a sense of community including the fear of misrepresentation to classmates. Here are some of the students' comments (see Excerpt 5).

Excerpt 5

“โดยส่วนตัวหนูไม่ชอบที่ออกมาแสดงออกอะไรแบบนี้ อย่างคุยกับเพื่อนเนี่ยหนูคุยได้ มันรู้สึกว่าเป็นเพื่อนช่วยหนูด้วย ไม่มีใครมามองว่า เอ๊ย จับผิดหรือเปล่า หรือว่าเราพูดผิดหรือเปล่า (Role Play)”

“Personally, I don't like to perform in front of the class like this. Talking to friends is what I can do. It feels like my friends can help me too. Nobody is checking if I am making any errors or not (Role Play).”

Primary Education Student/ February 10, 2011

“ชอบ Simulation เพราะว่า เราได้ดูความคิดคนอื่นนะครับ แล้วเราก็ได้ตั้งคำถามเพื่อที่จะดูว่าเขาจะตอบยังไง แล้วก็รู้สึกว่ามันทำเป็นกลุ่ม ก็เลยรู้สึกว่ามันสนุก”

“I liked simulation because I could see the others' thoughts and also had a chance to pose questions to see how they answered. Also, I felt like a group work so it was so fun.”

Secondary Education (Sciences) Student/ February 10, 2011

“หนูรู้สึกว่า หัวหนูไม่ค่อย Create นะ กลัวแบบพูดไปแล้วคนไม่เข้าใจ แล้วมันจะรู้สึก Fail”

“I feel like my head is not creative. I'm afraid of saying things not understandable and I'll fail.”

Primary Education Student/ February 10, 2011

For the activity reducing FLCA the least, nine volunteered participants selected role-play since, while doing the activity, they did not know if they produced

the language grammatically or not as well as there was no teacher monitoring their performance all the time (see Excerpt 6).

Excerpt 6

“เหมือนกับแบบว่า ต่างคนต่างไม่ได้ช่วยอะไรกันเลย ก็แบบมาพูดแบบ งูๆปลาๆ ค้างกัน สมมติว่าเราผิดตรงไหน เราก็ไม่รู้ว่าจะแก้ไขตรงไหน”

“It was like we could not help each other so we just said it. Suppose we made mistakes, we would not know what we did wrong and how we corrected it.”

Primary Education Student/ February 10, 2011

“คือรู้สึกที่ไม่มีคนคอยดูอยู่ตลอดเวลา รู้สึกเหมือนว่า หหมดแล้วก็นั่งก็ได้”

“I felt there was no one watching me all the time. I felt like I could sit down right after I finished talking.”

Secondary Education (Social Studies) Student/ February 10, 2011

The Improvement the Effectiveness of Drama Techniques for Reducing FLCA

Research question 4: How can drama techniques be improved for reducing FLCA the most?

Similar to the research question 3, the following section presents merely the results from the focus group discussion in order to answer the research question 4.

The Improvement of Drama Techniques for Reducing FLCA Reported in the Focus Group Discussion.

To improve drama techniques on reducing FLCA the most, all ten volunteered participants agreed that they concerned about the teacher. Therefore, they suggested the teacher should have friendly appearance, use non-threatening words to help the

students feel secure and confident in class. In addition, they reported that the teacher should pay a careful attention to the student's performance in order to help correct their mistakes. Moreover, the teacher should also find a way to engage the students who do not participate in a group activity. The students' comments were as in the following excerpt (see Excerpt 7).

Excerpt 7

“อยากให้ครูสร้างความคุ้นเคยระหว่างครูกับนักเรียน”

“I want teachers build up familiarity between the teacher and the students.”

Primary Education Student/ February 10, 2011

“แล้วก็ไม่ใช่คำพูดที่ทำให้รู้สึก เราเสียความมั่นใจ”

“Including not using words that make me loose my confidence.”

Secondary Education (Sciences) Student/ February 24, 2011

“สมมติว่าเรากำลังแสดงอยู่นี้ อยากให้อาจารย์ดูการแสดงของเราด้วย เพื่อว่าเราทำอะไรผิดจะได้ช่วยแก้ไขให้เรา”

“Suppose we are performing, I want to have the teacher watching us. In case we make mistakes, the teacher can help correct them.”

Primary Education Student/ February 24, 2011

“อยากให้ครูสังเกตว่า มีคนไหนที่ไปเข้ากลุ่มแต่ไม่เคยได้มีส่วนร่วม หรือออกไปแสดงเลย
แค่ไปเข้ากลุ่มกับเพื่อนเฉยๆ อยากให้มีส่วนร่วม ออกมาครบทุกคนนะคะ”

“I want the teacher to keep an eye on the students who are in the groups but never participate or perform but just be in the groups. I want everyone to be engaged.”

