

**Foreign Language Anxiety in Listening and Speaking English
in a Thai EFL Classroom**

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to the University of Exeter as a thesis for the degree of
Doctor of Education (Ed.D) Teaching English to Speakers of Other Languages

In May 2016

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Signature:

Acknowledgements

This research study would not have been achieved without the support from others.

I am most grateful to RMUTSV who granted me a scholarship to study the doctorate degree in the United Kingdom.

I owe a huge debt of gratitude to my supervisors, Dr. Gabriela Meier and Dr. Shirley Larkin. I am grateful for the time, patience, support, understanding and constructive feedback they both have given me throughout the study.

I also would like to thank Dr. Nadine Schaefer, and Dr. Jane Seal, my mentors who gave me great advice.

In addition, my thanks are extended to Dr. Salah Troudi who not only taught me academic courses but he has also given me lots of advice during my study in a foreign country. I am grateful to Dr. Susan Riley who is always kind to me and I was filled of energy after talking with her.

I would like to thank Mr. Schaaf, students who participated in the questionnaire, especially six participants who spent their precious time for diary writing and interviews.

I would like to extend special thanks to my friends, Suthee Ploisawaschai, Sucheera Polrachom, Ajchara Namburi, Kulchamai Thienkarochanakul, Paveena Chamchoy, Kritchasorn Jarupasin, Sazuliana Sanif, Daniel Guiney, and Dr Elais Ragi, who have always continuously given me encouragement.

I also would like to thank my classmates, Maria Politou, Farwa Shah, Hussain Al Houssawi, Memeh Sercan Uztosun, Hussein Assalahi, and Ruz Ruz, for warmth of being together in class, especially Maria Politou and Hussain Al Houssawi who become like my sister and brother in a foreign country.

In addition, my thanks are extended to my internal examiner (Dr. Esmaeel Abdollahzadeh) and my external examiner (Associate Professor Dr. Jill Hadfield) who helped to shape my research study in order to improve the quality of my work.

I cannot miss thanking my mother, and my daughter's father who looked after my daughter since she was 10 months while I was away to further my study, my sisters who have been encouraging me from back home, and the great encouragement from my daughter, Nada.

I am grateful to Graduate School of Education staff and colleagues for their support.

ABSTRACT

This current research study is an exploratory study which has the aim to investigate language anxiety experienced by students majoring in English for International Communication (EIC) at the college in a university in the southern part of Thailand. This study adopted an interpretive methodology that used a sequential mixed methods approach for data collection. There were 42 students participating in the quantitative study whilst 6 students in qualitative study. The data, both quantitative and qualitative, were collected through questionnaire, diary and semi-structured interview. Data were analysed quantitatively using SPSS descriptive statistics and Factor Analysis while the thematic analysis was used as qualitative method.

The findings revealed that all participants experienced language anxiety in class. Their sources of anxiety mostly were from the students themselves. Diary writing activity—one of the research instruments—had a very positive effect as it enabled students to deal with their anxiety and improved the situation.

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Chapter 1 Introduction

1.1 Inspiration for the study

My interest in conducting a study of language anxiety arose from my own personal experience in foreign language learning and teaching.

I started learning English when I was ten. At that time, I went to a private catholic school where, while I had just joined most of my classmates had studied in this school for some time and had already been learning English since they were six years old. I had difficulties in learning this foreign language in both the normal class and an extra tutorial class after school. Once I was punished as I could write only two words out of five when I had a dictation. I had to stand outside the classroom looking at other students studying and I was not allowed to take part in that lesson. Another experience I can still recall is that the teacher of the tutorial class pointed at me and said I was the weak one and knew nothing, even a simple verb like 'to be'. This meant that English classes became frustrating for me and lacked enjoyment.

These events were of course embarrassing because Thai people, including myself, do not want to lose face. However, I really liked learning a foreign language and wanted to be able to communicate to other people from around the world in this language. I tried very hard to learn better. Three years later, my essay was picked out and displayed on the class board. I could understand lessons from foreign teachers who could not speak Thai; I could communicate

with them outside class. Suddenly, I had more confidence. Later I moved out from this school to continue my secondary level in a smaller city in an English-French program. I did well in my foreign language classes and became the top student in my class. After I finished secondary school, I went to a university for my first degree in a much larger province. Students there were from many parts of Thailand and I was nervous in this new environment and also in my language classes. In the first semester of the first year students, we studied the same courses. We chose our majors in the second semester. There were only 2 majors that students have to take the exam. One of them was English major. However, I was happy because I passed the exam to enter in English major. Still, in class, I often bent down my head when the teacher would ask someone to answer his/her questions. During that period of waiting for the teacher to call a student's name, I was so anxious because it might turn out to be my name. My hands were cold; I felt the pounding of my heart. When I was called upon, I did not know what to say. Often I did not even remember what I had planned to say and I also forgot what I had answered. I was afraid of making mistakes in front of my friends. It was annoying when this feeling of anxiety happened in classroom because I wanted to perform like I should be able to. My feelings got even worse after a particular incident when my teacher was angry and shouted loudly in the classroom. Students were shocked and the room went dead silent for quite some time. I felt uneasy and it was difficult to learn in that situation and in later lessons. It was not only me who felt like this; my close friend skipped the next sessions as she was too nervous to be in the classroom.

From these experiences, I realized that teachers and their practices can cause learners' anxiety in their language learning situation and that anxiety can have a negative effect on learners. Moreover, I became aware that learners' confidence and study environment are related and that it is important to make learners feel comfortable in their classroom.

For my postgraduate studies, I went to two foreign countries. Their environments were totally different. I still had anxiety in class and was nervous to speak or to give answers in class. I was unsure whether my teachers or classmates would understand what I said or whether they would understand my English sentences or my accent. I did not want to be viewed as a stupid person in their eyes. I was worried and I did not know what teachers thought about me and how they judged my performance.

On the topic of teachers' opinions on students, I quite agree with Daly (1991) who has noted that early studies indicate teachers have a positive bias toward talkative students in their class. Moreover, non-apprehensive students are perceived as more friendly and intelligent than their more anxious counterparts by both teachers and peers. Thus, anxious students may become more stressed when teachers have this attitude. If teachers neglect this issue, it can have a deleterious effect on students' learning.

However, surprisingly perhaps, I am now a language teacher, but I always keep this important issue in mind as I recognize that anxiety can have such a negative impact on language learners. It is a big shame if language learners have to drop out of the course because of their anxiety. As a result, language

anxiety is of great concern to me both as a student of English who continues to learn its intricacies and as a teacher who wishes to keep on inspiring new generations to turn language learning anxiety into positive experiences.

1.2 Problem Statement

Learning foreign languages for communication as part of a job skill and a personal general skill has become increasingly important in a rapidly globalizing world, especially English language which is regarded as a widely used lingua franca. English is used as a foreign language in Thailand in many spheres of the economy, and Foley (2005:233) notes that much more needs to be done to improve English as a Foreign Language [EFL] teaching in Thailand because “Thailand is realizing that a good knowledge of English is no longer a luxury but a necessity and ELT will have to be given more prominence in the education system”. At present, the level of proficiency in spoken and written English is even more crucial. English is widely used in the business and tourism industries. Numerous multinational companies have established branch offices in Thailand. Moreover, since Thailand launched its “Visit Thailand Year” in 1987, the number of foreign tourists coming to the country has increased dramatically. This has led to an upsurge in Thai tourism and it has become a major income-generating source for the Thai economy. As a result, students who can communicate in English are often the preferred applicants for jobs in a whole range of fields. Furthermore, Thai people, and many organizations, have been preparing for the ASEAN Economic Community in 2015 –namely, Association of Southeast Asian Nations which consists of ten countries. English is one of the

main languages used in communication among these nations. For all these reasons, English language teaching plays an especially important role in Thailand, but it faces a number of challenges such as the amount and the quality of English language teaching in classrooms.

It is necessary to improve English language teaching in Thailand to meet the needs from various sectors. As a language teacher, it is our responsibility to help students to learn a foreign language better and to realize their expectations within their limited time even though most Thai students usually have a chance to use the language mostly in their classroom.

How can students learn the target language successfully if they are prevented from the learning process due to their limited learning situation? In learning foreign languages, one obstacle is known as the affective filter which is central to Krashen's model and theory (1982, 1983, 1985, 2003) of foreign language acquisition. The affective filter prevents learners from acquiring language from the available input (Lightbown and Spada, 1999, 2013); the filter interferes with comprehensible input and language acquisition does not progress (Horwitz et al, 1986). For this reason, language learners will perform better when they have a lower affective filter as a low filter means that learners are more 'open' to the input. One of the affective variables which relates to success in language is anxiety (Krashen: 1982, 1983, 1985). It is believed that approximately one-third of language learners feel anxious about their language learning (Liu and Jackson, 2008; Horwitz, 2013) and suffer from language anxiety (Aydin, 2008). Many studies have found that language learners with a high anxiety level in

connection with their language performance are likely to perform poorly in their language classes (Horwitz, 1986; MacIntyre and Gardner, 1989; Aida, 1994; Saito and Samimy, 1996).

I am interested in language anxiety in foreign language classroom. As mentioned earlier, Thai students learn English mostly in their class. If they have anxiety, this will obstruct their language progress within their limited time of learning. Therefore, the anxiety is highly likely to diminish their language achievement.

Horwitz and Young (1991) remind language teachers of one key point: teachers must help their students understand why they are anxious and provide them with strategies for coping with anxiety. For the first step, teachers must accept students' feelings of insecurity and let them know that their discomfort is not only shared by other language learners but it is also recognized by their teachers. Saito and Samimy (1996) also stress a similar point.

1.3 Purpose of the Study

Although Thai students have studied English for many years, their language performance is often seen as inadequate as Kaewmala (2012) states about the 2010 Test of English as a Foreign Language [TOEFL], where Thailand ranked 116 out of 163 countries. Yet TOEFL scores are not representative of overall English proficiency of Thai population because the test is normally taken by students who will continue their study overseas or young graduates who seek a good job. Kaewmala also mentions that English performance of primary and

secondary students is their worst subject. Furthermore, she asserts that most Thai students feel that attending an English class makes them feel the way they would when they have a dentist appointment. This indicates that students often experience language anxiety and it may well be one of the main reasons for poor performance in English language.

In Thailand where English is used as a foreign language, students do not have many opportunities to use this target language for a communicative purpose in their daily lives. Their chance to interact with native English speakers is also limited in general, unless they live in the larger cities and tourism centres. One of my students told me of an occasion when she was in her high school. She took a mini bus from her village to her school in a small town. When a foreigner got on that bus, she bent down her face because she was afraid that the foreigner would ask her some questions as she was the only one in school uniform among the villagers on the bus and she thought that the foreigner might presume students can speak English. This showed how a rare opportunity for communication in English with foreigners may lead to anxiety. While the importance of English is increasing, anxiety still prevents a number of Thai language learners from their achievement. This is an important issue for language teachers to keep in mind.

There is no doubt that English learning has become more important. Any language teaching and learning situation needs a continual improvement. Language anxiety is a relatively widespread phenomenon among language learners everywhere, and it is perhaps particularly pronounced among Thai

learners. If learners are anxious while studying in language courses, it will have a negative effect on their learning, and their overall achievement scores, including their opportunities for future employment.

As discussed above, many scholars find that anxiety prevents success in foreign language learning, especially in classroom situations (Horwitz et al, 1991). Since many Thai learners use English only in their classroom, their anxiety becomes a significant obstacle in their learning, undercutting their repeated efforts at language acquisition. Generally speaking, teachers are the basis of the educational process and their role is important. I believe that one responsibility of teachers is to find strategies to help students to learn more.

As a language teacher I am aware of the importance of language anxiety in learning situations. Thus I conducted this current research study to gain a better insight into the realities of learner anxiety in the Thai context. This study explores, from an interpretive viewpoint, various sources of language learners' anxiety, their feelings while experiencing it and strategies they use to cope with their anxiety in a concrete context with Thai learners. I hope that the findings from this study will give teachers a greater awareness of this problem and that the findings will help anxious students overcome their anxieties in the classroom and beyond in learning and using English. The aim of this study is to find out sources of anxiety students experienced in class. Their perceptions about language anxiety were also searched for. Furthermore, strategies they used to cope with their anxiety are examined.

1.4 Significance of the Study

This study is significant for a number of reasons. Firstly, based on my 12 years of teaching experience, I have found that anxiety is present among different groups of students and it harms their learning. Although the students in my study can be considered as advanced language learners because they were majoring in English for International Communication (EIC), there is good evidence to suggest that even advanced language learners feel anxious in the foreign language classroom. According to the study of Liu (2006), Marcos-Llinas and Garau (2009), and Toth (2011), anxiety happens to all students regardless of what levels they are at. Llinas and Garau (2009) discovered that advanced language learners show higher levels of anxiety than beginning and intermediate learners. Moreover, Brown et al (2001) found that students who have high scores on a cloze test tended to have higher anxiety scores from the Foreign Language Classroom Anxiety Scale (FLCAS). Therefore, the participants in my study—who were EIC students – were likely to experience anxiety and their account would contribute to this research in a number of ways.

Secondly, listening and speaking skills are considered as the most stressful and anxiety-provoking language skills. They are the main sources of anxiety for most language learners (Horwitz et al, 1986; Young, 1992; Keramida, 2009). In particular, an unprepared speech is often disconcerting for students (Subasi, 2010). More generally, as Woodrow (2006) notes, interacting with native speakers is often cited as the most frequent source of anxiety.

Thirdly, among four macro English language skills, Thai students typically display poorer speaking and listening skills in comparison to their reading and writing (Scott: 2006). Consequently, both educators and learners in Thailand consider English oral communication to be difficult and problematic. As a result, there have been a number of studies focusing on the speaking abilities of Thai students (Khankhien:2010). Some of these studies have added valuable insights to our understanding of these difficulties that Thai learners face. However, there are still many unanswered questions about the sources of these oral communication problems. In particular, the impact of affective barriers on the communication skills of Thai learners is underexplored. This has led to my interest in the focus of this study: the effect of anxiety on these two essential yet problematic macro language skills.

This affective impact is especially important given that listening and speaking skills are highly interrelated and work together simultaneously. These two skills are used repeatedly throughout any real-life conversation. The effect of anxiety on the effectiveness of oral communication could be especially significant if a conversation occurs during a situation that generates anxiety regardless of second language issue. Such potentially stressful situations include face-to-face interaction, telephone conversation, job interview. The interactive speaking and listening progression is identical in the two strands, in other words, people listen with understanding and speak to communicate (Nunan:1989). As a result, the integration of listening and speaking skills is essential for effective oral communication.

Most of the participants in this study— the EIC students— will seek employment and work in the tourism and hospitality industry after they obtain their degrees in the future. English communicative skills are essential for careers in this field. Therefore, these students require English language skills for their future jobs. Examining effect of anxiety on their language learning is likely to be helpful for them at this stage.

Finally, many research studies have examined anxiety's effect on oral production (Sellers, 2000), but only a few studies have focused on the sources of anxiety (Kitano, 2001). One of the purposes of this study is to identify the sources of anxiety that the participants experience while studying in listening and speaking classes. This study's review of research about the effect of anxiety on language learning has found few language anxiety studies conducted in Thailand. Moreover, little is known about language anxiety in the institution where this study was conducted. Therefore, this study was conducted with the hope that it would benefit both language teachers and language learners, as well as enhancing the author's personal effectiveness as an English instructor.

1.5 Study Context

1.5.1 English Language Teaching in Thailand

English language teaching [ELT] in Thailand can be traced back to the reign of King Rama III (1824-1851 A.D.). With the increasing number of westerners in the country today, it means that an English education is essential (Wongsothorn et al, 2002). However, English language became a compulsory subject for

students only after Grade 4, and not before that (Wongsothorn et al, 2002; Khamkhien, 2010).

In 1960, there was a big change in the English syllabus for secondary schools. That is, the four language skills were given equal emphasis. The primary goal is to enable students to use English for international communication as well as to gain knowledge and information. In terms of teaching methodology, there have been attempts to replace the rote memorization and grammar translation methods with the 'aural-oral' approach although they did not seem to be successful as the aural-oral approach is directly contradicted with the rote learning which is the traditional method that has long been used in Thai education (Wongsothorn et al, 2002). Nevertheless, English has been mentioned in the Upper Elementary Education Curriculum as a compulsory subject at that level (Khamkhien, 2010).

The next major change was in 1978 when English became an optional subject again. The 1980 national curriculum classified English as electives in primary schools and a compulsory subject from Grade 7 or in secondary schools (Khamkhien, 2010).

In 1996, the revised English language curriculum was introduced. English became a compulsory subject for all primary students from Grade 1 onwards as there was a gap of English proficiency between students studying in private schools and those from government schools. The purpose of this curriculum was to provide students with the opportunity to continue their English education without interruption and to facilitate life-long learning. The emphasis of the

curriculum was on the development of students' language proficiency in order to fulfil many purposes: communication, acquisition of knowledge, use of English in academic studies, career advancement and the appreciation of the language as well as its culture (Wongsothorn et al, 2002; Khamkhien, 2010).

The current English curriculum in Thailand was revised and introduced in 2001. It was changed from a traditional teacher-centred method to a learner-centred method, with a stress on life-long learning through cognitive, emotional, affective, ethical, and cultural growths (Wongsothorn et al, 2002). The basic education consists of 4 levels; Preparatory- '*Pratomsuksa 1-3*' (Grade 1-3), Beginning Level – '*Pratomsuksa 4-6*' (Grade 4-6), Expanding Level – '*Matayomsuksa 1-3*' (Grade 7-9), and Progressive Level – '*Mattayomsuksa 4-6*' (Grade 10-12). The English curriculum is based on four concepts, namely, culture, communication, connection and communities (Wongsothorn et al, 2002). In higher education, English is generally required for twelve credits instead of six: namely, six for general English and the other six are for English for academic or specific purposes (Wongsothorn et al, 2002; Foley, 2005; Baker, 2008; Khamkhien, 2010).

From the historical development of ELT in Thailand, Thai students in this era have learned English for 12 years before entering the university level. Although students in Asia including Thailand have studied English for more than ten years, many remain deficient in their English speaking ability (Jing, 2010).

However, communicative skills, including speaking and listening are a must for

those students who want to work in the hospitality and tourism industry where English has become a common language for travellers.

1.5.2 Education in this setting

The present study was conducted at a college in one campus of a public university in the southern part of Thailand. One of the university's policies is to encourage all students of various disciplines to be able to communicate with others by using a foreign language (English) because the importance of English is necessary for their prospective jobs. In 2010, a university report on graduates' satisfaction revealed that one of the three suggestions from prospective employers was that workplaces prefer graduates with competence in English language (RMUTSV, 2010). Similarly, Sammatchani's (2009) study on the perspectives of industry professionals on the tourism programmes in Rajamangala University of Technology [RMUT] and other public universities shows that conversation skills both in Thai and in English are considered very important by tourism industry professionals. Therefore, the author suggests that these skills should be taught and learned to a high standard to match the industry needs.

The target students for this study are those majoring in English for International Communication (EIC) at this university so they have finished their upper secondary education and are required to study in the program for four years for the BA degree.

The program of EIC encompasses a total of at least 134 credits which consists of three groups: (1) 32 credits in general social sciences, including courses in

humanities, social sciences, science and mathematics, physical education, and 12 credits of languages courses; (2) 96 credits of specific courses for the major discipline, including basic courses, core courses, and selective courses; (3) 6 credits of free elective courses.

For the 12 credits in the first group, students study English I and English II for 6 credits and choose another 6 credits (2 courses) from 10 language courses, which comprise 4 Thai courses and 6 English courses. They normally choose English courses. For the 96 credits in the second group, 81 credits (27 courses) are basic and core English courses and another 15 credits (5 courses) are mainly English courses. For the last 6 credits of free elective courses, students often choose courses in hospitality and tourism subjects. In sum, English courses account for 87 to 108 credits (29-36 courses) in their full programme.

1.6 The Contribution to Knowledge

Scholars have studied how anxiety interferes in language learning. Horwitz (2010) who specialises in language anxiety mentions that much research published on this issue addresses the effects of foreign language anxiety (FLA) especially on language achievement, with later articles more concerned with sources of FLA and its stability or variations under different instructional or socio-cultural conditions, the relationship of FLA with other learner factors, anxieties in response to specific aspects of language learning such as listening, reading, or writing, and instructional strategies to reduce FLA. Few studies explore empirically how learners actually perceive and deal with their anxiety.

As language anxiety is one of the important affective variables which inhibits language learners, this current study aims to discover how EIC students manage FLA in their listening and speaking classes. The study also explores the perceptions of anxious learners, and strategies they use to cope with FLA.

1.7 Organisation of the Thesis

This chapter has presented the context and justification for the study, including identifying the problem, purpose, significance of the study and its contribution to knowledge.

Chapter two presents a review of the literature related to language anxiety in terms of an overview of language anxiety research study, types of anxiety, sources of anxiety, effect of language anxiety, and strategies used to cope with language anxiety.

Chapter three outlines the methodology of the current study. It starts with philosophical assumptions including ontology, epistemology, and theoretical perspective. The chapter then describes research design, data collection methods, participants. It also presents research procedures, research questions, data collection procedure and data analysis processes. Finally, strategies for ensuring the quality of data as well as ethical consideration are discussed

Chapter four presents findings from both quantitative and qualitative data from three research instruments used in this study: the questionnaire, diary, and semi-structured interviews. This includes statistical data analysis and interpretation of the qualitative findings.

Chapter five discusses the key findings from the analysis of quantitative and qualitative data of the study, focusing on linking the findings to the research questions and the related literature.

The final chapter, Chapter six summarises the findings of the research study and offers conclusions. It also presents implications drawn from the study along with suggestions for areas for further research.

Chapter 2 Literature Review

Language teachers may question why some students learn a language successfully while others do not. Several reasons have been suggested. Mitchell and Myles (1998) contend that social psychologists view individual differences among learners as one factor which affects their differences in learning outcomes. According to Gardner and MacIntyre (1992), the characteristics of learners that influence their second and foreign language learning are grouped into three categories. The first is *cognitive variables*. This consists of different aspects of cognition, including intelligence, language aptitude, language learning strategies. The second category, *affective variables*, denotes learners' reactions to any situation, for example, attitudes, motivation, language anxiety, self-confidence, personality, and learning styles. The third is the *miscellaneous category* which includes factors not directly related to either cognitive or affective aspects, such as age and socio-cultural experiences. Similarly, Ehrman et al (2003) state that individual differences in language learning or learner differences are considered in four areas: (1) *learning styles (or cognitive style)*, (2) *learning strategies*, (3) *affective variables* which include motivation, self-efficacy, tolerance of ambiguity and anxiety, and (4) *other major areas of individual differences* such as learning aptitude, gender, culture, age, and other demographic variables. According to these scholars, affective variables are seen as one of the factors that influence the success of language learners in their language learning, especially language anxiety, which is considered as "a key individual difference in language learning" (Matsuda & Gobel, 2004). Horwitz(2001) states that anxiety is certainly a cause of poor

language learning. It is one of the most important affective variables because it impedes the learners' achievement. MacIntyre and Gardner (1991:86) highlight the effect of anxiety in that it "poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language".

As anxiety is one of the crucial affective variables, this chapter will first discuss 'affect' in a learning situation and then move towards sources of foreign language anxiety along with an overview of language anxiety research.

2.1 Affect

The term 'affect' is related to aspects of an emotional being (Arnold and Brown, 1999) and affect comprises many attributes, for example, feelings of self-confidence, feeling of willingness to communicate, or feeling anxious (MacIntyre and Gregersen, 2012). To avoid confusion between 'emotions' and 'feelings', Damasio (1994) contends that 'emotions' denote a set of changes in the body whereas 'feelings' refers to the experience of these changes. Lightbown and Spada (2013) view it is the feeling of negative attitudes or anxiety but do not mention a set of changes in the body. Scovel (1991) suggests that affect is a term which covers a wide range of disparate behaviours. Therefore, Scovel highlights affective variables as the obverse of cognitive variables because affective variables can cause problems in language learning which are unrelated to cognition. In this study, the word 'affect' will be considered broadly as aspects dealing with emotions, feelings, and mood or attitudes which have an effect on behaviours.

Many educators who work in different contexts realise the importance of affect in language learning. Arnold (1999) maintains that evidence from a wide variety of research shows the significance of affect-related notions in the solution to many problems and in attaining a more fulfilling way of life. Likewise, Underhill (1989) suggests that if teachers do not take this affect-related matter into account, they will miss out on some of the essential ingredients in the management of productive learning among learners.

It is absolutely certain that affective factors deal with emotional behaviour of learners and can cause them to have particular feelings, and these are also involved in learning tasks. One of the most important affective variables identified in the tasks of learning is anxiety (Scovel, 1991). As a result, it is crucial for language teachers to understand affective aspects because it can contribute to more effective language learning and teaching; for example, how to overcome problems, such as anxiety, created by negative affective reactions involved in language learning process and ways to handle them.

2.2 Anxiety and language anxiety

It is commonly observed in foreign language learning classrooms that some students have a kind of mental block when it comes to foreign language learning. Although these students achieve well in other situations and understand lessons, they are unable to present what they have learned especially when they are asked to explain in the foreign language. There might be an issue that prevents them from performing successfully in order to achieve their goal. In many cases, students understand their lessons but they may

encounter anxiety, one of the affective factors, which exerts a strong negative influence over students in language classes; hence, their inability to answer and communicate well in class especially in a spontaneous situation.

2.2.1 Language Anxiety Perception

Within the context of psychological theory, anxiety is defined by Freud, who first explained it, as something felt, an unpleasant affective state or condition which is covered by nervousness, apprehension, or anxious expectation (Spielberger, 1966). It is distinguishable from other unpleasant affective states because of its unique combination of phenomenological and physiological qualities; Freud also emphasizes the subjective phenomenological qualities of anxiety as feelings of apprehensive expectation or dread. Additionally, scholars also mention that anxiety embodies the feelings of tension, frustration, uneasiness, stress, fear, self-doubt, nervousness, apprehension, or worry in association with an arousal of the autonomic nervous system (Brown, 1994; Horwitz et al, 1991; Horwitz, 2001).

2.2.2 Language Anxiety Concept

Language anxiety has been considered by psychologists as one of many types of anxiety (Horwitz and Young, 1991). It seems that Horwitz et al (1986) were the first to conceptualize language anxiety as a specific form of anxiety, before several researchers have offered other definitions. To illustrate, Young (1992) states that language anxiety is a complex psychological phenomenon which requires investigation from various perspectives and approaches. Gardner and MacIntyre (1993) and MacIntyre and Gardner (1994) specifically define it as the feeling of apprehension experienced in a situation associated with the

requirement of using a second language, which includes listening, speaking, reading, or writing, in which the individual does not feel fully competent. This results in a reaction in a nervous manner. These definitions are also found in Horwitz, et al (1986:128) who state that language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”.

It has been found that language anxiety is one of the best predictors of foreign language achievement (MacIntyre and Gardner, 1989; Onwuegbuzie et al, 1999; Liu and Huang, 2011). Furthermore, language anxiety can have a negative effect on learners who study a foreign or second language. Arnold and Brown (1999:8) claim that “anxiety is quite possibly the affective factor that most pervasively obstructs the learning process”. Moreover, anxiety can “wreak havoc with the neurological conditions in the prefrontal lobe or the brain, preventing memory from operating properly and greatly reducing learning capacity” (Arnold, 1992:2).

Horwitz (2000) estimates that around one third of students experience language anxiety, while Liu and Jackson (2008) suggest that the number is likely to be higher than this. Campbell and Ortiz (1999) notice that one half of all language students experience negative effects of language anxiety. MacIntyre (1995) also states that up to one half of language learners experience debilitating anxiety. From this estimation, there are extremely large numbers of students with language anxiety and this indicates a disturbing magnitude of this serious obstacle to language learning.

Many studies have found evidence of language anxiety influences on language learners. To illustrate, highly anxious students tend to be deficient in their language (Horwitz, 2013). Anxious students are less willing to participate in learning activities and have lower performance than non-anxious peers (Horwitz, 2001; Subasi, 2010). Language anxiety can also cause students to postpone required foreign language courses indefinitely or even to change their majors (Horwitz et al., 1986). Students who experience this kind of adverse affective factor may suffer from serious negative effect in language learning.

To understand how affective factor impacts language learners, Krashen (2003) proposes 'five hypotheses' (Krashen, 2003) which are viewed as one current theory on language acquisition and two hypotheses are relevant here. The first one, the Input (Comprehension) Hypothesis intends to answer the important question in the fields of language acquisition and language education (Krashen, 2003). This hypothesis states that second languages are acquired "by understanding messages, or by receiving 'comprehensible input' " (Krashen, 1985:2). Krashen explains that the acquisition happens when a learner is exposed to language that is comprehensible and contains ' $i + 1$ '. The ' i ' stands for the level of language which a learner has already acquired, while the ' $+1$ ' is a metaphor for language features, such as, words, and grammatical forms that are just a step beyond that current level (Krashen 1982, 1985, 2003; Krashen & Terrell, 1983; Gass & Selinker, 1994 and Lightbown and Spada, 2013).

Another hypothesis, the Affective Filter Hypothesis, suggests how this factor relates to success in the second language acquisition process. Although some language learners are exposed to sufficient quality and quantity of comprehensible input, they do not necessarily acquire language successfully. This hypothesis asserts that affective variables will prevent input from reaching the 'language acquisition device', so named by Chomsky to mean the part of the brain responsible for language acquisition (Krashen, 2003). This filter has an adverse effect on students as they become unmotivated, lack self-confidence, and feel anxious. It causes a mental, or input, block preventing students from fully utilizing the comprehensible input they receive and need for language acquisition.

These two hypotheses relate to each other in this study. The first hypothesis explains how language learners acquire language by understanding messages when they obtain comprehensible input, in other words, when they understand what they read, what they hear, when they understand the message. However, the process of acquisition may not be successful if there is a filter as a barrier preventing learners from acquiring languages even when appropriate input is available. This process is shown in Figure 2.1.

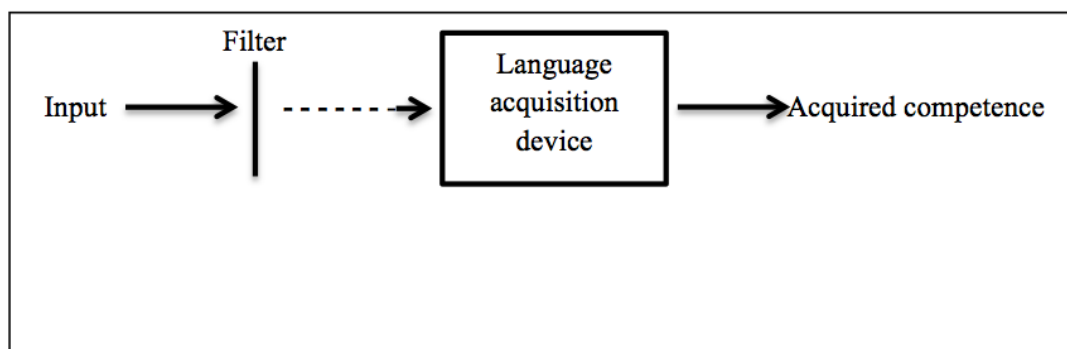


Figure 2.1: Operation of the affective filter (Krashen, 1982: 32)

For a clearer picture, language teachers may notice that although language learners in their class receive the same input, some are successful while others are not. This is because the affective filters block them. One of the filters is anxiety. “The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation” (Krashen, 1982 : 32).

Several research studies show that students with high levels of anxiety are likely to be less successful in learning second and foreign language than more relaxed students (Krashen, 1985; Gardner, 1985; Lightbown, & Spada, 1999). Horwitz et al. (1986:125) further add that “teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language”.

When anxiety affects students in class, it makes them nervous and afraid, thus contributing to poor performance as observed in many research studies reviewed in the next section.

2.3 Types of anxiety

Before reviewing the studies concerning anxiety and language learning, it is essential to clearly define the perspectives from which anxiety has been examined in different areas particularly in a language learning situation (MacIntyre and Gardner, 1991). Generally, the literature on anxiety classifies anxiety into three types.

