URN etd-0407109-183711-833
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Statistics This thesis had been viewed 58 times. Download 79 times.
Department
Year 2004
Semester 2
Degree Master
Type of Document Master's Thesis
Language English
Title A Study of Foreign Language Learning Anxiety, In-Class Activities, and Instructors' Behaviors in STUT
Date of Defense 0000-00-00
Page Count 99
Keyword
foreign language anxiety
in-class activities
taiwan
data

Abstract Abstract
This present study aimed to discuss foreign language learning anxiety, in-class activities, and instructors' behaviors in Southern Taiwan University of Technology. This study sought to provide some solutions for English teachers to help EFL learners reduce learners' anxiety as well.
The 306 participants in this study were required to complete Anxiety Toward In-Class Activity Questionnaire (ATIAQ) in 2004. These collected data was computed by the SPSS (Statistical Package for the Social Science) program.
The result of this study first indicated that most EFL learners felt anxious about expressing themselves in English in public. However, if they could be accompanied by other students during presentations, their foreign language anxiety would be lower. The findings in this present study also pointed out that the teachers who threatened to fail students, tried to embarrass students, and owned strict and indifferent characteristics arose EFL learners' English anxiety. Contrarily, EFL learners would feel less anxious while facing the language teachers who helped EFL learners ignore mistakes, used a tender and soft way while pointing out learners' mistakes, and had humorous, patient, friendly, and lenient personalities. This present study finally offered English teachers some ways to reduce EFL learners' anxiety level. The solutions included: (a) to adopt oral-oriented group-exposed in-class activities, and (b) to adjust teachers' attitudes and personalities.
Advisory Committee Hwang Wen-shann - advisor

Files etd-0407109-183711-833-003.pdf
etd-0407109-183711-833-002.pdf
etd-0407109-183711-833-001.pdf

indicate access worldwide
Date of Submission 2005-07-15