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AN EXPLORATION OF INTERRELATIONSHIPS AMONG STUDENTS'FOREIGN LANGUAGE ANXIETY, THEIR PERCEPTION ON TEACHERS' CLASSROOM BEHAVIOUR AND STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

This study investigated the interrelationship between students' foreign language anxiety, perceptions of teachers' classroom behaviour and their achievement in English as a Foreign Language (EFL). The participants were eight teachers and their Year 10 and 11 students (N=344) from two different schools, International Standard School (ISS) and non-International Standard School (Non-ISS). The students completed the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) and Student-reported Teacher Style Scale (TSS) by Watt and Richardson (see Spearman, and Watt, 2013); teacher completed Teacher Style Scale (TSS). The result indicated that students who perceived their teacher positively exhibited low anxiety and showed better achievement. Teachers perceived themselves to be more structured, have better relatedness and clearer expectations than their students perceived.

Introduction

Students' foreign language (FL) anxiety has attracted language educators' and researchers' attention for decades because it's important role in foreign language learning. This unique form of anxiety occurs in FL learning situations and should be considered separate from general trait anxiety (Horwitz, 2001). As an important variable in language learning, it has been investigated from various perspectives, including its sources, stability across different study majors, variations according to students' gender and effect on students' achievement. Since the emergence of the Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz, Horwitz and Cope (1986) to measure FL anxiety, research focusing on students' anxiety levels has consistently revealed the prevalence of anxiety in FL learning globally.

Horwitz et al. (1986) defined FL anxiety as 'a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process' (p. 128). Moreover, they claimed that FL anxiety is a psychological construct that relates to communication apprehension, fear of negative evaluation and test anxiety.

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Communication apprehension is a condition that causes people to feel shy and fearful of communicating with others. It manifests as both oral communication anxiety, such as difficulty in speaking in groups; and receiver anxiety, such as problems listening to spoken messages. Fear of negative evaluation is very likely to occur in a FL classroom environment because students are not only concerned about negative evaluation from their teachers, but also from classmates. As a result, students who are sensitive to negative evaluation will find it difficult to participate actively in a FL classroom setting. Test anxiety is related to FL anxiety because in FL classes, a student's performance is continuously assessed; fear of failing a test thus results in anxiety associated with doing the test (Horwitz et.al, 1986).

Considerable research has demonstrated that that FL anxiety hampers students' learning achievements (Aida, 1994; Gardner & MacIntyre, 1993; Hewitt & Stephenson, 2012; Horwitz et al., 1986). This suggests a negative correlation between FL anxiety and students' achievement. However, previous research has focused on how FL anxiety affected students' achievement from different perspectives, such as students' instructional levels, target languages and language skills; it has neglected factors that may cause, provoke or decrease students' anxiety.

Considering the constructs of FL anxiety outlined by Horwitz et al. (1986), it is necessary to take into account how teachers can be a key factor in students' FL anxiety. The first construct, communication apprehension, is likely to emerge if a teacher selects classroom activities that require students to speak the target language in front of others without preparation. For example, investigation revealed that speaking activities arranged by the teacher during class are one of the anxiety-generating factors related to communication apprehension (Worde, 2003). The second construct, fear of negative evaluation, is also linked to teachers' classroom behaviour. Another of Worde's examples related to this construct was teachers' error corrections: students were reportedly frustrated by teachers' correction methods such as correcting students before they had time to completely formulate a response, interrupting students' to correct speaking errors which cause students to lose their focus. It was also reported similar findings, showing that students' fear of negative evaluation and losing face in front of others was caused by evaluative situations during class Ohata (2005). Similarly, it has been found that instructor-learner interactions and classroom procedures were sources of FL anxiety

(Young (1991). For example, harsh manner of correcting students' error is frequently cited as provoking students' anxiety.

Although research has noted potential sources of FL anxiety related to teachers' classroom behaviour (Ohata, 2005; Worde, 2003; Young, 1991), no published studies have investigated whether increases or decreases in students' anxiety levels were related to how students perceived teachers' classroom behaviour. This study attempts to go beyond identifying teachers as a source of students' FL anxiety and delineate how increases or decreases in FL anxiety over time relate to students' perceptions of how teachers' classroom behaviour influences their achievement. In addition, by investigating FL anxiety experienced by students studying English as a second language in Indonesia, this study widens FL anxiety research, encompassing a non-Western, English as a foreign language (EFL) setting since most of previous studies were conducted in a FL context in the United States (US) and Canada. Moreover, in examining Year 10 and 11 students, this study extends the research in this field to include an understanding of FL anxiety in younger learners, as many existing studies focus on college or university students.

Foreign Language Anxiety and Students' Achievement

Studies on the relationship between FL anxiety and students' achievement have consistently reported that anxiety negatively affects achievement regardless of the target language and the tests used to measure achievement. A study of Spanish and French learners at a US university conducted by Horwitz et al. (1986) reported a significant negative correlation between FL anxiety and students' achievement, which was measured in their first semester and by their final grades. Similarly, studies of Japanese students by Aida (1994) and Samimi (1996) revealed a negative correlation between the FLCAS (Horwitz et al., 1986) and students' final scores. The later study also found that students' anxiety levels increased with the level of instruction given, as advanced students were reported to exhibit higher anxiety levels than intermediate students. A recent study of Pakistani ESL students conducted by Awan, Azher, Anwar and Naz (2010) corroborated previous findings that demonstrated the negative effect of FL anxiety on students' grade point average at university level. Even higher-level participants such as pre-service teachers had their class performance negatively affected by

anxiety (Rodriguez, 1995).

Using the different achievement measures, studies have also consistently reported that anxiety has a detrimental effect on students' achievement. For example, Gardner and MacIntyre's (1993) study of students learning French, for example, used achievement measures including a cloze test, a composition task and an objective French proficiency and self-rating of French competence and reported a significant negative correlation between FL anxiety and all achievement measures, as well as higher correlation between anxiety and self-rating of competence. Another study by MacIntyre, Noel and Clement (1997) used students' self-perceived competence as a measure of achievement and reported similar findings, showing that students' score on an anxiety scale was negatively correlated with their self-perceived competence. Ganschow et al. (1994) used the Modern Language Aptitude Test (MLAT) to measure students' achievement. They reported a significant difference between high-anxiety and low-anxiety students in terms of their achievement, which was negatively correlated with their anxiety score. Abu-Rabia (2004) used tests including English reading comprehension, creative writing and spelling to measure Year 7 students' English achievement Israeli learners of English. With these younger learners, the results corroborated previous findings that FL anxiety is negatively correlated with students' achievement in the three test types mentioned previously.