Secondary Education (Sciences) Student/ February 24, 2011

Summary

The study revealed the following results. First the overall mean of the FLCA of all 44 participants was at the moderate level. When analyzing based on three types of FLCA, the high level of FLCA fell into the Communication Apprehension whereas the Fear of Negative Evaluation and Test Anxiety were possessed at the moderate level. The results from the focus group discussion were also presented to triangulate the data from self-reported FLCA questionnaire. Next, the t-test results between the mean scores of the post test of the FLCA from the treatment and the control groups showed the significantly different between the mean scores of both groups. The finding also among six activities of drama techniques, the prepared improved drama could reduce the FLCA most. Finally, the chapter presented the participants' suggestions for improve the drama techniques for reducing the FLCA. Chapter five summarizes the findings and offers the discussion, implications, as well as suggestions for further studies.

CHAPTER V

CONCLUSION AND DISCUSSION

The purpose of the study aimed to investigate the effectiveness of drama techniques on reducing FLCA of Thai EFL students. In this chapter, the discussion is presented in accordance with the four research questions of the study. The first research question investigated types of Foreign Language Classroom Anxiety (FLCA) Thai EFL students have. The second; the second question examined whether drama techniques reduce the levels of FLCA of Thai EFL students. The third research question attempted to find out which drama activities affect the levels of FLCA of Thai EFL students, and the fourth research question examined how drama techniques can be improved for reducing FLCA the most.

This chapter therefore first summarizes the major findings of the study obtained through the Foreign Language Classroom Anxiety questionnaire answered by the participants and analyzed by the Statistical Package for Social Science (SPSS) and through focus group discussion by 10 volunteered participants in the treatment group analyzed by content analysis technique. Next, the findings are discussed according to the results of each research question. Then the limitations and the pedagogical implications for are offered. Finally, the recommendations for further studies are provided.

Conclusion

The research findings from FLCA questionnaire can be concluded in accordance with the research questions as follows. Firstly, the students possessed FLCA and the overall mean of FLCA of all 44 participants was at the moderate level (3.34). When classifying into three types of FLCA, the students had Communication Apprehension at the high level (3.50) while Fear of Negative Evaluation and Test Anxiety at the moderate levels (3.45 and 3.18 respectively).

Secondly, the analysis of self-reported data from FLCA questionnaire and transcriptions of the focus group discussions revealed that drama techniques were effective on reducing the overall FLCA; however, the teacher is a factor influencing the students' FLCA. After the experiment, FLCA of both the control and the treatment groups reduced significantly. However, when comparing the results of FLCA from the control and the treatment groups, it was found that FLCA of the students in the treatment group was significantly lower than FLCA of the students in the control group.

Thirdly, for drama activities affecting the students' overall FLCA, prepared improvised drama and drama games were indicated by four and three volunteered participants respectively the most effective on reducing FLCA. The reasons from the volunteered participants were the combination of the sense of community and the freedom to produce the language in order to complete the tasks given for prepared improvised drama and the combination of the sense of competition and enjoyment for drama games. On the other hand, role-play was indicated by nine volunteered participants the least effective on reducing FLCA because the students did not know if they produced the language grammatically or not while doing the activity as well as there was no teacher monitoring their performance all the time.

Finally, in the focus group discussions, the volunteers were also asked to provide suggestions in order to make drama techniques the most effective on reducing FLCA. All of the suggestions from ten volunteered participants focused on the teacher. They suggested the teacher have friendly appearance, sense of humor, and use non-threatening words to help the students feel safe in class, as well as, pay a careful attention to the student's performance in order to help correct their mistakes. Moreover, the teacher should also find ways to engage the students who do not participate in a group activity.

Discussion

The discussion is presented in four sections according to the research questions as follows.

Research question 1: *What types of FLCA do Thai EFL students have?*

The findings from the Foreign Language Classroom Anxiety questionnaire revealed that all the students possessed FLCA. This is consistent with the findings from Wörde's study (2003) in which all American participants from three different language classrooms (German, French, and Spanish) in the study had FLCA. When classifying FLCA into types, the findings are consistent with the study of Parauwat (2011) that Thai EFL university students have Communication Apprehension at the high level while Fear of Negative Evaluation and Test Anxiety at the moderate levels. However, in Parauwat's study (2011), other sources of FLCA which are fear of being less competent than others, beliefs about language learning, and negative attitudes toward language learning were as well explored.