The first perspective views anxiety as '*a trait anxiety*' (Spielberger, 1966; MacIntyre and Gardner, 1991; Horwitz, 2001; Tallon, 2009; Awan et al, 2010). It is a personal characteristic to become nervous in a wide range of situations. As trait anxiety is seen as an individual personality trait, so it is therefore considered relatively stable over time. A person who experiences this anxiety will predictably and generally be anxious about many things as a result of their personal characteristic.

The second perspective in anxiety is '*state anxiety*' (Spielberger, 1966; MacIntyre and Gardner, 1991; Horwitz, 2001; Tallon, 2009; Awan et al, 2010). This is the feeling of apprehension which a person experiences at a particular moment. It is often seen as a temporary emotional state of feeling nervous and it can change over time.

The third approach examines a specific type of anxiety that relates to '*situational-specific anxiety*'. It refers to anxiety experienced in a single context or a well-defined situation only. It is stable over time but not necessarily across situations, for example, test anxiety, math anxiety, and language anxiety

(Spielberger, 1966; MacIntyre and Gardner, 1991; Horwitz, 2001; Tallon, 2009; Awan et al, 2010). Many researchers agree that foreign language anxiety is a unique type of anxiety. It is a situation-specific anxiety, related to foreign language learning experience and can be an important factor in creating individual differences in language learning situations (Trang, 2012; Matsuda and Gobel, 2004; Horwitz, 2001; MacIntyre and Gardner, 1991.)

Dörnyei (2005) indicates two important anxiety distinctions which Scovel (1978) has also mentioned earlier; firstly, trait vs. state anxiety, and secondly, beneficial (facilitating) vs. inhibitory (debilitating anxiety). He proposes that anxiety does not necessarily harm performance; on the contrary, in some cases it can promote performance. According to Scovel (1978), facilitating anxiety motivates the learner to approach new learning tasks, while debilitating anxiety motivates the learner to avoid them. While the '*facilitating anxiety*' or '*helpful anxiety*' promotes learning as it motivates learners to 'fight' for the new tasks, in contrast, '*debilitating anxiety*' or '*harmful anxiety*' motivates learners in the opposite direction: to 'flee' from the new learning tasks (Scovel, 1978; Oxford, 1999). Bailey (1983) has found that facilitative anxiety is one of the keys to success, and that it is closely related to competitiveness. Young (1992) interviewed Krashen who commented that facilitative anxiety has a positive effect on language learning; for example, on tasks that require conscious learning while language acquisition appears to work best when anxiety is zero, in other word, when anxiety is not present. Like Krashen, Horwitz (1990) states that anxiety is only helpful for very basic learning tasks, but not with more complicated tasks such as language learning. Therefore, it should be noted

that the term 'anxiety' in my study is in the sense of harmful anxiety, inhibitory or debilitating anxiety.

As foreign language anxiety appertains to performance evaluation within academic and social contexts, Horwitz et al (1986) propose three related performance anxieties as follows: (1) communication apprehension which refers to the shyness and the fear of communicating with other people, for example, difficulty in speaking in pairs, in groups, or in public; (2) test anxiety which is a fear of failure in exams, quizzes, and tests while oral test can cause both test and oral communication apprehension; and (3) fear of negative evaluation which denotes worry about others' evaluation of learners. Although it seems similar to test anxiety, the fear of negative evaluation is broader because it is not only limited to test-taking. It may happen in other social evaluations, such as in job interviews. These three components are considered to exert a negative impact on foreign language learning.

In summary, the concept of 'anxiety' is multifaceted (Horwitz, 2010) as it has been differentiated by psychologists into a number of types; for example, trait anxiety, state anxiety, facilitative and debilitating anxiety. Due to the fact that there are various types of anxiety, the interpretation of any relationship between anxiety and achievement from the early studies was confusing in that the results related to anxiety and success in language learning were often mixed up when the studies did not distinguish different kinds of anxiety clearly, that is useful or harmful. Although language anxiety or foreign language anxiety (FLA) is characterised as a situation-specific anxiety, in my view, it is a debilitating anxiety which prevents language learners from achievement. FLA is similar to other familiar manifestations of anxiety such as stage fright or test anxiety (Horwitz, 2010).

2.4 Sources of Foreign Language Anxiety

Although the effects of language anxiety on second and foreign language learning have been examined, the specific sources of anxiety have not been clearly established (Yan and Horwitz, 2008). Wu (2010) conducted a study focusing on learners' anxiety and learning strategy in the Communicative Language Teaching (CLT) classroom with 66 English major students in a weekend class programme in Taiwan. She noted that anxiety seems to be an obstacle to English language acquisition but the sources of anxiety were often intertwined; for example, teachers, activities and pedagogical practices are likely to be anxiety-provoking factors in the classroom although the interviews revealed both positive and negative comments. Young (1991) identifies at least six potential sources of language anxiety as follows: (1) personal and interpersonal anxieties; (2) learner beliefs about language learning; (3) instructor beliefs about language teaching; (4) instructor-learner interactions; (5) classroom procedures; and (6) language testing. As mentioned above, all these six sources are associated with three general groups, which are learners, instructors, and the instructional practices. In this study, I will look at all these three groups.

2.4.1 Learner characteristics

Learner characteristics related to language anxiety consist of low self-esteem, self-perceived low level of ability, and communication apprehension, competitiveness, lack of group membership with peers, and beliefs about language learning (Tallon, 2009). Language anxiety also occurs in relation to taking risks, which is often required in language classes. Students may avoid

risk-taking because they are afraid of making mistakes and students who are highly anxious often suffer reduced risk-taking ability (Oxford, 1999).

Both personal and interpersonal issues related to individual characteristics are perhaps the most commonly cited and discussed sources of language anxiety, especially low self-esteem and competitiveness being two notable sources of learner anxiety (Young, 1991). In this section, I will deal with low self-esteem and self-perception, competitiveness, learners' beliefs, perfectionism, and fear of negative evaluation.

2.4.1.1 Low Self-esteem and negative self-perceptions

Self-esteem is an evaluation that a person makes about his or her own ability and worth. Arnold and Brown (1999) consider that self-esteem is a basic requisite for successful cognitive and affective activity. Low self-esteem and self-perceptions have been associated with anxiety as seen in many studies. For example, Young (1991) mentions Krashen's argument that an individual's degree of self-esteem is highly related to language anxiety as low self-esteem can cause anxiety in many people. People who have low self-esteem would worry about what their friends think because they are concerned with pleasing others. As a result, they will experience anxiety.

Price (1991) conducted interviews with highly anxious students. Her study supports the above mentioned view. She found that most of her interviewees believed that their language skills were weaker than other students. They were worried that if they did not do a good job, then everyone would look down on them. Similarly, Oxford (1999) reveals that highly anxious language learners with high self-esteem might handle their anxiety better than learners with low

self-esteem, resulting in better performance. However, it seems that in general “anxious students are desperately trying to avoid humiliation, embarrassment, and criticism, and to preserve their self-esteem” (Tsui, 1996: 159). Therefore, it is suggested that students with low self-esteem tend to have high anxiety (Young, 1990).

Kitano (2001) investigated two psychological factors, which are the fear of negative evaluation and the self-perception of speaking ability in the target language, with 212 students who enrolled in a Japanese course in two major state universities in the United States. The findings showed that the more students fear negative evaluation, the higher anxiety they have in the classroom. Moreover, the level of anxiety of advanced students was more strongly influenced by their fear of negative evaluation than the anxiety level of intermediate and elementary students. This study also revealed that students would feel more anxious if they perceived their ability in speaking to be poorer than their peers or other Japanese native speakers.

Recently, Subasi (2010) conducted a study rather similar to Kitano (2001) but in a different context. His study was done with Turkish EFL students in oral practice to investigate the factors which are said to be the two potential sources of anxiety in the classroom—the fear of negative evaluation and the self-perception of speaking ability in the target language. In his interview with highly anxious students, the students said that they were not satisfied with their performance in their speaking classes because they believed that they were not able to communicate in the target language efficiently. Therefore, they had low confidence in their ability. Moreover, they felt more anxious in the FL classroom when they perceived their own speaking ability as poorer than that of their classmates and native speakers of English. It is clearly shown that students’

self-esteem or their self-perceived ability influences their anxiety in language class. The result from this study has shown that these sources provoke anxiety in a foreign language class and that there is an interaction between students that affects anxiety levels.

With regards to learners' self-confidence, anxiety can happen by having low self-confidence (Cheng et al, 1999; Matsuda and Gobel, 2001, 2004; Subasi, 2010). Self-confidence is one key variable which influences language learning proficiency both directly and indirectly (Matsuda and Gobel, 2004). In other words, it implies that learners who have greater self-confidence claim to have less anxiety because they will feel they have the ability to perform well while less self-confident learners experience higher anxiety and feel that they lack the ability to do their tasks well. When students have low self-confidence, it seems that they have low self-esteem. They are not sure of what to do and how to perform well which leads to anxiety.

2.4.1.2 Competitiveness

Low self-esteem or low self-perception seems to be related to competitiveness, which is another source of anxiety. In a grounded theory-based study by Yan and Horwitz (2008), comparison with peers was one of twelve major variables that directly influence learners' anxiety.

Bailey's (1983) diary studies with 11 learners suggest that competitiveness can lead to language anxiety as learners compare themselves to others. For learners who thought that their ability was lower than others, their anxiety level would become higher. In particular, when there was communication failure, those students would experience frustration and produce many

counterproductive emotional and behavioural responses afterwards. They might become silent and avoid going to classes. Some of them even found that second language learning was a meaningless activity. However, when they perceived themselves to be more proficient, their anxiety level would decrease. This was because students had a successful self-image in relation to positive rewards or approvals from their teachers or others which contributed to their active competition.

Another example is in Brown's (2008) ethnographic study of international postgraduate students in the south of England. Although they entered the university with a minimum level of 6 from the International English Language Testing System [IELTS], most of them felt they suffered from anxiety because of the stress in communicating and studying in a foreign language. Furthermore, Brown (2008) found that Asian students often make comparison of themselves with better speaking European students. Moreover, he also made a claim about South-East Asian students that this group of students avoided answering questions. It was challenging for teachers to get an answer from them. When they became aware that an answer was expected, their faces showed panic and anxiety. Some of them sat silently, squirming in their seat.

Toth (2011) suggests that one source of the anxiety is from classmates. The participants in her study expressed the greater concern about their peers' opinions and they felt more apprehensive about potential negative evaluation on their part. She mentions that English major students' anxiety is related to their peers as they fear appearing less competent than others and having their inadequacies exposed in the presence of their friends.

2.4.1.3 Learners' Beliefs

Dörnyei (2005) suggests that learner beliefs started to play a vital role in applied linguistics in the 1980s as a possibly important individual difference variable.

Belief about language learning is a factor that plays a role in their anxiety (Price, 1991). Studies suggest that the beliefs of both learners and teachers are linked to language anxiety (Horwitz, 1999; Oxford, 1999; Price, 1991) and beliefs greatly affect their behaviour (Dörnyei, 2005). Many studies have viewed learners' beliefs about language learning as probably one of the factors leading to learners' language anxiety (Horwitz, 1988; Price, 1991; Young, 1991).

Horwitz (1988) studied beliefs in language learning of beginning FL university students in three target language groups-- German, French, and Spanish-- by using The Beliefs About Language Learning Inventory (BALLI) to assess students' opinions related to language learning. The result showed that the majority of students believed that the difficulty of learning a language is dependent, while the popular belief was that Spanish is a relatively easy language for English native speakers. Students thought that in order to learn another language, a maximum of two years is sufficient. Many students believed that the most important part in learning a foreign language is learning vocabulary and grammar rules, and for learning strategies, they had a strong belief that it is important to repeat and practice a lot in learning a language. However, the concept of foreign language aptitude can be considered as a negative outlook on language learning when students believe that they have less ability in language learning and this can lead to negative expectation and to poor performance. A number of studies on learners' beliefs about language learning are found to be related to learner strategies as well as to learner

anxiety about language learning (Horwitz, 1999). Young (1991: 428) mentions that “Learner beliefs about language learning are a major contributor to language anxiety”. She also inserts “when beliefs and reality clash, anxiety results (Young, 1991:428)”. When unrealistic beliefs do not transpire, anxiety can result. To illustrate, if learners believe that pronunciation is the most important aspect of language learning, when they cannot sound like native speakers, they may feel frustrated and stressed.

2.4.1.4 Perfectionism

Gregersen and Horwitz (2002) claim that many researchers have raised the possibility that perfectionism may be related to anxiety which can be another source of poor performance. In their interview study with the 4 most anxious and the 4 least anxious students, according to their scores on the Foreign Language Classroom Anxiety Scale (FLCAS) from a larger study designed to clarify the relationship between FLA and perfectionism, they found that perfectionist students wanted to produce language without any grammatical or pronunciation errors. As a result, they would prefer to remain silent and wait until they were certain of how to explain their thoughts and they often demonstrated delays in fulfilling their assignments or repeatedly restarted their tasks as they believed their work had to be perfect. This high performance standard and procrastination are characteristic of perfectionism which can cause language anxiety. It can be assumed, therefore, that anxious students often feel that anxiety interferes with their performance. They seem to think that lack of anxiety is a kind of success. In relation to perfectionism, Price (1991) found two personality variables which can be related to foreign language anxiety, namely, perfectionism and fear of public speaking. She suggests that

several students are very anxious about public speaking and many of them believe that they are overly perfectionistic.

Apart from the above topics related to language learners – that is, low self-esteem and self-perception, competitiveness, learners' beliefs, and perfectionism -- there are also more significant issues associated with learners' characteristics that are related to language anxiety in some way. The study of Levine (2003) who conducted an internet-based questionnaire study with 600 foreign language students and 163 foreign instructors throughout the US and English-speaking provinces of Canada found that students from a bilingual or multilingual background are likely to be less anxious about their target language use than students from a monolingual background. Students tend to use the target language when they speak to teachers more than with friends while L1 is more likely used in class to explain grammar, class assignments. Moreover, the more students use their target language in their classes, the less anxiety there is about target language use. Therefore language anxiety also depends on how much they get used to the target language used in their classroom.

Interestingly, the factor about regional differences is first discussed by Yan and Horwitz (2008). Students from smaller towns in China could feel their English is poor in comparison to those in bigger cities where even the doorman in the hotel can speak English. Their language sensitivity to imitate and to perform verbal abilities can affect their perception of themselves and others. This study also showed perceptions on foreign language ability of learners from small cities which may cause anxiety about their language performance. Awan et al.'s study (2010) also supports Yan and Horwitz (2008). They found that students

from rural backgrounds were more anxious than urban students although these factors were not significantly related.

2.4.1.5 Fear of Negative Evaluation

Fear of negative evaluation, defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al, 1986: 128), is one of the three related performance anxieties (Horwitz et al, 1986). Studies have found fear of negative evaluation as a source of language anxiety. Examples are the study of Subasi (2010) and the survey study of Williams and Andrade (2008). The latter was conducted among 243 Japanese students in 31 conversational classes in Japan. They found that students’ anxiety was associated with processing (mental planning) and output-related task. The fear of making a negative impression or receiving bad evaluation is associated with the inability to express oneself clearly and correctly. This fear is often cited as one of sources of anxiety. This clearly shows that students who are aware of negative evaluation might also be influenced by perfectionism and peer pressure.

In summary, a number of learner characteristics have been determined to be potential sources of foreign and second language anxiety. As discussed above, these characteristics are not solely independent because they are linked to one another. For example, competitive learners usually like to be perfectionists as they compare themselves with others, thus possibly setting for themselves a high standard in language learning. Both competitive and perfectionist learners are apprehensive about negative evaluation and about making mistakes, which

triggers anxiety. Competitive and perfectionists learners can also suffer from negative self-perceptions when they judge their ability to be poorer than others. Furthermore, language learners who hold unrealistic beliefs also develop low self-esteem when their beliefs clash with the reality. All these characteristics, all interrelated, cause anxiety in second and foreign language classrooms.

Likewise, learner characteristics are likely to be influenced by other variables or factors such as self-confidence and motivation. Marwan (2007) found three factors related to anxiety and one of them is the lack of confidence. Matsuda and Gobel (2004) also suggest that self-confidence in speaking is one of the three issues which has played an important role in classroom performance of the first year students, whereas Cheng et al. (1999) view low self-confidence as an important component of both writing and speaking constructs.

2.4.2 Instructor factor

Instructors play an important role in language learners' anxiety in class. Price (1991) contends that language teachers clearly play a significant role in the amount of anxiety. Each language learner has undergone many experiences in their own class and they usually have clear memories of their past teachers and how these teachers have treated them. From her interview study with anxious students, Price (1991) reported that students were much calmer in a class where the teacher encouraged mistakes and discussed the importance of the mistakes towards learning. In contrast, in a class where the teacher criticized learners' accents or shouted at them to get their attention, students' anxiety would increase. Interestingly, the most common complaint about instructors was that

“many of them had made classroom time a performance rather than learning time” (Price, 1991: 106).

In Worde’s (2003) study on students’ perspectives on foreign language anxiety, one of the sources of anxiety directly related to teachers is the fact that there are times when teachers make students feel stupid. This act indicates a lack of respect on the part of teachers.

Other studies looked at teachers’ characteristics. Tsui (1996:158), for example, states “The teachers’ intolerance of silence also creates a great deal of anxiety”.

A judgmental teaching attitude and a harsh manner of teaching can also provoke students’ fear in class (Tallon, 2009). Some evidence from students’ comment in class evaluations revealed that students are aware of teachers’ emotional state and this awareness can contribute to the students’ emotional state, as noted here: “The teacher was very relaxed, so we too were able to relax and study” (Matsuda and Gobel, 2004: 32). This illustrates that teachers’ character and psychological state can play an important role in the classroom atmosphere and students’ learning situation. In addition, Young (1990) points out several teachers’ characteristics which tend to reduce anxiety in a speaking class. These are having a good sense of humor, a friendly personality, a relaxed feeling, and being patient respectively.

Yan and Horwitz (2008), however, argue that teachers’ personal characteristics are one of the remote sources of anxiety. That is to say, it appears to have an indirect influence on language anxiety. In general, students claim that lively,

dynamic and energetic teachers provide a supportive atmosphere for language learning, especially in oral expression, thus reducing the level of anxiety. Apart from liveliness, two important attributes of teachers that contribute to a pressure-free classroom include humour and creative activities. Some students, however, might find these creative activities a waste of time because they think they did not learn much in class from them (Yan and Horwitz, 2008).

2.4.3 Instructional practice

A number of classroom or instructional practices and activities are associated with anxiety. Many studies suggest that speaking in a foreign or second language is the most anxiety-producing experience and, therefore, foreign language learners often view public speaking in front of others as the most anxiety-producing experience (Horwitz et al., 1986; Young, 1990; MacIntyre and Gardner, 1991; Price, 1991; Kitano, 2001; Liu, 2006; Williams and Andrade, 2008; Awan et al., 2010). Moreover, the difficulty in language class is probably the most frequently cited by anxious language learners (Horwitz et al., 1986). In this line, Horwitz et al. (1986) state speaking the target language appears to be the most threatening feature in a foreign language learning situation. Young (1990) produced a list of five classroom activities which students perceive as anxiety-provoking: (1) spontaneous role play in front of the class, (2) speaking in front of the class, (3) oral presentation or skit in front of the class, (4) presenting a prepared dialogue in front of the class, and (5) writing their work on the board. Koch and Terrell (1991) argue that teaching techniques associated with a grammar-translation approach, such as grammar exercises and translations,

and audio-lingualism, like pattern drills, often produce negative attitudes towards the target language and language learning. In their study, Koch and Terrell (1991) investigated learners' opinions on classroom activities with the Natural Approach, a method of foreign language instruction which states that comprehension should come before production while production is allowed to appear in stages so learners are not forced to speak before they are ready. This approach also claims to be affectively oriented thus activities in class are fostered to lower the affective filter. Furthermore, it seems to place emphasis on the use of language in communicative situations without recourse to the native language (Krashen & Terrell, 1983; Richard and Rodgers, 2014). Koch and Terrell (1991) found oral presentations, oral skits and role-playing, and defining words in Spanish were the most anxiety-producing while Awan et al (2010) found that speaking in front of others and conversational situations which require quick or smooth responses can be the most anxiety-provoking situation. Likewise, Price (1991) interviewed highly anxious students and found that the greatest source of anxiety in a classroom is when students speak the target language in front of their friends because they are afraid of being laughed at by other students and looking like a fool in public. This resonates with Matsuda and Gobel (2004) who found that students feel more comfortable to speak with a small number of people than confronting the whole class. Liu (2006) found that a considerable number of students at each level felt anxious when speaking English in their class but Liu's results showed that students seem to be more nervous when they respond to teachers or when they are chosen to answer individually. According to Price (1991) making errors in pronunciation and not

being able to communicate in the target language effectively are other sources of their anxiety.

In Williams and Andrade's (2008) study about anxiety and performance mentioned earlier, the focus was on locus of control among students. It was found that students felt the most anxious during the output or processing stage, especially when they did not know how to say something in English or when they had to speak in front of others. When students were asked about the locus of control, namely the belief about who or what is responsible for such outcome, the majority of students reported that teachers and other people are the cause of their anxiety. In other words, students with a higher level of anxiety tend to have external locus of control, or the belief that their outcome is determined by external factors rather than the belief that they are responsible for the outcome. This anxiety usually arises when there is a long pause or silence during the conversation or when students cannot come up with a correct answer to the questions posed by the teachers. As such, students with a high level of anxiety felt that they could not cope with these anxiety-provoking situations. They felt frustrated and helpless. In other words, students do not feel that they can control the situation. The implications from this research are that teachers should increase waiting time for answers from students, or give hints to the answer and that students should be taught certain phrases to avoid the silence. In addition, classroom instructional practice or the way language teachers deal with asking and answering questions is another source of anxiety for students because speaking in class can lead to two emotional effects. If students

volunteer to answer the questions posed by teachers and they are right, they will be labelled as “liking to show off”, or a teacher’s pet, another uncomfortable feeling. However, if they make mistakes, they will feel ashamed. In some classrooms, students can feel nervous because they are afraid of being called on when no other students volunteer to speak.

2.5 Brief Historical Overview of Language Anxiety Research

2.5.1 Language Anxiety Research (until Mid 1960s)

The study of language anxiety has become a great consideration in second and foreign language learning and has been studied over the last three decades (Trang, 2012) while Meihua (2014) stated it has started as early as 1940s.

Since the mid-1960s scholars have thought about the possibility that language anxiety impedes language learning and performance, but the records of the relationship between them appeared later (Horwitz, 2001).

2.5.2 Language Anxiety Research in 1970s

There are scattered references in the literature to the earliest language anxiety studies, conducted over several years (Scovel, 1978, 1991; Horwitz and Young, 1991; MacIntyre and Gardner, 1991). For example, Smart, Elton, and Burnett (1970) mentioned that language researchers claim aptitude and intelligence as the predictor variables. MacIntyre and Garder (1991) stated that scholars found more questions than answers after examining the impact on language learning of affective variables such as anxiety.. Afterward, several studies followed.

Although there were a small number of research studies on language anxiety in

1973, the number of research studies examining the effects of anxiety on language learning increased after this date. One of the prominent areas of study has been in foreign language anxiety (FLA), which was considered to be a key affective variable, and various attempts have been made to define FLA as a psychological construct.

Scovel's (1978) classic review of anxiety research found no clear answer on the relationship between anxiety and language learning because the study findings showed mixed and confusing results. Other studies conducted at that time disclosed contradictory correlation between language anxiety and proficiency; for example, Swain and Burnaby (1976) found a negative correlation between language anxiety and one measure of children's proficiency, but at the same time found no significant correlation with any other proficiency measures.

Tucker et al (1976) reported that anxiety correlates with one measure of French proficiency, but not with other criterion measures of language proficiency which they examined. Other studies found a consistent relationship between language anxiety and language performance but these findings were contradicted by results received from other student populations and from studies of students studying other languages. For example, Beckman (1976) found that two worst students in her study scored the highest and lowest on the anxiety measure.

Chastain (1975) reported a negative correlation between French audio-lingual method student scores on tests and anxiety, but he found a positive correlation between anxiety and the scores of German and Spanish students taught by traditional methods.

These early studies on foreign language anxiety generated inconsistent results related to anxiety and language achievement. The problem with these early studies seems to have stemmed from two main reasons.

Firstly, the definition of anxiety was not consistent. Scovel (1978) claims that ambiguous experimental results could be resolved if the distinction between facilitating anxiety and debilitating anxiety were considered. He also suggests the importance of having a clear conception of language anxiety before recording the effects of anxiety on language learning. According to Horwitz and Young (1991), there are two approaches to the description of language anxiety. Firstly, language anxiety which transfers from other general types of anxiety, for example, test anxiety and communication apprehension. Learners who are test anxious may feel discomfort when they learn a language because they often feel they are tested while shy learners may feel uncomfortable when communicating in public. Secondly, language anxiety is seen as a recognizable form of anxiety that learners experience from language learning, namely, a situation-specific anxiety that is uniquely related to foreign language learning experience. The research studies investigating the role of anxiety in the 1970s were mainly based on the first approach. This perspective, however, was not suitable to the foreign language learning context because it is not specific to language learning situation. Therefore, those studies based on the first approach contribute to the conflicting findings about the effects of anxiety and achievement (Trang, 2012; Tallon, 2009). Horwitz et al (1986), therefore, tried to provide a clear definition of anxiety linked to the language learning context.

The second problem leading to inconsistent results was the lack of appropriate language anxiety measures. The instruments used to measure anxiety in the early studies were not designed for language anxiety; on the contrary, they were derived from the psychology field (Trang, 2012; Tallon, 2009).

2.5.3 Language Anxiety Research in 1980s

A review of the research on foreign language anxiety suggests a timeline with 44 milestones in the development of language teaching and the understanding of language anxiety in language learning. Such a timeline shows that the process of understanding language anxiety accelerated in the 1980s, as many articles addressed the nature of FLA, the effect of FLA on language achievement (Horwitz, 2010).

In 1983, Bailey's early diary study was probably the first study to explore language anxiety from learners' perspective (Horwitz, 2010). It was found that learners' negative self-comparison with others was an important source of anxiety (Bailey, 1983).

Due to the inconsistent results of early studies on foreign language anxiety, as mentioned in 2.5.2, language anxiety or foreign language was identified as a unique form of anxiety which people experience in learning second or foreign language. This anxiety was categorized as a situation-specific anxiety in mid 1980s (Horwitz, 2010). Horwitz et al (1986) were aware of the uniqueness of foreign language anxiety and introduced a self-report instrument to measure anxiety levels in foreign language learning in 1986. The scale is called the Foreign Language Classroom Anxiety Scale (FLCAS). Horwitz et al.'s perspective on foreign language anxiety and the instrument have been widely

accepted (Trang, 2012); successive research always mentions the uniqueness of foreign language anxiety and also provides evidence that the FLCAS is a reliable tool (Aida, 1994). The information of FLCAS will be discussed in more details in Chapter 3.

2.5.4 Language Anxiety Research in 1990s

In 2010, Horwitz formulated a timeline for research studies on language anxiety and foreign language anxiety. Horwitz's timeline showed that the focus of language anxiety studies in the 1990s followed this sequence: first, the effect of FLA on language achievement, followed by instructional strategies to reduce FLA, the relationship of FLA with other learner factors, the sources of FLA and the stability or variation of FLA under different instructional or socio-cultural conditions. However, there is an opposite view in terms of the relationship between foreign language anxiety and achievement in language learning. The argument is whether anxiety is a cause or an effect of poor performance in the language learning class. Sparks and Ganschow (1995) propose that the different views are like the 'chicken and egg' phenomenon: which come first, anxiety or language difficulty? In other words, do language problems cause anxiety or does anxiety cause language problems? Horwitz et al. postulated that foreign language anxiety causes poor performance and achievement in foreign language learning while Sparks and Ganschow (1991) argue that anxiety is more likely to be a result rather than a cause of poor achievement. Sparks and Ganschow's hypothesis (1991:6) which is called the Linguistic Coding Deficit Hypothesis (LCDH) claims that "students with FL learning difficulties may have underlying native language problems that have an impact on their learning of

another". That is to say, the failure in language class is caused by poor native language skills, which can create anxiety. They seem to suggest that language anxiety may not be a predictor in language learning as it is not a cause of poor performance but rather it is a result of poor achievement in language learning which resulted from poor native language skills. Sparks and Ganschow (1991: 6) express the view that "the speculation of Horwitz and her colleagues that anxiety is likely cause of FL failure must be approached with caution". Two aspects need to be taken into account. First, they did not use a comparison group and they provided only anecdotal information about the possible contribution of language anxiety and poor performance. Second, the students' native language and foreign language aptitude were not assessed to discover whether highly anxious students have a problem in their native language or poor aptitude in second language learning. Therefore, for Spark and Ganschow, foreign language anxiety might not cause foreign language failure.

In support of Horwitz et al.'s position, MacIntyre (1995) argues that the Linguistic Coding Deficit Hypothesis (LCDH) advocated by Sparks and Ganschow does not consider the language learning context. Furthermore, he indicates that anxiety can interfere with students' ability to express what they do know. He mentions the classic example of the student who does know the material but 'freezes up' during a test to show that anxiety is more likely to be a cause rather than a result of poor performance. His view is also supported by Horwitz (2000) who comments that the cognitive deficit hypothesis or the linguistic coding deficit hypothesis explained above could not explain why advanced and successful language learners still report having language anxiety.

However, the views from these two camps have not totally rejected each other's perspectives (Trang, 2012). Referring to the effect of language anxiety, MacIntyre (1995) asserts that highly anxious students are caught in a double bind, that is they learn less and they may not be able to express what they have learned. Furthermore, he realizes the cyclical relation between anxiety and task performance which suggests that the more a student experiences failure, the more their anxiety level increases.

Nevertheless, the problem of research into language anxiety is that it assumes only one way of seeing anxiety. Therefore, it is important to understand that anxiety can come in many different types and have an effect in many ways.

2.5.5 Language Anxiety Research since 2000s

In the decade after 2000, many research studies continued to address the effect of FLA and achievement, with later articles more concerned with source of FLA. A few studies address instructional strategies to reduce FLA (Horwitz, 2010).

In sum, the early research studies tend to focus on the nature of FLA and the effect of FLA on learning achievement. In 1990s, language anxiety articles also dealt with the effect of FLA and the achievement, similar to the early studies. There were more studies on strategies to reduce anxiety and the relationship of FLA with other learner factors while studies to identify the source of FLA appear to have started during this time. In 1990s, there were only a few studies on instructional strategies to reduce anxiety. From 2000 to 2010, the popular focus of FLA studies remained on the effect of FLA and achievement. According to Kitano (2001), few studies have focused on the sources of anxiety.

Understanding the sources of anxiety and strategies learners used to cope with

their anxiety is important, as there are a few studies in these areas. Most importantly, it will benefit language learners who suffer from language anxiety when learning a foreign language.

2.6 Effect of Foreign Language Anxiety (FLA)

2.6.1 Effect of FLA on Achievement and Performance

Many empirical studies have been conducted in order to investigate the effect of language anxiety, in terms of the relationship between language anxiety and achievement in language learning. In general, it is agreed that foreign language anxiety has been found to be the most powerful predictor of students' success in foreign language class (MacIntyre and Gardner-1989; Onwuegbuzie et al, 1999; Liu and Huang, 2011). However, in some cases it is hard to make a prediction.

In a review article by Horwitz (2001) about language anxiety and achievement in relevant literature, it was found that language anxiety should be seen as a situation -specific anxiety rather than a trait anxiety because language anxiety is situation-specific, especially in language-learning situations which provoke anxiety. If researchers treat language anxiety as a trait or a relatively stable attribute attached to an individual, it seems to suggest that learners suffer from anxiety as their personality characteristics. However, this is not the case as she found only a low correlation between foreign language anxiety and trait anxiety in her study. This misconception between anxiety as a situation-specific issue and a personality trait might explain that why some research studies in the past reveal a positive correlation between anxiety and language achievement. In

other words, some studies suggest that students with a higher level of anxiety can have a higher level of achievement although this anxiety is a personality trait rather than language anxiety. With this distinction between anxiety as a situation-specific issue and a trait, there are more consistent moderate correlations between language anxiety and achievement and it is generally accepted that high anxiety correlates with low achievement (Horwitz, 2001).

Research studies have noted the relationship between language anxiety and language achievement; for example, in a survey study with 149 undergraduate students from different departments of a university in Pakistan, Awan, et al (2010) found that achievement and language anxiety are negatively related to each other, that is, high achievement is related to low language anxiety.