In relation to students' performance in separately measured language skills such as speaking, some research supports an inverse relationship between FL anxiety and oral or spoken performance. A study conducted by Philip (1992) and replicated by Hewitt and Stephenson (2011) revealed that students' FLCAS scores were negatively correlated with oral exam grades, suggesting that students who experienced higher levels of FL anxiety were likely to receive lower exam grades than their less anxious counterparts. Similarly, other studies support the notion that students with higher anxiety levels were less willing to communicate. (MacIntyre, 2002; Liu and Jackson, 2008)

A study measuring anxiety levels experienced by 59 Korean college students in a conversation and a reading course, illustrated that students' anxiety levels varied according to the instructional context, with students experiencing higher anxiety levels in the conversation course than in the reading course (Kim, 2009).

With regards to listening skill, it was reported that listening anxiety and FL anxiety were

separate but related phenomena. This study looked at 233 post-secondary students studying Arabic as a second language, using a listening comprehension score and students' final grades as measures of achievement, and found that both listening anxiety and FL anxiety negatively correlated with students' achievement (Elkhafaifi; 2005)

These findings all suggest that FL anxiety negatively affects students' performance regardless the achievement measures used, the language skills tested and the target languages learned. However, FL anxiety levels might differ depending on the nature of the target language and the students' cultures. The present study will contribute to the body of research about Indonesian students studying English as a second language in an Indonesian classroom context.

Student and Teacher Perceptions in Foreign Language Classrooms

Research suggests that students' perceptions of teachers' behaviour are strongly related to students' achievement (Fisher, Bruce & Perry, 2005). However, studies also show that students and teachers do not always share similar perceptions about classroom environments, which includes teachers' classroom behaviour. According to Horwitz (1990), Kern (1995) and Schulz (1996), these discrepancies could lead to students feeling dissatisfied with their language classes and even discontinuing those classes.

Few studies have compared students' and teachers' perceptions of similar factors. One of the studies compared students' and teachers' perceptions of effective FL teaching. Forty-nine teachers and around 1,600 of their students studying different languages at university level, including Spanish, French, German, Japanese, Hebrew, Arabic, Italian, Turkish and Greek, completed questionnaires with parallel items (Brown, 2009). The study revealed that for the majority of items, teachers were in greater agreement than students. Only two out of 24 items of effective teaching showed that students were in greater agreement than teachers. Therefore, in many cases, teachers' perceptions did not concur with students' perceptions. Another study compared teachers' and students' perceptions of language teaching strategies Bernaus and Gardner (2008). Like Brown's (2009) study, this study reported discrepancies between teachers' and students' perceptions of language teaching strategies. Of

the 12 innovative strategies used by teachers, only half were perceived as innovative by students. Students' perceptions of these strategies were related to their attitude and motivation at an individual and class level. However, teachers' reported strategies showed no association with students' achievement, motivation, FL anxiety and perceived parental encouragement.

Students' Perceptions of Their Teacher Classroom Behaviour

Students' perception of their teachers plays an important role in the success or failure of language learning. Recent research trends concerning second language acquisition suggest that students' beliefs and perceptions might be more pivotal for effective target language acquisition than an earlier period of FL learning (Brown, 2009). For example, Noel, Clement and Pelletier (1999) reported that students' perceptions of communicative style, particularly in relation to teachers' support of students' autonomy and their provision of useful feedback, were related to students' extrinsic and intrinsic motivational orientation. The less controlling and more informative students perceived their teacher to be, the higher the students' motivation. Students with high intrinsic motivation exhibited positive language outcomes and reduced anxiety.

While negative correlations between FL anxiety and students' achievement seem evident, the effects of students' perceptions of teachers' classroom behaviour on FL anxiety and achievement still need to be explored. This study intends to investigate how students' perception works with affective variables such as anxiety in FL learning and how this influences students' achievement.

Research Questions

This study addressed the following questions:

1. Does FL anxiety change over time?
2. Is there any relationship between changes in students' FL anxiety and students' perceptions of teachers' classroom behaviour?
3. Is there any relationship between students' anxiety and students' achievement?

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4. When controlling for their respective Time 1 (T1) score, is there any relationship between students' anxiety and their
   a. perception of teacher's classroom behaviour?
   b. achievement?
5. How do students' and teachers' perceptions compare by teacher?

Method

Participants

Study participants were 344 students and 8 of their teachers from two different schools, International Standard School (ISS) and non-International Standard School (Non-ISS) in West Sumatera Indonesia. Students were in Years 10 and 11 and ranged in age from 14 to 16 years old. There were 108 (31.4 per cent) males and 236 (68.6 per cent) females; 243 students (70.6 per cent) were in Year 10 and 101 (29.4 per cent) were in Year 11. All teachers were female and aged between 30 to 59. Seven of the teachers held bachelor's degrees in teaching EFL, and one holds a master's degree in teaching. All teachers were local university graduates and only one had an overseas training.

Questionnaires

The study used questionnaires completed by students at T1 and Time 2 (T2) and by teachers at T2. The questionnaire summaries showing examples of items and their Cronbach's alphas are presented in Table 1.

Students' Questionnaires

At T1, students completed the FLCAS. At T2, in addition to the FLCAS, students also completed student-reported Teacher Style Scale (TSS) created by Watt and Richardson(see Spearman and Watt, 2013). Students' questionnaires were translated into Bahasa Indonesia by the researcher. To ensure translation quality, each item was back-translated into English by an

independent translator. An Indonesian version of the FLCAS was used in a previous study investigating FL anxiety experienced by Indonesian students studying English in Australia (see Hasan, 2007).

The FLCAS was designed to assess students' FL anxiety in a classroom learning context. It contains 33 items that are answered on a five-point Likert scale: (a) 'strongly disagree', (b) 'disagree', (c) 'neither agree nor disagree', (d) 'strongly agree' and (e) 'strongly disagree'. In this study, students' choices were given a numerical value: (a) was one, (b) was two, (c) three, (d) was four and (e) was five (see Appendix A). When scoring the scale, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were reversed and recoded due to negative wording. The anxiety score was derived by summing students' ratings of the 33 items from 33 to 165. A high score represented high anxiety.

The student-reported TSS was developed to measure students' perceptions of teachers' classroom behaviour. It was adapted from the Teacher Style Scale (TSS) (Watt & Richardson, unpublished, 2007). In this study, the student-reported TSS items were parallel to 29 TSS items and rated on the same seven-point Likert-type scale (see Appendix B). The scale items were intended to investigate four constructs: expectation, relatedness, negativity and structure. A high score represented students' positive perception of teachers' classroom behaviour.