Research question 2: *Do drama techniques reduce the levels of FLCA of Thai EFL students?*

The findings from the Foreign Language Classroom Anxiety questionnaire together with the focus group discussions revealed that drama techniques were effective on reducing FLCA. This incident partially responds to Fung's study (2005) that FLCA of the most students reduced but there was a small group of students still experienced FLCA occasionally. It is probably because the class in the present study was conducted as a tutoring class and the participants came to class without any worries about failing the course. However, in the present study, both classes which were conducted for both control and treatment groups shared the above challenge together and the t-test results still show that FLCA of the students in the treatment group was lower significantly than FLCA of the students in the control group.

To conclude, the above discussion reveals that drama techniques are effective on reducing Thai EFL university students' FLCA. Also, the techniques can be an applicable alternative for teachers of English seeking to reduce their students' FLCA.

Research question 3: *Which drama activities affect the levels of FLCA of Thai EFL students?*

The findings for discussion in this section are from two focus group discussions (The first was after the fourth lesson and the second was after the eighth lesson.). In terms of the drama activities affecting the students' FLCA, they all agreed that every activity helped reduce FLCA, however, two drama activities indicated by most of the volunteered participants were found the most effective on reducing FLCA: prepared improvised drama and drama games.

In class, the students were asked to be in groups, then, each group would be provided with a brief description of a situation or a routine i.e. a dirty job. Next, each

group will have a certain period of time to prepare before performing in groups while the other groups make guess.

Prepared improvised drama was indicated as the most effective activity on reducing their FLCA. The reasons indicated by the volunteered participants were the combination of the sense of community and the freedom to use imagination and to produce the language in order to complete the tasks given. In addition, the reason about sense of community is consistent with the factor reducing FLCA contributed by the participants in Wörde's study (2003). They mentioned in the group interview that group work and study partner could help reduce FLCA. They also suggested the students do activities in order to be familiar with one another personally outside the classroom such as having lunch (Wörde, 2003). For the freedom of language production, Helderbrand (2003) suggests drama techniques provide freedom to the students to say what is in their minds, as a result, a relaxed and informal classroom are brought.

When discussing, in detail, the sense of community, it might be contradictory that other drama activities include the sense of community as well. One factor which might explain the above observation is that prepared improvised drama provides not only the sense of community but also the freedom to use their imagination to create roles and responsibilities of characters to complete the tasks. On the other hand, for other drama activities such as role-play, simulation, and acting play script, the roles and responsibilities of characters are assigned by the teacher. Therefore, to be more specific, prepared improvised drama was indicated the most effective drama activity on reducing FLCA probably because of the combination of sense of community and the freedom to imagine and to produce the language, not either characteristic solely.

Another drama activity found the most effective on reducing FLCA was drama games. During the drama techniques-based class, drama games were applied several times in order to warm-up and contextualize the students. For example, in the 'Learn How to Say No' lesson, one student was asked to sit down on a chair located in front of the class and not to let anyone take the seat unless he or she was convinced with an acceptable reason. Then, the other students would go out one by one to try taking the seat such as acting like a drunken person who was about to throw up at the seat.

The reasons which made drama games most effective on reducing FLCA indicated by some of the volunteers were the sense of competition and enjoyment. The finding on the enjoyment of the activity was similar as Helderbrand (2003) mentioned that drama contains activities which help the students learn and have fun at the same time.

On the contrary, role-play was indicated the activity reducing FLCA the least. In class, the students were divided into small groups. Then, each student would be given a different role without knowing the others' for playing in their own groups. However, during the small-scale performance, the students did not know if they produced the language grammatically while doing the activity or not as well as there was no teacher monitoring their language performance all the time. This finding is different from the finding from Fung's study (2005) indicating that role-play was an activity that helped decrease learners' FLCA. The contradictory answers could be explained by the age difference of the participants in Fung's study (secondary school students) and this present study (university students) (Fung, 2005).

Research question 4: *How can drama techniques be improved for reducing FLCA the most?*

The volunteers were also asked to provide suggestions in order to make drama techniques the most effective on reducing FLCA. All of the suggestions focused on the teacher. They suggested the teacher have friendly appearance, sense of humor, and use non-threatening words to help the students feel safe in class, as well as, pay a careful attention to the student's language performance in order to help correct their mistakes. Moreover, the teacher should also find a way to engage the students who do not participate in a group activity. This is also consistent with the factor reducing FLCA contributed by the participants in Wörde's study (2003). In the interview, they recommended that the teacher strives to create a friendly learning environment, use gentle methods of error correction, and offer words of encouragement.

In the Foreign Language Classroom Anxiety questionnaire, all 44 participants in the control and the treatment groups were also asked to provide information on the background on the frequency of a foreign language use before the experiment. It was found that FLCA of the students who have and have not taken an additional English course was significantly not different while FLCA of the students who have been abroad was significantly higher than those who have never been abroad before.