Moreover, students with a high level of anxiety usually get discouraged, have low self-esteem, avoid participation and abandon their learning tasks.

Liu's (2006) study with 547 first-year graduate students in disciplines of study other than English language found that the more proficient students tended to be less anxious. This study also confirms the findings of Aida's (1994) study with 96 second-year students studying Japanese in one of the U.S. universities; the result showed the highly anxious group of students received significantly lower grades than the low anxiety group. The study of MacIntyre and Garder (1991) also reveals that low French anxiety students had a higher mean in digit span scores, which is a test based on short-term memory, than those with high anxiety. This clearly shows that anxious learners are likely to be limited in their abilities to acquire the new language because less information tends to appear

to be available in short-term memory. Therefore, comprehension would suffer among these anxious learners because of the short-term memory loss which is caused by anxiety (MacIntyre and Garder, 1991). Moreover, it is found that highly anxious students felt more anxiety during all of the tasks than the students with low anxiety.

Sheen (2008) employed a quasi-experimental classroom study with two experimental groups and two control groups from an ESL programme at a community college in the United States to investigate the relationships among recasts, learners' responses, and L2 learning in a classroom context in which the learners differed in the extent of their language anxiety. The findings from her study reveal that recasts, or corrective feedback, were only effective for students who have low anxiety level because these students also produced high levels of modified output and more overall repair. This can suggest that "language anxiety is a factor influencing not only whether recasts lead to modified output but also whether they promote learning (p.864)".

Moreover, language anxiety plays an important role in learners' performance, especially when they do not want to communicate in class. MacIntyre (2007) suggests there is a relationship between language anxiety and willingness to communicate. Students with higher level of anxiety are less willing to communicate in their target language.

2.6.2 Effect of FLA on different groups of students

Although every student experiences language anxiety from time to time, there are differences in level of anxiety among students from different departments,

different level of language classes-- namely, beginner, intermediate, and advanced, and different language proficiency. For example, Awan, et al (2010) found that students in IT and Mathematics departments were more anxious than students in the English department. In contrast, Elkhafaifi (2005) found that older or more advanced students from six universities in the U.S. who studied Arabic courses seem to have lower listening anxiety and lower general FL anxiety. However, Marcos-Llinas and Garau (2009) discovered that advanced learners displayed a higher level of anxiety than beginning and intermediate students but they still achieved high grades for their course. One source of anxiety is the fact that learning a foreign language at an advanced level which requires high proficiency is not a mere language course for them. Advanced learners often take their target language at advanced level as their major or minor subject. This finding leads to the conclusion that students with high levels of anxiety do not necessarily exhibit lower course achievement in comparison to students with low levels of language anxiety. This finding is seen among advanced learners who have higher foreign language anxiety but still achieve higher grades in the advanced foreign language courses. They suggest that some level of anxiety at advanced courses can benefit and facilitate learners but it should be acknowledged that the relationship between foreign language anxiety and course grade can be problematic in many cases because of the nature of the grading system. In line with this issue, Young (1992) interviewed four language specialists about different perspectives about anxiety and achievement. The first interviewee was Krashen who is well known for his Monitor Model and as well as his theory on Second Language Acquisition. The second person, Omaggio-

Hadley, who is an expert on language learning and teaching, is the author of the best-selling book called *Teaching Language in Context*. Terrell was the third interviewee. He is known for his innovative language teaching practices, notably the modern version of *The Natural Approach*. The last person was Radin who is recognized as an authority on *The Counselling-Learning Approach to Community Language Learning*. Young asked these four specialists about the advantages of language anxiety and found that some of them linked anxiety to attentiveness or alertness which is helpful during the input process of language learning. Yet, others disagreed by saying that anxiety is always negative because it is about negative experiences which students encounter during the learning process and it can be inherently built into students. Still, all four experts agreed that speaking situations can produce the highest level of language anxiety in the learning process.

2.6.3 Effect of FLA on gender

There is no a clear relationship between language anxiety and gender, with different studies showing different findings. In Awan's (2010) study, female undergraduate students are found to be less anxious learners in learning EFL than male students because female students have more self-confidence and have more ability to learn new languages while male students tend to hesitate and feel anxious in the language class. Moreover, female students are able to deal with the feelings of anxiety and nervousness more than male students. In contrast, the study by Koul et. al.(2009) with 1387 Thai students, suggests that female students indicated significantly higher anxiety than males. In Aida (1994),

there was a significant effect of gender on course grade; female students scored higher than males but there was no significant difference found in language anxiety. Pappamihel, (2002) found a significant main effect on gender among Mexican immigrant students in mainstream classes in the U.S. This finding shows that girls tended to be more anxious than boys. However, this result may be tempered by a report by Williams (1996; cited in Pappamihel, 2002: 342) that males are less likely to admit anxiety than females. Kitano (2001) found that the anxiety level of male students is higher if they perceive themselves as less competent.

2.7 FLA and reading and writing skills

Although a number of studies on language anxiety point out that many foreign language learners experience language anxiety in the speaking skill in their classroom situation, the effect of language anxiety also exists in other foreign language skills.

Cheng et al (1999) conducted a study with 433 Taiwanese English majors to investigate the links between second language classroom anxiety and second language writing anxiety together with their associations with second language speaking and writing achievement by using a modified FLCAS and an adapted Second Language Writing Apprehension Test (SLWAT) questionnaire. The findings suggest that low self-confidence seems to be a significant component which plays an important role in both anxiety measures when students have low self-confidence in both English speaking and writing tasks. The study also identifies an involvement between low self-confidence in language ability and

language anxiety which implied that less confident students might tend to underestimate their ability in learning a second language and have a negative expectation about their performance; as a result, they experience the feeling of insecurity and anxiety in their language learning situation. Moreover, learners' beliefs about their ability in English speaking and writing were found to be good predictors of their anxiety levels. Furthermore, they claim that second language classroom anxiety is a more general type of anxiety about language learning with a strong speaking anxiety element, while second language writing anxiety is a more specific type and appears to be a language-skill-specific anxiety.

Matsuda and Gobel (2001) conducted a survey to explore the relationship between foreign language classroom anxiety and foreign language reading anxiety with 252 English major students in three different years, namely first-year, second-year, and third-year students, at a large university in Japan. Two instruments, FLCAS by Horwitz et al. (1986) and Foreign Language Reading Anxiety Scales (FLRAS) by Saito et al. (1999) were used in the study. The result showed that foreign language reading is specific and independent of more general types of foreign language anxiety. 'Low self-confidence' was found to be a significant component in both anxiety scales. Two subcomponents in the FLCAS were found (General Classroom Performance Anxiety, and Low Self-Confidence in Speaking English) while three subcomponents were found in the FLRAS (Familiarity with English Vocabulary and Grammar, Reading Confidence/Enjoyment, and Language Distance). Moreover, the first component of FLRAS, Familiarity with English Vocabulary and Grammar, was the most important factor in marking a difference by school year as the first year students

were more likely to be concerned about unfamiliar topics, unknown sounds, words, and grammar than second or third-year students. They tended to be more focused on details rather than the big picture of the reading. This finding seems to support Saito et al. (1999) in that students felt they should understand everything; as a result, they experienced anxiety when they encountered unfamiliar words and grammar. This anxiety is quite common among the first year students.

2.8 FLA and listening and speaking skills and strategies coping with

FLA

Ordinarily speaking, listening and speaking are not isolated skills. In daily communication, listening usually happens in conjunction with speaking (Scarcella & Oxford, 1992) and it is no different in the foreign language classroom. Foreign language anxiety in listening and speaking are important aspects in foreign language learning situations. This view is based on many research studies that have revealed that speaking is the most anxiety-provoking task among second and foreign language activities experienced by language learners in their classroom (Liu, 2006; Kitano, 2001; Young, 1992; MacIntyre and Gardner, 1991; Price, 1991; Young, 1990). As mentioned above, Young (1990: 546) also inserts that learners often experience higher anxiety when they have to speak in a target language but “the real anxiety-evoking situation is having to speak or perform in front of others”. In relation to the listening skill, it has long been recognized “as the most frequently used language skill”

(Scarcella & Oxford, 1992). Listening anxiety sometimes happens when learners feel they cannot handle a listening task and when they believe that they must understand every word they hear (Scarcella & Oxford, 1992). As a result, these two language skills are crucial in language learning situations.

Elkhafaifi (2005) conducted a study to investigate how foreign language anxiety and listening anxiety are related and how they affect students' achievement in Arabic courses among 233 undergraduate and post graduate students from six universities in the U.S. The results revealed significant negative correlations among listening anxiety, FL anxiety, listening grade, and course grade as a measure of overall achievement. Students with a high level of FL anxiety tend to have a high level of listening anxiety, and students who reported high listening anxiety had lower grades both in listening comprehension and in the overall course grade than students who reported lower anxiety. In the same way, students who experienced high FL anxiety had lower listening grades and course grades. This study indicates that FL anxiety and listening anxiety are separate but related phenomena and both correlate negatively with learners' achievement, which implies that a high level of anxiety can contribute adversely to students' FL overall performance and for a specific language skill.

Vogely's (1998) research study on listening comprehension anxiety was based on students' reports about sources and solutions. The study got 100% return responses from 140 participants, of whom only 9% reported that they did not experience listening comprehension anxiety. According to students' comments, sources of listening comprehension (LC) anxiety and solutions are grouped into

four general categories ranking from the most cited to the least as follows: (1) LC anxiety associated with characteristics of FL input which includes too fast speech. Such speech creates the most anxiety while the way to reduce LC anxiety is to make input comprehensible, for example by using clear instructions; (2) LC anxiety associated with processing related aspects of FL which includes students' inappropriate strategies as they try to catch every word and they do not have enough time to process input. Their suggestions to decrease their anxiety are being trained to use LC strategies by teachers, taking notes during LC task, having more translation .; (3) LC anxiety associated with attributes of personal factors which includes learners' self-confidence and teachers' strict teaching manner. The suggestions to reduce anxiety are by developing confidence through small success and through anxiety-reducing techniques, such as meditation; and (4) LC anxiety associated with instructional factors which includes LC tests and lack of a comfortable physical environment. In order to decrease the anxiety, students need to have more LC practice, receive feedback regularly, have opportunities to listen to native speakers.

Woodrow (2006) conducted a study involving quantitative and qualitative data with 275 advanced EAP (English for Academic Purposes) students in Australia where English is used both in classroom communication and everyday life by students living in a second language environment. The majority of participants were from Asian countries with students from China representing the largest group. The result showed that second language speaking anxiety was a significant predictor of oral performance. Interaction with native speakers was

the most frequent source of anxiety. The conceptualization of second language speaking anxiety related to communication within and outside the language classroom is relevant to language learners in an ESL environment. Woodrow found that the methods which students used to cope with second language speaking anxiety include 'perseverance' which refers to not giving up when speaking, preparing utterances and studying to improve speaking, thinking positively. Moreover, the study indicated that language learners from Confucian Heritage Cultures such as China, Korea, and Japan were more anxious than other ethnic groups.

In Bekleyen's study (2009) with 84 first-year students majoring in English language teaching in Turkey findings revealed that students with higher foreign language anxiety tended to have higher levels of foreign language listening anxiety (FLLA) and lower grades in the listening course. Referring to the cause of their anxiety, about half of the participants commented that their anxiety originated from their previous education which focused on grammar and vocabulary. Whilst reading and writing were emphasized, oral and aural skills were neglected; as one student stated, "My previous education did not include listening. In a way, that would have been the right thing to do because listening is not tested in the UEE (or University Entrance Exam)" (Bekleyen, 2009:669). In relation to their strategies to cope with FLLA, students try to improve their listening skill by listening to cassettes, movies, radio, and other strategies to get familiar with them, and prepare before their lesson as they think these can help decrease anxiety.

2.9 Strategies for Coping with FLA

Although many studies have recognized FLA as a factor which reduces achievement in language learning, only a few studies (Kondo and Ying-Ling, 2004; Iizuka, 2010) have endeavored to investigate what language learners actually do when they experience language anxiety.

Kondo and Ying-Ling (2004) collected data from 209 learners, and made a theoretical claim that in order to help students to cope with foreign language anxiety, it is necessary to look at the approaches which learners adopt, that is to say, a person who takes a cognitive approach assumes that thinking disturbances which happen in language class are the main sources of anxiety.

The strategy proposed by these authors involved rational-emotive therapy and cognitive restructuring. The affective approach tries to change the negative involuntary association between the classroom and anxiety then therapies from this perspective involve systematic desensitization, relaxation training, and biofeedback training. In a behavioral approach, people believe that anxiety happens because of poor academic skills so training people in study skills is assumed to stop anxiety. These interventional approaches provide the basis for considering strategies that students use to cope with their language anxiety in their study. The first category involved in this approach, is preparation, which refers to trying to control the unpleasant threat by improving learning and study strategies, for example, studying hard, have good summaries of lecture notes.

The use of these strategies would be expected to increase learners' subjectively estimated understanding of the subject; therefore, it would reduce anxiety

associated with their language classroom. The second category, relaxation, includes tactics that aim to reduce somatic anxiety symptoms, for example, taking deep breaths to calm down. The third category, positive thinking, intends to divert attention from a stressful situation using positive signals, for example, imagining oneself giving a great performance. The fourth category, peer seeking, is highlighted by students' willingness to look for other students who seem to understand the trouble and have the same problem. The final strategy is labeled resignation. This category is distinguished by learners' reluctance to do anything to alleviate their language anxiety, for example, sleeping in their class. Students reported this because they tend to minimize the impact of anxiety by refusing to face the problem.

In Iizuka's (2010) study with 105 students in a university in Japan, she investigated the contexts which students perceived as anxiety-provoking and she examined the strategies they use to cope with FLA. She noted that the students reacted to FLA in different ways. The results from her study suggest eleven anxiety-provoking contexts in learning the English courses (EC1-4) and they are categorized into four groups as follows: (1) anxiety related to ECs which includes participating in class without enough preparation, passing the course; (2) self-perception which includes anxiety related to one's own English proficiency; (3) anxiety related to English communication, for example, speaking in front of the class, difficulty in following teachers and classmates' talks, and difficulty in making one's point in English; and, (4) general anxiety exacerbated in an English context, such as trouble in expressing ideas, interactions with not-

so-close classmates, and fear of making mistakes in presentations. One feature, interactions with classmates who speak fluent English, can be found in both (1) and (3). According to positive strategies students used to cope with anxiety for each context, for example, in the context of 'participating in class without enough preparation', students talked about participating in class with a positive attitude, addressing difficulties actively, and so on. In the context of 'speaking English in front of the class', some strategies were mentioned such as preparing to speak English in advance, saying 'Take it easy!' silently to oneself. When interacting with classmates who speak English fluently, they would try, for example, to interact with a positive attitude, or to attempt to learn English from higher-proficiency students. This study supports Pappamihel (2002) who reports positive strategies which students apply to cope with anxiety in foreign language class, such as forming friendship with students whose English is better and using them as intermediaries in class. Pappamihel (2002) also reports that the most common negative strategy to reduce anxiety is avoidance. Similarly, another survey study conducted by Marwan (2007) with university students in Indonesia suggests four strategies which learners often use, namely, preparation, relaxation, positive thinking and peer seeking. The majority of students attempt to use peer seeking and relaxation to reduce their anxiety.

In summary, studies have found that the strategies that language learners apply to cope with anxiety are rather similar. For example, studies have found that 'positive attitude' Iizuka (2010) and 'positive thinking' in Marwan's study (2007) are commonly used strategies. Both strategies can be placed in the second of five categories of strategy identified by Kondo and Ying-Ling (2004):

preparation, relaxation, positive thinking, peer seeking, and resignation. The strategies learners have been found to mainly used are peer seeking, relaxation, and positive thinking.

2.10 Feelings whilst experiencing FLA

While language learners are experiencing language anxiety in class, they will have some specific symptoms (Horwitz et al, 1986; Young, 1991; Young, 1992; Scarcella & Oxford, 1992; and Bailey et al, 1999). These are sometimes observable with the naked eye (Scarcella & Oxford,1992). In diagnosing anxiety, Scarcella & Oxford (1992) group clear signs of anxiety in second or foreign language classroom in three categories. Firstly, in 'General avoiding', learners will appear to forget answers, demonstrate carelessness, come to class late, and attend class without preparation. Secondly, with 'Physical actions', language learners may be seen squirming, fidgeting, playing with their hair or clothes, nervously touching things, stuttering or stammering, and unable to produce sounds or intonation of the target language. Thirdly, with 'Physical symptoms', students may experience headaches, tight muscles, along with unexplained pain or tension in parts of the body.

However, anxiety symptoms are not obviously seen as the main focus in any research studies. Nevertheless, some studies mention these signs indirectly and they seem to relate to categories identified by Scarcella & Oxford (1992).

for, Bailey et al (1999) state that anxiety can manifest itself in physiological signs, for example, perspiration, sweaty palms, dry mouth, muscle contractions and tension, and increase in heart and perspiration rates. Similarly, Horwitz et al

(1986) mention the subjective feelings, psycho-physiological symptoms, and behavioural responses of anxious foreign language students which are basically the same as any specific anxiety. For example, anxious students usually have difficulty in concentration, may sweat, become forgetful, and have palpitations. Young (1991) states that clear manifestations of anxiety in second or foreign language class could appear in the form of distortion of sounds, forgetting words or phrases just learned, 'freezing up' when called to perform, inability to reproduce the intonation and rhythm of the language, or refusing to speak and remaining silent. In order to know whether language learners are experiencing language anxiety, perhaps teachers may notice some of the signs mentioned above.

Young (1992) conducted an interesting study in which she interviewed four language specialists: Krashen, Omaggio-Hadley, Terrell, and Radin. One of the issues from the interview is that language anxiety can be manifested in many ways in the physical, verbal and psychological domains. Normally teachers can perceive the language anxiety of students but they do not trust that perception. As a result, teachers allow the anxiety-provoking situations to continue and this can affect the achievement of students.

2.11 Environment, activities associated with lower anxiety

As language anxiety can affect learners' language performance, providing a low anxiety classroom environment is important and challenging in second and foreign language teaching and learning situations. Strategies and activities in language class are mentioned in many research studies, as outlined in previous

section. Some studies describe both sources of foreign language anxiety and propose the solutions to reduce language anxiety. To illustrate, Young (1991) summarizes techniques and strategies to create a low-anxiety classroom environment. For example, techniques suggested by Foss and Reitzel (1988) to reduce language anxiety stem from learners' beliefs which are (1) helping students recognize their fear about language learning by verbalizing their fear and writing on the board; (2) using anxiety graphs to show that not every phase of interaction produces an equal anxiety; (3) using journal writing so that students can learn to recognize inadequate feelings. Similarly, Scarcella & Oxford (1992) contend that using language learning diaries would allow language learners to express their fears and anxieties freely and to receive the emotional support of their friends and teachers.

Moreover, Horwitz (1988: 286) suggests that teachers should "discuss with their students reasonable commitments for successful language learning and the value of some language ability even if it is less than fluent". When learners' anxiety stems from teachers' beliefs, it might be useful for teachers to consciously examine their own beliefs related to language teaching to help remove those beliefs which negatively impact learners. Similarly, Scarcella & Oxford (1992) remind language teachers to be aware of the possibility of language learning anxiety and to try to lower it rather than raising it through criticism. In relation to error correction, Young (1990) suggests that teachers can reduce language anxiety by encouraging students to acknowledge that mistakes are part of the language learning process and that everyone can make

mistakes. As far as classroom activities are concerned, pair work, group work, cooperative learning activities and games can help decrease anxiety because anxiety is alleviated when students work in small groups (Young, 1991; Scarcella & Oxford 1992). The Natural Approach teaching technique is another way to reduce learners' affective filter because it makes students feel comfortable (Young, 1991). Most participants in Young's (1990) study made a comment that one crucial domain to help decrease anxiety in language class is related to error corrections. They think that their teachers can reduce anxiety in classrooms by not making a big deal over mistakes and by helping students realize that everyone can make mistakes. Another domain deals with activities; here, they think that teachers can decrease anxiety by asking for volunteer answering instead of calling on students to respond.

Another interesting way which language teachers can help language learners reduce their anxiety is '*self-talk*' (Scarcella & Oxford, 1992). Teachers can help their students through positive self-talk, for example, if teachers hear students saying 'I'm not a good language learner', teachers can help them in reframing this negative idea and encouraging them to say "I am a good language learner". However, Scarcella & Oxford (1992) warn that each anxiety-reduction technique may not work with all students. Thus language teachers will need to vary techniques according to the needs of individual learners.

2.12 Language anxiety research in the Thai context.

The study of language anxiety is not a new field as language teachers have long been aware of the issue that many students experience the feeling of

discomfort in their language classroom (Horwitz and Young, 1991). However, not many research studies in the area of FLA have been conducted in Thailand. One study is that by Suwantarathip and Wichadee (2010) on the impact of cooperative learning on anxiety and proficiency in an EFL class which examined the effectiveness of the cooperative learning approach in reducing foreign language anxiety. It was found that after learning through this approach, three situations (speaking without preparation, failing in language class, and being called by their names in language class) out of the top five sources of anxiety decreased. Moreover, students' language proficiency improved. Regarding language anxiety in class, students reported that they were not anxious and even when they were asked to answer questions, they did not worry about their language proficiency or fear of making mistakes.

2.13 Conclusion

Foreign language anxiety is an important factor in foreign language learning situations because it can cause an emotionally and physically unpleasant experience for learners. Many studies have revealed that language anxiety can produce negative effects on learners' performance. Helping learners overcome foreign language anxiety is therefore of concern to foreign language teachers.

There are few studies in the area of foreign language anxiety in the Thai context and this is important for Thai students who are still struggling with language learning due to their unawareness of anxiety in language learning situations.

Therefore, this research will address the foreign language anxiety in order to

help students understand themselves and find appropriate solutions to deal with this negative obstacle in their language learning situation.

Chapter 3 Research Design and Methodology

This chapter outlines the methodology of this study. Firstly, it presents the purpose of the study, research questions and philosophical assumptions.

Secondly, it explains the research methodology, the research methods which included three instruments used in the study, and the participants. Thirdly, it addresses the research procedures, data collection procedures, strategies to ensure data quality, data analysis and ethical issues.

3.1 The purpose of the study and research questions

The study of language anxiety is crucial in language learning situations. As discussed in the literature review, many scholars confirm that language anxiety does lower students' performance and achievement. It exists in language classrooms everywhere. In a Thai context where English is studied as a foreign language, students have the opportunity to use this language mostly in their classroom only; thus, language learning can only take place in quite a limited time. If anxiety interferes with language learners in their learning situation, this would be a lost opportunity for them as their language performance might be affected. This is a real problem which happens in ELT classrooms in this context.

This research study aims to explore anxiety sources, students' feelings and strategies which language learners use to cope with their anxiety. It intends to elicit views of language learners majoring in English for International

Communication [EIC] at a college in the south of Thailand in order to find out how the students manage their foreign language anxiety [FLA] in their listening and speaking classes. The research questions are designed to look at factors which may influence students' anxiety, such as affective aspects which include perceptions, feelings, emotions and symptoms, and the strategies they might apply to cope with this anxiety. The research questions in this study are:

1. What are the sources of FLA among EIC students in the listening and speaking classes?
2. What are EIC students' feelings while experiencing FLA?
3. How do EIC students with different levels of anxiety (low, medium, high) cope with FLA?

As research methodology is usually guided by philosophical assumptions, it is important to identify the theoretical assumption that underpins this study.

3.2 Philosophical Assumptions

Creswell (2007, 2013) makes an argument about the research design process in qualitative research that in order to undertake any qualitative study, the researcher should begin with philosophical assumptions as these usually guide their research design. These philosophical assumptions are “beliefs about ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims are justified), axiology (the role of values in research), and methodology (the process of research)” (Creswell, 2013:20). A good research study needs to make these assumptions, paradigms and frameworks explicit in the study.

In the same way, Crotty (1998) suggests that the starting point in developing a research proposal is to consider which methodologies and methods will be employed and to justify the choice and the use of methodologies and methods in the research. By choosing a specific kind of methodology and methods, the researcher implicitly shows their assumptions about the reality which they bring to their research work. These assumptions are generally linked to a theoretical perspective which is informed by epistemology, or a theory of knowledge. Crotty proposes four basic elements of the research process, which are (1) Epistemology, (2) Theoretical perspective, (3) Methodology and (4) Methods in which the researcher has to find the answers for each element.

Crotty (1998) contends that ontology cannot be separated from epistemology in guiding any theoretical perspective. Thus, every theoretical perspective will include a certain way of understanding “what is” (ontology) and the understanding of “what it means to know” (epistemology). The terms “ontology” and “epistemology” can be confusing as these two notions tend to emerge together. Grix (2004) explains that the foundation of any research study is built upon ontology and epistemology and methodology and methods are closely connected to both ontological and epistemological assumptions.

3.2.1 The Ontological Assumptions: Interpretive

Ontology is explained by Crotty (1998:10) as “the study of being”. It is concerned with the existence of the nature and the structure of reality. More clearly, the ontological assumptions are those that give answers to the questions ‘what is

there that can be known?’ and ‘what is the nature of reality?’ (Guba & Lincoln, 1989:83). The premise underpinning the interpretive paradigm (also called constructivist, naturalistic, or hermeneutic paradigm) is the ontological position that recommends the existence of realities within the social world. This paradigm answers the ontological question by asserting that there exist multiple, socially constructed realities ungoverned by natural laws, causal or otherwise (Guba & Lincoln, 1989). Individuals devise these constructions. Therefore, they attempt to make sense of their own experiences, making interpretations and meanings.

I believe that the ontological stance underlining this study is that of different views of reality as seen by different people in the society. Although language learners might have similar experiences and study under similar conditions, this does not mean that their perceptions are the same. This is because their interpretive frameworks through their experiences are different. Therefore, the goal of this study is to understand the multiple constructions of meaning and knowledge from participants. To gather the information, I chose the exploratory research study as a methodology to explore and understand these complex circumstances. Consequently, different data collection instruments,-- questionnaire, diary writing, and semi-structured interview-- were used to investigate the perceptions and strategies that the participants have experienced and used in their language learning classroom.

3.2.2 The Epistemological Assumptions: Constructionism

Epistemology is defined by Crotty (1998) as the way of understanding and explaining how we know what we know. Epistemology is “concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate” (Maynard, 1994:10). The epistemological stance adopted in this study is social constructivism which is “the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (Crotty, 1998: 42). Therefore, any social meaning is not discovered but constructed by human beings as they engage with the world and interpret it.

In the same vein, Creswell (2009, 2013) describes the epistemological assumptions which social constructivists hold and use in qualitative study by contending that “researchers try to get as close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known-through the subjective experiences of people. It becomes important, then, to conduct studies in the ‘field,’ where the participants live and work-these are important contexts for understanding what the participants are saying” (Creswell, 2013:20).

Based on these assumptions, the current study was conducted in the specific setting that is in language classrooms where participants engage in, construct and interpret their meanings. Therefore, participants’ perceptions about

language anxiety which they experienced in their classroom situation are focused on in order to understand the different views of participants.

3.2.3 Theoretical Perspective: Interpretive paradigm

A theoretical perspective is also known as paradigm, approach, and worldview. According to Grix (2004), a research paradigm is our understanding of what one can know about something and how one can gather knowledge about it, while Crotty (1998) claims that it is the philosophical stance that informs the methodology, provides the context for the process and grounds the logic and criteria.

These refer to ontology and epistemology, together with one more important component – methodology. These three components are considered as the foundation upon which research is built because they provide directions of a research study and can identify each research paradigm. That is to say, how we understand the social world will determine how we know it and this in turn will influence how we collect data (Scott, 1996).

A review of the literature on educational research shows that the most widely used paradigms are the positivist or scientific paradigm and the constructivist paradigm or interpretive (can also be called the naturalistic, or hermeneutic) paradigm. These two paradigms hold different stances of ontology, epistemology and methodology (Guba & Lincoln, 1989; Tashakkori & Teddlie, 1998).

The positivist view suggests that all knowledge is based on sense experience and can be observed. According to Comte's position, positivists view social reality as objective (Cresswell, 1994; Wellington, 2000). They believe that objects in the world exist independently apart from researchers and can be measured. As a result, positivists are committed to objectivism and have a belief in the stability of the phenomena under investigation (Alwan, 2007). They also believe that they can establish regular relationships between social phenomena by using theory to generate hypotheses, which can be tested by direct observation (Grix, 2004).

Interpretivists believe that "reality" is subjective and socially constructed through the interaction of individuals (Grix, 2004; Wellington, 2000). It is concerned with human understanding and interpretation (Ernest, 1994) and deals with direct experience of people in specific contexts. It also concerns individuals and tries to understand their interpretation of the world around them. Therefore, people in different contexts and different cultures may interpret or understand things in different ways. The goal of interpretive research is to rely as much as possible on the participants' views of the situation being studied. It also focuses on the specific contexts in which people live and work in order to understand the historical and cultural settings of the participants. It aims to discover or to explore people's experiences of something. Interpretive researchers put themselves in the research so the interpretation flows from their own personal background, culture, and experience. There is no rule to prove but theory will

be generated from the data. They analyze the data in terms of description and categories (Alwan, 2007).

This research study adopted the interpretive paradigm because it is concerned with human beings, understanding, and interpretation of reality in a social context. Moreover, there were many variables surrounding the people that affect their thoughts, behaviors, and personalities. For example, in English classes, each student behaved toward English lessons differently. They all had different background, experience and belief. If researchers would like to find out their behaviors toward the lessons, they should look carefully at everything which surrounds them and affects them. Researchers who are influenced by this paradigm (Cohen et al., 2000: 22) usually advocate that (1) situations are changing rather than fixed; events and behaviors develop over time and are affected by context where they engage in situated activities; (2) individuals are unique and largely non-generalizable; (3) the social world should be studied in its natural state or in an everyday setting; (4) situations need to be examined through the eyes of participants rather than the researcher. This approach is particularly appropriate in education and social sciences, as it deals with human beings. Their behaviors, personalities, and emotions, both as an individual and as a member of a community, are very complex. Moreover, their motives, values, and attitudes are difficult for any measurements.

3.3 Research Methodology

Crotty (1998) describes the research methodology as the strategy or plan of action which shapes the researcher's choice in particular methods and links them to the desired outcomes. The aim of methodology is to describe, evaluate and justify the use of particular methods (Wellington, 2000). Within the interpretive paradigm which contends that reality is socially constructed, it is considered that "the task of the researcher is to understand the multiple social constructions of meaning and knowledge" (Robson, 1993: 27). The researcher needs to know how participants understood and interpreted the situation. This is also known as 'the subject meanings' (Pring, 2000).

The methodology of this study is exploratory in nature because it pertained to discovery (Jupp, 2006), or in other words, it looked for better understanding of the complex phenomena. Consequently, this study aimed to explore participants' perceptions about their experiences of language anxiety in term of their sources of anxiety, their feelings while experiencing anxiety, and the strategies they used to cope with their anxiety. This would mean that each participant may experience their feelings and awareness differently.

3.3.1 Research Methods

In relation to the exploratory nature of the methodological decision employed in this study, I adopted a mixed methods design and I used both qualitative and quantitative data collection and analysis techniques (Teddlie and Tashakkori, 2003; Creswell and Plano Clark, 2011). I applied mixed methods because I

quite agree with Teddlie and Tashakkori (2003) who state that any complex social phenomenon cannot be fully understood by using either purely qualitative or purely quantitative techniques. As a result, a variety of data sources and analyses is required to completely understand these complex multifaceted institutions or realities, and mixed methods design can provide that. In the same line, a more complete picture of human behavior and experience could be obtained by using more than one method. Morse (2003) also asserts that a researcher is better able to hasten the understanding and achieve research goals more quickly. Moreover, Punch (2009: 290) asserts that “combining the two methods offers the possibility of combining these two sets of strengths, and compensating for the weaknesses”. According to the advantages of using mixed methods, Teddlie and Tashakkori (2003) mention three areas in which mixed methods are superior to single approach designs. First, mixed methods research can answer research questions that the other methodologies cannot. Second, mixed methods research provides better or stronger inferences. Finally, mixed methods provide the opportunity for presenting a greater diversity of divergent views. I believe that the use of one method alone when exploring learners’ perceptions could not help a lot for a clear picture. As a result, mixed methods was applied in this current study to gain participants’ perceptions for better understanding so that the findings would be more representative of the participants’ views.