Teachers' Questionnaires

Watt and Richardson's (see Spearman and Watt, 2013) TSS assesses teachers' perception of their classroom environment. In this study, the TSS items paralleled the student-reported TSS completed by students. (See Appendix C).

Achievement Measure: Preliminary English Test

The Preliminary English Test (PET) was developed by Cambridge ESOL (English for speakers of other languages) to measure students' ability to communicate in English with

native English speakers for everyday purposes. It uses real-life situations designed to help students understand factual information and show awareness of opinions, attitudes and moods in spoken and written English. It is recognised as a measure of English achievement by universities and employers worldwide. It is an intermediate level exam ranked as level B1 in the Council of Europe's Common European Framework of Reference for Languages (CEFR). The test comprises three papers: paper 1 tests reading and writing skills, paper 2 tests listening skills and paper 3 tests speaking skills in the form of an interview. The time allocated for the tests is 135 minutes, 90 minutes and 35 and 10 minutes for papers 1, 2 and 3 respectively. In this study, due to time constraints, only paper 1 was administered to participants. The reading section consists of 30 questions, including multiple choices, matching a picture and a short description, filling in blanks and judging whether a statement is correct or incorrect based on a simple reading text. The writing section consists of three parts and seven questions asking students to write sentences and a short piece of up to 100 words.

Procedures

The investigation started at the beginning of semester. This was done to minimise the effects of other variables that might affect students' anxiety levels. Students from Years 10 and 11 at both schools were invited to take part in the study without being informed that anxiety, perceptions of teachers' behaviour and achievement were study variables. They were informed that at a later stage of the study, they would sit for an international standardised test and be given their scores. During the first week of semester, 370 students completed the FLCAS during English class, which took about 30 minutes. Ten weeks later, 344 students completed FLCAS and student-reported TSS during their English class. Only those who completed the questionnaire at both times (n=344) were included in the analysis. At the end of the semester, students were asked to sit the PET exam; the time allocated for this test was 90 minutes. Prior to the test, students were told that it would not have any effect on their semester result. Teachers completed the TSS at the end of the semester, which took about 20 to 30 minutes.

Table 1.
Summary of Questionnaire Reliability at Time 1 (T1) and Time 2 (T2)

Materials	Instrument name	example of items	original α	α present study	
				T1	T2
Students' questionnaire	**FLCAS**		. 93	.93	.94
	Subscales:				
	Communication Apprehension	I start to panic when I have to speak without preparation			.89
	Fear of negative evaluation	I get upset when I don't understand what the teacher is correcting.			.78
	General Anxiety	I don't understand why people get too upset over English class.			.82
	STUDENT-REPORTED TSS				
.82					
	Subscales:	In this class, to what extent do you feel….			
	Expectation	that your teacher expect you to give nothing less than your full effort?			.97
	Relatedness	that you enjoy interacting with your teacher?			.92
	Negativity	that your teacher react negatively toward your mistake?			.83
	Structure	that you know what will happen if you break the class rules?			.87

Teachers' questionnaire	**TSS** **Subscales:**	To what extent do you think that your students feel that you….?		
	Expectation	expect them to give nothing less than their full effort?	.94	.72
	Relatedness	enjoy interacting with them?	.91	.81
	Negativity	react negatively toward their mistakes?	.80	.30
	Structure	know what will happen if they break the class rules?	.81	.63

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Data Analysis

A repeated measures Multiple Analysis of Variance (MANOVA) procedure was used to determine whether there would be overall differences in students' mean FL anxiety scores over the two time points. School, class and gender were then used as in-between subject factors to assess whether there were differences between or among the groups. The Pearson product-moment correlations co-efficient was used to examine the degree of relationships among the variables. Of particular interest were the correlations among FL classroom anxiety scores, STUDENT-REPORTED TSS and students' achievement. One-sample t-tests were conducted between students' perceptions of teachers' classroom behaviour (measured using the student-reported TSS) and teachers' reports of the same classrooms (measured using the TSS) to investigate whether the difference in perceptions was significant.

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Results

Descriptive Statistics of Scales and Achievement Measures

The FLCAS revealed that students feel more anxious in communication-related classroom activities, as indicated by the mean communication apprehension score (T1: mean [M] = 36.32, standard deviation [SD] = 7.61; T2: 38.37, SD = 7.55) across the two time points. The other two subscales, fear of negative evaluation and general anxiety, showed lower means. It was generally concluded that students experienced moderate anxiety levels across time points.

Students completed the student-reported TSS at T2, 10 weeks after semester began. This gave them time to become familiar with their teachers' style and thus respond to the scale based on their classroom experience with a particular teacher. The findings showed that students had higher scores in expectations (M = 4.74, SD = 1.96) and structure (M = 4.28, SD = 1.80), followed by relatedness (M = 4.05, SD = 1.68) and with negativity (M = 3.06, SD = 1.64) in lowest place.

Regarding students' achievement, descriptive analysis of the scores revealed that students scored higher in their final test than in the PET. The PET results were normally distributed, whereas students' final scores were positively skewed. Table 2 shows the descriptive statistics of all measures and achievements.

Research Question One

Does FL anxiety changes over time?

To investigate whether there were changes in students' FL anxiety levels over 10 weeks of learning English in a particular classroom environment, this study used one-way repeated measures MANOVA. Preliminary assumption testing was conducted and no serious violation noted. The results revealed statistically significant differences in students' FL anxiety levels at T1 and T2 ($F(1,332) = 6.24$, $p = .013$, Wilks' Lambda = .98). Figure 1 shows the differences in students' scores of the three FL anxiety constructs across the two time points.

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Table 2. Descriptive statistics of questionnaires across timepoints.

Materials	Instrument name	Time 1 (M/SD)	Time 2 (M/SD)
Students' questionnaire	**FLCAS**		
	Communication Apprehension	3.03/.64	3.19/.63
	Fear of negative evaluation	2.97/.55	2.99/.58
	General Anxiety	2.77/.54	2.74/.52
	Total FLCAS	2.91/.53	2.92/.55
	STUDENT-REPORTED TSS		
	Expectation		4.08/1.47
	Relatedness		4.02/1.57
	Negativity		3.09/1.17
	Structure		4.28/1.59
Achievement Measures	PET		49.19/16.82
	Students' final score		82.94/11.40
Teachers' questionnaire	**TSS**		
	Expectation		5.23/1.00
	Relatedness		4.96/1.27
	Negativity		2.73/.94
	Structure		4.95/1.24