According to Mejías and associates (1991 cited in MacIntyre, 1999), it was found that the background of the participants on the frequency of a foreign language use can affect the level of FLCA. In this case, taking an additional course of English does not help reduce FLCA of the students because the use of English is not frequent enough. It is possible that, after class, the students will stop using English and start communicating in Thai. On the other hand, having been abroad helps reduce FLCA of

the students probably because they are required to use English to communicate both inside and outside the classroom.

Limitations of the Study

The limitations of the study are as follows:

1. The time given of the study was only one month. The experiment conducted with a longer period of time may yield more findings.

2. In the participants' perception, both control and treatment groups conducted were tutoring classes. Hence, they might help the learners feel relaxed, yet at times the learners perhaps were not taking the class seriously. Therefore, their FLCA reported after the experiment might not be as it should be in an actual English class.

3. All the participants in the study were the students of Faculty of Education, Chulalongkorn University only. The results of the study may not be able to represent the majority of Thai EFL university students.

4. Although background on a foreign language use was recognized as a factor influencing learners' language proficiency and probably learners' FLCA, it was not formally included in the analysis in order to adjust the language proficiency of the participants in the experiment.

Pedagogical Implication

The research found that drama techniques are effective on reducing FLCA. It may be useful for teachers or others who are interested in applying drama techniques in English language teaching. However, in terms of pedagogical implication, the teachers should recognize that the teachers themselves are a factor influencing their students' FLCA too and carry on the suggestions indicated by the volunteered

participants and find ways to apply drama techniques appropriately in a foreign language class.

Recommendations for Further Studies

Based on the results of the study, some recommendations for further studies are the followings:

1. Researchers should extend studying the effectiveness of drama techniques on reducing FLCA with different targets of EFL learners such as primary and secondary EFL learners.
2. A comparative study of each drama activity on reducing FLCA of Thai EFL learners should also be studied.
3. For more precise results, background of the participants on a foreign language use should be considered as a variable influencing FLCA in a further research in order to ensure that FLCA of Thai EFL students reduce because of the effectiveness of drama techniques merely not the background of the participants on a foreign language use.

Summary

This research has clarified important points concerning Thai EFL university students and the effectiveness of drama techniques on reducing FLCA. In addition, an additional discussion on the affect of frequency of language use influencing the level of FLCA is also presented. Then, the limitations, the pedagogical implication, and the recommendations of the study are presented for further study. The references and appendix in the following section serve to supplement the findings of the present study.



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APPENDICES

APPENDIX 1

Foreign Language Classroom Anxiety Questionnaire (Thai Version)

แบบสอบถาม

การวัดความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียน

บทนำ

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเรื่อง การศึกษาประสิทธิผลของการสอนภาษาอังกฤษโดยใช้เทคนิคการละครที่มีต่อความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียน โดยมีวัตถุประสงค์ในการศึกษาการเปลี่ยนแปลงของความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียนของผู้ตอบแบบสอบถาม ทั้งก่อนและหลังการเข้าร่วมการทดลอง

ผู้วิจัยขอขอบพระคุณทุกท่านที่กรุณาใช้เวลาตอบแบบสอบถาม

นายบัณฑิต พิษฐ์ พันศิริ

ส่วนที่ 1 ข้อมูลทั่วไป

1. ชื่อ..... นามสกุล.....
2. สาขา..... วิชาเอก.....
3. คุณเคยเรียนวิชาภาษาอังกฤษเพิ่มเติมที่สถาบันสอนภาษาหรือไม่
 - ไม่เคย
 - เคย จำนวน..... คอร์ส
4. คุณเคยเดินทางไปประเทศที่ต้องใช้ภาษาอังกฤษในการสื่อสารหรือไม่
 - ไม่เคย (ข้ามไปทำส่วนที่ 2)
 - เคย จำนวน..... ครั้ง
5. ถ้าคุณเคยเดินทางไปประเทศที่ต้องใช้ภาษาอังกฤษในการสื่อสาร คุณมีวัตถุประสงค์อะไรบ้างในการเดินทาง (ตอบได้มากกว่า 1 ข้อ)

วัตถุประสงค์ของการเดินทาง	คุณใช้ภาษาอังกฤษในระดับ		
	มาก	ปานกลาง	น้อย
<input type="checkbox"/> ท่องเที่ยว			
<input type="checkbox"/> เรียนภาษาอังกฤษเพิ่มเติม			
<input type="checkbox"/> ศึกษาต่อ			
<input type="checkbox"/> เข้าร่วมโครงการนักเรียนแลกเปลี่ยน			
<input type="checkbox"/> อื่นๆ โปรดระบุ			