In line with strategies of mixed methods, this study followed a sequential explanatory strategy (Creswell, 2009) in which the quantitative data collection

and analysis was conducted first and was followed by the collection and analysis of qualitative data as shown in Figure 3.1 below.

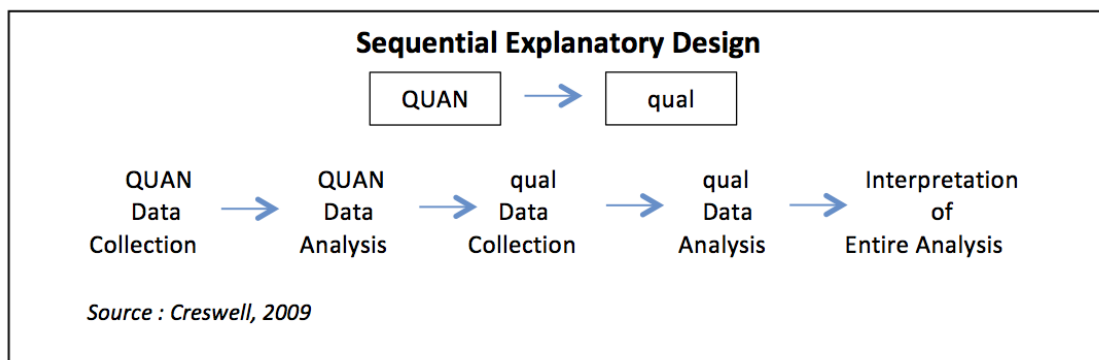


Figure 3.1: Sequential Explanatory Design adopted in the study

3.4 Research Procedures

In most educational research studies, research questions guide what methods to be adopted. For this research study, I would like to explore how English for International Communication [EIC] students manage their foreign language anxiety [FLA] in listening and speaking classes. This main issue was split into three research questions. To answer the research questions in this study, I designed three research instruments: questionnaire, diary writing, and semi-structured interview. Figure 3.2 below shows the details of research questions, research instruments and participants.

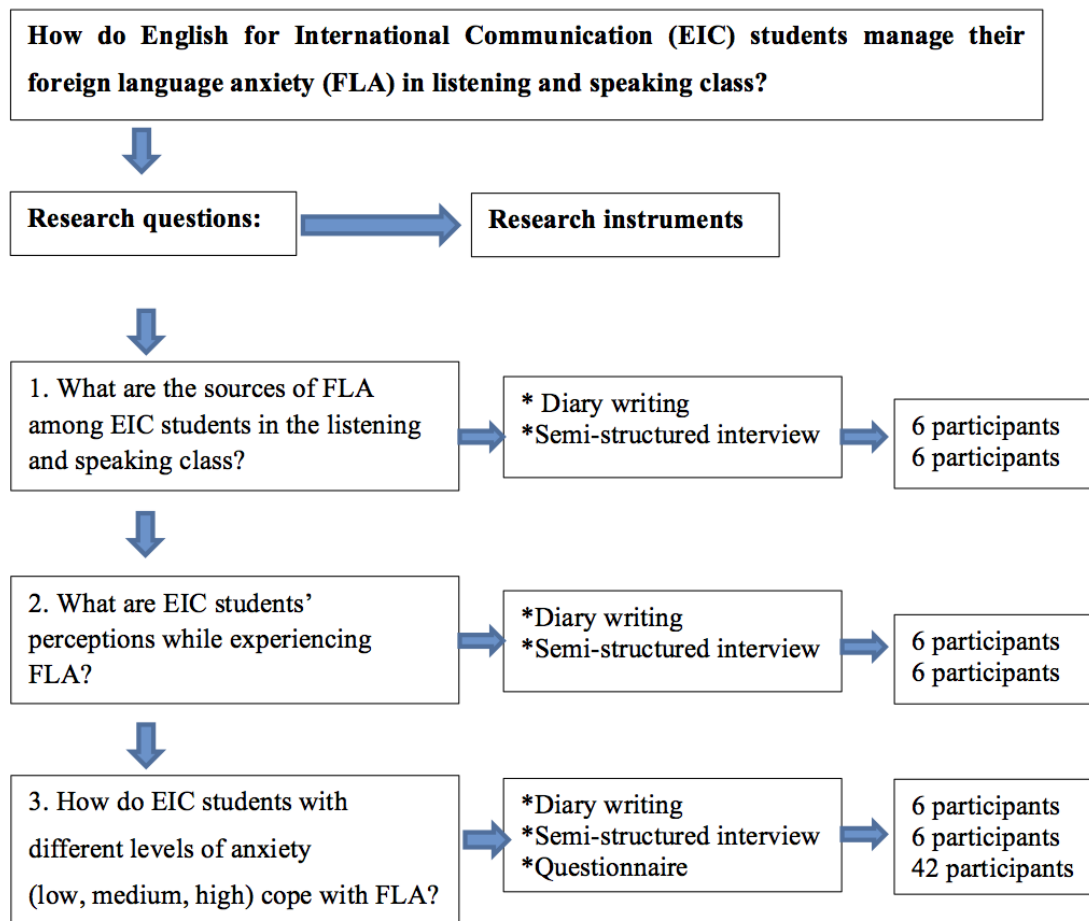


Figure 3.2: Research questions in relation to research instruments and participants

I designed the data collection in two stages. First, the quantitative method was represented in the questionnaire whereas diary writing and the semi-structured interview constituted the qualitative stage. The questionnaire was administered first and it was followed by diary writing and semi-structured interview which came at the final stage. In relation to the sequential mixed methods, the researcher applies this procedure “to elaborate on or expand on the findings of one method with another method” (Creswell, 2009: 14). That is to say, questionnaire was administered to gain general information about participants’ language anxiety and to classify the level of language anxiety of the whole group as it will help answer one of the research questions. After that, diary

writing and semi-structured interview were conducted to gain more in-depth information.

Besides planning the research study itself in terms of research questions and instruments to gain information from participants, it is important to arrange the field where the study will take place and this arrangement needed a well-organized plan. I designed my schedule before starting data collection and I modified it again at the study site due to unexpected circumstances.

Table 3.1: Data Collection Plan

| Week | Date | Activities | Remark |
|-------------|-------------------|--|----------------------|
| 1 | 16-20 July | Appointment with Michael asking for the available time for questionnaire distribution | |
| 2 | 23-27 July | Questionnaire distribution for 2 groups of students (24 July) Meeting with students who are willing to participate in diaries writing (25 July) | |
| 3 | 30 July -3 Aug | Mid-term Exam Transferring data from questionnaires to Excel | 2-3 Aug : Holiday |
| 4 | 6-10 Aug | Mid-term Exam Transferring data from questionnaires to Excel | |
| 5 | 13-17 Aug | Diaries collection for the 1st week 15 Aug (year 3) 16 Aug (year 2) | 13 Aug : Holiday |

| Week | Date | Activities | Remark |
|-------------|--------------|---|-----------------------------|
| | | Analyzing data from questionnaires (SPSS) | |
| 6 | 20-24 Aug | Preparing interview questions Preparing questions emerging from diaries | Sport Week (no class) |
| 7 | 27-31 Aug | Diaries collection for the 2nd week 29 Aug (year 3) 30 Aug (year 2) Preparing interview questions Preparing questions emerging from diaries Piloting questions | |
| 8 | 3-7 Sep | Diaries collection for the 3rd week 5 Sep (year 3) 6 Sep (year 2) | |
| 9 | 10-14 Sep | Diaries collection for the 4th week 12 Sep (year 3) 13 Sep (year 2) | |
| 10 | 17-21 Sep | Diaries collection for the 5th week 19 Sep (year 3) 20 Sep (year 2) | |
| 11 | 24-28 Sep | Diaries collection for the 6th week 26 Sep (year 3) 27 Sep (year 2) | |
| 12 | 1-5 Oct | Interview | |

| Week | Date | Activities | Remark |
|-------------|-------------|---|------------------|
| 13 | 8-12 Oct | Transcribing and confirming transcription with participants | Mid-term Exam |

The research site for this study was a college in the southern part of Thailand where I worked for more than fifteen years so it was easy to gain access to the institution and the persons. I obtained permission for data collection from the College Director (Appendix 1), and the course instructor was willing to allow me to gather information in his two classes (Appendix 2). The University of Exeter issued the Certificate of ethical research approval which allowed me to conduct a research study (Appendix 3). Moreover, Elaine Horwitz granted me permission to use her questionnaire [FLCAS] in the study (Appendices 4 and 5).

Since this study used a sequential process, the data were collected in two main phases. I created the research design from the beginning to the end of the study at the research site as shown in the following figure.

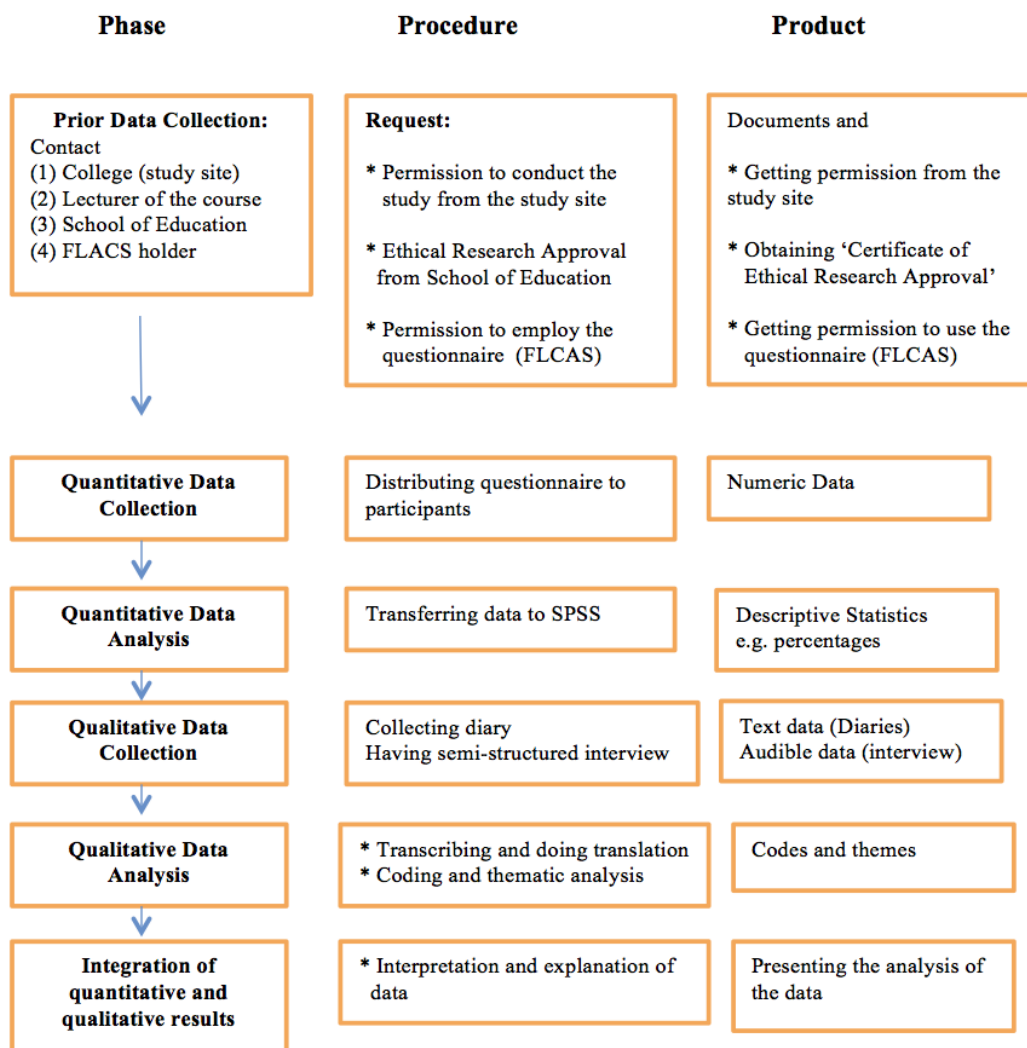


Figure 3.3: Research Procedure

3.5 Data Collection Instruments

3.5.1 Questionnaire

The Questionnaire used in the study is a self-completion form (Robson, 1993). It consists of two parts 1) demographic information and 2) Foreign Language Classroom Anxiety Scale [FLCAS]. In the first part, questions asked for general information such as gender, age, year of study, reasons for choosing to study this major, perceptions of language skills. Part two, the Foreign Language

Classroom Anxiety Scale [FLCAS] was adapted from Horwitz, Horwitz and Cope (1986). The original FLCAS contains 33 items each of which is to be answered on a five-point Likert scale ranging from 1 Strongly Agree to 5 Strongly Disagree. I changed the scale to the opposite way because I think participants would be more familiar with the highest number representing the highest agreement. Thus it was changed to 1 Strongly Disagree, 2 Disagree, 3 Neither Agree/Disagree, 4 Agree and 5 Strongly Agree. Thus, lower scores indicate lower anxiety while higher scores indicate higher anxiety. Possible scores of the FLCAS range from 33 to 165. All items in the questionnaire were in the original English version and also translated to Thai (See Appendix 5).

FLCAS has been widely used in anxiety research (Aida, 1994; Kitano, 2001; Liu, 2006; Worde, 2003). Aida (1994:158) claims that "FLCAS is a reliable tool regardless of whether the language is a European Western language". For the internal consistency reliability of the FLCAS, the scale has achieved the acceptable level. For example, it has demonstrated an alpha coefficient of .93 in Horwitz et al 's (1986) study, .94 in Aida's (1994) study, .95 in Cheng et al' s (1999) study, and .93 in Arnaiz and Guillen's (2012) study. The FLCAS is the scale which is used to measure general foreign language anxiety (Arnaiz and Guillén, 2012) and participants' levels of language anxiety. Arnaiz and Guillén (2012) point out that twenty of the thirty-three items focus on listening and speaking skills while the other items are related to general language anxiety. No item in this scale relates to reading or writing skills. Therefore, the FLCAS has a

main focus on oral communicative skill which is quite suitable for this study as it focuses on listening and speaking skills.

3.5.2 Diary

Moon (2006) suggests that the diary can be a vehicle for reflection which can represent a deeply seated orientation or a person's particular things that he/she prefers, believes, thinks, or usually does in his/her life. Moreover, it "represents an accentuation of those right conditions—some guidance, some encouragement, helpful questions or exercises, and the expectation that journal-writing can have a worthwhile consequence, whether during or at the end of the process, or as a result of both" (Moon, 2006: 1). This claim is in line with Bloor and Wood (2006) who state that diary methods as the recording of activities and experiences can be created specifically for the purpose of research and a diary can focus on a particular topic of interest to the researcher. Elliot (1997) also highlights the value of diary research by saying that diaries have the ability to encourage reflection on the part of the respondent.

I decided to use the diary as one of the qualitative methods because I think the diary has many advantages. For example, participants can provide reliable information on situations they experienced without any obstruction as they can express what they went through on their own. It is a suitable instrument especially for anxious language learners who may feel more relaxed to write ideas down rather than to have a face-to-face communication. Furthermore, this method is very useful because participants regularly record their routines which might be easily forgotten or unnoticed if not documented (Given, 2008) and other

methods, such as interviews, may not be able to elicit these experiences during the data collection process. Finally, a diary can be used to complement interview data in order to gain rich information on their experiences.

Diaries can be in different formats, such as open-ended questions, or specific set of fixed responses (Given, 2008). In this study, participants were provided with five areas to comment on. Besides the date and time, they would express their experience in these five sections (See Appendix 6): (1) their feelings while they were experiencing anxiety in class; (2) the cause or source of their anxiety and the activity they were doing at that time; (3) who contributed to their anxiety; (4) how they controlled their anxiety; and (5) from their own experience on that day, what strategies could help to reduce their anxiety.

3.5.3 Semi-Structured Interview

Having a conversation is another way we get to know other people, to learn about their experiences, their feelings in the world they live in. It is efficient in research studies in that it is a two-way communication. We can ask for more information if we do not understand. As a result, interviews or a conversation with a structure and a purpose can provide more detailed information than questionnaires.

Interviewing as a research method is commonly used in social research.

Robson (1993) argues that there are three main types of interviews: (1) the fully structured interview, (2) the semi-structured interview, and (3) the unstructured

interview. The fully structured and semi-structured interviews have some similarity as they both have pre-determined questions. However, they are different in some other features. For example, the semi-structured interview is more flexible because the sequence of questions can be modified according to the researcher's perception of what is most appropriate. The interviewer can change question wording and can give explanations. Furthermore, some particular questions which seem inappropriate with an interviewee can be omitted or additional questions can be included (Bryman, 2012; Robson, 1993).

In the current study, semi-structured interviews were used because of their flexibility which is suitable for this study. In other words, interview schedule was prepared from my research questions, but modification, or inclusion of certain questions was allowed. The questions in the interview were used to obtain information about the participants' experiences of anxiety in their language learning class. Moreover, it was also used to clarify some points participants wrote in their diaries if they needed more explanation.

3.6 Participants

In this section, participants will be briefly described in order to know who they were and how they were chosen for the study while more details, especially information related to language anxiety, will be explained in the next chapter.

The target groups of participants were students majoring in English for International Communication [EIC] and they were studying speaking and listening courses during that time. I did my data collection in July which was in

the first semester of 2012 (the first semester runs from June to September each year while the second semester runs from November until February). There were the second-year students taking 'Listening and Speaking 2' course and the third-year students taking 'Public Speaking' course. As a result, both groups were prospective participants because this current study focused on participants who were studying speaking and listening courses. The total numbers of students who were in the second and third year were 17 and 32.

As mentioned above, I was granted permission from the college director to conduct a study in this college as well as permission from the lecturer of these courses before I went to the field. These two courses were taught by the same lecturer. I had a meeting with him to plan the suitable time I could meet each group of students. Thus, I had a chance to meet both groups of students separately. The lecturer introduced me to the students first and then I was with students without him in class. I explained the research details and asked if they would like to voluntarily participate in the study.

The first stage was questionnaire participation. All students who came to class on the day of the questionnaire distribution were willing to participate in the study. This made 100 percent return rate. During the day of the questionnaire administration 17 of the second-year students and 25 of the third-year students came to their classes which made 85.71 percent of the whole target population who participated in this study.

For the qualitative stage, six students – four from the second year and two from the third year-- were willing to join up with this stage. Five students were females and one male. These six participants participated in both diary and semi-structured interview data collection methods.

3.7 Data Collection Procedure

In this study, the series of investigations were conducted with voluntary participants. There were two main kinds of data collection: (1) quantitative data collection which involved a questionnaire and (2) qualitative data collection which involved diary writing and semi-structured interviews. In this section, the process of each kind of data collection and the strategies for ensuring quality data will be explained.

3.7.1 Questionnaire

Questionnaire was the first instrument used to collect data for this study. The questionnaire was translated into Thai and the original English version was also shown (see Appendix 5). On the day of the questionnaire distribution, students were informed about the purpose of the study and the process of the research, including why their participation is important, how information will be used and how and to whom it will be reported. All students who came to class on that day agreed to participate in the study and they signed their names on the consent forms.

During data collection, I asked whether they would like to put their names on the questionnaire or if they preferred to use codes in order to match with the

interviews and diaries. They decided to use their real names so they were assured that their names will be anonymous in all publications and their personal details will be kept with confidentiality. Moreover, the term 'language anxiety' was explained to them to make sure that they understand it clearly. All information was explained in Thai. This method was done in class so 100 percent of completed questionnaires were collected and students had a chance to ask a question when they did not understand.

3.7.2 Diary

The diary writing was undertaken for six weeks to understand students' feelings by focusing on their perceptions of their own experience while anxiety happened in classroom situations, sources of their anxiety, and their strategies used to deal with their language anxiety. Students wrote their diaries in Thai after each lesson outside class and the researcher read each diary every two weeks. This method was used as a tool to allow students to re-think what has happened to them in a language classroom. As a result, it also encouraged students to consider their own unawareness of language anxiety happening in their language learning situation.

After completing the questionnaire, six students voluntarily participated in the diary stage. Thus, we made our schedule for the first meeting before starting to write a diary. In our meeting, Thai was used in communication to make sure that all participants understand all issues. We had a meeting in a college office. We talked about the channel we would like to use. We all accepted to write in an actual paper diary rather than through IT technology, for example, Facebook.

They preferred to write in their own diary in Thai. I explained what information I expected them to write in their own diaries (See Appendix 6), for example, their ideas and perceptions while they were studying in class in terms of the situations which make them anxious, their feelings while experiencing anxiety, strategies employed to cope with their anxiety, and their suggestions to help decrease their anxiety. They were allowed to ask questions to make sure that they understood the process. Diary books were handed out with an explanation on the first page. Diaries were written after they had each lesson and were collected and read regularly by the researcher every two weeks. This stage was planned for 8-10 weeks but it worked out to be just for 6 weeks due to the fact that the college was closed for sport competition week and examination week.

3.7.3 Semi-Structured Interview

A Semi-Structured Interview was the last stage of data collection procedure. Six participants were willing to participate in this stage. These six participants were also the same students who did diary writing. Before having an interview, the purpose of the study was explained to the participants. They were asked questions in three main areas (See Appendix 7): firstly, their sources of language anxiety; secondly, their affective aspects, such as their perceptions, feelings, emotions, and symptoms while they were experiencing language anxiety; and thirdly, their strategies used to cope with language anxiety. Our interviews were in Thai. Each interview took about twenty minutes and was audio recorded at a room in the college. They chose the appropriate date and time which meant that

finally they had interviews on the same day. All six voluntary participants had a chance to see the transcriptions for confirmation and validation.

3.8 Data Analysis

My theoretical perspective is interpretivism and it means that people in society participate, understand, and interpret in the world of interaction through their direct experience in the specific contexts and the world around them. Therefore, three research instruments, namely questionnaire, diary writing, and semi-structured interview were used to capture their views and perceptions as well as strategies the participants used in accordance with their language anxiety in their classroom situation.

Data analysis combined both quantitative and qualitative data in the study.

3.8.1 Quantitative Data Analysis

In order to analyse the quantitative data, after collecting the questionnaires from two groups of students, all questionnaires were numbered for easy management. Data from the questionnaires were transferred to my computer.

Statistical Package for the Social Sciences (SPSS) was used to analyse the results of close-ended items of the questionnaire using descriptive statistics.

This questionnaire survey was carried out to examine students' anxiety levels and to gather their general information on language anxiety. The results are presented in the form of numbers and percentages.

Factor analysis (with VARIMAX) was used in the study to guide themes (See Table 3.2 and 3.3). “Varimax attempts to maximize the dispersion of loadings within factors. Therefore, it tries to load a smaller number of variables highly on each factor, resulting in more interpretable clusters of factors” (Field, 2013: 681). That is to say, it is a method of grouping variables which have something in common (Cohen et al, 2007).

Table 3.2 Rotated Component Matrix of FLCAS items

| Rotated Component Matrix ^a | | | | |
|---------------------------------------|-----------|-------|-------|-------|
| | Component | | | |
| | 1 | 2 | 3 | 4 |
| Q7 | .850 | .061 | .015 | -.089 |
| Q24 | .818 | .209 | .055 | .165 |
| Q12 | .723 | .075 | -.099 | .202 |
| Q27 | .716 | .278 | -.016 | .305 |
| Q23 | .705 | .340 | -.019 | -.033 |
| Q9 | .677 | .055 | -.221 | .431 |
| Q29 | .623 | .283 | -.199 | .345 |
| Q33 | .607 | .246 | -.395 | .232 |
| Q16 | .598 | .069 | -.382 | .392 |
| Q26 | .596 | .479 | .184 | .247 |
| Q20 | .581 | .133 | .031 | .083 |
| Q13 | .562 | -.017 | -.211 | -.030 |
| Q4 | .381 | .351 | -.273 | .306 |
| Q17 | .068 | .741 | -.232 | -.100 |
| Q6 | -.008 | .676 | .044 | .194 |
| Q22 | -.110 | -.661 | .059 | -.043 |
| Q1 | .415 | .636 | -.156 | -.085 |
| Q30 | .102 | .630 | -.253 | .488 |
| Q21 | .192 | .623 | .167 | .055 |
| Q3 | .554 | .606 | .039 | .114 |
| Q31 | .439 | .483 | -.243 | .142 |
| Q18 | .339 | .481 | -.195 | -.028 |
| Q15 | .449 | .457 | -.018 | -.052 |
| Q8 | .000 | -.020 | .733 | -.271 |
| Q32 | .089 | -.084 | .626 | .153 |
| Q19 | -.437 | -.274 | .610 | .168 |
| Q2 | -.340 | .042 | .609 | -.237 |
| Q14 | -.074 | .069 | .504 | .090 |
| Q5 | -.085 | -.419 | .484 | -.136 |
| Q28 | .104 | -.242 | .327 | .244 |
| Q10 | .202 | .145 | -.032 | .799 |
| Q11 | .064 | -.024 | .066 | .545 |
| Q25 | .471 | .370 | .124 | .477 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table 3.3 Total Variance Explained

Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance |
| 1 | 10.998 | 33.327 | 33.327 | 10.998 | 33.327 |
| 2 | 2.679 | 8.118 | 41.446 | 2.679 | 8.118 |
| 3 | 2.519 | 7.634 | 49.080 | 2.519 | 7.634 |
| 4 | 1.760 | 5.334 | 54.414 | 1.760 | 5.334 |

Table 3.2 showed that result of the 33 questionnaire items were grouped into four components by Rotated Component Matrix. Table 3.3 shows these four components with eigenvalue greater than 1. So, all these four components were retained a total of 54.41% of the variance, with Component 1 contributing 33.32%. Component 2 contributing 8.11%, Component 3 contributing 7.63% and Component 4 contributing 5.33%.. According to Harlow (2005), the cumulative total variance should not be less than 50%. In this study, the four extracted components explained over half of the total variance; therefore, they met the requirement of the criterion.

3.8.2 Qualitative Data Analysis

The qualitative data is very important because it was focused on ordinary events happening in natural settings so this means qualitative data is based on what real life is (Miles and Huberman, 1994).

For the qualitative data analysis, participants' diary writing and semi-structured interview were analysed by using thematic coding. Coding is "a way of indexing

or categorizing the text in order to establish a framework of thematic ideas about it” (Gibbs, 2007: 38). In writing on qualitative analysis, there are many terms used to talk about codes and coding, for example, indices, themes and categories (Gibbs, 2007). The term “theme” is used in this study to refer to thematic ideas captured from the text that reveal participants’ perceptions from their own experience in their classroom situation. Furthermore, my research questions were used to guide the data analysis process.

As mentioned in 3.8.1, all 33 items in the questionnaire which seem to associate with each other were grouped by Factor analysis (with VARIMAX). After I obtained the results from the Factor Analysis method, I read them many times and named each factor with an appropriate label—in other words, a theme

My qualitative data analysis followed Miles and Huberman’s (1994) stages of qualitative analysis which consists of three procedures: data reduction, data display, and conclusion drawing/verification.

The first stage, Data reduction, refers to the process in which the mass of qualitative data obtained, in this study, from both diaries and semi-structured interviews, were reduced, sharpened, and organised. In this stage, I looked at all qualitative data, and made decisions about the themes which each statement from diaries and semi-structured interviews should belong to. In other words, the qualitative data were subsumed into a relevant theme based on the factors derived from the VARIMAX analysis with the questionnaire.

The second stage, Data display, is to assemble the qualitative data into an immediately accessible, organised and compact form of display which helps the analysts see what is going on. In this stage, I displayed the data from the first stage in a table format because it is more accessible for further investigation.

Due to the small sample size of this research, I was able to link the data of each participant to the relevant themes. Given below is an example excerpt of data display for three participants for two themes:

Table 3.4: Example of Data Display (Excerpt)

| Theme | Participant 1 (Nittaya) | Participant 2 (Warit) | Participant 3 (Walai) |
|---|---|--|---|
| Theme 1 (Peer Comparison, Competition, Pressure and self-image) | 27 July (Diary) I'm afraid that my friends will laugh at me | (Interview) I'm afraid that I will not be good enough in others' eyes. | - |
| Theme 2 (Sensitivity of Perfectionism) | 27 July (Diary) I think anxiety comes from the fear that I will make a mistake | 1 August (Diary) Today I rehearsed my scripts but I still felt nervous because I was afraid that I would forget the words on stage. | (Interview) I felt nervous and I never felt that I had the ability to do it. |

The third stage, Conclusion drawing/verification, refers to the fact that the analysts need to note the regularities and think about possible explanations for the data displayed. The aim is to maintain openness but also scepticism towards

the data in the second stage in order to make the conclusions explicit and base them on the data—namely, verification. In this stage, I looked for the regularities by counting the frequencies of participants' statements in each theme. I also made notes regarding their anxiety events with two marks (+/-) for positive and negative experiences as well as awareness. To illustrate, one student wrote in her diary that she still felt nervous but she did not feel as bad as the other day because she was well-prepared for the presentation. She tried to feel relaxed. I marked this anxiety event with a + sign to show that she was aware of her anxiety but it was a positive experience for the performance. More details can be found in the findings chapter (Chapter 4).

Miles and Huberman (1994: 12) suggest that 'qualitative data analysis is a continuous, iterative enterprise. In other words, the three stages of qualitative data analysis—data reduction, data display, conclusion drawing/verification—are a cyclical process in which each stage is part of the analysis. Moreover, issues within each stage will become clearer as the analysis proceeds.

Therefore, qualitative researchers need to engage in the three stages more than once or frequently in order to reach the 'final' conclusions. In this study, I read through the data many times in order to ensure that I understood the complexity of the situations and to draw conclusions based on the data.

3.9 Strategies for ensuring quality of data

3.9.1 Pilot testing

A pilot test is used in order “to refine and develop research instruments, assess the degrees of observer bias, frame questions, collect background information, and adapt research procedures” Creswell (2013:165).

Although the FLCAS questionnaire is a well-known instrument used by many researchers to measure anxiety, it was necessary to pilot the Thai version to check if the translation could be understood by participants. Thus, the main reason for piloting was because the translated expressions of each item in the questionnaire might need to be verified and tested before sending to the actual participants of this study. To check whether this instrument was effective for this study, I sent out copies of the questionnaire to the first, the second, the third, and the fourth year B.A. students majoring in English for International Communication (EIC) at the same university where I did this current research study. On the day of the pilot, 95 (90.48%) out of 105 students completed the questionnaires voluntarily and they would be willing to participate in the actual study in the future. Because the nature of the data collected at this period was for future refinement of the research instrument, the students were allowed and encouraged to ask any questions if they were unsure of the meaning. . Through the pilot study of the questionnaire, it proved advantageous in the following ways. First, I could estimate the amount of time required to hand out and to fill out the questionnaire. The participants spent about 20 minutes completing the questionnaire. Second, some items in the questionnaire were still inappropriate or ambiguous although these were cross-checked by another

English university lecturer. Therefore the questions posed by the students during the pilot were used as feedback to revise these items in the questionnaire in order to achieve the same understanding between the researcher and the participants. Therefore, all items in the original FLCAS questionnaire were retained in the final draft of the questionnaire for the target group of participants. Third, the data from this pilot were used to examine the reliability of the instrument (Thai translation version) and it turned out that the questionnaire reliability achieved an alpha coefficient of .89, based on 93 cases.

Regarding the semi-structured interview schedule, all questions were piloted in Thai with a university lecturer and with a Master student in order to determine to what extent their responses to these questions were related and useful for this research. In other words, I used this interview schedule during the pilot stage as a foray into the respondents' experiences and awareness of their foreign language anxiety. The questions in the interview schedule were intended to explore three aspects of language anxiety: sources, feelings and strategies. It should be noted that the difference between the pilot stage questions and the questions in the actual study was the first question regarding the sources of anxiety. During the pilot stage, there was no requirement for the participants to write a diary entry; therefore, the first question for the pilot stage was about their overall experience of language anxiety. It turned out that their responses to this question also included sources of anxiety in other settings, not just listening and speaking class. To make their responses more specific to the listening and speaking class, the participants were to write diary entries and I added the expression "After diary writing at the end of each lesson" in my interview schedule in order to allow the participants to focus on each lesson instead of relying on their overall perception of their own language anxiety.

3.9.2 Reliability and Validity of the Questionnaire

In designing and conducting questionnaire, the researcher needs to consider the issues of reliability and validity. These two factors are important for the quality of data the researcher obtained.