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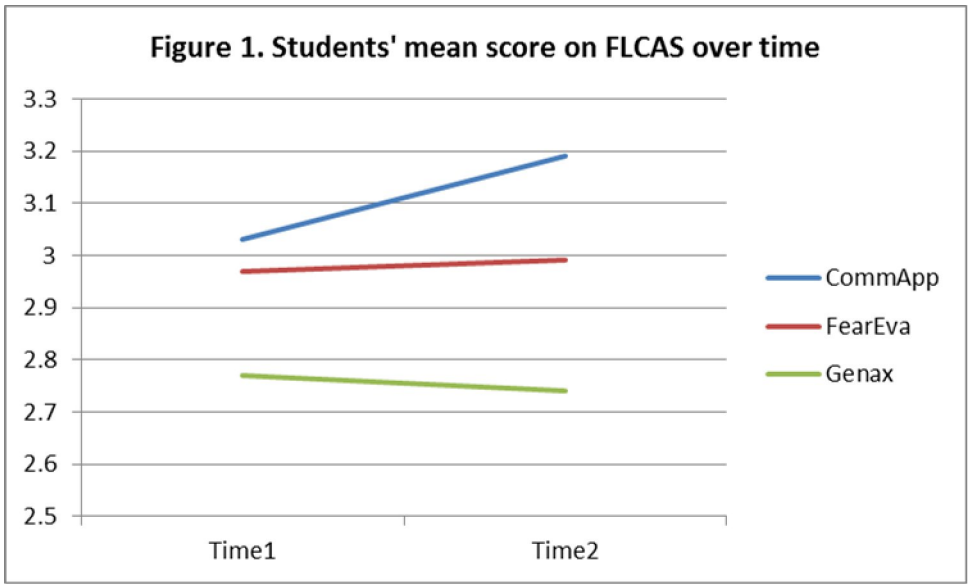

Figure 1 shows that students experienced a significant increase in communication apprehension over the 10-week study period, while the two other constructs were relatively stable. Communication apprehension items in the FLCAS were related to activities that required students to speak in front of their class or to speak without preparation or answer teachers' questions. They also related to students' comprehension about what teachers said in the target language. All activities dealt with student-teacher interactions, which could increase students' anxiety levels. Therefore, it is important to investigate how students' perceptions of teachers' classroom behaviour correlates with their anxiety levels.

There were also significant interaction effects between time and class ($F(1,332) = 6.87$, $p = .009$, Wilks' Lambda = .98), among time, class and schools ($F(1,332) = 5.30$, $p = .022$, Wilks' Lambda = .99) and among time, gender, class and schools ($F(1,332) = 5.30$, $p = .018$, Wilks' Lambda = .99). However, the effect size of those interactions indicated by eta-squared was very small: .020, .016 and .017, respectively.

Results showed that class, schools and gender also affected students' anxiety levels over time. When MANOVA was conducted by adding each independent variable separately, the only difference to achieve statistical significance was the interaction between time and school ($F(2,337) = 3.33$, $p = .038$, Wilks' Lambda = .98 and eta-squared = .02). Students at the non-ISS school experienced a higher increase in both communication apprehension and

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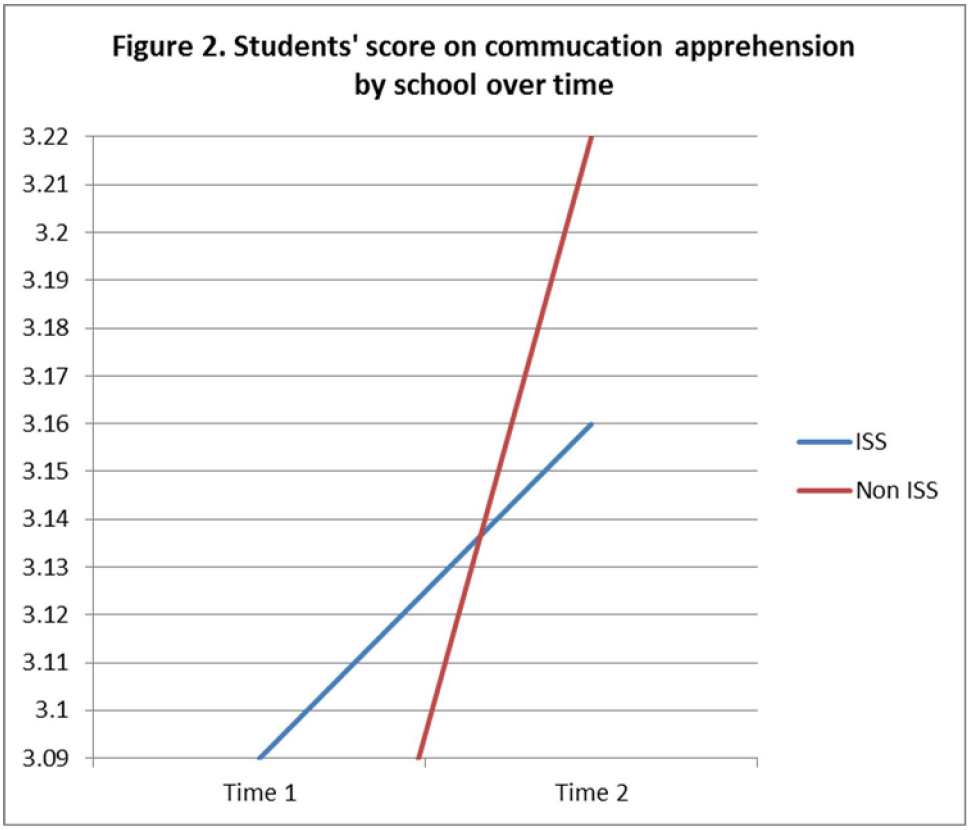
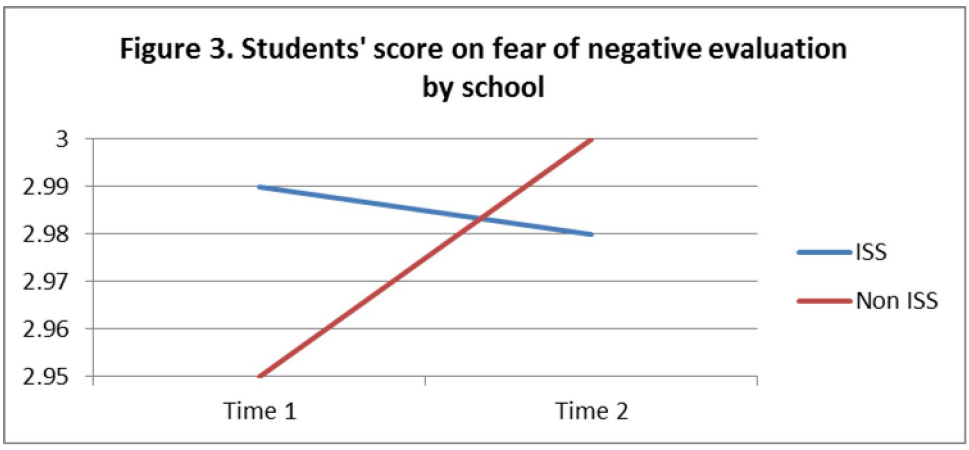
fear of negative evaluation compared with students from the ISS. However, students' general anxiety scores appeared to decrease in both schools. The differences between the mean scores on the three FLCAS constructs by school are illustrated in Figures 2, 3 and 4.