ส่วนที่ 2 แบบวัดความกังวลในการใช้ภาษาต่างประเทศในชั้นเรียน

คำชี้แจง หากสมมติให้ท่านอยู่ในสถานการณ์ที่กำหนดให้ 33 สถานการณ์ต่อไปนี้ ซึ่งเป็นความรู้สึกที่เกิดขึ้นในชั้นเรียนภาษาอังกฤษ ท่านคิดว่าตนเองเห็นด้วยกับความรู้สึกเหล่านี้มากน้อยเพียงใด

โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความเห็นของท่านมากที่สุด โดยหมายเลข 1-5 มีความหมายดังต่อไปนี้

- 5 หมายถึง เห็นด้วยอย่างยิ่งกับข้อความ
 4 หมายถึง เห็นด้วยกับข้อความ
 3 หมายถึง ทั้งเห็นด้วยและไม่เห็นด้วยกับข้อความ
 2 หมายถึง ไม่เห็นด้วยกับข้อความ
 1 หมายถึง ไม่เห็นด้วยอย่างยิ่งกับข้อความ

	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	คุณรู้สึกไม่ค่อยมั่นใจในตัวเองในการพูดภาษาอังกฤษในชั้นเรียน					
2.	คุณไม่กังวลกับการทำผิดพลาดในชั้นเรียนภาษาอังกฤษ					
3.	คุณรู้สึกกลัวเมื่อคุณรู้ว่ากำลังจะถูกเรียกในชั้นเรียนภาษาอังกฤษ					
4.	คุณรู้สึกกลัวเมื่อคุณไม่เข้าใจสิ่งที่ครูพูดเป็นภาษาอังกฤษ					
5.	คุณไม่รู้สึกลำบากใจที่จะลงเรียนวิชาภาษาอังกฤษเพิ่ม					
6.	ในชั้นเรียน คุณพบว่าตัวเองกำลังนึกถึงสิ่งต่างๆที่ไม่เกี่ยวข้องกับวิชาเรียนเลย					
7.	คุณคิดเสมอว่านักเรียนคนอื่นๆเก่งภาษาอังกฤษมากกว่าคุณ					
8.	คุณไม่รู้สึกลำบากใจระหว่างการสอนในชั้นเรียนภาษาอังกฤษของคุณ					
9.	คุณรู้สึกตื่นตระหนกเมื่อคุณต้องพูดโดยไม่เตรียมตัวมาในชั้นเรียนภาษาอังกฤษ					
10.	คุณกังวลว่าจะสอบวิชาภาษาอังกฤษไม่ผ่าน					
11.	คุณไม่เข้าใจว่าทำไมบางคนถึงกังวลกับการเรียนภาษาอังกฤษ					
12.	คุณกังวลว่าคุณจะลืมสิ่งที่คุณรู้ในชั้นเรียนภาษาอังกฤษ					
13.	คุณอายที่จะอาสาตอบคำถามในชั้นเรียนภาษาอังกฤษของคุณ					
14.	คุณไม่รู้สึกลำบากใจเมื่อต้องพูดภาษาอังกฤษกับเจ้าของภาษา					
15.	คุณรู้สึกแยเมื่อคุณไม่เข้าใจในสิ่งที่ครูแก้ไขให้					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
16. คุณมักรู้สึกกังวลกับการใช้ภาษาอังกฤษ แม้ว่า你会เตรียมตัวมาอย่างดีแล้วก็ตาม					
17. บ่อยครั้งที่ คุณไม่อยากจะเข้าชั้นเรียนภาษาอังกฤษของคุณ					
18. คุณรู้สึกมั่นใจในการพูดภาษาอังกฤษในชั้นเรียน					
19. คุณรู้สึกว่าครูคอยจ้องจับผิดการใช้ภาษาอังกฤษของคุณ					
20. คุณรู้สึกว่าหัวใจของคุณเต้นแรงเมื่อคุณถูกเรียกในชั้นเรียนภาษาอังกฤษ					
21. ยิ่งคุณศึกษาเพื่อทำข้อสอบภาษาอังกฤษมากเท่าไร คุณก็ยิ่งเกิดข้อสงสัยมากขึ้นเท่านั้น					
22. คุณไม่รู้สึกกดดันเพื่อต้องเตรียมตัวให้ดีในชั้นเรียนภาษาอังกฤษ					
23. คุณรู้สึกเสมอนักเรียนคนอื่นๆพูดภาษาอังกฤษได้ดีกว่าคุณ					
24. คุณรู้สึกว่าต้องระมัดระวังเมื่อต้องพูดภาษาอังกฤษกับนักเรียนคนอื่น					
25. ชั้นเรียนภาษาอังกฤษดำเนินไปด้วยความรวดเร็วมาก ทำให้คุณกังวลว่าจะตามบทเรียนไม่ทัน					
26. คุณรู้สึกเครียดและประหม่าในชั้นเรียนภาษาอังกฤษมากกว่าชั้นเรียนอื่นๆ					
27. คุณรู้สึกประหม่าและสับสนเมื่อคุณต้องพูดภาษาอังกฤษในชั้นเรียน					
28. ก่อนเข้าชั้นเรียนภาษาอังกฤษ คุณรู้สึกมั่นใจและผ่อนคลาย					
29. คุณรู้สึกประหม่าเมื่อคุณไม่เข้าใจสิ่งที่ครูพูดทุกคำ					
30. คุณรู้สึกท้อแท้กับกฎต่างๆที่จำเป็นต้องเรียนสำหรับการพูดภาษาอังกฤษ					
31. คุณรู้สึกกลัวว่านักเรียนคนอื่นๆจะหัวเราะคุณเมื่อคุณพูดภาษาอังกฤษ					
32. คุณจะรู้สึกสบายใจเมื่ออยู่ใกล้ๆกับเจ้าของภาษาอังกฤษ					
33. คุณรู้สึกกังวลเมื่อครูถามคำถามที่คุณไม่ได้เตรียมตัวมาล่วงหน้า					