According to Punch (2005), reliability basically refers to consistency which concerns two main aspects: firstly, stability or consistency over time and secondly, internal consistency. In this study, I used internal consistency to check the reliability. Internal consistency can be measured in many ways. One of the best known techniques, namely Cronbach's coefficient alpha was used in this research. As this well-known questionnaire has been used widely, Horwitz (1986: 129) reported that "the scale has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations." The reliability from other studies using FLCAS were stated, for example, (Cronbach's alpha) .93 from the study of Arnaiz and Guillen (2012), .94 from the study of Elkhafaifi (2005), and .95 from the study of Cheng et al (1999). The reliability of FLCAS used in this study obtained a Cronbach's Alpha coefficient of .92 based on a sample of 42 participants (which had no missing data).

Punch (2005: 97) states that the meaning of validity can be understood from the question "how do we know that this measuring instrument measures what we think it measures?". This study applied content validity which "focuses on whether the full content of a conceptual definition is represented in the

measure” (Punch, 2005: 97). According to the FLCAS, it is a well-known and well-designed questionnaire by Horwitz et al (1986). Based on her study with the FLCAS, Horwitz mentions that criterion-related studies that relate to the construct validity of the scale have also been conducted. Moreover, based on her studies, Horwitz (1986:561) claims that “results to date suggest that foreign language anxiety can be reliably and validly measured and that it plays an important role in language learning”. As the original of the FLCAS language is English, it had to be translated into Thai. The validity in this sense was achieved by looking at the translation which was crosschecked by a Thai university lecturer teaching English in Thailand to ensure that the translation was as accurate as possible. Furthermore, the pilot study mentioned earlier also helped confirm the validity of the questionnaire.

3.9.3 Establishing Trustworthiness for the Qualitative Data

Trustworthiness is defined by Bryman (2013) as a set of criteria for assessing the quality of qualitative research. Lincoln and Guba(1985) proposes the four criteria for a qualitative researcher to consider are credibility, transferability, dependability, and confirmability.

3.9.3.1 Credibility

Credibility is defined by Given (2008; 138) as “the methodological procedures and sources used to establish a high level of harmony between the participants’ expressions and the researcher’s interpretations of them”. This study achieved credibility by many ways: firstly, member checks (Shenton, 2004) were used. I

transcribed the recorded tape of the interview and participants checked the transcription to make sure that all information was accurate according to their meanings. Moreover, the transcription was translated into English and the translation was checked by a Thai university lecturer. Secondly, in relation to 'prolonged engagement' (Shenton, 2004) to ensure credibility, I spent time in the field and had chance to meet participants regularly. Thirdly, as Shenton (2004) mentions about tactics to help confirm honesty in informants, all participants were willing to take part in this study and this helped ensure honesty in preparing data freely. Furthermore, I had no influence on participants' grade and I had not taught them before so they could express their experience without any fear.

3.9.3.2 Transferability

Transferability refers to the degree of similarity between the research context and other contexts as judged by the reader (Lodico et al., 2006) and the extent to which the findings of one research study can be applied to other contexts (Shenton, 2004). Although the findings of a qualitative study are specific to a small number of particular situations, environments, and individuals, it is not possible to demonstrate that the findings and conclusions are applicable to other populations and situations (Shenton, 2004). This study, regardless of the fact that the findings are related to one specific college in the south of Thailand, offers an example within groups of English major students. The details and descriptions of the study may help readers to make decision on the similarity of participants, situation and other characteristics.

3.9.3.3 Dependability

Dependability is defined by Lodico et al. (2006: 275) as “whether one can track the procedures and processes used to collect and interpret the data”. In order to deal with dependability more directly, the processes within the research study should be reported in detail (Shenton, 2004). In this study, I have tried to achieve dependability by explaining the processes of the study in details. I believe this may help enable other researchers to consider if it is appropriate.

3.9.3.4 Confirmability

Confirmability concerns the need to ensure that the findings and the interpretations are the views, opinions, perceptions, and experiences of participants (Given, 2008). To achieve confirmability, I sent the transcripts to participants to make sure that they accurately reflect their perceptions.

3.10 Ethical Considerations

Wellington (2000) points out that the main requirement for any educational research is that it should be ethical. It is very important as every researcher should place it as their first priority in planning, conducting, and presenting the research. While conducting this study, I was aware of ethical issues. For example, I ensured that participants were respected. The participants were informed that their participation and interactions were being monitored and analysed for research. They were also promised total anonymity and confidentiality. Furthermore, they were told about their right to withdraw from the

research for any or no reason, and at any time. They were asked to sign their names on the consent form if they were willing to participate in the study.

At the beginning of the study, I submitted a Certificate of Ethical Research Approval Form to the School's Ethics Committee at the University of Exeter, explaining the purpose of my study and procedures (see Appendix 3). The form was approved before conducting the research study.

According to the ethical guidelines of British Education Research Association (BERA, 2011), researchers must take ethical issues into consideration while conducting research in order to make sure that participants understand and agree to the process which they were involved in. Thus, before distributing the questionnaire, I introduced myself, the purpose of the study, its importance, and how data will be used. Furthermore, participants were asked to sign a voluntary informed consent form before starting the data collection. All participants' personal data has been treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form. I acknowledge that some students might feel that they have to take part because of the authority between myself as a researcher and their role as students. I took great care to ensure that students were aware of my role as a researcher and that they are free to not take part in the research. I also reminded students of this during the research process. If students withdraw from the research, their data will be destroyed and not used in the final analysis of data.

3.11 Relationship among three instruments

According to diary writing, participants noted all details required as the outline. They recorded date, time and kind of lesson. They also reflected on their feelings (number 3), their cause of anxiety which happened in their language class and they also showed what kind of activities made them felt anxious and this implies the diary outline numbers 4-6. After I had read their diary arranged chronologically, it is noticeable that they realized they had anxiety in the beginning of their records. After that, it showed that they knew what had happened to them and how to deal with it which related to questions 6 and 7.

The questions from interview were done at a suitable time-- after diary writing. The interview questions were similar to diary questions but there was one more question in the interview schedule: "what do you find after diary writing?". The answers from the interview could confirm statements in their diary. Thus, their responses to answer all research questions were from both diary and interview. It is advisable to have the interview at the end because they could explain their idea more after they kept their diary, for this reason, I could gain their information in depth. Moreover, they could express how keeping a diary works well for them in relation to their anxiety.

As a result, their statements answering all research questions shown in the research findings were from both diary and interview which provided a solid evidence that I think is reliable.

In relation to the FLCAS questionnaire which was the first tool used in this study, primary information, levels of their anxiety, class activities causing anxiety were gathered from it. Furthermore, the questionnaire was structured around themes.

The qualitative results from both diary and interview also supported the outcome from the questionnaire,

In sum, the qualitative results from both diary and interview confirmed the outcome from the questionnaire, that is to say, the three instruments supported each other. The upshot from qualitative data showed data in more depth and in more details because participants could express their idea more than fixed statements in questionnaire.

3.12 Conclusion

In this chapter, the design of the methodology employed in this study has been presented. The study is epistemologically based on constructionism, adopting a mixed method approach to explore how students manage their foreign language anxiety (FLA) in listening and speaking class. To achieve this goal, a mixture of quantitative and qualitative methods was used, including questionnaire, diary writing, and semi-structured interviews. Many strategies were used to ensure the quality of data. Moreover, ethical issues were another important issue and considered throughout the study.

Chapter 4 Data Analysis and Research

Findings

In this chapter, the findings of this study are presented according to the analysis of the quantitative data (questionnaire) and the qualitative data (diaries and interviews). The quantitative data comprised general information of the participants and came from the survey of the participants' anxiety through the Foreign Language Classroom Anxiety Scale (FLCAS) which was mentioned in Chapter 3. General information included the participants' gender, ages, reasons for choosing the English major, perceptions of necessary English language skills along with their English proficiency and the like. This information provided a background for a better understanding of the participants while the FLCAS survey results revealed information about the participants' language anxiety, e.g. their level of anxiety. The qualitative data explored themes from the FLCAS survey results and provided a deeper understanding of each research question.

This chapter is divided into many sections. In the first four sections (4.1 to 4.4), the sampling group is described according to both quantitative and qualitative data whereas the remaining three sections (4.5 to 4.7) answer the three research questions of the study. In Section 4.2, the findings from the FLCAS questionnaire are reported whereas the description of and the qualitative data from the diary and interview sampling group can be found in Sections 4.3 and 4.4, respectively. Section 4.5 highlights the findings related to the first research

question, dealing with different sources of foreign language anxiety (FLA) in listening and speaking classroom situations. Section 4.6 is concerned with the participants' experience of FLA, in line with the second research question regarding their feelings of FLA. Section 4.7 answers the third research question about how students with different levels of anxiety cope with FLA and this section sheds light on various strategies applied in coping with FLA.

4.1 Description of the sampling group

The target participants of the study were students majoring in English for International Communication (EIC) who attended courses related to listening and speaking situations during the first semester of 2012 (June-September 2012).

There were two courses during that semester—'Listening and Speaking 2' and 'Public Speaking'. Therefore, there were two groups of students—one from the second year who enrolled in 'Listening and Speaking 2' and the other from the third year enrolled in 'Public speaking'. The details of the participants are shown in Table 4.1 below.

Table 4.1: Number of Participants and their Genders

| Year | Population | Sampling Group (Participants) | Gender | |
|--------------|------------|----------------------------------|-----------------|-------------------|
| | | | Male | Female |
| 2 | 17 | 17 (100%) | 2 (11.8%) | 15 (88.2%) |
| 3 | 32 | 25 (78.13%) | 2 (8.0%) | 23 (92%) |
| Total | 49 | 42 (85.71%) | 4 (9.5%) | 38 (90.5%) |

The total numbers of students who were in the second and third year were 17 and 32, respectively. Since all 17 second-year students (100%) and 25 third-year students (78.13%) came to class on the day in which this study was conducted, this means that 42 students of the whole target population (85.71 %) participated in this study. All 42 students who came to class on the day of questionnaire administration were willing to participate in the study, thus making 100% return rate for the questionnaire. According to the participant's gender, the majority was female students (38 female students) and there were only 4 male students. From my own experience as a student and a teacher, it seems that in Thailand the English discipline seems to be a popular subject among female students.

The details of the participant's age, their number of years spent studying English and their number of hours spent studying English outside their class are shown in Table 4.2.

Table 4.2: Participants' age, the number of years studying English and time spent studying English outside class

| | Year 2 (N=17) | | | | Year 3 (N=25) | | | | Total (N= 42) | | | |
|---|---------------|-----|-------|------|---------------|-----|-------|------|---------------|-----|-------|------|
| | Min | Max | Mean | SD | Min | Max | Mean | SD | Min | Max | Mean | SD |
| Age | 19 | 21 | 19.82 | .72 | 20 | 23 | 20.92 | .759 | 19 | 23 | 20.48 | .91 |
| Duration of studying English | 8 | 17 | 13.18 | 2.32 | 8 | 17 | 13.80 | 3.49 | 8 | 17 | 13.55 | 2.52 |
| Hours spent studying English outside class | 1 | 12 | 3.29 | 3.09 | 1 | 14 | 4.8 | 3.25 | 1 | 14 | 4.19 | 3.24 |

The participants in this study were students at a university level and their ages ranged from 19-23 years (mean=20.48). They came from different educational backgrounds; some students started studying English in their kindergarten or nursery school while others learned it while they were in their primary school.

The duration of studying English, from when they started until the year of data collection ranged from 8-17 years (mean= 13.55). Students, however, spent their time outside class to study English differently. This ranged from 1-14 hours per week (mean= 4.19).

The participants were asked why they decided to choose the English for International Communication (EIC) major. There were three options given in the questionnaire. Alternatively, the participants could write down their own reasons. However, none did. Their reasons for studying English major are summarised in Table 4.3.

Table 4.3: Participants' reasons for choosing to study English major

| Reasons | Year 2 | Year 3 | Total |
|-----------------------------------|---------------|---------------|--------------|
| I like English | 3 (17.6%) | 9 (36.0%) | 12 (28.6%) |
| I think English is used worldwide | 9 (52.9%) | 7 (28.0%) | 16 (38.1%) |
| I think it is important for jobs | 5 (29.4%) | 9 (36.0%) | 14 (33.3%) |
| Others | 0 | 0 | 0 |

Some considered English as an important worldwide language (38.1%) while others believed that English was necessary for job prospects (33.3%). Still, there

were those who liked English (28.6%) and their preference was their motivation to choose English major. However, no one volunteered a different personal reason. The fact that more third year students were aware of the importance of English for employment than their second year counterparts might possibly reflect that the third year students put more focus on future employment as they are closer to finishing their studies and then job hunting. To me, it indicates that students take into consideration the usefulness of learning English which is related to the importance of communication with others from other countries and the necessity for their future work. Overall, most students think that English language is used worldwide and this is their first reason for choosing the English major. The second reason involves the importance of English language in relation to jobs and the third reason is about their own preference.

As the English discipline is their major, the students enrolled in several English courses which were related to all four skills—listening, speaking, reading and writing. Their perceptions of the most necessary English skills are shown in

Table 4.4.

Table 4.4: Participants' perceptions of the most necessary English skill

| Skills | Year 2 | Year 3 | Total |
|-----------------|---------------|---------------|--------------|
| Listening skill | 4 (23.5%) | 4 (16.0%) | 8 (19.0%) |
| Speaking skill | 10 (58.8%) | 18 (72.0%) | 28 (66.7%) |
| Reading skill | 1 (5.9%) | 2 (8.0%) | 3 (7.1%) |
| Writing skill | 2 (11.8%) | 1 (4.0%) | 3 (7.1%) |

As for their perceptions about the most necessary skill of English language, the majority of participants rated speaking as the most necessary skill (66.7%) while nearly a fifth of the participants viewed listening as the most necessary skill (19.0%). It can be assumed that this group of students considered these two skills to be necessary for their prospective careers because most students in this English major were likely to work in a hospitality and tourism industry where speaking and listening are a must. Therefore, it is a proper match for this study which focused on these two skills.

As for the activities related to English that the participants usually do every day, their responses can be found in Table 4.5.

Table 4.5: Activities related to English in the participants' daily lives

| Activities | Year 2 | Year 3 | Total |
|------------------------|---------------|---------------|--------------|
| Oral interaction | 0 | 0 | 0 |
| Pleasure | 0 | 0 | 0 |
| Reading | 1 (5.9%) | 2 (8.0%) | 3 (7.1%) |
| Writing | 0 | 2 (8.0%) | 2 (4.8%) |
| Studying grammar books | 3 (17.6%) | 4 (16.0%) | 7 (16.7%) |
| Internet | 6 (35.3%) | 9 (36.0%) | 15 (35.7%) |
| Watching TV | 0 | 0 | 0 |
| Listening songs | 7 (41.2%) | 7 (28.0%) | 14 (33.3%) |
| Others (VDO games) | 0 | 1 (4.0%) | 1 (2.4%) |

According to the findings reported above, the majority of the group spent time surfing the internet (35.7%), listening to songs (33.3%), and studying grammar books (16.7%). These findings clearly suggest the importance of technology in their activities related to English language. Furthermore, listening to music is a popular activity among teenagers and young adults. These two activities seem to be their activities for pleasure. Beside these two activities, it is interesting to notice that studying grammar books is another activity they chose. Two possible explanations are as follows: first, they were English major students and second, grammar has been the focus of teaching and learning English in Thailand for a long time. The students may believe that in order to produce the language well, they should use grammar correctly. As in the study of Pazaver and Wang (2009) about Asian students' perceptions about grammar, many students believe that grammar is necessary for learning a new language. Pazaver and Wang maintain that wrong use of language or poor grammar will lead to misunderstanding and that grammar needs to be perfected to facilitate the language communication. As a result, the correct grammar usage may increase the students' self-confidence. It is the fact that many language learners, especially students who will work in the hospitality and tourism fields, feel that their most urgent need is to develop a conversational competence (Thornbury, 2006 cited in Jing, 2010). Nunan (1989) also observes that grammar is a necessary resource for using English language communicatively.

The participants' perceptions of their own English proficiency are shown in Table 4.6.

Table 4.6: Participants' Perceptions of their own English Proficiency

| Skills | Level | Year 2 | Year 3 | Total |
|-----------|-----------|------------|------------|------------|
| Listening | Excellent | 1 (5.9%) | 1 (4.0%) | 2 (4.8%) |
| | Good | 7 (41.2%) | 6 (24.0%) | 13 (31.0%) |
| | Fair | 9 (52.9%) | 16 (64.0%) | 25 (59.5%) |
| | Poor | 0 | 2 (8.0%) | 2 (4.8%) |
| | | | | |
| Speaking | Excellent | 0 | 1 (4.0%) | 1 (2.4%) |
| | Good | 6 (35.3%) | 13 (52.0%) | 19 (45.2%) |
| | Fair | 10 (58.8%) | 10 (40.0%) | 20 (47.6%) |
| | Poor | 1 (5.9%) | 1 (4.0%) | 2 (4.8%) |
| | | | | |
| Reading | Excellent | 1 (5.9%) | 0 | 1 (2.4%) |
| | Good | 5 (29.4%) | 13 (52.0%) | 18 (42.9%) |
| | Fair | 9 (52.9%) | 12 (48.0%) | 21 (50.0%) |
| | Poor | 2 (11.8%) | 0 | 2 (4.8%) |
| | | | | |
| Writing | Excellent | 0 | 0 | 0 |
| | Good | 6 (35.3%) | 5 (20.0%) | 11 (26.2%) |
| | Fair | 6 (35.3%) | 17 (68.0%) | 23 (54.8%) |
| | Poor | 5 (29.4%) | 3 (12.0%) | 8 (19.0%) |

With regard to the participants' perceptions of their own English proficiency, the majority rated themselves as fair in speaking skill (47.6%) while in writing skill a slight majority considered themselves to be fair (54.8%). More third year students (52%) than their second year counterparts (35.3%) thought that they were good in speaking. According to the perception of listening skill, more second year students (41.2%) than third year students (24%) considered that they were good at listening. As for reading skill, there were more third year students (52%) than second year students (29.4%) who rated themselves with a good level of proficiency while in writing skill, more second year students (35.3%) than third year students (20%) rated themselves with a good level of proficiency.

Overall, my data suggests that many students tended to view themselves with a fair level of proficiency for all four language skills. Not many students considered themselves to be at an excellent level. It is noticeable that they thought they were poor at writing because no-one viewed their writing skill with an excellent level of proficiency and 19% of the students rated their writing as poor. This implies that it is a common practice in Thailand to rate one's own proficiency as moderate or slightly lower than that in order to be humble. With regard to the good level of proficiency, the highest number of students was found with speaking, followed by reading, listening, and writing respectively.

4.2 Findings from the FLCAS questionnaire

4.2.1 Participants' Language Anxiety

Some questions in the FLCAS questionnaire are directly related to anxiety while others signal a lack of anxiety. However; in this study, the score "5" is always used for the highest level of anxiety and the score "1" is for the lowest level of anxiety.

According to the questionnaire scoring measures, the questionnaire items that reflect anxiety are scored in a straightforward manner. To illustrate, for Item 1 (*I never feel quite sure of myself when I am speaking in the English class*), "5" (Strongly Agree) indicates the highest level of anxiety while "1" (Strongly Disagree) indicates the lowest level of anxiety. The statements which are categorized into this group include Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. These items are scored in a straight-forward manner.

However, the scores of some questionnaire items needed to be reversed because they indicate a lack of anxiety. For example, Item 2 (*I don't worry about making mistakes in the English Class*) reflects a lack of anxiety. Therefore, "5" (Strongly Agree) would indicate the lowest level of anxiety while "1" (Strongly Disagree) would reflect the highest level of anxiety. The score of this questionnaire item would be reversed. In other words, "5" would be reversed to "1", "4" to "2", "1" to "5", "2" to "4", while "3" would not be reversed. The statements which are categorized into this group include Items 2, 5, 8, 11, 14,

18, 22, 28, and 32. By switching the scores, the highest score represents the highest level of anxiety.

In presenting the FLCAS results, two procedures were used to introduce the results. First, Statistical Package for the Social Sciences (SPSS) was used to calculate the students' anxiety level. Second, the scores were calculated according to Horwitz (2013) in order to classify the students into different groups of different levels of anxiety.

For the first procedure, the results arranged by SPSS are shown in Tables 4.7, 4.8, and 4.9.

Table 4.7: Levels of anxiety (SPSS)

| Levels of Anxiety | N | min | max | mean | S.D. |
|--------------------------|----------|------------|------------|-------------|-------------|
| Low anxiety | 5 | 53 | 76 | 65.20 | 8.90 |
| Medium anxiety | 33 | 80 | 121 | 103.24 | 10.80 |
| High Anxiety | 4 | 127 | 136 | 133.50 | 4.36 |
| Total | 42 | | | | |

The majority of participants in this study are in a medium anxiety group (mean = 103.24). There are four highly anxious students (mean = 133.50) and five students with low anxiety (mean = 65.20).

Table 4.8: Anxiety levels classified by group of students (SPSS)

| Year | n | mean | S.D. | t |
|-------------|----------|-------------|-------------|----------|
| 2 | 17 | 3.19 | 0.43 | 0.988 |
| 3 | 25 | 3.01 | 0.66 | |

Table 4.8 shows the anxiety levels of year 2 students and year 3 students. Their average levels of anxiety are not so different (mean =3.19 and mean =3.01, respectively).

In relation to Table 4.3 which shows the participants' reasons for choosing to study English major, I present the relationship between their reasons and their levels of language anxiety as in Table 4.9 below.

Table 4.9: Anxiety levels in relation to reasons for studying English major

| Reasons | n | Mean ±S.D. | F |
|-----------------------------------|----------|-------------------|----------|
| I like English | 12 | 2.82±0.71a | 3.44* |
| I think English is used worldwide | 16 | 3.02±0.45ab | |
| I think it is important for jobs | 14 | 3.37±0.48b | |
| Total | 42 | 3.08±0.58 | |

*p<0.05

It seems that different groups of students experienced different levels of anxiety. Students who choose English major because of job prospects (Reason 3) are likely to have a higher level of anxiety than those who choose English major because they like English language (Reason 1).

As for the second procedure to present the results from the FLCAS questionnaire, the participants who completed the FLCAS questionnaire had their scores calculated according to Horwitz (2013). In order to determine the participants' levels of anxiety, their responses from all items were added up and then were divided by 33 which is the total number of the FLCAS questionnaire items (Horwitz, 2013). The results can be interpreted as follows: "Students with around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students with average score near 4 and above are probably fairly anxious" (Horwitz, 2013: 264). In this study, the first level of language anxiety level ranges from 1.00-2.50 (not very anxious), the second level of language anxiety ranges from 2.51-3.50 (slightly anxious), and the third language anxiety level ranges from 3.51-5.00 (fairly anxious). The results from the participants are shown in Table 4.10 below.

Table 4.10: Anxiety levels of all participants according to Horwitz (2013)

| Levels of Language Anxiety | Year 2 | Year 3 | Total |
|-----------------------------------|---------------|---------------|--------------|
| Level 1 : Not very anxious | 2 (11.76%) | 6 (24.00%) | 8 (19.05%) |
| Level 2 : Slightly anxious | 13 (76.48%) | 13 (52.00%) | 26 (61.90%) |
| Level 3 : Fairly anxious | 2 (11.76%) | 6 (24.00%) | 8 (19.05%) |
| | 17 (100%) | 25 (100%) | 42 (100%) |

According to the table above, the majority of students in Year 2 (13) and Year 3 (13) were slightly anxious, whereas 2 second year students and 6 third year students were fairly anxious. Based on a statistical comparison between the second year students and the third year students, it seems that there were more third year students (24.0%) who are fairly anxious than the second year counterpart (11.76%).

Table 4.11 Anxiety scores and levels of Year 2 students

| Participant | Raw Score | Range | Anxiety Level |
|--------------------|------------------|--------------|----------------------|
| 1 Wilai | 98 | 2.97 | 2 |
| 2 Kannika | 108 | 3.27 | 2 |
| 3 Ratre | 82 | 2.48 | 1 |
| 4 Jirarat | 99 | 3.00 | 2 |
| 5 | 113 | 3.42 | 2 |
| 6 | 114 | 3.45 | 2 |
| 7 | 136 | 4.12** | 3 |
| 8 | 105 | 3.18 | 2 |
| 9 | 97 | 2.94 | 2 |
| 10 | 97 | 2.94 | 2 |
| 11 | 105 | 3.18 | 2 |
| 12 | 112 | 3.39 | 2 |
| 13 | 127 | 3.85 | 3 |
| 14 | 103 | 3.12 | 2 |
| 15 | 115 | 3.48 | 2 |
| 16 | 80 | 2.42* | 1 |
| 17 | 96 | 2.91 | 2 |

Most students from both year 2 and year 3 tend to be in a slightly anxious group. It is interesting to look at the FLCAS score details of each group of students. In tables where scores for individual students are given, all students

are identified with a number and those who participated in the qualitative part of this research are also identified with their pseudonyms.

Table 4.11 shows scores and anxiety levels of Year 2 students. Student Number 7 is the most anxious and Student Number 16 is the least anxious. It is a shame that both students did not participate in the qualitative study. However, Students 1 to 4 were interested in participating in diary writing and semi-structured interviews. Among these four students, one student (Ratree) is not very anxious while three others are slightly anxious. Kannika is the one whose score is the highest in this group.

Table 4.12 Anxiety scores and levels of Year 3 students

| Participant | Raw Score | Range | Anxiety Level |
|--------------------|------------------|--------------|----------------------|
| 18 Nittaya | 135 | 4.09 | 3 |
| 19 Warit | 61 | 1.85 | 1 |
| 20 | 76 | 2.30 | 1 |
| 21 | 53 | 1.61* | 1 |
| 22 | 136 | 4.12** | 3 |
| 23 | 121 | 3.67 | 3 |
| 24 | 96 | 2.91 | 2 |
| 25 | 118 | 3.58 | 3 |
| 26 | 81 | 2.45 | 1 |
| 27 | 98 | 2.97 | 2 |
| 28 | 107 | 3.24 | 2 |

| Participant | Raw Score | Range | Anxiety Level |
|--------------------|------------------|--------------|----------------------|
| 29 | 112 | 3.39 | 2 |
| 30 | 96 | 2.91 | 2 |
| 31 | 92 | 2.79 | 2 |
| 32 | 107 | 3.24 | 2 |
| 33 | 103 | 3.12 | 2 |
| 34 | 95 | 2.88 | 2 |
| 35 | 106 | 3.21 | 2 |
| 36 | 120 | 3.64 | 3 |
| 37 | 111 | 3.36 | 2 |
| 38 | 71 | 2.15 | 1 |
| 39 | 95 | 2.88 | 2 |
| 40 | 65 | 1.97 | 1 |
| 41 | 107 | 3.24 | 2 |
| 42 | 118 | 3.58 | 3 |

Student Number 21 is the least anxious while Student Number 22 is the most anxious. However, these two students who have the highest and the lowest scores did not participate in the qualitative phase. Student Number 18 (Nittaya) who is fairly anxious and Student Number 19 (Warit) who is not very anxious participated in the qualitative phase.

In this study, the maximum and minimum scores among the second year students were 4.12 and 2.42 while the maximum and minimum scores among the third year students were 4.12 and 1.61. This may indicate that the students in both levels seem to experience anxiety. Student Number 21 from Year 3 has the lowest level of anxiety. Her score (1.61) is very low in comparison to Student Number 16 from Year 2 (2.42). This is probably because Student Number 21 has more experience in learning a foreign language because she is in Year 3.

4.2.2 FLCAS information results

When each FLCAS item is examined, there are some interesting issues as seen in the following table.

Table 4.13: Results from FLCAS

| FLCAS | Mean | S.D. |
|---|-------------|-------------|
| 1. I never feel quite sure of myself when I am speaking in my foreign language class | 3.21 | 1.048 |
| 2. I don't worry about making mistakes in the English Class | 3.24 | 1.10 |
| 3. I tremble when I know that I'm going to be called on in the English Class | 3.57 | 1.25 |
| 4. It frightens me when I don't understand what the teacher is saying in the English Class. | 3.33 | 1.07 |
| 5. It wouldn't bother me at all to take more English classes. | 2.67 | 1.07 |
| 6. During English class, I find myself thinking about things that have nothing to do with the course. | 2.45 | 0.99 |

| FLCAS | Mean | S.D. |
|--|-------------|-------------|
| 7. I keep thinking that the other students are better at languages than I am. | 3.57 | 1.06 |
| 8. I am usually at ease during tests in my English class. | 2.83 | 1.20 |
| 9. I start to panic when I have to speak without preparation in the English class. | 4.14 | 0.90 |
| 10. I worry about the consequences of failing my English class. | 4.31 | 0.78 |
| 11. I don't understand why some people get so upset over foreign language classes. | 2.67 | 1.22 |
| 12. In English class, I can get so nervous I forget things I know. | 3.38 | 1.14 |
| 13. It embarrasses me to volunteer answers in my English class. | 2.76 | 1.06 |
| 14. I would not be nervous speaking English with native speakers. | 3.17 | 1.10 |
| 15. I get upset when I don't understand what the teacher is correcting. | 2.48 | 1.19 |
| 16. Even if I am well prepared for the English class, I feel anxious about it. | 3.86 | 0.98 |
| 17. I often feel like not going to my English class. | 2.05 | 1.10 |
| 18. I am afraid that my language teacher is ready to correct every mistake I make. | 2.71 | 1.00 |
| 19. I feel confident when I speak in the English class | 3.02 | 1.00 |
| 20. I can feel my heart pounding when I'm going to be called on in class. | 3.50 | 1.23 |
| 21. The more I study for an English test, the more confused I get. | 2.52 | 1.21 |
| 22. I don't feel pressure to prepare very well for the | 2.07 | 1.02 |

| FLCAS | Mean | S.D. |
|---|-------------|-------------|
| English class. | | |
| 23. I always feel that the other students speak English better than I do. | 3.62 | 0.91 |
| 24. I feel very self-conscious about speaking English in front of other students. | 3.31 | 1.05 |
| 25. Language class moves so quickly I worry about getting behind. | 3.29 | 1.09 |
| 26. I feel more tense and nervous in my English class than in any other class. | 2.86 | 1.34 |
| 27. I get nervous when I am speaking in my English class. | 3.12 | 0.97 |
| 28. When I'm on my way to English class, I feel very sure and relaxed. | 2.55 | 0.92 |
| 29. I get nervous when I don't understand every word the language teacher says. | 3.48 | 1.07 |
| 30. I feel overwhelmed by the number of rules one has to learn to speak English | 2.83 | 1.27 |
| 31. I am afraid that the other students will laugh at me when I speak English. | 2.83 | 0.96 |
| 32. I would probably feel comfortable around native speakers of English. | 2.64 | 0.85 |
| 33. I get nervous when the instructor asks questions that I haven't prepared. | 3.55 | 1.23 |
| Total | 3.08 | 0.58 |

According to Table 4.13, the total mean score of anxiety for the students who focus on listening and speaking skills (with the 'Listening and Speaking 2' and 'Public Speaking' courses) is 3.08, or at a medium level of anxiety. When each

item of the FLCAS questionnaire is examined, it is found that students are fairly anxious about failure in their courses (Item 10), speaking without preparation (Item 9), and anxiety despite preparation (Item 16) (Mean= 4.31, 4.14, and 3.86, respectively).

4.3 Description of the diary and interview sampling group

6 students out of 42 participants in the FLCAS questionnaire volunteered to further their participation in this study during the qualitative phase which involved diary writing and interviews. There were 5 females and 1 male. Details are shown in Tables 4.14 and 4.15.

Table 4.14: Details of participants who participated in the qualitative phase

| Name (pseudonym) | Gender | Year | The most important skill | Listening Skill | Speaking Skill | Reading Skill | Writing skill |
|------------------|--------|------|--------------------------|-----------------|----------------|---------------|---------------|
| Nittaya | Female | 3 | Speaking | Fair | Fair | Good | Excellent |
| Warit | Male | 3 | Speaking | Fair | Good | Good | Good |
| Walai | Female | 2 | Listening | Good | Good | Fair | Poor |
| Kannika | Female | 2 | Reading | Good | Fair | Excellent | Good |
| Ratree | Female | 2 | Speaking | Excellent | Good | Good | Fair |
| Jirarat | Female | 2 | Listening | Fair | Fair | Fair | Fair |

Three participants considered speaking skill as the most important; two thought that listening skill was the most important while only one believed that reading skill was the most important. Among this group, speaking and listening skills are considered to be the most important skills. However, they reflected their ability

in each skill differently. More details about their anxiety level are presented below.