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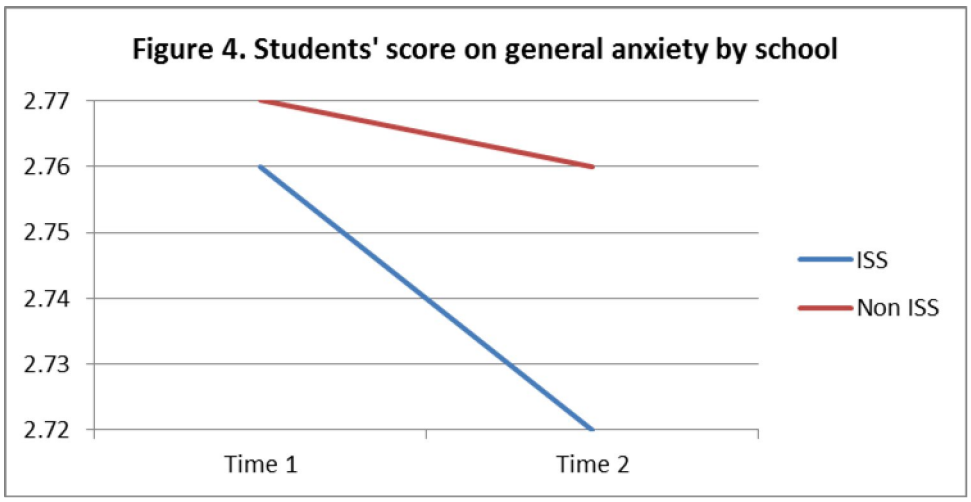

Research Question Two

Is There Any Relationship between Students' Foreign Language Anxiety measures at Time2 and Students' Perceptions of Teachers' Classroom Behaviour?

A Pearson product-moment correlation co-efficient (two-tailed) was used to explore the interrelationship among students' reported FLCAS constructs, STRS constructs and achievement as measured by the PET and their final scores. These interrelationships are presented in Table 3. FL anxiety factors all had significant positive correlations. Within the student-reported TSS scale, highly significant positive correlations were found among the constructs of

Investigating students' FL anxiety and their perception of teachers' classroom behaviour revealed significant negative correlations between all FLCAS and student-reported TSS constructs except for negativity. By contrast, significant positive correlations were reported between negativity and all FLCAS constructs. The findings suggested that highly anxious students had negative perceptions of their teachers' classroom behaviour; the more negative their perception, the higher their anxiety.

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Table 3.
Correlations among FLCAS Constructs, Students' Perceptions of Teacher's Classroom Behaviour and Achievements

Measures	1	2	3	4	5	6	7	8	9
1.Comm App		.78**	.83**	-.65**	-61**	.41**	-.61**	-.11**	-.23**
2. Fear of neg. Evaluation			.81**	-.66**	-.62**	.46**	-.68**	-.70**	-.18**
3. General anxiety				-.68**	-.63**	.50**	-.68**	.15**	-.22**
4. Expectation					.88**	-.64**	.85**	.04	.15**
5. Reatedness						-.67**	.84**	.02	.15**
6. Negativity							-68**	-.07	-.14**
7. Structure								.52**	.18**
8. Final score									.46**
9. PET Score									

**Correlation is significant at the .01 level (two-tailed)

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The results of repeated measured MANOVA indicated significant differences between ISS and non-ISS students' FLCAS scores. The correlation analysis conducted separately for each school showed that generally, the correlation between variables for non-ISS students were stronger than for ISS students. Correlations among FLCAS constructs at both schools were significantly correlated with Pearson product-moment correlation co-efficients ranging from .80 to.83 for non-ISS students and between .75 to 78 for ISS students. The analyses within the student-reported TSS constructs showed higher correlation co-efficients with expectation, relatedness and structure for non-ISS students, while the correlation of these constructs with negativity were found to be higher for ISS students. Correlations between FLCAS constructs and student-reported TSS constructs were also found to be higher for non-ISS students than for ISS students, although both groups shared similar patterns: FLCAS constructs were significantly negatively correlated with all student-reported TSS constructs except for negativity, which showed negative correlations. The interrelationships between all constructs by school are presented in Tables 4 and 5.

Research Question 3

Is there any relationship between students' anxiety, students' perceptions of teacher's classroom behaviour and students' achievement?

Correlations in total population

The correlation investigation revealed relationship between the constructs of students' language anxiety and achievement as well as students' perception on teachers' classroom behaviour and students' achievement. For the total population, it was found that there were significant negative correlations between all constructs of FLCAS and students' achievement as measured by PET, whereas with the final score both communication apprehension and fear of negative evaluation showed similar patterns. General anxiety did not correlate significantly with students final score. This suggested that students' achievement decreases as their anxiety increases.

The correlation between student-reported TSS subscales and students' achievement with the two measures revealed different patterns. With students' final scores were used, only *structure* showed positive significant correlation. This suggested that the more positively students perceived their teachers, the higher their achievement. However, with the PET, all student-reported TSS subscales showed positive significant correlations except for negativity.

Correlations in each school

When the correlation analyses were conducted separately for each school, it was revealed that the correlations between FLCAS and final score and between student-reported TSS and final scores showed different pattern at both non-ISS and at ISS. At non ISS, most of the constructs of FLCAS and student-reported TSS did not show significant correlation with students' final scores. The only significant correlation was with *structure* (r=.-20). While at ISS, the final score showed significant negative correlation with all the FLCAS constructs, whereas with student-reported TSS constructs significant positive correlations were revealed except with *negativity*. The correlation coefficients were small, ranging between 1.67 .30. (see Tables 4 & 5).

Using PET as achievement measures, correlational analysis between both FLCAS and student-reported TSS constructs also showed very different results between ISS and non-ISS. At non-ISS, PET correlated significantly with both the constructs of FLCAS and student-reported TSS. Negative correlations were found between the PET scores and all FLCAS constructs with Pearson correlation r between -.21 and -.29, while positive correlation with all student-reported TSS constructs ranged between r=.19 to r=.28, except negativity which showed negative correlation with PET (see Tables 4 & 5).