APPENDIX 2

Foreign Language Classroom Anxiety Questionnaire (English Version)

Introduction

This questionnaire is a research instrument of the study on The Effectiveness of Drama Techniques on Foreign Language Classroom Anxiety Reduction of Thai EFL Students. The purposes of the study are to study the respondents' levels of Foreign Language Classroom Anxiety before and after the experiment.

The researcher would like to thank you for completing this questionnaire.

Bundith Punsiri

Section 1: General Information

1. Name..... Last name.....
2. Academic Field of Study..... Major.....
3. Have you ever taken an additional English course or not?
 - No
 - Yes Course(s)
4. Have you ever been to an English-speaking country or not?
 - No (Go to Section 2)
 - Yes Time(s)
5. If yes, what is the purpose of the traveling? (More than 1 answer is applicable.)

Purpose of The Traveling	Frequency of Language Use		
	Much	Moderate	Little
<input type="checkbox"/> Traveling			
<input type="checkbox"/> Taking an additional English Course			
<input type="checkbox"/> Furthering Study			
<input type="checkbox"/> Attending an Exchange Program			
<input type="checkbox"/> Others (Please, specify).....			

Section 2: Foreign Language Classroom Anxiety Questionnaire

Instructions: Suppose that you are in the following 33 situations which involve feelings occurring in an English language classroom. How much do you agree with the following feelings?

Please, put ✓ in the square which best describes your feeling for each item. The descriptions for each square are the followings.

- 5 Means I **strongly agree** with the statement.
- 4 Means I **agree** with the statement.
- 3 Means I **neither agree nor disagree** with the statement.
- 2 Means I **disagree** with the statement.
- 1 Means It **strongly disagree** with the statement.

Statement	Level of Agreement				
	5	4	3	2	1
1. You never feel quite sure of yourself when you are speaking in my English language class.					
2. You don't worry about making mistakes in English language class.					
3. You tremble when you know that you're going to be called on in English language class.					
4. It frightens you when you don't understand what the teacher is saying in English language class.					
5. It wouldn't bother you at all to take more English language classes.					
6. During English language class, you find yourself thinking about things that have nothing to do with the course.					
7. You keep thinking that other students are better at English language than you are.					
8. You are usually at ease during tests in your English language class.					
9. You start to panic when you have to speak without preparation in English language class.					
10. You worry about the consequences of failing your English language class.					
11. You don't understand why some people get so upset over English language class.					
12. In English language class, you can get so nervous you forget things you know.					
13. It embarrasses you to volunteer answers in your English language class.					
14. You would not be nervous speaking English language with native speakers.					
15. You get so upset when you don't understand what the teacher is correcting.					

Statement	Level of Agreement				
	5	4	3	2	1
16. Even if you are well prepared for English language class, you feel anxious about it.					
17. You often feel like not going to your English language class.					
18. You feel confident when you speak in English language class.					
19. You are afraid that your English language teacher is ready to correct every mistake you make.					
20. You can feel your heart pounding when you're going to be called on in English language class.					
21. The more you study for English language test, the more confused you get.					
22. You don't feel pressure to prepare very well for English language class.					
23. You always feel that the other students speak English language better than you do.					
24. You feel very self-conscious about speaking English language in front other students.					
25. English language class moves so quickly that you worry about getting left behind.					
26. You feel more tense and nervous in your English language class than in your other classes.					
27. You get nervous and confused when you are speaking in your English language class.					
28. When you're on your way to English language class, you feel very sure and relaxed.					
29. You get nervous when you don't understand every word the English language teacher says.					
30. You feel overwhelmed by the number of rules you have to learn to speak English.					
31. You are afraid that the other students will laugh at you when you speak English.					
32. You would probably feel comfortable around native speakers of English.					
33. You get nervous when the English language teacher asks questions which you haven't prepared in advance.					