Table 4.15: Further details of the participants

| Name | Gender | Age | Year | Year of studying English | Anxiety scores* | Anxiety level | Reason for study English** |
|---------|--------|-----|------|--------------------------|-----------------|------------------|----------------------------|
| Nittaya | Female | 20 | 3 | 14 | 135 (4.09) | Fairly anxious | 3 |
| Warit | Male | 22 | 3 | 15 | 61 (1.85) | Not very anxious | 1 |
| Walai | Female | 20 | 2 | 8 | 98 (2.97) | Slightly anxious | 2 |
| Kannika | Female | 20 | 2 | 10 | 108 (3.27) | Slightly anxious | 3 |
| Ratree | Female | 20 | 2 | 11 | 82 (2.48) | Not very anxious | 3 |
| Jirarat | Female | 21 | 2 | 11 | 99 (3.00) | Slightly anxious | 2 |

* The possible range is 33-165

** 1= Own preference, 2= The importance of English as a worldwide language, and 3= The necessity for future jobs

According to the anxiety scores calculated from the questionnaire, one participant (Nittaya) was fairly anxious, three (Walai, Kannika, and Jirarat) were in the slightly anxious group and two of them (Warit and Ratree) were not very anxious. In relation to reasons for choosing to study English major, three considered the necessity for the future jobs, two stated the importance of

English as a worldwide language, and only one stated that it was a personal preference. Interestingly, the two highest scores of FLCAS in this group are found with Nittaya (135 or 4.09) and Kannika (108 or 3.27) and both of them chose to learn English because of job prospects.

In this study, the participants in Year 3 (Nittaya and Warit) enrolled in the “Public Speaking” course and classroom activities included performance using English in, for example, role plays, talk shows, advertisements. As for the participants in Year 2 (Walai, Kannika, Ratre, and Jirarat) who enrolled in the “Listening and Speaking 2” course, their teacher normally told the class a few stories and then asked them questions or asked them to retell the stories. Thus, students have to pay attention to the whole stories in order to understand them and be able to retell the stories.

4.4 Qualitative findings

Qualitative data is from diaries and interviews. In the diaries, all six participants made entries after they had finished their lessons. The numbers of their diary records varied: Nittaya and Warit (both from Year 3) had 12 records, Walai 8, Kannika 11, Ratre 12, and Jirarat 17. The number of records among participants from Year 2 (Walai, Kannika, Ratre, and Jirarat) varied probably because of their class attendance.

Before the findings related to the research questions are introduced, I would like to present some interesting qualitative data from both diaries and interviews.

4.4.1 Does Language Anxiety exist among participants?

I wanted to know whether participants have experienced language anxiety in their classrooms. Therefore, I asked all of six participants who participated in this study to write a diary and to be interviewed. They all admitted that they have experienced language anxiety in their classrooms. The data were in both the diaries and interviews.

4.4.1.1 Findings from the diary:

Kannika revealed that she experienced anxiety every time she attended her English class.

"I am worried, panicked, frightened. My heart is pounding; my hands are freezing every time I study this subject".

(ฉันรู้สึกกังวลใจ ตื่นเต้น กลัว ใจสั่น มือเย็นทุกครั้ง ที่เรียนวิชานี้..)

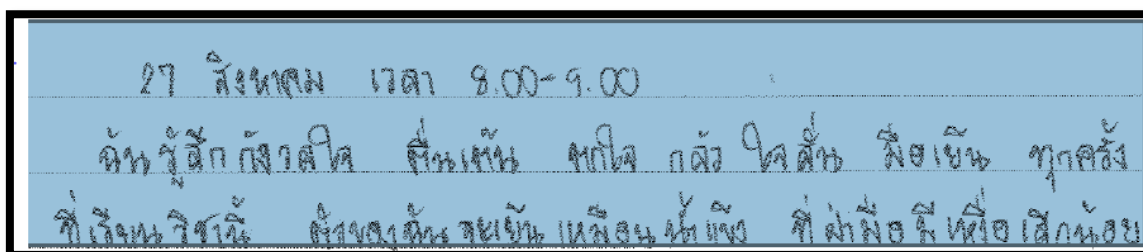


Figure 4.1 shows an excerpt from Kannika's diary entry dated 27 August

Nittaya wrote about her anxiety in her diary entry:

At first, I felt comfortable rehearsing my lines and when I talked to my friend, I felt confident that I could do it. I could act the role of Cinderella. The teacher would listen to us during the rehearsal and we could look at the script. But at the second rehearsal I could still remember them although with some delays. When it was the third time, the teacher asked me to stand up and act the role. At first, it was easy but during the middle I felt very nervous. My hands and my feet froze and I started shaking. In the end, I forgot my lines. Then, the teacher allowed me to look at the script and then we could finish the play beautifully.

(ตอนแรก ฉันรู้สึกสบาย ๆ ในตอนที่นั่งซ้อมบท และได้ตอบทักกับเพื่อน ตอนนั้นค่อนข้างมั่นใจว่าฉันทำได้ ในการรับบทเป็น Cinderella อาจารย์จะมานั่งฟังเราตอบทักกันครั้งแรก เราสามารถดูบทได้ สามารถผ่านไปได้ด้วยดี พอถึงครั้งที่สอง ไม่สามารถดูบทได้แล้ว ตอนที่ยังนั่งอยู่ ก็ยังสามารถทำได้ แต่ก็มีติดขัดบ้างนิดหน่อย พอถึงครั้งที่สาม อาจารย์ให้เราเขียน แล้วแสดงตามบทบาทที่ได้รับมา แรกๆก็ผ่านไป แต่พอลงมา เรื่องมา ฉันรู้สึกตื่นเต้นมาก มือเย็น เท้าเย็นและเริ่มสั่น จนสุดท้ายก็ลืมบทจนได้ แต่อาจารย์ก็ให้ฉันดูบทได้นิดหน่อย จากนั้น เราก็เล่นกันจนจบอย่างสวยงาม)

4.4.1.2 Findings from the interview:

Nittaya was asked whether she had experienced language anxiety in a language class, she was quite sure that she had, as she answered:

"I think I absolutely have anxiety. It happens most of the time".

(คิดว่ามีมากเลยคะ เกิดขึ้นมาก)

Warit replied in the interview:

"I experience a mounting anxiety..."

(มีอย่างเต็มที่เลยครับ)

4.4.1.3 Combining the data to shed light on this question

According to the interviews and the diary entries, all six participants stated in the interview and implied in their diaries that they experienced language anxiety. The findings from both diaries and interview were in the same way and supported each other. When asked in the interview, the students would talk about their anxiety. However, the diary entries gave more detail of the students' anxiety and other feelings because the students wrote about the events before and after their experiences of anxiety. To illustrate, Nittaya wrote about different kinds of feeling in her diary entry. She was quite confident that she could recite her lines but it turned out that she forgot some, resulting in her anxiety. Her teacher might notice that she experienced anxiety or at least her inability to remember some lines because he allowed her to look at them. Afterwards,

everything went well and she could finish the play 'beautifully', signaling her regained confidence.

วันที่ 14 สิงหาคม พ.ศ. 2555 เวลา 13.00 - 15.00

จากเรื่อง: ได้รับชมการแสดง mini drama สภาชีวิต
กลุ่มสีทั้งหมด 5 คน แสดงเป็น 6 ตัวละคร
ในเรื่อง "Cinderella" โดยฉันได้รับชมเอกของ
เรื่องเลย อ่าเป็น Cinderella.

ตอนแรก ฉันรู้สึกสับสน ในตอนที่นั่งรอชมการแสดง ได้คุยกับ
เพื่อน ตอนนั้น ตัดใจว่าฉันทำได้ ในการรับบทเป็น Cinderella
อาจารย์ถามว่า เธอชอบบทนี้ครั้งแรก เธอสามารถดูบทได้ สามารถผ่านไป
ได้หรือไม่ พอถึงครั้งที่สอง ไม่สามารถดูบทได้แล้ว ตอนนั้นยังนั่งอยู่
ก็ไม่สามารถทำได้ แต่ก็รู้สึกดีบ้างนิดหน่อย พอถึงครั้งที่สาม อาจารย์
ให้บทฉัน แล้วแสดงออกมาทันที ได้รับมา แรกๆ ก็ผ่านไป
แต่พอกลางๆ เวลากลาง ฉันรู้สึกตื่นเต้นมาก ลืมบท ทำเป็น และ
เรื่องสั้น จนสุดท้ายก็ลืมบทจนได้ แต่อาจารย์ก็ให้ฉันดูบทที่ฉันอ่าน
จากนั้น เธอก็เดินมาให้ฉันดูอย่างสวยงาม

Figure 4.2 shows an excerpt from Nittaya's diary entry dated 14 August

According to the data from the FLCAS questionnaire (see Table 4.12) Nittaya rated herself as a person with a high level of anxiety (Level 3). She seemed to experience anxiety all the time and in every classroom. Yet, her diary entries suggest that her anxiety was not a permanent state. There were moments when anxiety did not exist, for example, before the actual play when she felt

comfortable, or after the play when she regained her confidence. Other participants also wrote about similar experiences in their diary entries, reflecting on both their anxiety and other feelings as part of their events.

To answer this question, it is important to note that language anxiety does really exist among these language learners but there are also other feelings such as comfort and confidence before and after their moment anxiety which might not be clearly stated in the interview data but were clearly stated in their diary entries.

4.4.2 Do participants think language anxiety has any effect on them?

4.4.2.1 Findings from the diary:

The effect of anxiety on performance and achievement also echoes in the data from the diary. Nittaya enrolled in 'Public Speaking' this semester. In the first entry of her diary, she mentioned that she was assigned to speak about her life in the university. She had time to practise her topic. The teacher called each student to speak in front of the class. When the teacher called her name, she wrote:

"I felt even more nervous. I walked to the front of class, took a deep breath before starting to speak. But I was still nervous and forgot what I had to say".

(ฉันก็ยิ่งตื่นเต้นเข้าไปอีก ฉันออกไปหน้าห้องแล้วหายใจลึก ๆ ก่อนที่จะพูด แต่สุดท้ายก็ทนความตื่นเต้นไม่ไหว จนลืมบทที่ฉันจะพูดขึ้นมา)

Although she practised her script, she forgot what she wanted to say. Nittaya mentioned forgetting her script in her diary many times. According to her diary entries, one day she practised a script of the play with her friends. The first time

her teacher sat with her group to listen to her, she was able to look at her script and that was fine. On the second occasion, however, she could not look at her script. She stuttered a bit. By the third time, she had to stand and perform. At the beginning it was fine but in the middle of her storytelling she was very nervous, stating:

“At the beginning of the third time, it looked fine but in the middle of the story I was very nervous. My hands and feet went cold. They started shivering, and finally I forgot the script”.

(ตอนแรก ๆ ก็ผ่านไปได้ แต่พอกกลาง ๆ เรื่อง ฉันรู้สึกตื่นเต้นมาก มือเย็น เท้าเย็นและเริ่มสั่น จนสุดท้ายก็ลืมบทจนได้)

It seems that these more formal and real-like situations are a potent precipitation of her anxiety.

Another participant, Ratre, also commented in diary as follows:

“I knew the answer but I was frightened every time before I could answer”.

(ฉันรู้คำตอบอยู่แล้ว แต่ตกใจก่อนที่จะตอบคำถามทุกครั้ง)

Ratre experienced language anxiety. It seems to have an effect on her.

4.4.2.2 Findings from the interview:

The participants are aware that anxiety has interfered with their language achievement and performance. They believe that if they can get rid of anxiety, they will be able to study their courses better.

Walai for one reiterated this point in the interview:

“If I can control my anxiety, I’m quite sure I will definitely be able to do better”

(ถ้าฉันสามารถควบคุมอาการความวิตกกังวลนี้ได้ ฉันเชื่อมั่นเหลือเกินว่า ฉันทำได้ดีมากกว่านี้เป็นแน่)

In the same way, Kannika expressed in the interview that anxiety affects her achievement. When she experienced anxiety, she would not dare to answer.

Therefore, she could not perform well, and she did not get a good mark;

“If I cannot answer the question that the teacher is marking, I will lose my point”.

(พอดตอบไม่ได้ ถ้าอาจารย์เก็บคะแนน ก็จะเสียคะแนนไปเลยคะ)

4.4.2.3 Combining the data to shed light on this question

The findings from the interview confirm the information gathered from the diary showing that the anxiety had an effect on participants. The diary entries gave more detail of the anxiety effect on them, including their feeling, the situation, the learning activities. However, both interview and diary supported each other. Language learners who experience language anxiety tend to forget things they already know. They also think that language anxiety leads to their failure in language learning. For instance, when Ratreer was asked to answer a question, she was frightened every time although she knew the answer. Based on the questionnaire (Table 4.11), Ratreer considered that she had a low level of anxiety but it seemed that her anxiety was connected to her performance. When performance or achievement is at stake, students tend to associate it to their moment of anxiety.

Additionally, when learners experience language anxiety, it seems that things slip their mind and that they cannot perform as they wish, as noted in the FLCAS questionnaire, Item 16: *“Even if I am well prepared for the English class, I feel anxious about it”*, Item 12: *“In English class, I can get so nervous I forget*

things I know.” and Item 27: “I get nervous when I am speaking in my English class”.

4.4.3 Is speaking a more anxiety-provoking language skill?

4.4.3.1 Findings from the diary:

Based on the diary entries, students wrote about their preparation for public speaking speech. It seems that writing was just a tool for speaking practice. Therefore, speaking caused more anxiety than writing as in this diary entry by Warit:

“Today is Mid-Term for Public Speaking. Students will be given one topic chosen by the lecturer. Then, we need to write at least 25 sentences about that topic. Then, we are allowed 30 minutes for rehearsal before the lecturer randomly chooses one student to speak in front of the class.” (Warit’s entry dated 25 July)

(วันนี้เป็นวันสอบ *Mid-Term* วิชา *Public Speaking* นักศึกษาจะได้รับหัวข้อจากอาจารย์ผู้สอนมา 1 หัวข้อ จากนั้นก็ให้เขียนบรรยายเกี่ยวกับหัวข้อนั้นประมาณ 25 ประโยคเป็นอย่างน้อย เมื่อเขียนเสร็จแล้ว ก็ใช้เวลา 30 นาที ในการฝึกซ้อมพูด จากนั้นอาจารย์ก็จะสุ่มรายชื่อจากใบงานที่เขียนให้ ออกมาพูดหน้าชั้นเรียนทีละคน)

Nittaya, the student who is fairly anxious, wrote in her diary that she also experienced anxiety when she prepared her script.

“I think anxiety is caused by my worry that my work might not be good enough and that it needs editing” (Nittaya’s entry dated 2 October)

(ฉันคิดว่า *anxiety* เกิดจากการที่กังวลมา งานเขียนของเราออกมาดีหรือเปล่า ต้องแก้ไขเยอะไหม)

The result from participants’ diaries show that speaking caused them anxiety

4.4.3.2 Findings from the interview:

In the interview, students said that they experienced more anxiety with speaking activities.. This is exemplified by the response given by Ratre in her interview:

“When I take a written exam, I don’t experience any anxiety but a speaking exam provokes it”.

(ถ้าสอบข้อเขียนไม่เกิดค่ะ แต่ถ้าสอบพูดเกิดค่ะ)

In the same way, Kannika stated that she was rarely frightened with her written test but was frightened in a speaking test, as she said:

“With an oral exam, my anxiety grows”.

(สอบพูดนี้ ตกใจค่ะ)

The findings in this study confirm that language anxiety exists and endures in language classroom situations for this group of students. Language anxiety interferes with their language learning achievement. Speaking tests seem to heighten their level of anxiety.

4.4.3.3 Combining the data to shed light on this question

The findings from both diary entries and interviews revealed that speaking activities caused learners anxiety. Additionally, they compared writing and speaking activities in their diaries as well as in their interviews. The information gathered from the diary is exactly the same as in the interview.

4.4.4 Is diary writing a good tool?

In this study, one participant used to keep a diary about her daily life when she was in secondary school but at the time of this research she had stopped keeping it. Another student is still keeping a diary about her daily life and her entries are not just about her study. The other four participants have not written

any diary before. It is surprising and pleasing to know that all participants mentioned the advantages of diary writing in this study. They realised that they could reflect on their language learning situation each day with diary writing. Then, they could find the sources of their anxiety and also certain solutions to improve their ability to study English language better.

This question was asked during the interview and there was no record in the students' diary entries indicating that diary writing is a good tool probably because the students wrote about their daily life and the situation in classroom in the diary instead. Therefore, the findings in this section are from the interview only.

4.4.4.1 Findings from the interview:

The information about beneficial of diary writing was only from the interview because participants wrote only events happened in their language classroom on their diaries.

This is exemplified by the response given by Warit in his interview:

“I can know my progress. It is noticeable. Earlier, these problems were neglected. When I start keeping a diary, I become aware of my problems and then I can solve the problems to the point.”

(..ได้รู้ถึงการพัฒนากการของตัวเอง อย่างเห็นได้ชัดเลย คือที่ผ่านมามีปัญหาเหล่านี้ ไม่ได้สนใจเลย จนกระทั่งได้เมื่อได้มาเขียน ไดอารี่ นี้ เราได้รู้ปัญหาเราคืออะไร ทำให้เราแก้ปัญหามาได้ตรงจุดมาก)

Warit noted that he had not been aware of his anxiety before. After writing what happened to him in his public speaking class, however, he realised that he experienced anxiety and he started to find a way to solve the problem.

In the same way, Walai stated in her interview:

“Keeping a diary, I feel that I have released my stress.”

(หนูรู้สึกว่าได้ระบายออกไป ได้ปลดปล่อย)

Walai also observed that writing her life in a diary had helped her to get rid of some feelings which happened in class, that is to say, she could release the feelings of tension associated with anxiety experiences in her language class.

Ratree said in the interview that writing diary made her realise that she experienced anxiety in class:

“(keeping a diary) makes me aware that I feel anxious while studying. After a while, I can improve myself.”

(มันทำให้เราเข้าใจนะค่ะ ว่า ตอนแรกเราเรียน มันทำให้เกิดอาการ anxiety แล้วพอเราเรียนไป เราได้ปรับปรุงตัวเองด้วยนะค่ะ)

Ratree admitted that she experienced anxiety. Diary writing helped her understand herself more in terms of her anxiety in class. She could reflect on the causes of her anxiety and she could thus find a strategy to cope with it.

These comments from the interview with the participants highlight that they have gained considerable advantages from diary writing. The most important thing is that they became aware of the feelings that happened to them in their language classes and then they could find solutions to solve the problems when they experienced language anxiety. Through reflection, they could learn more and enjoy learning English language in their classroom situations.

I have found that a diary is an extremely effective tool to use in a language classroom. Firstly, language learners have a chance to recall what has happened in their classes. They can ask themselves: What were their feelings

and their problems at the time? Then they become more aware of these problems and try to find a way to solve them. Secondly, a diary is a good tool because learners can write freely what they think. At least, they feel more relaxed after they release their emotional tensions. Moreover, this tool is suitable for language learners with different levels of anxiety, especially those who are moderately and fairly anxious students, because they might feel uncomfortable having a face to face communication with others. Keeping a diary allows them to be reflective and to improve themselves within their comfort zone.

Although writing a diary is not a strategy to cope with anxiety, the students found that keeping a diary as a research instrument ends up as an anxiety-reduction tool for them. Diary writing had been helpful in their reflection on the sources of anxiety, feelings, perceptions as well as strategies to be used with their anxiety. In the next section, the findings for each research question will be combined and presented: namely, sources of language anxiety, feelings or perceptions of language anxiety, and strategies the students used to cope with their anxiety.

4.5 Sources of FLA in listening and speaking classroom situations

Research Question 1 is “What are the sources of FLA among EIC students in the listening and speaking class?” In this section, I shall present the sources of foreign language anxiety in listening and speaking classrooms that EIC students in this college experienced in order to answer the first research question. The findings were derived from both quantitative and qualitative data.

First of all, the quantitative data from the FLCAS questionnaire, presented in table 4.13, revealed that the three most anxiety-provoking situations were from item 10 (*'I worry about the consequences of failing my English class'*: mean =4.31), item 9 (*'I start to panic when I have to speak without preparation in the English class'*: mean =4.14), and item 16 (*'Even if I am well prepared for the English class, I feel anxious about it'*: mean =3.86). This implies that learners in this study experienced anxiety when they were afraid of failing English exams and when they have to speak in class spontaneously. Interestingly, although they were well prepared, they were still anxious in their language classes.

In order to understand the causes of anxiety more in details, an analysis of the quantitative data obtained from the questionnaire led to a few possible themes. Afterwards, the qualitative data from diary and interview were categorised to explore these dimensions further.

This study applied Factor Analysis with VARIMAX (more details of VARIMAX are in Chapter 3) to find the relationship among the items of this questionnaire. The results were grouped into four factors as shown in Table 4.16. As each item in the same group had some relation to others, I read all items in each group and labelled them as a theme.

Table 4.16: Causes of language anxiety of this study

| Causes of Language Anxiety | Questionnaire Item |
|---|---|
| Peer Comparison, Competition, Pressure and Self-image | 7, 24, 12, 27, 23, 9, 29, 33, 16, 26, 20, 13, and 4 |
| Sensitivity of Perfectionism | 17, 6, 22, 1, 30, 21, 3, 31, 18, and 15 |
| Confidence, Comfort and Relaxation | 8, 32, 19, 2, 14, 5, and 28 |
| Achievement | 10, 11, and 25 |

After analysing the qualitative data, some interesting information which did not fit into those above-mentioned themes emerged. I shall label them as other factors which are related to (1) learners and (2) teachers and their instructions as shown in Figure 4.3 below.

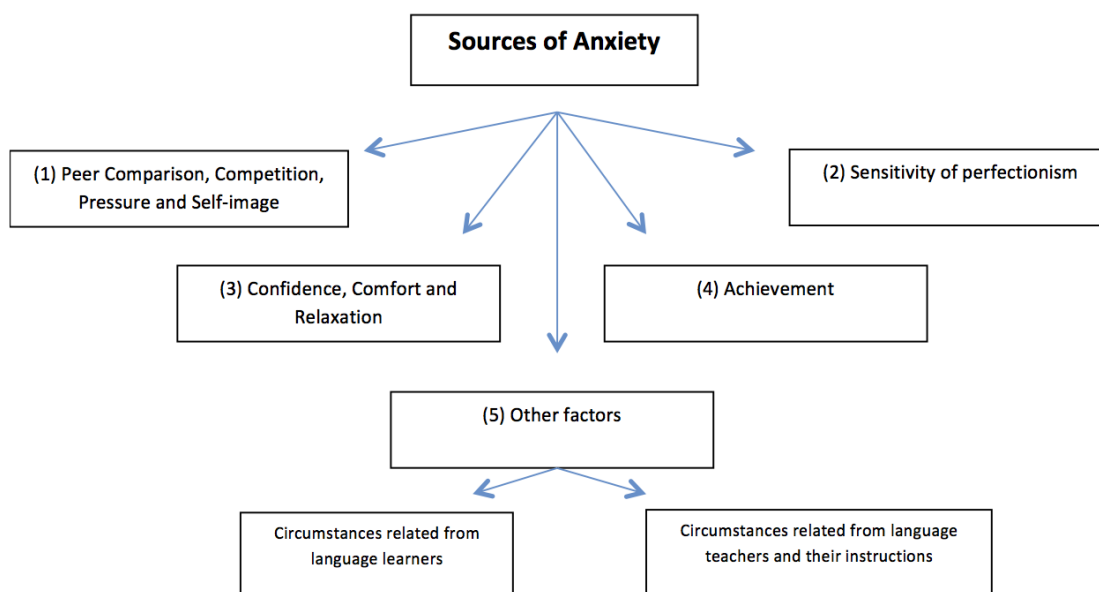


Figure 4.3: Sources of anxiety from this study

Participants mention various sources of anxiety they experienced in their classrooms. In the participants' diary, they wrote their own experiences which they perceived during their language classes. All factors were counted. Some statements imply their subjective views towards some factors related to anxiety in a positive way. To illustrate, some of their diary entries reflected a positive feeling and indicated that they were aware of their anxiety sources and as such their anxiety decreased. As a result, they perceived that this awareness contributed to a better performance. But sometimes their views seem to mention their anxiety in a negative way which causes poor performance. For this reason, I put a minus symbol (-) to denote when they experienced a growing anxiety while a plus symbol (+) was used when their anxiety was reduced. To illustrate, Kannika stated that "*today my anxiety disappeared after I played game in class*". I put (+) in the section related to teachers and instructions because she mentioned that she did not experience anxiety when the teacher had some games for them to play in class. This means that some kind of activities in class can reduce anxiety. In contrast, Walai wrote "*when I could not answer, I experienced anxiety immediately*". The symbol (-) was put in the achievement section because she perceived anxiety negatively and it was related to her achievement. Details are shown in Table 4.17 below.

Table 4.17: Frequency of Anxiety Sources mentioned in diary

| Factor / Participant | Nittaya | Warit | Walai | Kannika | Ratree | Jirarat | Total |
|--|--------------|-----------|--------------|----------------|--------------|--------------|----------------|
| 1. Peer Comparison, Competition, Pressure and Self-image | 1 (-1) | 3 (-3) | 0 | 15 (-15) | 0 | 2 (-2) | 21 (-21) |
| 2. Sensitivity of perfectionism | 6 (-6) | 2 (-2) | 1 (-1) | 8 (-8) | 0 | 0 | 17 (-17) |
| 3. Confidence, Comfort and Relaxation | 6 (+1/-5) | 4 (-4) | 1 (-1) | 3 (+1/-3) | 0 | 0 | 14 (+2/-13) |
| 4. Achievement | 4 (-4) | 3 (-3) | 1 (-1) | 12 (+1/-11) | 0 | 4 (-4) | 24 (+1/-23) |
| 5.1 Circumstances related to learners | 4 (-4) | 3 (-3) | (+/-3) | 0 | 3 (-3) | 4 (-4) | 18/-17) |
| 5.2 Circumstances related to teachers/instructions | 2 (-2) | 0 | 4 (+1/-3) | 5 (+1/-4) | 6 (+1/-5) | 5 (+1/-4) | 22 (+4/-18) |

(-) growing anxiety: participants mention their experience in a negative way

(+) reduced anxiety: participants mention their experience in a positive way

The three most frequent themes which the participants mentioned are related to (a) achievement, (b) peer comparison, competition, pressure and self-image, and (c) circumstances concerned with teachers and their teaching. It can be seen that most statements related to their anxiety sources were in a negative direction.

In the interview, the participants were also asked to confirm their sources of anxiety. Details are in Table 4.18.

Table 4.18: Sources of anxiety mentioned in the interview

| Factor / Participant | Nittaya | Warit | Walai | Kannika | Ratree | Jirarat | Total |
|--|---------|-------------------------------|----------------------|---------|----------------------|-------------------|-------|
| 1. Peer Comparison, Competition, Pressure and Self-image | 1 | 1 | - | 1 | - | 1 | 4 |
| 2. Sensitivity of perfectionism | - | - | 1 | - | - | 1 (accent) | 2 |
| 3. Confidence, Comfort and Relaxation | 1 | 1 | 1 | - | - | - | 3 |
| 4. Achievement | - | - | - | 1 | - | 0 | 1 |
| 5.1 Circumstances related from learners | - | 1 (knowledge of the story) | 1 (absent-minded) | - | 1 (absent-minded) | 1 (vocabulary) | 4 |
| 5.2 Circumstances related from teacher/instructions | - | - | - | - | - | - | - |

Based on the interview data related to the sources of anxiety, the two most frequent factors which the participants mentioned belonged to two categories: (a) peer pressure and self-image and (b) circumstances related to learners.

According to the factor related to learners, Warit explained that if he did not know the story he would talk about well, he would experience anxiety.

Surprisingly, two students—Walai and Ratreer—mentioned that absent-mindedness in class caused anxiety. Jirarat thought that it is her limited vocabulary that precipitated her anxiety.

4.5.1 Peer Comparison, Competition, Pressure and Self-image:

This theme is related to two areas; peer and self-image. Firstly, the cause of anxiety is linked to peers, that is to say, language anxiety arises when learners compare themselves and/or compete with their friends. When they think that their ability is lower than friends', their anxiety level intensifies. Peer pressure can cause language anxiety too, for example, item 7 *"I keep thinking that the other students are better at languages than I am"*, and item 23 *"I always feel that the other students speak English better than I do"*. Secondly, language anxiety appears when language learners think of their self-image as it might be perceived by others. It is also about 'face-saving', for example, the FLCAS item 24 *"I feel very self-conscious about speaking English in front of other students"*, and item 13 *"It embarrasses me to volunteer answers in my English class"*.

In this study, the participants highlighted the importance of competition and comparison in both diary and interview (See Table 4.17 and Table 4.18).

4.5.1.1 Findings from the FLCAS Questionnaire:

Among the above questionnaire items in this theme (item 23, item 24, and item 13), participants rated number 23 (“I always feel that the other students speak English better than I do”) the most while the highest score of all items is item number 10. Nonetheless the item number 23 was in the 4th rank from the overall 33-questionnaire items.

4.5.1.2 Findings from the diary:

The participants noted peer pressure factor-related statements 21 times in the diaries (See Table 4.17). The source of anxiety seems to influence Kannika a lot because 15 comments were from her diary, for example;

Kannika thought that her anxiety happened because of the comparison with friends as she often described in her diary:

“I thought I was anxious because I was afraid that my answer was not good enough in comparison to others”.

(ฉันคิดว่าฉันเกิดความกังวล เพราะว่าฉันกลัวว่าคำตอบของฉันไม่ดี เมื่อเปรียบเทียบกับคนอื่น)

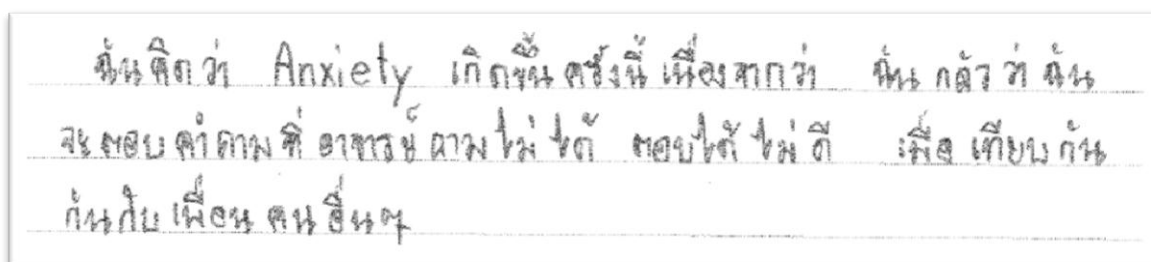


Figure 4.4 shows an excerpt from Kannika’s diary entry dated 14 August

She also explained:

“My friends could answer questions. When it was my turn, I was very nervous. My heart beat very fast. I answered the teacher in a very low voice because I did not want my friends to hear my answers. I was afraid they would tease me so I was frightened when the teacher asked us to answer individually. I thought I was anxious because I was afraid that my answer would not be good enough when compared to others.”

(..เพื่อนคนอื่นตอบได้ แต่เมื่อมาถึงตัวฉัน ฉันตื่นเต้นมาก ใจเต้นไม่เป็นจังหวะแล้ว ฉันก็ตอบไปตามที่อาจารย์ถาม แต่ฉันตอบด้วยน้ำเสียงเบามาก ๆ เพราะไม่กล้าให้เพื่อนได้ยิน กลัวเพื่อนล้อ เป็นเหตุที่ฉันกลัวมากเมื่อครูเรียกชื่อให้ตอบ ให้พูดทีละคน ฉันคิดว่าความวิตกกังวลที่เกิดขึ้นในครั้งนี้นี้ เนื่องจากว่าฉันกลัวที่จะพูดตอบออกมาไม่ดีเมื่อเปรียบเทียบกับคนอื่น)

Jirarat also mentioned the effect of peer pressure vividly in her diary:

“My friends around me watched attentively for my mistakes. There were times when I could answer the teacher’s question quickly but for some questions, it took quite some time and I had to think for a while. Then, my friends would tease me by saying something like hmm hmm... So, I was afraid to answer. I was afraid that if I made a mistake, they would laugh at me”

(สิ่งรอบข้างก็คอยจับผิด แต่คำตอบหรือสิ่งที่ออกมาจากปากหนู ทุกคำพูด เพราะ บางครั้งหนูตอบทัน บ้างไม่ทัน บ้าง ขาดไปบ้าง บางทีนั่งคิด เพื่อนชอบแซว อืม..อืม.. ประมาดนี้ ทำให้หนูไม่กล้าตอบ และหนูกลัวว่าถ้าผิดเพื่อนก็จะหัวเราะ)

Another example of peer pressure is from Warit as he illustrated in his diary;

“I observed all of my friends who had made their presentation before my turn. Many of them could speak very well. I am not good at speaking. Every time I have to speak in front of other people, I feel nervous. Today I was afraid I would not be able to speak as well as others”.