At ISS, PET showed significant negative correlation with all the FLCAS constructs although the correlation coefficient were small, ranging from r=-1.7 to -2.3. On the other hand the analysis with student-reported TSS constructs yielded significant correlation only with *structures* (r=.18). The rest of the constructs were insignificantly correlated with PET score.

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Table 4.
Correlations among FLCAS constructs, students' perceptions of teacher's classroom behaviour and achievements at ISS

Measures	1	2	3	4	5	6	7	8	9
1.Comm App		.75**	.77**	-.60**	-58**	.34**	-.64**	-.30**	-.23**
2. Fear of neg. Evaluation			.78 **	-.62**	-.60**	.42**	-.68**	-.23**	-. 17*
3. General anxiety				-.62**	-.58**	.41**	-.69**	-.25**	-.1.7*
4. Expectation					.85**	-.57**	.83**	.1.67*	.081
5. Relatedness						-.57**	.83**	.25**	.13
6. Negativity							- 51**	-.11	-.09
7. Structure								.25**	.18**
8. Final score									.37**
9. PET Score									

Table 5.
Correlations among FLCAS constructs, students' perceptions of teacher's classroom behaviour and achievements at Non ISS

Measures	1	2	3	4	5	6	7	8	9
1.Comm App		.80**	.82**	-.65**	-61**	.50**	-.60**	-.70	-.23**
2. Fear of neg. Evaluation			.83 **	-.70**	-.64**	.50**	-.68**	-.50**	-.21**
3. General anxiety				-.74**	-.68*	.60**	-.68**	-15	-.29**
4. Expectation					.91**	-.72**	.67**	.58	.28**
5. Reatedness						-.74**	.89**	.44	.24**
6. Negativity							-64**	-.20*	-.29**
7. Structure								.03	.19**
8. Final score									.56**
9. PET Score									

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Research Question 4

When controlling for their respective T1 FLCAS score, is there any relationship between students' anxiety and their

a. *perception of teacher's classroom behaviour?*
b. *achievement?*

Partial Correlation between FLCAS and STUDENT-REPORTED TSS

Partial correlation was conducted to explore the relationship between the constructs of FLCAS and student-reported TSS, while controlling for scores on FLCAS constructs measured at T1. Using the total participants, strong negative partial correlations were found between the constructs of FLCAS and the constructs of student-reported TSS, except *negativity*, which showed a strong positive correlation with all FLCAS constructs. An inspection of the zero order correlation suggested that controlling for T1 FLCAS had very little effect on the strength of the relationship between these two variables. The partial correlation results are presented in Table 6.

When the analysis was conducted for each school separately, the result indicated similar pattern that FLCAS score at T1 had very little effect on the strength of the relationship between FLCAS subscales and student-reported TSS subscales. It was also revealed that all direction of correlations remained the same at both schools; positive correlation between FLCAS and *expectation, relatedness* and *structure*, but negative correlation with *negativity*. In terms of the strength of correlation, generally stronger correlations between all FLCAS constructs and student-reported TSS constructs were found at non-ISS. Details of partial correlations at both schools are presented in Tables 7 and 8.

Partial Correlation between FLCAS and Achievement Measures

In the total population and using students' final scores as a measure of achievement, partial correlation did not reveal any significant correlation However, when PET was used strong significant negative correlations were found between all constructs of FLCAS and PET

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result. Zero order correlation revealed that there was very small effect of T1 score on the strength of the relationship between PET and FLCAS constructs measures at T2.

Partial correlation employed to analyse schools separately indicated that, at non-ISS, using either final score or PET as achievement measure, none of correlations with FLCAS construct were significant, while at ISS all FLCAS constructs showed negative significant correlations only with final score and not with PET. An inspection to zero order correlation indicated very little effect of Time 1 score of FLCAS on the strength of the relationship. Summaries of partial correlation with achievement measures for each school are presented in Tables 6 to 8.

Research Question 5:

How do students 'and teachers' perceptions compare by teacher?

The answer to this question provided detailed and direct comparison between teachers' and students' perceptions on the aspects of teachers' classroom behaviour. In comparing students' and teachers' responses at individual teacher level, average individual teacher-students differences per construct were calculated using one sample t-test. Individual teacher's numerical responses to each item served as a constant against which their respective students' responses were compared.

Table 9 represents averaged differences between individual teachers' raw response values and their students' means for each constructs of student-reported TSS. In other words, a negative value shows that the teacher rated the classroom environment more positively than their students, whereas a positive value indicated that the student perceived the classroom to be more positive than the teachers.

Generally, there were significant differences between teachers and students with respect to their perceptions of the 4 constructs of student-reported TSS. Among 14 classes,

only one class showed no significant differences between teacher and students perception on all four constructs of student-reported TSS. As seen in Table 9, some of the constructs resulted in a negative perception on the part of an overwhelming majority of the students. Seven out of 14 classes shared a similar trend showing teachers to be more positive in terms of *expectation*, *relatedness* and *structure* than students; on the other hand, students in those classes showed lower score than their teachers on *negativity*. In only two out of 14 classes did students score higher on *negativity* than their teachers. It suggested that students perceived their teacher to be better than the teacher perceived themselves to be. It was also revealed that the construct of student-reported TSS, which students perceived to be more positive than did the teachers, was on only *structure* and these were found only in two classes.

Discussion

The first research question was addressed using repeated measures MANOVA which was carried out on the FLCAS measured at the beginning of the semester (T1) and again after 10 weeks (T2). The results indicated that students showed a significant increase in communication apprehension whereas for the two other constructs the students' score did not significantly increase. This finding lends support to the previous research by Frantzen and Magnan (2005) and Kim (2009) showing that the most commonly cited source of anxiety by students included oral performances, oral exams, and speaking in class.