APPENDIX 3

Guided Questions for Focus Group Discussion

The guided questions for the focus group discussion of the study are as follows.

No.	Thai guided questions	English guided questions
1	ก่อนเข้ามาเรียนชั้นเรียนนี้ คุณมีความกังวลต่อการใช้ภาษาอังกฤษในชั้นเรียนอย่างไรบ้าง	Before taking this course, how was your FLCA?
2	คุณคิดว่าความกังวลในการใช้ภาษาอังกฤษในชั้นเรียนของคุณลดระดับลงหรือไม่ หลังจากที่ได้เข้าเรียนวิชานี้ที่ใช้เทคนิคการละครในการจัดการเรียนรู้	Do you think that the level of your FLCA has reduced after taking this course with drama techniques?
3	คุณคิดว่ากิจกรรมใดช่วยลดความกังวลของคุณได้มากที่สุด	What activities do you think can reduce your FLCA the most?
4	ทำไมคุณถึงคิดว่ากิจกรรมเหล่านั้นช่วยลดความกังวลของคุณได้มากที่สุด	Why do you think that those activities can reduce your FLCA the most?
5	คุณคิดว่ากิจกรรมใดช่วยลดความกังวลของคุณได้น้อยที่สุด	What activities do you think can reduce your FLCA the least?
6	ทำไมคุณถึงคิดว่ากิจกรรมเหล่านั้นช่วยลดความกังวลของคุณได้น้อยที่สุด	Why do you think that those activities can reduce your FLCA the least?
7	ครูผู้สอนสามารถพัฒนาเทคนิคการละครได้อย่างไรบ้างเพื่อให้สามารถลดระดับความกังวลในการใช้ภาษาอังกฤษในชั้นเรียนให้ได้มากที่สุด	How can drama techniques be improved in order to reduce FLCA the most?

APPENDIX 4

Drama Techniques-based Long Range Plan

No.	Unit	Language Skill	Date	Drama Activity
1.	Expressing Opinions	<ul style="list-style-type: none"> • Speaking • Listening 	Feb 1, 2011	<ul style="list-style-type: none"> • Drama Games • Role-play
2.		<ul style="list-style-type: none"> • Reading • Speaking 	Feb 3, 2011	<ul style="list-style-type: none"> • Drama Games • Guided Improvisation
3.	Giving Advice	<ul style="list-style-type: none"> • Speaking • Listening 	Feb 8, 2011	<ul style="list-style-type: none"> • Role-play • Prepared Improvised Drama
4.		<ul style="list-style-type: none"> • Speaking • Listening • Writing 	Feb 10, 2011	<ul style="list-style-type: none"> • Guided Improvisation • Prepared Improvised Drama
5.	Asking Questions	<ul style="list-style-type: none"> • Speaking • Listening 	Feb 15, 2011	<ul style="list-style-type: none"> • Simulation
6.		<ul style="list-style-type: none"> • Writing 	Feb 17, 2011	<ul style="list-style-type: none"> • Simulation
7.	Paraphrasing	<ul style="list-style-type: none"> • Reading • Speaking 	Feb 22, 2011	<ul style="list-style-type: none"> • Acting Play Script
8.		<ul style="list-style-type: none"> • Reading • Speaking 	Feb 24, 2011	<ul style="list-style-type: none"> • Acting Play Script

APPENDIX 5

An Example of Drama Techniques-based Lesson Plan

Date...Feb 1, 2011... TextActivating Skills in English.... Unit.... 1 Expressing Opinions... TeacherBundith Punsiri.... Page ...1...