(ผมคอยสังเกตเพื่อน ๆ ที่ออกไปนำเสนอก่อนหน้าผมทุกคน หลายคนสามารถพูดได้อย่างคล่องแคล่ว และด้วยเหตุที่ผมพูดไม่เก่ง ทุกครั้งที่จะต้องออกไปพูดต่อหน้าคนหมู่มาก ก็จะเกิดอาการตื่นเต้นขึ้นมา วันนี้จึงเป็นวันที่ผมเกิดอาการนี้ขึ้นมาคือ กลัวว่าจะพูดได้ไม่ดีเหมือนคนอื่น

This excerpt shows that Warit’s’ anxiety arose while he was waiting for his turns to make a presentation he compared himself with others who had done before him.

From this study, anxiety not only arises from peer comparison but also emerges when students compare themselves with their teacher who is a native speaker of English. In one lesson in the “Public Speaking” class, the teacher of this course who is a native speaker of English showed his students an interview video clip of him. This was the reaction of a student, as written in Warit’s diary:

“His character is elegant. His speaking manner and accent are very impressive. When I compare myself with him, we are worlds apart. I think if I could do like him, that would be very good.”

(บุคลิกดูสง่า การพูดจา สำเนียงน่าฟังมาก เมื่อมาเปรียบเทียบกับตัวผมเอง คนละเรื่องกันเลย ผมจึงคิดว่า ถ้าผมสามารถทำได้แบบนี้บ้าง ก็คงจะดีไม่น้อย)

The explanation above clearly shows that peer comparison and competition have an adverse effect. It seems very critical. When the pressure from classmates affects them, they become anxious.

4.5.1.3 Findings from the interview:

In the interview, peer pressure is one of the most consistent factors which the participants came up with four out of six of them mentioning it (See Table 4.18).

Kannika reiterated in the interview that one of the major sources of her anxiety was from friends:

“I was afraid I could not answer when my teacher asked me. I was uncomfortable because my friends kept their eye on me. When the teacher asked me that question, all my friends stared at me..... I did not feel embarrassed about answering my teacher’s question but answering it in front of friends is more embarrassing.”

(หนูกลัวว่าเวลาอาจารย์ถามแล้วจะตอบไม่ได้ค่ะ กลัวสายตาเพื่อนด้วย เวลาอาจารย์ถาม แล้วเราตอบ สายตาเพื่อนจะมองมาที่เดียวกันหมดเลย.....กับอาจารย์ไม่อายนะ แต่อายเพื่อนมากกว่า)

It seems that this peer group factor is more powerful and affects her performance substantially in her language class although the teacher does not

seem to cause her any anxiety. Furthermore, she was afraid that her answer would not be good enough, implying that she also thought about her own self-image.

Another example from Warit's interview clearly shows the example of his self-image:

"I am afraid that my manner of speaking, or the way I communicate, will be judged harshly by others."

(กลัวว่า ตัวเองนี่ คือ.. กิริยาท่าทาง การสื่อสารอะไรนี่ กลัวว่าจะดูไม่ดีในสายตาคนอื่น..)

The above excerpt clearly demonstrates the issue of students' self-image. When they want to look great in the eyes of their peers and do not want to lose face, the worry about their self-image creates pressure and anxiety in their language classroom situations.

Jirarat also mentioned this point in the interview:

"It depends on my friends around me; for example, my friend will say 'it is very easy. Why can't you answer that?' This makes me think what will happen if I make a wrong answer. I am very stressed. Then, I forget what the teacher has said."

(มันขึ้นอยู่กับสิ่งรอบข้างเราด้วย เช่น เพื่อนเราจะพูด "มันง่ายจะตาย ทำไมตอบไม่ได้" มันก็ทำให้เราคิดว่า ตอบผิดละ จะเป็นไง มันก็ยิ่งเครียด เรื่องที่อาจารย์เล่ามา ก็กลายเป็นว่าเราลืม)

Jirarat's opinion illustrates a clear picture of peer pressure. She was afraid of articulating the answer because a remark from her friends could affect her. It seems that she had a negative feeling about her peers and that her companions could impact negatively on her performance, resulting in her anxiety in her language classes. Although peer pressure seems to be a big concern for

Jirarat, this factor is rated as third source of her anxiety in the interview, not as major as the other two—which are achievement and her limited vocabulary (to be discussed in the next section)

Not only is peer pressure a source of anxiety, it can also cause participants to lose their confidence. Although Kannika did not mention self-confidence when asked in the interview as her source of her anxiety, she indicated a strong link between peer pressure and her own self-confidence as she described in her diary:

“I answered the questions according to my understanding. When my classmates looked at me, I lost my self-confidence. I did not dare to answer and then I felt anxious immediately.”

(ฉันตอบตามความเข้าใจของฉัน เพื่อนในห้องก็ชอบมอง ชอบดูตอนที่ฉันตอบ ทำให้ฉันไม่มีความมั่นใจในตัวเอง ขาดความมั่นใจ กลัว ไม่กล้าตอบ..)

The comment from Kannika demonstrates how peer pressure makes her lose self-confidence and engenders anxiety. This clearly shows that her classmates put pressure on her and caused her nervousness.

4.5.1.4 Combining the data to shed light on this question

The findings from questionnaire, diary and interview suggest the importance of ‘comparison, competition among friends’ as a cause of learners’ anxiety.

Although the questionnaire item related to peer pressure was not chosen to be the first one (mean=4.31), peer pressure was mentioned the most in diary entries and interview. The findings from diary entries and interview indicated more detail than from the questionnaire, especially, it is noticeable that ‘peer pressure’ was mentioned repeatedly in learners’ diary entries. However, the

information gathered from interview clearly stresses the importance of this factor.

The findings in this section show that comparison, competition among friends as well as comparison with the native speakers of English can cause anxiety in language classes. This seems to be the most important source of anxiety for this group of students. Some participants clearly show the effect of peer comparison and pressure as their main source of language anxiety in classroom situations. Whenever they compare themselves with others, they suffer from pressure and a nagging anxiety, with a detrimental effect on their performance in the language classroom situation. Moreover, when they think about their self-image, they are filled with fear and try their best to avoid making mistakes or losing face. This creates pressure and perpetuates anxiety too.

This finding confirms those studies by Bailey (1983) and by Yan and Horwitz (2008) since they found that competition and comparison among friends leads to language anxiety.

:

4.5.2 Sensitivity of perfectionism

This theme relates to the aspiration or the quest by language learners for their command of language to be correct and perfect, as depicted in the FLCAS questionnaire, for example, item 22 *"I don't feel pressure to prepare very well for the English class,* and item 1 *"I never feel quite sure of myself when I am speaking in my foreign language class"*.

4.5.2.1 Findings from questionnaire

The results from the questionnaire items 1 and 22 which related to perfectionism are moderate, that is to say, item 1 and item 22 show the mean scores of 3.21 and 2.07 respectively.

4.5.2.2 Findings from the diary:

In this study, the students expressed their overwhelming sense of perfectionism 17 times and all of them were mentioned in negative ways which suggests that perfectionism could be the source of anxiety (See Table 4.17 and Table 4.18).

For example, in her diary Nittaya wrote:

"I was afraid that when I gave the teacher a wrong answer or a wrong word, he would criticize me"

(ฉันกลัวว่า ฉันพูดผิด แล้วอาจารย์จะว่าฉัน)

A rectangular box containing a handwritten Thai sentence in black ink. The text is written on a set of horizontal lines, with the top line being a dashed line. The handwriting is cursive and somewhat slanted to the right. The text reads: "ฉันกลัวว่าฉันพูดผิด แล้วอาจารย์จะว่า".

Figure 4.5 shows an excerpt from Nittaya's diary entry dated 27 July

She commented that this feeling exerted pressure on her. It seems that she would like to bring her speaking skill to perfection; in other words, she is a perfectionist. Another comment made by her is:

"I think my anxiety arises from my worry about my paper work. Is it good enough? Does it need a lot of revision?"

(ฉันคิดว่า ความวิตกกังวลเกิดจาก การที่กังวลว่า งานเขียนของเราออกมาดีหรือเปล่า ต้องแก้ไขเยอะไหม)

The above statement shows that she experienced anxiety because she would rather have faultless paper work. Not only was she worried about her paper work, but she was also concerned with her English written script which she composed for the role play, as emphasized in her diary. She described how her anxiety emerged as follows:

"My anxiety arose from my worry. I was afraid that I would not perform well. Then I forgot my lines"

(ฉันคิดว่า **anxiety** ของฉันเกิดจากความวิตกของฉัน ว่าฉันจะแสดงไม่ดี...จนลืมบทไปเลย)

The above excerpt confirms that she would like to have a great performance which means that she is a perfectionist.

Kannika also mentioned perfectionism many times, for example;

"I think my anxiety arises because I am worried that I cannot answer the question and I am afraid my answer is not good"

ฉันคิดว่า **anxiety** เกิดขึ้นครั้งนี้ เนื่องจาก ฉันกลัวว่าฉันจะตอบคำถามที่อาจารย์ถามไม่ได้ กลัวตอบได้ไม่ดี

The excerpt from Kannika affirms the clear point of perfectionism that cause her feel anxious.

4.5.2.3 Findings from interview:

Jirarat is also a perfectionist. She stated about this issue in the interview:

“When I answer questions, I am afraid that my answers are wrong. And although most of my answers may be right or correct, still my accent is not the same as the native speaker’s”

(เวลาที่ตอบ เรากลัวจะผิด ซึ่งบางครั้งมันอาจจะถูก แต่สำเนียงเราไม่เหมือนเขา)

Jirarat was worried that her accent may lead to her answers being misconstrued as incorrect. This implies that she was aware of her sense of perfectionism about her accent. She seemed to think that if she has a perfect accent like a native speaker, her message will not be misunderstood.

Walai also stated that perfectionism is a source of her anxiety. She is another participant who would like to be perfect as she mentioned in the interview:

“...it is because I am nervous and I think my ability is not good enough”

(เป็นเพราะว่าเราตื่นเต้น และคิดว่าความสามารถของเราไม่เพียงพอ)

These excerpts show that learners’ anxiety in their language classroom situation arises from their quest to be perfect and to answer questions correctly; hence, their worry about the possibility of making mistakes. Moreover, their accent is another element which may contribute to their perfectionism.

4.5.2.4 Combining the data to shed light on this question

The information gained from the questionnaire reveals that perfectionist learners experienced anxiety although the mean scores of these items were not as high as the ones of the items in the comparison-with-peers category. The findings from both diary and interview, which were instruments used to gather deeper information, can shed light on the result from the questionnaire that perfectionism is another source of language learners' anxiety. Based on their diary entries, their drive for perfectionism seems to derive from their fear of failure and error they might make. Therefore, these students were caught in the state of self-doubt in which they were not comfortable with their class activities. They were too conscious of their task and they prepared too hard to achieve perfection to the point that they were no longer at ease with themselves. In other words, they were out of their comfort zone. The diary entries and the interview sessions helped me to understand the causes behind their perfectionism.

4.5.3 Confidence, Comfort and Relaxation

This theme involves the situations and the learners' feelings that contribute to language anxiety. Anxiety appears when learners have no or low self-confidence. Alternatively, anxiety will ebb when learners are more relaxed and have higher self-confidence.

4.5.3.1 Findings from the FLCAS questionnaire:

According to the FLCAS questionnaire, item 32 (*"I would probably speak in the English class"*) seems to fit in this theme. The mean score of this item is 2.64;

therefore, it suggests that the students in this study did not always feel confident or comfortable when they spoke in the English class.

4.5.3.2 Findings from diary:

Participants mentioned their anxiety related to their self-confidence 14 times in their diary entries. However, it was not always negative because the participants stated that there were moments when they gained self-confidence (2 instances) while the rest of their diary entries contained a lack of confidence or anxiety (12 times).

With regard to self-confidence in a positive light, Walai commented in her diary:

“..Every time I can answer his question, I feel my self-confidence increases. But in contrast, if I give a wrong answer, I will lose my self-confidence”.

(..ทุก ๆ ครั้งที่ฉันตอบคำถามอาจารย์ได้ ฉันจะรู้สึกมั่นใจ แต่ตรงกันข้ามเมื่อฉันตอบคำถามผิด ฉันจะรู้สึกไม่มั่นใจ และอาจารย์ก็จะถามคำถามเดิม ย้ำเสียงดังขึ้น ฉันก็สั่น และพูดติดขัด จนอาจารย์ทรมานไม่ได้ ต้องเฉลยคำตอบเอง)

On the other hand, self-confidence is boosted when students can answer questions. Here is an excerpt from Kannika's diary:

“..Because I could answer my teacher's question, I was very happy. Then, the feelings of panic, cold hands and body shivers disappeared and I could not perceive them. It is because of my fear that I am unable to answer, I lack self-confidence and thus I cannot answer.”

(..เพราะฉันตอบได้ เวลาที่อาจารย์ถาม ฉันดีใจมาก ความตื่นเต้น ใจสั่น ตัวเย็น มือเย็นก็จะหายไป จากความรู้สึกของฉัน เพราะความกลัวที่จะตอบไม่ได้ ไม่มั่นใจในตัวเอง เลยทำให้ฉันตอบไม่ได้ ...)

Reflections in their diary entries also reveal their lack of confidence in relation to their anxiety. Nittaya mentioned it in her diary:

“I think my anxiety arises from my panic and the thought that I will not be able to do it. Then I feel embarrassed and cannot give a good presentation.”

(ฉันคิดว่า anxiety เกิดขึ้นจากความตื่นเต้น และการคิดว่าเราทำไม่ได้ จนเราประหม่า เลยทำให้เรานำเสนองานหน้าห้องได้ไม่ดี)

She believes that her anxiety arises because she thinks she cannot do that task. This implies that she has no confidence about her own ability.

The comments from both Walai and Nittaya show the relationship among anxiety, low self-perception and self-confidence. If they have self-confidence, the anxiety diminishes. In order to increase self-confidence, it is necessary for the learners to feel confident that they can answer questions in class. Another way to increase self-confidence and reduce anxiety will be explained further in strategies learners used to cope with FLA (4.7).

4.5.3.3 Findings from interview:

According to the interview, when participants were asked about the source of their anxiety, 3 out of 6 (Table 4.19) explained that the source of their anxiety was their low self-confidence.

Walai indicated this issue in her diary entry. I asked her again in the interview to make sure whether she really referred to lack of confidence. She did confirm that the first and major source of her anxiety was her self-confidence because she thought that her ability was not good enough. It seems that language learners develop a higher self-confidence when they can answer questions comfortably. However, they will lose confidence if they cannot give a right answer. This implies that when learners consider themselves as imperfect or when they perceive themselves to lack certain abilities, that is to say, when they have low self-esteem, their confidence will suffer, leading to anxiety.

Here are more examples from Warit and Nittaya who stated: :

“The main cause for me is that I am not self-confident.” (Warit)

(หลัก ๆ นี้คือ ไม่มั่นใจในตัวเอง)

*“The source of my anxiety is I have no self-confidence or something like that”
(Nittaya)*

(สาเหตุของความวิตกกังวลของตัวเองคือ ความไม่มั่นใจในตัวเอง ประมาณนั้นค่ะ)

These excerpts show that they experienced anxiety when they thought they have no self-confidence. Nittaya also added in the interview:

“When I have a presentation in front of the class, I have no self-confidence at all. I am anxious all the time.”

(เวลาออกไปพูดหน้าห้อง หรือนำเสนองาน จะไม่มั่นใจในตัวเองเลย แต่จะกังวลตลอดเวลา)

The above comment from Nittaya clearly shows that when language learners have no self-confidence, anxiety arises. It unquestionably affects the performance and achievement in a detrimental manner.

Below is a part of interview with Walai:

Interviewer : *What do you think is the source of your anxiety?*

(หนูคิดว่า anxiety ที่เกิดกับตัวเองนี้ เกิดจากสาเหตุอะไร)

Walai : *It is because I am nervous and I think my ability is not good enough.”*

(เป็นเพราะว่าเราตื่นเต้น และคิดว่าความสามารถของเราไม่เพียงพอ)

Interviewer : *So your anxiety arises because first you think you..*

(อาการกังวลที่เกิดขึ้นมานี้ เนื่องจากว่า หนึ่งคิดว่าตัวเอง..)

Walai : *Lack self-confidence*

(ไม่มั่นใจ)

Interviewer : *Lack self-confidence. And you think that your ability is not good enough?*

(คือไม่มั่นใจในตัวเอง คิดว่าความสามารถตัวเอง ไม่เพียงพอ)

Walai : *Yes. (ค่ะ ยังไม่ถึง)*

Walai’s account is one example of low confidence as a source of anxiety. Her statement above and her comment from the interview show that Walai has no self-confidence of her own ability in the language she studied. So, she was

anxious in the language classroom situation. It seems that having low self-esteem leads to a lack of self-confidence and engenders anxiety.

In sum, self-confidence is an important factor which can provoke anxiety in language learners. There is a clear link among self-esteem, self-confidence, and anxiety. Once anxiety arises, it invariably has an adverse impact on performance in their language classroom situations.

4.5.3.4 Combining the data to shed light on this question

The result from questionnaire relating to this circumstance does not seem so high when it is compared to other factors, but results from learners' diary entries and from the interviews reveal more details of this factor. The information from both diary and interview do support each other. That is to say, language learners in this study experience anxiety caused by their lower level or lack of self-confidence. It is worth mentioning that their anxiety is not always permanent because when they can answer the questions, their level of confidence will increase, leading to their comfortable feeling within the classroom.

4.5.4 Achievement

This theme relates to the accomplishment in their language learning. FLCAS items related to this are item 10 "*I worry about the consequences of failing my English class*", and item 25 "*Language class moves so quickly I worry about getting behind*". However, it also means the ability to answer questions correctly in this current study. Furthermore, there are some issues related to achievement but they are from external circumstances. Thus, I split this topic

into 2 sub themes: (1) achievement related to academic performance, and (2) achievement pressured from external situation.

4.5.4.1 Achievement related to academic performance

4.5.4.1.1 Findings from the diary:

Participants mentioned the achievement as a source of anxiety the most, that is to say, it was mentioned 24 times in participants' diary entries. Kannika wrote this quote in her diary, implying that her anxiety is related to her academic performance and achievement.

“I thought I experienced anxiety this time because I was afraid that I could not answer the questions the teacher asked me.”

(ฉันคิดว่า **anxiety** ที่เกิดขึ้นครั้งนี้ เนื่องจากฉันกลัวว่าฉันจะตอบคำถามที่อาจารย์ถามไม่ได้)

Kannika mentioned her anxiety about not being able to answer questions many times in her diary. This means that she experienced language anxiety in class because she viewed her academic performance as her achievement.

Another sample is from Warit's diary:

“Before the speaking test, I feel excited, my heart beats fast because I am afraid I will forget what I am going to say”

ก่อนถึงเวลาสอบพูด ผมรู้สึกตื่นเต้นเล็กน้อย หัวใจเต้นเร็ว เพราะกลัวว่าจะลืมเนื้อหาที่จำมา

The above excerpt shows that Warit were anxious because he worried he would forget his statement. This reveals that he think of the achievement.

4.5.4.1.2 Findings from the interview:

Kannika was the only one participant who mentioned this issue in her interview.

“I do not want to answer. I am afraid my answer is not correct”.

“ไม่กล้าตอบค่ะ กลัวผิด “

For Kannika, the achievement is one of the anxiety sources in her language learning situation.

4.5.4.1.3 Combining the data to shed light on this question

The result from FLCAS questionnaire shows that the anxiety caused from failure of students' courses as in the questionnaire item 10 was chosen the most (mean = 4.31). According to the information gathered from participants' diary entries, the source of anxiety mentioned the most is the achievement. It was stated 24 times. Five participants (except Ratre) mentioned this topic. Kannika is the one who stated this issue the most, 12 times out of 24 times. In relation to the interview findings, only Kannika mentioned this problem.

The findings from questionnaire and diary seem to support each other. The information from the interview shows that achievement probably was the major source of anxiety Kannika experienced because she was the only one who did not forget to mention it in the interview.

4.5.4.2 Pressure of achievement from external situation.

4.5.4.2.1 Findings from the diary:

Jirarat was anxious in language class because of the external pressure from her mother who has high expectation on her. She commented in her diary:

“I am anxious because I am afraid I cannot fulfill my mother’s wish. I think it is too hard because my mother would like me to study abroad”

(อาการ **anxiety** มากที่สุดคือหนักกลัวว่า หนูจะทำในสิ่งที่แม่หวังไม่ได้ เพราะหนูคิดว่ามันยากเกินไปสำหรับหนู มันคือการศึกษาต่อที่เมืองนอก)

4.5.4.2.2 Findings from the interview

Jirarat was asked in the interview to confirm her external factor as she mentioned in her diary. She did confirm it in her interview.

“The most worrying issue is that I cannot get a good mark.”

(สิ่งที่กังวลมากที่สุดคือการทำคะแนนได้ไม่ดี)

Achieving good marks in English courses was her goal as she commented in the interview. In order to further the study abroad, she has to be very good at this foreign language and many language courses. As a result, she was worried about it.

4.5.4.2.3 Combining the data to shed light on this question

The findings from both Jirarat’s diary and her interview were in the same way. The achievement pressure from external situation can also cause language learner’s anxiety in their classroom situation.

Achievement is another factor that can cause language anxiety for learners in their language classroom situation. No matter where the goals of achievement originate— themselves, or others—when their goal is too high, this can lead to their anxiety in language classroom situation.

4.5.5 Other circumstances

Based on the qualitative data from the diary and the interview, other circumstances which cause language learners' anxiety were evident. I will categorize them into two groups – (1) from language learners and (2) from language teachers and their instructions

4.5.5.1 Circumstances related to language learners

Some sources of language anxiety are inherent in learners themselves. The following items are from the qualitative data – diary and interview.

4.5.5.1.1 Absent-mindedness and poor concentration

Absent-mindedness is another source of language anxiety. This item is evident at least among 2 participants from year 2.

(1) Findings from the diary:

Ratree commented in her diary when the teacher asked her to answer the story she had just been told:

“I was frightened and panicked when the teacher pointed to me and asked me to tell the whole story he taught today. I thought I suffered from anxiety today because I was absent-minded, I thought of something else. I forgot I was studying at that time. I could not retell the story and when the teacher asked me, my anxiety emerged at that time.”

(ฉันรู้สึกตกใจ ใจสั่น และตื่นเต้นในขณะที่อาจารย์ชี้มาทางฉัน เพื่อให้ฉันเล่าเกี่ยวกับเรื่องที่สอนในวันนี้ ทั้งหมด การเกิด **anxiety** ในครั้งนี้ก็เนื่องจากดิฉันคิดอะไรไปเรื่อยเปื่อย จนลืมว่าตัวเองกำลังเรียน ทำให้ดิฉันปะติดปะต่อเรื่องไม่ถูก เมื่ออาจารย์ถามก็เกิดอาการ **anxiety** ขึ้น)

Ratree mentioned her absent-mindedness 3 times in the beginning of her diary.

Walai is another one who made a similar comment in her diary:

“There were times when I did not concentrate. I thought of something else while studying. Thus, I could not answer my teacher’s question”.

(บางครั้งฉันไม่ค่อยมีสมาธิ เรายก๊แอบคิดเรื่องไม่เป็นเรื่องในขณะที่เรากำลังเรียนอยู่ เลยทำให้ฉันตอบคำถามของอาจารย์ไม่ได้)

The above excerpts from Ratre and Walai imply that absent-mindedness causes them anxiety. Another implication, I think, is possibly that learners’ absent-mindedness happens when they have no active task to participate in because they are only listening to a story. If the story is long, learners will lose their concentration easily and then they will become absent-minded.

(2) Findings from the interview

The same participants Ratre and Wilai also mentioned this issue in the interviews.

Ratre mentioned it when the teacher asked her to retell a story:

“I could not catch the part of story which I did not concentrate on”

(มันจับไม่ได้ล่ะคะ แต่ตอนที่ไม่ได้ฟัง จะจำไม่ได้อยู่ช่วงนึง)

Walai also confirmed in the interview that apart from self-confidence, the second major source of her anxiety is from her absent-mindedness:

“There were times when my mind wandered. When the teacher asked me, I did not know how to start”

(บางทีเราใจลอย คิดไปเรื่องอื่น พอได้ยินอาจารย์ให้ตอบคำถาม เราก็ไม่รู้จะเริ่มยังไงล่ะคะ)

(3) Combining the data to shed light on this question

These students who had absent-mindedness in this study were in the same class in year 2. Absent-mindedness, therefore, can cause anxiety and influence their performance in language class. The findings from both diary and interview

can confirm that these two participants did experience anxiety because of the absent-mindedness.

Absent mindedness is a source of anxiety which does not seem to be recognized in the literature. However, in the FLCAS questionnaire answers to item number 6 *“During English class, I find myself thinking about things that have nothing to do with the course)* may include this factor.

4.5.5.1.2 Being late for class

The other factor which is mentioned by language learners in this study is that being late in class can cause anxiety. According to this issue, only Jirarat stated this in her diary while no one mentioned it in the interview.

(1) Findings from the diary:

Jirarat commented in her diary:

“Today I was very anxious because it rained hard and I was late for class. I did not understand what the teacher said at all”

(วันนี้หนูมีอาการ **anxiety** มากค่ะ เพราะว่าไหนดฝนจะตก ทำให้หนูไปเรียนสาย แล้ว หนูยังเรียนไม่รู้เรื่องค่ะ)

Being late for class caused anxiety for Jirarat because she missed some part of the story which the teacher told to students in the ‘Listening and Speaking 2’ course. As she did not understand the lesson, no doubt she experienced anxiety.

4.5.5.2 Circumstances related to language teachers and their instructions

Language anxiety sometimes happens because of language teachers and their instructions. Based on this current study, several participants mentioned this issue which I have divided into different topics.

4.5.5.2.1 Long or complicated instruction/ story

The comments from this factor were from participants in year 2. They were studying Listening and Speaking 2 at the time of this research. The course details were mentioned in section 4.3. When the teacher told a story, for example, a story of one family and one horse, students had to pay attention to the whole story, understand, and remember it in order to be able to answer questions or narrate the whole story again.

(1) Findings from the diary:

Ratree made four comments about the situation in class when the teacher told long stories, or asked her to narrate the whole story again when she had just let her mind wander in classroom. This of course led to her anxiety. This excerpt is taken from her diary:

“I was worried about what the teacher teaches because the stories the teacher tell students keep getting longer and longer every lesson. Today when the teacher started the story, I also started to let my mind wander and gaze into space.”

(ฉันรู้สึกกังวลใจ เกี่ยวกับเรื่องที่อาจารย์สอนเพราะว่าเรื่องเริ่มยาวขึ้นทุกวัน เมื่ออาจารย์เริ่มเล่าเรื่อง ดิฉันก็เริ่มเหม่อลอย)

According to Ratree, it seems that she was anxious when she was asked questions that she could not answer because of her absent-mindedness. And the reason why she was absent-minded is because of the long story told by the teacher. It seems that both absent-mindedness and teacher’s long story are related to each other.

Jirarat also has a comment about this issue in her diary:

“Each time of the test, I am worried that I cannot remember the story. This makes me stressed and forgets that story”

(เวลาสอบแต่ละครั้ง ทำให้รู้สึกกระแวง กลัวว่า จะจำเรื่องนั้นไม่ได้ มันจะทำให้เรากลัว แล้วลืมเรื่องนั้นไปค่ะ)

Regarding this situation, Walai described in her diary:

“Everybody in class was really frightened for the question ‘Tell me the story’ because this meant we had to tell the whole story that the teacher had just told the class. The one who was asked to tell the story would experience anxiety, especially me and my friends who sat near me.”

(ทุก ๆ คนในห้องจะกลัวคำถามที่ว่า “Tell me a story” มาก เพราะ นั่นหมายถึงว่าเราจะต้องเล่าเรื่องที่อาจารย์เล่าให้เพื่อนๆ ฟัง และคนที่เล่ามักจะเกิดอาการ **anxiety** มาก ๆ เลย โดยเฉพาะ ชั้นและเพื่อนข้างๆ หลายคน)

Learners experienced anxiety in this course when they listened to a long story because they were worried that they could not remember the story and then they would not be able to answer the questions and to narrate the whole story again.

(2) Findings from the interview

In the interview, Walai and Ratreem mentioned this factor. Below is the comment from Walai:

“Most of the times, when Teacher XX asks students a question, he will say ‘tell me a story’...”

(ส่วนมาก อาจารย์ XX เวลาถามคำถาม จะบอกว่า Tell me a story..)

Walai also confirmed in the interview that the third source of her anxiety was from her absent-mindedness which was probably caused by her teacher’s detailed explanation. And in this case, it is because of the activity in the class when the teacher told a long story

(3) Combining the data to shed light on this question

According to this issue as a source of anxiety, students who mentioned this factor were from the same class. Three out of four wrote this factor in their diary entries. Two participants from this group mentioned it again in the interview. The results from both diary and interview show that that listening to a long story and trying to remember the whole story will cause anxiety and/or at the same time the students may lose their concentration on the long story. When they experience anxiety, it will affect their concentration, understanding, and also their achievement. Furthermore, findings from both diary and interview are in the same line and shed light on this factor as one of the sources of learners' anxiety.

4.5.5.2.2 Unfamiliar vocabulary/ unfamiliar topic

Unfamiliar vocabulary or difficult vocabulary was mentioned as another source of students' anxiety because students think that they will not understand the story if there are unfamiliar words;

(1) Findings from the diary:

Ratree described in her diary:

“When the teacher asked me using unfamiliar words, I was frightened and shuddered”

(เมื่ออาจารย์ถามโดยใช้คำศัพท์ที่ไม่คุ้นเคย ทำให้ฉันรู้สึกตกใจ สະดุ้ง)

This statement shows that Ratree was anxious about unfamiliar vocabularies.

Similarly, Jirarat commented in her diary:

“Today I was confused because of the expressions the teacher used.”

(วันนี้ เป็นวันที่หนูสับสน เพราะศัพท์ที่อาจารย์สอน)

Another example is about unfamiliar topics as Warit commented in his diary:

“The exciting thing came to my life again when my teacher in the Public Speaking class assigned me to talk about the topic which I haven’t had any experience about before. It seemed to be difficult. The task I mentioned is a Talk Show.”

(สิ่งที่น่าตื่นเต้นได้มาเยือนผมอีกแล้ว เมื่ออาจารย์ผู้สอนวิชาการพูดในที่ชุมชนของผม ได้มอบหมายงานเกี่ยวกับการพูดที่ผมไม่เคยพูดมาก่อน และดูเหมือนจะเป็นการพูดที่ดูยาก งานที่ว่านี้คือ Talk Show)

Warit was worried because he was inexperienced in the topic given by his teacher. He felt anxious in his language classroom. Generally, students will experience more anxiety if they think the task or the course they are going to do are difficult, as Kannika commented in her diary:

“I was frightened. My heart beat fast I had sweat on my palms when I studied this course. I felt this course was difficult for me....but in fact, it was not difficult It was just that I worried so much that I did not want to answer”

(ฉันรู้สึกตกใจ หัวใจเต้นไม่เป็นจังหวะ เหงื่อไหลที่ฝ่ามือ ตัวสั่น มือเย็น เวลาเรียนในวิชานี้ ฉันรู้สึกว่าฉันอยากสำหรับฉัน ..แต่ความจริงมันไม่ได้ยากเลย แค่เรากลัวจนไม่กล้าตอบ...)