A theory developed by MacIntyre and Gardner's theory (1991) contends that learners do not begin the language learning experience with language anxiety; and if they do experience it, it is presumably state anxiety. According to them, FL anxiety only takes place after attitude and emotion with respect to language learning experience have been formed. Following this theory, the increase in students' score on communication apprehension over time implies that students may experience classroom procedures which provoke their anxiety, such as activities which required them to speak

Table 6.
Partial Correlation Coeffiecient for FLCAS-STUDENT-REPORTED TSS Construct and FLCAS-Achievement Scores Controlled for FLCAS T1

STUDENT-REPORTED TSS Constructs	r/p Comm.Apprehension	r/p Fear of Negative Evaluation	r/p General Anxiety
Expectation	-.62/.00*	-.66/.00*	-.68/.00*
Relatedness	-.69/.00*	-.62/.00*	-.59/.00*
Negativity	.41/.00*	.46/.00*	.50/.00*
Structure	-.61/.00*	-.68/.00*	-.68/.00*
Achievement Measures			
Final Score	.-11/.04*	-.07/.20	-.15/.00*
PET Score	-.23/.00*	-.18/.00*	-.22/.00*

Table 7.
Partial Correlation Coeffiecient for FLCAS-STUDENT-REPORTED TSS Construct and FLCAS-Achievement Scores Controlled for FLCAS T1at Non-ISS

STUDENT-REPORTED TSS Constructs	r/p Comm.Apprehension	r/p Fear of Negative Evaluation	r/p General Anxiety
Expectation	-.74/.00*	-.71/.00*	-.74/.00*
Relatedness	-.68/.00*	-.65/.00*	-.68/.00*
Negativity	.60/.00*	.50/.00*	.60/.00*
Structure	-.68/.00*	-.68/.00*	-.68/.00*
Achievement Measures			
Final Score	.-70/.38	-.05/.52	-.15/.06*
PET Score	-.23/.00*	-.20/.01*	-.29/.00*

Table 8.
Partial Correlation Coeffiecient for FLCAS-STUDENT-REPORTED TSS Construct and FLCAS-Achievement Scores Controlled for FLCAS T1at ISS

STUDENT-REPORTED TSS Constructs	r/p Comm.Apprehension	r/p Fear of Negative Evaluation	r/p General Anxiety
Expectation	-.60/.00*	-.62/.00*	-.64/00*
Relatedness	-.58/.00*	-.60/.00*	-.58/00*
Negativity	.34/.00*	.43/.00*	.41/00*
Structure	-.64/.00*	-.68/.00*	-.68/.00*
Achievement Measures			
Final Score	.-30/.00*	-23 /.00*	-.25/.00*
PET Score	-.23/.00*	-.17/.02*	-.17.00*

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Table 9.

One Sample t-tests of Class Mean STUDENT-REPORTED TSS with teacher Reported TS

Class	Teacher Style Variable	Mean difference	t	df	p-value
1	Expectations	-1.59	-5.93	27	.00**
	Relatedness	-1.37	-4.47	27	.00**
	Negativity	1.59	10.57	27	.00**
	Structure	-2.43	-8.10	27	.00**
2	Expectations	-2.07	-7.14	29	.00**
	Relatedness	-1.49	-5.09	29	.00**
	Negativity	1.46	7.36	29	.00**
	Structure	-2.32	-7.76	29	.00**
3	Expectations	-1.83	-5.97	28	.00**
	Relatedness	-8.52	-2.79	28	.00**
	Negativity	.25	1.51	28	.14
	Structure	.61	1.95	28	.061
4	Expectations	-1.92	-5.93	20	.00**
	Relatedness	-.81	-2.35	20	.03**
	Negativity	.94	4.29	20	.00**
	Structure	.77	2.45	20	02**
5	Expectations	-1.49	- 4.79	24	.00**
	Relatedness	-1.23	-4.17	24	.00**
	Negativity	-.90	-4.67	24	.00**
	Structure	-1.00	-2.72	24	.013**
6	Expectations	-1.39	-4.43	27	.00**
	Relatedness	-.96	-3.22	27	.00**
	Negativity	.063	3.00	27	.77
	Structure	-1.44	-4.92	27	.00**
7	Expectation	-1.98	-4.68	15	.00**
	Relatedness	-1.29	-4.07	15	.00**
	Negativity	.39	1.09	15	.29
	Structure	-2.06	-4.95	15	.00**
8	Expectation	-.72	-2.22	27	.03**
	Relatedness	-1.06	-6.33	27	.00**
	Negativity	-1.02	-1.03	27	.00**
	Structure	.52	1.50	27	.14

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One Sample t-tests of Class Mean STUDENT-REPORTED TSS with teacher Reported TS

Class	Teacher Style Variable	Mean difference	t	df	p-value
9	Expectation	-.66	-1.35	11	.20
	Relatedness	-.76	-1.70	11	-.11
	Negativity	-.41	-1.15	11	.28
	Structure	.97	2.07	11	.06
10	Expectation	-2.35	-8.98	30	.00**
	Relatedness	-2.13	-8.53	30	.00**
	Negativity	1.72	8.67	30	.00**
	Structure	-1.83	-6.88	30	.00**
11	Expectation	1.10	2.84	20	.01**
	Relatedness	2.24	6.33	20	.00**
	Negativity	-.47	-2.06	20	.05
	Structure	1.16	2.93	20	.00
12	Expectation	.68	2.65	28	.01**
	Relatedness	1.61	7.31	28	.00**
	Negativity	1.15	4.46	28	.00**
	Structure	1.04	3.68	28	.00**
13	Expectation	-.88	-2.85	24	.00**
	Relatedness	-1.33	-4.83	24	.00**
	Negativity	.33	1.42	24	.00**
	Structure	-3.60	-11.41	24	.00**
14	Expectation	-.37	-1.03	19	.32
	Relatedness	-1.17	-3.56	19	.00**
	Negativity	.036	.12	19	.90
	Structure	-1.00	-2.73	19	.01

Note :
**p< .05

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in front of others which may include oral presentation, oral skits, oral quizzes or being call on to respond orally in English. Since the teaching and learning process in the classroom is led by the teacher, the role of the teacher in the increase of students' communication apprehension score cannot be neglected. The increase in students' anxiety might be a clue that there might be something fundamentally bizarre with classroom procedures implemented by the teacher and therefore it is important to relate students' anxiety scores and their perceptions of their teacher's classroom behaviour which is discussed later in this section.

Interestingly, when schools, gender, and class were entered as in-between subject factors, only schools showed significant differences between FLCAS measured at T1 and T2. Students in non-ISS showed a higher increase in both communication apprehension and fear of negative evaluation compared to students in ISS schools. However, general anxiety was significantly decreased in both schools, with non-ISS students showing a more substantial decrease. This seems to indicate that the general feeling of anxiety during the language classroom experience was diminished or dissipated as students persevered in the study of the foreign language. It confirms that students' anxiety were related