Aim & Description of Stage	Time		What the Learners Do	Notes (E.G. Language Focus/ Learner's Problem Anticipated/ Procedures You Will Use/ Blackboard Display/ Language Recycling)
	Plan	Actual		
To enable students to ask for opinions, giving opinions, and agree or disagree with the previous opinions.				
Warm-up activity/Checking Background Knowledge	20		Listen to the rules and play the game	<ol style="list-style-type: none"> 1. T divides the students in groups of five. Each group decides on something to eat. Together, they work out a way of miming eating their chosen item of food and practice doing it once or twice. 2. T has the students in each group count one to five. Then, the students who count the same number will be in a new group together. 3. T gives each student in each group 10 minutes to carry out the mime while the others try to identify what the food is by saying I think it's If correct, that student will get one point for the group they practiced the mime with. 4. When the time is over, T has the students go back to their groups and find out which group gets the highest points.
Contextualization	10		Listen and answer from their understanding	<ol style="list-style-type: none"> 5. T asks the students "What do you think of my shirt? I just bought it last week." 6. The answers can be varied such as "Good" or "It's beautiful". T has to repeat the answers by applying the language focused for contextualization, for examples, "You think that my shirt is good." or "In your opinion, it's beautiful. For more variation, T can ask the others students "Do you agree with him/her?" or "Does anyone have a different opinion on my shirt?" 7. T can provide another example for more understanding.

Aim & Description of Stage	Time		What the Learners Do	Notes (E.G. Language Focus/ Learner’s Problem Anticipated/ Procedures You Will Use/ Blackboard Display/ Language Recycling)
	Plan	Actual		
Presentation of the Focused Language	20		Answer the questions	8. After that, T elicits the focused language which came up from the discussion previously from the students. Then, the students are allowed to see the structures on the screen (See Textbook Page 2.).
Practice	30		Listen to the rules and play the game	9. T has the students in the groups of two. Then, each student will draw a piece of paper in an envelop. 10. On a piece of paper, there is a word of thing that each student has to imagine that they just bought it and are very happy to have it. 11. They have to carry out the mime of that thing and ask for opinions from their peers using the language focused presented earlier. (T gives 10 minutes for the students to finish this step.) 12. When the time is over, T has each pair find another pair (Groups of four). 13. Each student has to carry out the same mime and ask for opinions from the groups. This time, T elicits the students to use the following focused language: “Do you agree/disagree with?” or “Does anyone have a different opinion on?” (T gives 10 minutes for this step.) 14. T walks around to check the students’ understanding and provide assistance needed. 15. T asks one or two groups to perform at the front of the class, if they are willing to.
Production	10		Do an exercise.	16. T has the students do an exercise (See Textbook Page3.) by filling the gaps with the structures learned.

APPENDIX 6

An Example of Regular Class Lesson Plan

Date...Feb 2, 2011... TextActivating Skills in English.... Unit.... 1 Expressing Opinions... TeacherBundith Punsiri.... Page ...1...

Aim & Description of Stage	Time		What the Learners Do	Notes (E.G. Language Focus/ Learner's Problem Anticipated/ Procedures You Will Use/ Blackboard Display/ Language Recycling)
	Plan	Actual		
<p>To enable students to ask for opinions, giving opinions, and agree or disagree with the previous opinions.</p> <p>Checking Background Knowledge</p>	30		<p>Listen and answer from their understanding</p>	<ol style="list-style-type: none"> 1. T has the students turn the textbook to page 1 and do the exercise individually. In the exercise, the students are asked to provide answers to the following questions: <ol style="list-style-type: none"> a. Do you ever say “no” when your friends ask you to do something? b. Can you give some examples of situations in which you said ‘no’? c. Have you ever experienced a situation in which you should have said ‘no’ but you didn’t? d. It’s very hard to say ‘no’ to your peers. Why? e. The message of a public awareness campaign in the US told teenagers to “JUST SAY NO!” What do you think the campaign wanted the young people to say “no” to? 2. T has the students in each group count one to five. Then, the students who count the same number will be in a new group together. 3. T gives each student in each group 10 minutes to discuss the answers from one another and choose the most appropriate answer for each question. After that, all students are asked to discuss together.

Aim & Description of Stage	Time		What the Learners Do	Notes (E.G. Language Focus/ Learner’s Problem Anticipated/ Procedures You Will Use/ Blackboard Display/ Language Recycling
	Plan	Actual		
Contextualization	15		Listen and answer from their understanding	4. T asks the students “What do you think of my shirt? I just bought it last week.” 5. The answers can be varied such as “Good” or “It’s beautiful”. T has to repeat the answers by applying the language focused for contextualization, for examples, “You think that my shirt is good.” or “In your opinion, it’s beautiful. For more variation, T can ask the others students “Do you agree with him/her?” or “Does anyone have a different opinion on my shirt?”
Presentation of the Focused Language	30		Listen and Answer the questions	6. T can provide another example for more understanding. 7. After that, T elicits the focused language which came up from the discussion previously from the students. Then, the students are allowed to see the structures on the screen (See Textbook Page 2).
Practice	10		Listen and Answer the questions	8. T asks the students again with questions similar to steps 5-6 to practice with the students.
Production	10		Do an exercise.	9. T has the students do an exercise (See Textbook Page 3) by filling the gaps with the structures learned.



VITAE

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