The significant difference between schools could be related mainly to the status of the schools as ISS and non-ISS. Referring to the characteristics of the school, the ISS exhibited features that may lessen students' likelihood of being anxious in the language classroom compared to the non-ISS one. The first feature was the system of recruitment. ISS students were recruited through highly selective systems that involved a range of entrance tests, as well as good academic history as evidenced by their school report and national examination from previous study. Because some of the subjects at ISS use English as a medium of instruction, the entrance test also included an interview with the students in English. Therefore, the students in this school had obtained sufficiently high scores in English and had already been screened for their English skills before admission. Another possible explanation for the difference between ISS and non-ISS may be the use of English as a prominent feature of ISS. This feature seems to initially contribute to the students' awareness that they are expected to and will be exposed to the use of English during their study in this school. In other words, gaining admission to such an international standard school may to a

certain extent have enhanced students' confidence in interacting in English. This finding buttressed previous research findings by Cheng, Horwitz and Schallert (1999) and Matsuda and Gobel (2001) that confident learners exhibited low anxiety because they felt that they possessed the ability to perform well while less confident learners experienced higher anxiety and felt that they lack the ability to do well. On the other hands, the non-ISS did not apply such a highly selective system. The students were recruited on the basis of only their scores on the final national exam they took in order to graduate from junior secondary college. The scores included several subjects such as Physics, Chemistry, Biology, Math, English and Indonesian for students in the Natural Sciences stream, and Maths, English, Economics and Indonesian for students in the Social Science stream. Students gained admission to the school on the basis of their GPA in those subjects. No minimum requirements applied to the score of each subject, which made possible for students with a low score in English but who had achieved a minimum the required GPA to gain admission to the school. No entrance exam was administered. In conclusion, the initial capability of ISS students in the mastery of English prior to senior secondary school admission explained why the students' showed a lower increase in their anxiety over the 10 weeks period compared to the non-ISS students.

The absence of a significant difference in terms of gender appeared to be inconsistent with previous research by MacIntyre, Baker, Clement and Donovan (2002) who found that boys' anxiety level remained constant across the 7th to 9th grades, while girls showed a decrease in anxiety from grade 8 to grade 9. In fact, the study of the role of gender in foreign language anxiety showed inconsistent results, with some claiming that females were less anxious than males (Spielberger, 1983), whereas others showed that males were less anxious (Kitano, 2001; Machida, 2001). Future research could help to uncover the underlying causes of this inconsistency.

Research questions 2, 3 and 4 are concerned with the interrelationship between the variables of language anxiety, students' perception of teacher's classroom behaviour and their achievement. While a body of research had previously revealed negative correlations between students' anxiety and achievement, very few studies have been developed to explore the relationship between students' perception of the teacher's classroom behaviour and their achievement in language learning. Some studies only focused on how students' perceived effective language teachers

(Brown, 2009) and other research merely asked students what are perceived as contributing factors for their success in language learning (Williams, Burden, Poulet, and Maun, 2004). Although the participants believe that the teacher plays an important role in their achievement and specifically listed the characteristics they believe help them achieve their maximum capabilities, very few studies related students' perception of their teacher with students' actual achievement measured by tests. Therefore, this present study offers a new and interesting insight into how students' perception of the teachers' classroom behaviour impacts their achievement.

With regard to the relationship between student-reported TSS and foreign language anxiety, it is evident from the data that teachers' classroom behaviour is negatively associated with students' language anxiety. Pearson correlation revealed that students' scores on FLCAS constructs measured at Time2 were negatively significantly correlated with their scores on student-reported TSS constructs, except for *negativity*. This suggested that students who perceived the teacher positively tend to have low anxiety. This finding was in line with those of Price (1991) and Young (1991), who showed that students who perceived their teacher to be positive tend to be less anxious. This positive perception may make them appear more eager to learn and may simultaneously alleviate feelings of anxiety. The eagerness to learn had a positive impact on their achievement as displayed in a positive significant correlation between anxiety and PET as one of achievement measures. In other words, students who perceived the teacher positively were less anxious and therefore learned better, which resulted in better achievement. This is in accordance with previous research by William et al. (2004) who revealed that the teacher was an important factor in students achieving good results. Some of the characteristics cited by the students that contributed to their success in learning a language included liking the teacher, the teacher is good/the best, *the teacher explains well, the teacher is nice to me, the teacher makes language interesting, the teacher is helpful*, and *the teacher controls*, which also reflected in some of the items of student-reported TSS.

By contrast, those who exhibited high anxiety showed low or negative perception about the teacher and indicated low achievement. These finding was congruent with the findings that students' documented teacher-generated anxiety stemming from either pedagogical practices or individual instructor idiosyncrasies (Worde, 2003). Students who scored high on *negativity* also

showed high anxiety, confirming that anxious students viewed their teacher negatively. However it remains unclear in this study whether students' perception of teachers causes them to be anxious or whether the feeling of anxiety leads them to perceive the teacher negatively. Future research employing qualitative data such as students interviews may shed light on this possible causal relationship.

These significant negative correlations among FLCAS scale and students' achievement as measured by PET and students' final scores were consistent with the premise that increased anxiety adversely influences student performance. This finding is congruent with a body of previous research that anxiety has detrimental effects on students' achievement (Abu-Rabia, 2004; Ganschow et al. 1994; MacIntyre and Gardner, 1993). Another line of explanation for students' lower achievement draws support from Krashen's (1985) theory of a negative filter. The feeling of anxiety prevents students from receiving the input during the learning process and they therefore cannot achieve their maximum capacity. The two measures of achievement employed in this research, an international standard test and students' final scores confirmed that, like students in other countries, Indonesian students' achievement is negatively affected by, their anxiety.

When the analysis was done separately for each school, students at ISS showed a pattern similar to the total population. At non-ISS, significant negative correlation was only found between the FLCAS and PET scores, whereas it was not significant with the students' final score.

Research question focused on the comparison between how the teacher perceived themselves and their students' perception of them. Generally, students and teachers showed a significant discrepancy as indicated by the result of the t-test on student-reported TSS and TSS. In most parts of the scale teachers were more positive than their students. This result is consistent with previous research into the differences between students' and teachers' perception of the same dimensions (Brown, 2009; Maulana, Opdenakker, Brok, Bosker 2011). In the context of an Indonesian classroom, Maulana et al. (2011) claimed that the discrepancies occurred because of the nature of interpersonal relationship in which teacher authority is highly valued. With the introduction of student-centred approaches, teachers have striven to stay close to the students as well as to maintain the degree of distance, which may influence how they rate their relationship with the students. This

is similar to the findings of this present study, especially with regard to the construct *of relatedness* in which teachers perceived that they have maintained a good relationship with students, but the value of authority may have prevented them from building the type of relationship expected by their students.

The outcomes of this study are important for policy makers, teachers, and students. For teachers, this finding should encourage them to be aware of their students' perceptions and how this perception influences their feeling of anxiety and their achievement. It is suggested that teachers try to recognize the signs of students' anxiety and adapt the classroom procedures to at least minimize students' FL anxiety. This finding may also alert students to the fact that they will not perform at their maximum capacity due to anxiety and that they therefore need to learn how to manage this feeling during their English class.

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