Kannika seems confused in what she wrote. At first, she felt uneasy to learn this course because she thought this course was difficult for her. Later, she said that perhaps it was not difficult but she just experienced anxiety. She refused to answer or she was not willing to answer just because she worried too much.

(2) Findings from the interview

This statement made by Jirarat from her interview is an example of how unfamiliar words can make learners worried in their class. She also made a comment about her teacher's accent:

“Listening to the native speaker teacher when I normally study English with Thai teachers is not something that I am familiar with. His accent is also unfamiliar to me. I am confused with the language and the words he uses.”

(การฟังสำเนียงอาจารย์ ซึ่งปกติเราจะเรียนกับอาจารย์คนไทย จึงทำให้ไม่คุ้นกับสำเนียงอาจารย์เจ้าของภาษา จะงง กับภาษาที่อาจารย์พูด กับคำพูด)

In other words, Jirarat was anxious because she did not understand what the teacher said which was due to her lack of familiarity with his native English accent and his unfamiliar expressions.

(3) Combining the data to shed light on this question

Findings from diary entries and interviews confirm that language learners' anxiety arises when they experience difficult tasks and unfamiliar topics or vocabulary or they find that the course is difficult because they probably think that these elements will obstruct their understanding, resulting in their inability to answer questions or to understand lessons. This feeling of difficulty in understanding lessons appeared rather high as noted in the FLCAS questionnaire item 4 *“It frightens me when I don't understand what the teacher is saying in the English Class.”* (Mean = 3.33).

It seems that participants believe they will not understand the lesson if their teacher uses unfamiliar vocabulary or unfamiliar topics. They just feel worried by the unfamiliarity.

4.5.5.2.3 Individual answer

Most students are anxious when they have to give an answer individually in their class. According to this factor, participants commented on it only in the diary entry.

(1) Findings from the diary:

Ratree made a comment about answering a question individually.

“I feel frightened, shuddered, and forgot the answer although I knew what the answer was when my teacher asked students to answer the question one by one”

(ฉันรู้สึกตกใจ ตัวสั่น สะดุ้ง ลืมคำตอบ ทั้งๆ ที่รู้ว่าคำตอบคืออะไร เมื่ออาจารย์ถามคำถามเป็นรายบุคคล)

This finding emerged from the qualitative data. It is from their daily classroom situation which may be more specific to the group of students in this culture who are concerned with face-saving, that is to say, they do not want to lose face if they cannot give the correct answer. Answering questions individually seems to be risky in a situation which involves a face saving culture.

4.5.5.2.4 Video recording

There was only one participant, Nittaya, who mentioned this issue in the diary.

(1) Findings from the diary:

Nittaya, from year 3, explained that video recording caused her anxiety.

“The teacher liked recording video. I was afraid I made mistakes and when it was viewed by other friends. What would happen?”

(อาจารย์ชอบอัด วิดีโอ และหนูกลัวว่า ถ้าหนูทำผิด และมีเพื่อนดู แล้วจะเป็นยังไง)

Although video recording is useful as a part of learning and teaching in language classrooms because it is one of the ways to know students' progress and for marking, this activity can lead to learners' anxiety too. Video recording can cause anxiety for language learners because they may feel embarrassed to be in front of a camera, and worry about making mistakes. There is also a connection among perfectionism, peer pressure, and face-saving. As a result, being videoed, for language learners, is one of the sources of anxiety which emerge in the language classroom.

4.5.5.2.5 Submission deadline

There were two participants in year 3 who mentioned this point in their diary entries.

(1) Findings from the diary:

The deadline for submission is one of the factors which causes language learners' anxiety. Nittaya described in her diary when she had a commercial script lesson on Tuesday. She learned how to write a script and a storyboard.

Then the teacher asked students to make a commercial advertisement video and submit it on Friday that week, that is to say, she had only 3 days to finish it.

Nittaya was worried because she thought she would not finish it by the submission date:

"I was very worried because it would take a long time to make a video. And we had to edit and cut it. I was afraid I would not be able to submit it in time, this Friday."

(ฉันคิดว่า **anxiety** เกิดมาจากวิตกกังวลของตัวเอง เพราะฉันคิดว่าการทำ วิดีโอ นั้นต้องใช้เวลานานๆ จึงจะตัดต่อได้ ฉันกลัวว่าจะส่งไม่ทันในวันศุกร์นี้)

Similarly, Warit made this comment in his diary:

“At first, I was very worried. I thought there was not enough time. I was afraid I would not finish this task in time”

(ตอนแรก กังวลใจมาก เพราะคิดว่าเวลาในการทำน้อยเกินไป กังวลว่าจะไม่เสร็จทันเวลา)

Both students were anxious because they were afraid they would not accomplish their given tasks. Although these statements may refer to language learners' anxiety about their achievement, it also emphasises the task submission deadline which causes learners' anxiety when they realise that they will not be able to finish their tasks in time. It is possible that they may not have a good mark if they submit their tasks late.

In relation to data from diary entries and interview, the information from these two instruments emerged in the same way and supported each other.

However, interview data gave more details.

In summary and to answer the research question about the sources of anxiety, all sources of anxiety mentioned above supported by questionnaire data and by the qualitative data from diaries and interviews.

As stated in the participants' diary, the most frequently mentioned source of their anxiety is related to their course achievement. The second most mentioned source of anxiety is related to peer-pressure and self-image while the third most mentioned source of anxiety refers to circumstances related to teachers and their instruction. According to the interview, it was found that peer-pressure and self-image and circumstances related to learners were the most frequently mentioned as their sources of anxiety. The second one was their self-

confidence, comfort and relaxation while perfectionism and achievement were mentioned as the third and the fourth most stated factors.

Interestingly, peer-pressure and self-image was the source of anxiety which was mentioned as the first and the second most mentioned highly anxiety-provoking factors from both interviews and diary. However, it seems that all sources of language anxiety can be associated with 3 main groups, which are learners, teachers, and instructional practice. These participants' sources of anxiety seem to have some connections to one another. To illustrate, peer pressure is related to self-confidence and comfort.

4.6 EIC students' feelings while experiencing FLA

This section answers Research question 2, which is: *What are EIC students' feelings while experiencing FLA?* In this section, I deal with the feelings and the symptoms of language learners while experiencing foreign language anxiety.

Some feelings and symptoms are covered in the FLCAS questionnaire, for example, item number 3 *"I tremble when I know that I'm going to be called on in the English Class"*, item number 12 *"In English class, I can get so nervous I forget things I know"*, and item number 20 *"I can feel my heart pounding when I'm going to be called on in class"*.

The findings are based on the diary and interview data. I shall divide the information into 2 factors as shown in Figure 4.2: (1) anxiety manifested as physical and emotional symptom; and (2) performance reaction.

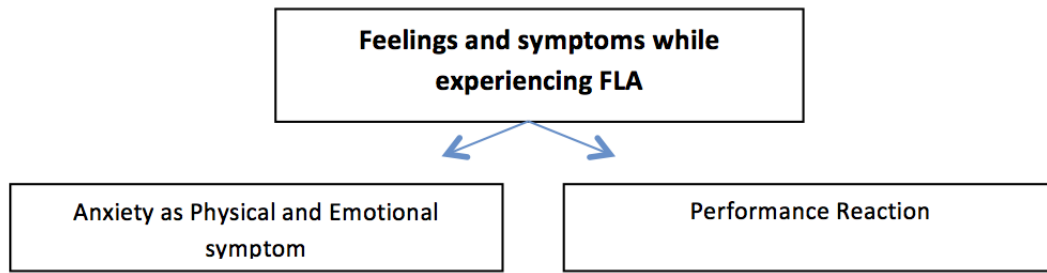


Figure 4.6: Feelings and symptoms while experiencing FLA

4.6.1 Anxiety as Physical and Emotional symptoms

The anxiety manifested as physical symptom happens to parts of body when language learners experience anxiety while the emotional symptom deals mainly with feelings. The participants mentioned the physical symptoms they experienced when they were in their language class in their diaries and interview,

The examples below illustrate that the participants mentioned in their diaries and interview, both physical and emotional symptoms. They sometimes mentioned two distinct types of symptoms together, namely the physical and the emotional symptoms. The pounding heart, excessive sweatiness, shaking, shortness of breath, or hot and cold flushes are physical symptoms related to anxiety. These physical symptoms are experienced by learners who experience language anxiety. However, the participants also experienced the feeling of apprehension, fear, dread, fright, and nervousness. These symptoms belong to the emotional category.

4.6.1.1 Findings from the diary:

Nittaya, the fairly anxious participant, expressed in her diary the situation in one lesson:

“I was very nervous. My hands and feet were very cold when the teacher was going to call a student’s name to make a speech in front of the class. And when he called my name, I felt a lot more nervous”.

(ฉันตื่นเต้นมาก มือและเท้าเย็นมาก ในตอนที่อาจารย์กำลังจะเรียกชื่อให้ออกไปพูดหน้าห้อง และในตอนนั้นเองที่อาจารย์ได้เรียกชื่อฉันขึ้นมา ฉันยิ่งตื่นเต้นเข้าไปอีก)

Kannika expressed similar symptoms of the uneasiness while studying in her language class. She mentioned in her diary these symptoms every time she had a class; in her diary there were 11 accounts of these symptoms out of her 11 records, such as the following:

“I was nervous, frightened, and my heart beat faster every time I studied this course. My body was cold like an ice. I had sweat on my palms”

(ฉันรู้สึกกังวลใจ ตื่นเต้น ตกใจ กลัว ใจสั่น มือเย็นทุกครั้งที่เราเรียนวิชานี้ ตัวของฉันเย็นเหมือนน้ำแข็ง ที่ฝ่ามือมีเหงื่อเล็กน้อย)

It seems that Kannika experienced considerable anxiety in her language learning class because she wrote down her anxiety every time she studied.

Likewise, Ratre described her physical response in her diary:

“I was panicked. My heart beat faster when the teacher started telling the story”

(ดิฉันเริ่มรู้สึกตื่นเต้น หัวใจเต้นแรง เมื่ออาจารย์เริ่มเล่าเรื่อง)

Warit, the only male and slightly anxious participant, stated in his last record in his diary that:

"I was a bit nervous. My heart beat fast."

(ผมรู้สึกตื่นเต้นเล็กน้อย หัวใจเต้นเร็ว)

When language learners experience language anxiety, they had these physical symptoms in relation to their anxiety. It is noticeable that the fairly anxious learner and the slightly anxious learner had the symptom of anxiety.

4.6.1.2 Findings from the interview

Nittaya also mentioned in the interview that she experienced anxiety in her language class:

"when I experience anxiety, first, my hands are very cold. They are quite cold. My face is hot. I don't know how these symptoms happened but my face is hot yet my hands are cold."

(เวลาเกิด **anxiety** หนึ่งเลยคือ มือเย็นมาก เย็นอย่างมาก และหน้านี้ ร้อนผ่าวเลยคะ ไม่รู้เหมือนกันว่ามันเกิดจากอะไร แต่หน้านี้ร้อน แต่มือจะเย็น)

Ratree stated in the interview:

"My hands shake. I feel a little bit irritated."

(มือไม้สั่น หงุดหงิดเล็กน้อย)

One of Ratree's symptoms is irritation. She would sometimes feel irritated as part of her anxiety in the classroom.

Another example from Jirarat who expressed her feeling in the interview is as follows:

"I just sit there, confused, and don't know what to do next."

(เราจะนั่ง งง)

She said that the above symptoms appeared when the teacher asked her questions.

Kannika's interview account confirmed that she experienced anxiety every time she studied this 'Listening and Speaking 2' course and she mentioned her symptoms:

"I'm panicked and scared. I trembled. My body was cold."

(ฉันตื่นเต้น และกลัว สั่นไปหมดเลย ตัวก็เย็น)

4.6.1.3 Combing the data to shed light on this question

In the diary, all participants except for Walai and Jirarat mentioned these symptoms but when they were asked in the interview Walai stated that she had physical and emotional symptoms while Jirarat mentioned only emotional symptoms.

However, the information emerged from the interviews clearly affirms the details from participants' diary entries. Kannika mentioned the anxiety symptom on her diary entries every time she attended this course. She accepted in the interview that those symptoms happened to her constantly.

The physical and emotional symptoms often happen among most language learners who experience language anxiety. These were rather common amongst language learners in this study too.

The physical symptoms can be visible but the emotional symptoms may hardly be noticeable by others. The participants' account of their emotional symptoms

is interesting and language teachers should be aware of this because it may not be clearly evident while their students are experiencing anxiety. Also, when learners experience both physical and emotional symptoms, they certainly suffer from an uncomfortable situation. How then can they learn a language well if they are not in a stable, secure and calm inner state of feeling?

4.6.2 Performance Reaction

This part deals with how performance reaction relates to language anxiety.

According to the FLCAS questionnaire, some items showed this performance reaction; for example, item 12 *“In English class, I can get so nervous I forget things I know”*. The participants in this study also had these reactions while they were anxious in their language classroom.

4.6.2.1 Findings from the diary:

According to performance reaction happened while learners experience language anxiety, Nittaya commented in her diary:

“I could not stop this nervousness, and finally I forgot my lines.”

(ฉันทนความตื่นเต้นไม่ไหว จนฉันลืมบทที่จะพูดขึ้นมา)

Similarly, Warit had this note in his diary about his performance reaction when he experienced anxiety:

“Sometimes, I experience anxiety without my awareness. I speak too fast, or sometimes I forget my words, or the sentences I have prepared.”

(อีกความรู้สึกที่ตรวจพบคือ บางครั้งเราเกิด **anxiety** ขึ้นมาโดยเราไม่รู้ตัว เช่นพูดจาเร็วเกินไป หรือในบางครั้ง ลืมคำ ลืมประโยคที่เตรียมมา ทำให้เกิด **anxiety** ขึ้นมาอย่างกะทันหัน)

From the above statement, it seems that Warit's anxiety emerged without him being aware of it. After he spoke too fast and forgot what he had already prepared to say, he then realized that he was experiencing anxiety

Likewise, Kannika noted in her diary:

"I was very nervous. When I answered, I answered without confidence, with a very low voice. I was afraid to say or to answer"

(ฉันตื่นเต้นมาก ๆ เวลาฉันตอบ ฉันจะตอบแบบไม่ค่อยมั่นใจในตัวเอง พูดเสียงเบา ไม่กล้าพูด ไม่กล้าตอบ)

The statement above given by Kannika shows that anxiety affects a language learner's performance. In her view, she could not answer the question because she was too nervous. Moreover, when she answered, she did so in a soft voice.

This may annoy some teachers if they are not aware of the reason why some students speak too softly. It may also lead to a negative evaluation of the Listening and Speaking 2 course by her teacher.

In the same way, Walai also suffered from her anxiety:

"I was panicked when the teacher asked me to narrate the whole story to the class. I stammered. That's because of my anxiety. When I am anxious, it is like I have become another person."

(ฉันรู้สึกตื่นเต้นเมื่ออาจารย์ให้ฉันเล่าเรื่องทั้งหมดให้เพื่อน ๆ ฟัง และอดซ้ำตัวเองไม่ได้ เวลาเล่าติด ๆ ตะกุก ตะกัก นั่นอาจเป็นฉันกำลังเกิด anxiety เข้าแล้ว เมื่อเกิดอาการ anxiety ฉันก็จะเปลี่ยนไปเหมือนคนละคนเลย)

4.6.2.2 Findings from the interview:

Nittaya also described her reaction to anxiety like this in the interview:

"It is like unconsciousness. I don't know what I am doing".

(บางครั้งก็ลืมตัวเอง ลืมว่าตัวเองออกไปทำอะไร)

Nittaya's performance was interfered by anxiety in that she forgot what to say and consequently, she cannot express her idea. Moreover, she mentions unconsciousness as her reaction to anxiety. How could she perform well in such state of anxiety and unconsciousness?

Warit also stated in the interview:

"the way I speak is not natural. It looks dull. My voice and my movement seem to be odd."

(การพูด การสื่อสารอะไรต่างๆ นี้จะดูไม่เป็นธรรมชาติไปหมดเลย จะดูแบบแข็งๆ กระจ่าง และน้ำเสียง ท่าทางก็จะผิดเพี้ยนไปหมด)

As he stated about his reaction when he experienced anxiety, his performance was not as good as it used to be. He was not happy to be in such an unpleasant, uncontrolled and, in his words, 'odd' condition.

Walai also added information in her interview,

"When I stand up to answer, I do not know how to start, and once I start to speak, I mess up."

(เวลายืนขึ้นก็ไม่รู้จะเริ่มตรงไหนก่อนนะค่ะ เริ่มต้นชนปลายไม่ถูก)

In Thai classroom culture, a learner normally stands up before giving answers to a teacher. Walai's excerpts clearly show that her anxiety adversely affected her performance. She stammered. She did not know how to start and when she did begin her speech, she spoke unclearly because of her nervousness. It seems that she did not have an easy flow of speech under the effect of anxiety in the listening and speaking class. Her performance during her anxiety is far below what it should be when she is in a normal situation.

Another case is from Jirarat who experienced anxiety and it also influenced her performance. She mentioned in the interview that anxiety did affect her performance in many ways, for example:

“I cannot tell the answer properly although I know what the right word is. I just say a fragment of such word.”

(พูดไม่ค่อยถูก พูดไม่ค่อยออก จริงๆ รู้อยู่ว่าคำศัพท์ คำนี้ แต่พูดย่อยออกไป)

This excerpt also shows the effect of learners' language anxiety which hinders performance. Jirarat worried about her vocabulary. She pointed out her difficulty with vocabulary many times. As the quote above shows, although she had no problem with vocabulary at that time, she could still not answer the question properly because of her anxiety.

4.6.2.3 Combing the data to shed light on this question

The statements in both diary and interview clearly shed light on each other. Participants mentioned their feelings while experiencing anxiety in both diary entries and interview.

In relation to performance reaction, participants mentioned this reaction when they experienced anxiety in their language classrooms. However, all of them mentioned this issue when they were asked in the interview.

Based on the findings for this second research question which related to learners' perception while experience FLA, participants had physical and emotional symptoms. Moreover, all reactions described above negatively affect language learners' performance. When they are anxious, they could not perform

well. They were not happy with the outcome of their performance. They feel that their performance was not as good as it should be. They also feel that if they had not suffered from anxiety, they would have performed better.

4.7 Strategies EIC students classified into high and low anxiety used to cope with FLA

Research question 3 is: *How do EIC students, classified into high and low anxiety, cope with FLA?* In this section, various strategies which the participants applied to cope with their anxiety will be clarified. These findings are from the qualitative data, both from their diary and the interview. I will divide these strategies into two areas: (1) the strategies which the participants applied themselves and (2) the strategies supported by teacher practices. Furthermore, the strategies which the high anxiety and low anxiety participants use will be presented.

4.7.1 Strategies applied by the student themselves

When participants realised that the source of their anxiety was from within themselves, they found the way to ameliorate or get rid of it. The following topics encompass the strategies which the students themselves mentioned, in their diary and interview, to reduce their anxiety. They are grouped into 5 topics as follows.

4.7.1.1 Concentration

4.7.1.1.1 Findings from the diary :

Some participants mentioned their powers of concentration to reduce their anxiety in their diary. To illustrate, Ratre realized that her mind often wandered in her class. She mentioned this state of absent-mindedness a few times at the beginning entry of her diary in August. The solution she came up with was to pay more attention to the teacher's teaching. She reiterated this point about paying more attention many times in her diary:

"I did not feel anxious like I used to do. Perhaps it was because I paid more attention to the teacher's instruction. This anxious symptom decreased a lot. I felt more enjoyable when studying. Furthermore, I got full marks every time too".

(ดิฉันไม่ค่อยรู้สึกเกิดอาการ มากเหมือนเมื่อก่อน คงเป็นเพราะ ดิฉันตั้งใจฟังอาจารย์สอนมากกว่าเดิม อาการเหล่านี้จึงลดน้อยลงมาก ทำให้ดิฉันสนุกไปกับการเรียนมากยิ่งขึ้นและยังสอบได้คะแนนเต็มทุกครั้งอีกด้วย)

Ratre realized that she experienced language anxiety at the beginning when she started writing a diary as mentioned in section 4.4.4. Once she knew she had anxiety, she found a strategy to cope with her anxiety. She stated that it is thanks to her powers of concentration which she applied to reduce her anxiety in her language class. This is noticeable from Ratre because she mentioned many times from the beginning of September that she hardly felt anxious or had no anxiety in her language class. On the contrary, she enjoyed the lessons after she could get rid of anxiety. It can be noticed that when learners decrease or get rid of anxiety, they will enjoy their study. Furthermore, they will have good performance and achieve their goals too.

Moreover, Walai also explained how she learned to cope with her anxiety as she mentioned:

“I think I can reduce my anxiety by trying to calm down, concentrate, and count 1 to 10. I always use this strategy. It works well with me.”

(ฉันคิดว่าฉันสามารถปรับปรุงอาการนี้ได้โดยทำให้ใจให้เย็น มีสมาธิ นับ 1-10 ในใจ ซึ่งฉันก็ทำวิธีนี้มาโดยตลอด และก็รู้สึกว่ามันได้ผลนะ)

It seems that counting 1-10 is the way she used to make her concentrate on the thing she was doing at that time which is her study. Concentration also helps her to calm down.

4.7.1.1.2 Findings from the interview:

In the same way, participants mentioned this method of concentration in their interview. When Walai was asked how to cope with her anxiety, she expressed her idea in the interview as follows:

“Paying more attention to teacher. When the teacher asked any questions, I tried to answer the question to myself first although others were asked that question”.

(ตั้งใจเวลาอาจารย์พูดอะไร ก็ตั้งใจฟังมากขึ้น และเวลาแกตั้งคำถามอะไร ก็ให้ตอบกับตัวเองก่อน แม้ว่าอาจารย์จะถามเพื่อนก็ตาม)

Walai thought that nobody could avoid being asked questions by the teacher.

Sometimes the teacher asked another student the same question. Therefore, it would be good to concentrate and try to find the answer herself even though it was not her turn to answer. Following all questions closely seems to be another way to make her concentration stable.

4.7.1.1.3 Combining the data to shed light on this question

Findings from both diary entry and interview are in the same way. They confirm that concentration is one of the strategies which the learners found helpful. It reduces their anxiety. There are many ways to help them concentrate, for example, paying attention to the teacher, following all questions, and counting from one to ten. Yet, there are other strategies too as shown in the next sections.

4.7.1.2 More practice and good preparation

Practice and preparation were mentioned only in the diary, not in the interview.

These two activities are often used in language class. For example, Ratee commented in her diary:

“I rarely felt frightened, or worried like I used to do because my teacher asked me fewer questions than before but he still asked me to tell the whole story he taught. This made me understand the story well and I could pass the exam. Moreover, I got good marks every time”

(ดิฉันแทบจะไม่รู้สึกตกใจ หรือหวาดวิตกเหมือนเมื่อก่อนแล้ว เพราะว่าส่วนใหญ่อาจารย์จะถามคำถามฉันน้อยมาก แต่จะให้ดิฉันเล่าเรื่องทั้งหมดที่อาจารย์สอน ทำให้ดิฉันเข้าใจเรื่องได้ดีและทำให้ดิฉันสอบผ่านและได้คะแนนดีทุกครั้ง)

Ratee stated that she was not anxious because she could tell the whole story, understood it better, and so she got good marks. From her own diary, it is noticeable that she was the one who often narrated the whole story to class. It is possible that the more she practiced, the less anxiety she would experience.

In the same way, Nittaya mentioned:

"I think my constant practice has helped me to change myself to have more confidence in expressing myself, especially to be able to make a speech in front of the whole class"

(ฉันรู้สึกว่าการฝึกซ้อมตลอดเวลาที่ผ่านมา สามารถที่จะทำให้อันคิดที่จะเปลี่ยนแปลงตัวเอง โดยกล้าที่จะแสดงออกมากขึ้น โดยเฉพาะอย่างยิ่งการกล้าที่จะออกไปพูดหน้าชั้นเรียน)

The comment by Nittaya, who is the only one in the fairly anxious group, shows that more practice help increase confidence. When learners have confidence, their anxiety will decrease.

Another example from Warit was mentioned in his diary on the 27th July:

"Before any speaking exam, I try to understand what I am going to speak in order to reduce my anxiety"

(ก่อนสอบพูดทุกครั้ง ผมก็จะทำความเข้าใจเนื้อหาให้ดีกว่าก่อน เพื่อจะได้ลด anxiety ให้น้อยลง)

Warit explained in his diary about his experience on his speaking exam day, saying that while he was practicing his speech, he tried to understand the story.

This could reduce his anxiety when he had an oral exam.

These comments above illustrate that participants had less anxiety or could get rid of it when they feel they prepare themselves well. They understand the contents, and they have more chances of practicing both in class and outside class. If they practice more or they prepare their tasks well and they understand the contents they are going to present, then they will have more confidence and less anxiety. 'More practice and good preparation' is another strategy which the participants used to deal with their anxiety for both the fairly anxious participant (Nittaya) and not very anxious participants (Warit and Ratre).

4.7.1.3 Being more relaxed, encouraging themselves, thinking positively and gaining self-confidence

These are ways the participants used to boost their confidence and reduce their anxiety. These strategies were mentioned in both diary and interview.

4.7.1.3.1 Findings from the diary :

Nittaya made a comment:

*“Before I was going to present in front of the class, I concentrated, closed my eyes for a while, and **thought I would be able to do it**. This helped me a lot.”*

(ก่อนที่จะฉันจะนำเสนอหน้าห้อง ฉันก็จะตั้งสติ หลับตาลงสักพัก แล้วคิดว่า เราทำได้ นี่สามารถช่วยฉันได้มาก)

This excerpt shows that Nittaya had a self-talk to support herself and to think positively.

Warit made a comment in his last diary entry on the 5th October as follows:

“I think anxiety is not a big problem if we know how to control and deal with it. For me, I just try to concentrate, relax, act more naturally, then everything will be fine. This will help me think and speak smoothly.”

(ผมคิดว่าจริง ๆ แล้ว **anxiety** เป็นเพียงปัญหาเล็กน้อยเท่านั้น ถ้าเรารู้จักวิธีจัดการกับมัน สำหรับผม เพียงแค่มีสติ ทำจิตใจให้สบาย ทำตัวสบาย ๆ เป็นธรรมชาติ ทุกอย่างก็จะดีเอง และจะทำให้เราคิดและพูดออกมาได้โดยที่ไม่ติดขัดเลย)

Warit tried to think positively that anxiety is not a big obstacle and can be controlled.

4.7.1.3.2 Findings from the interview:

When Nittaya was asked again in the interview how she could reduce her anxiety, she said:

“The first thing is to make myself relaxed. I do not worry. Whatever will happen, it will happen. I have changed after I have written diary. I feel I am better when I speak in front of the class”.

(อย่างแรกเลยคือ **relax** ตัวเอง อย่าไปคิดมาก อย่าไปกังวล อะไรจะเกิดก็ต้องเกิด คือความคิดที่คิดอยู่ตอนนั้น คือ มาเปลี่ยนแปลงตอนที่เขียน **diary** นี้คะ ก็รู้สึกเลยว่า พอเราคิดอย่างนั้น พอไปพูดหน้าห้องก็ดีขึ้น)

The strategy Nittaya applied to reduce her anxiety is to encourage herself and make herself more relaxed. It is a successful strategy for her. Furthermore, this is an advantage of writing diary entries. Nittaya was the only very anxious participant in the qualitative phase. She was aware of her anxiety and she had changed her reaction to it in a more positive way after keeping her diary.

Warit mentioned in the interview when he was asked the strategy he applied to reduce his anxiety;:

“We have to think positively. If we think negatively, it will be very worse.

(เราต้องคิดไปในทางบวก เพราะถ้าคิดไปในทางลบเนี่ย มันก็จะยิ่งลบเข้าไปใหญ่)

Warit suggested that the strategy of positive thinking helped reduce his anxiety.

If he thought something negative, the situation would become worse.

Likewise, Walai stated in the interview when she was asked how to deal with her anxiety:

“I just think that soon everybody will have to face this question.”

(ก็จะคิดว่า เดี่ยวทุกคนก็จะเจอกับคำถามนี้)

Walai talked with herself and had the notion that it was impossible to avoid answering questions. Similarly, Kannina stated in the interview:

“I just relax”

(ทำใจให้สบาย)

She explained that she would try to relax and this would help her to feel secure and then she could remember what the teacher had asked.

4.7.1.3.3 Combining the data to shed light on this question

According to this strategy, participants stated in the same way both in their diary entries and in the interview:

Each student has their own strategy to cope with their anxiety. Interestingly, 4 out of 6 participants applied this strategy which I label as ‘Being more relaxed, encouraging themselves, thinking positively and gaining self-confidence’. It is their first step to deal with their language anxiety. It is also helpful and realistic because half of the participants thought that lack of self-confidence is the source of anxiety. Therefore, they applied this strategy—trying to become more relaxed, encouraging themselves, thinking positively and gaining self-confidence—to cope with their language anxiety. Participants in all three levels of anxiety—fairly anxious, slightly anxious and not very anxious—applied this strategy to reduce their anxiety.

When learners think positively and encourage themselves to gain confidence, they will be more relaxed. When they are relaxed, they will not be anxious. Then they will be able to perform well.

4.7.1.4 Finding familiar topics / using one's own words/speaking based on understanding

According to this strategy, participants think that speaking about familiar topics, using their own words and speaking based on their understanding have helped them reduce anxiety. The statements relating to this strategy were mentioned only in the diary entries. For example, Nittaya made this comment in her diary:

"I was not very nervous because what I was going to speak was my own writing."
(ฉันไม่ค่อยประหม่าเท่าไร เพราะสิ่งที่ฉันพูดเป็นสิ่งที่ฉันเขียนเอง)

Nittaya mentioned that she was not too anxious because she wrote the script herself. She thus became used to the words and the sentences she wrote. This could reduce her anxiety.

In the same way, Warit mentioned his anxiety in his diary:

"I felt a bit nervous. My heart beat faster. I was afraid I would forget the story because the story I was going to speak was the one I was not familiar with."
(ผมรู้สึกตื่นเต้นเล็กน้อย หัวใจเต้นเร็ว เพราะ กลัวว่าจะลืมเนื้อหา และอีกอย่างคือเรื่องที่ผมจะพูดนั้น ไม่ได้เป็นเรื่องที่คุ้นเคย)

But then he pointed out his strategy to reduce the anxiety:

"Speaking based on an understanding of the contents is better than speaking from memory because the latter increases anxiety so easily."
(การพูดด้วยความเข้าใจเนื้อหานั้น ดีกว่าการพูดจากการท่องจำมาก เพราะการพูดจากการท่องจำทำให้เกิด anxiety ได้ง่าย)

It can be assumed from Warit's two comments that the familiar story is easier to understand. Moreover, he confirmed that speaking based on his understanding

is better than speaking from rote memory. He realized that rote speaking can cause anxiety easily. When students experience anxiety in this case, they will stutter because they forget the story or what they have prepared to say from memory.

In the language classroom, if students have to make a presentation in front of the whole class and have their own choice of the topic to speak about, it is likely that finding familiar topics or writing scripts by themselves will help reduce their anxiety. Also, speaking based on their understanding can decrease anxiety too.

It is noticed that Nittaya, the most anxious participant, and Warit, a not very anxious participant, applied this strategy to cope with their anxiety.

4.7.1.5 Meditation practice

Another solution is based on the Buddhist way, that is, Meditation practice.

Nittaya was the only participant who commented this strategy in her diary:

“During this time I feel that I am not too nervous when I have to present in front of the class. I practice mediation every day.”

(ฉันรู้สึกว่ ปัจจุบันนี้ เวลาที่ฉันต้องออกไปนำเสนอ หน้าห้อง ฉันรู้สึกว่ ฉันไม่ค่อยตื่นเต้นเท่าไรห้ ฉันเริ่มฝึกทำสมาธิทุกวัน)

Meditation practice was mentioned as another strategy to cope with anxiety in a language classroom. It is noticeable that only Nittaya, the fairly anxious participant, practiced mediation to control and reduce anxiety, and she also found that this helped her.

In this study, there was 1 fairly anxious participant (Nittaya), 3 slightly anxious participants (Walai, Kannika, and Jirarat) and 2 not very anxious students (Warit and Ratre). The strategies they used to cope with their anxiety are broadly similar. However, the fairly anxious participant (Nittaya) was the only one who applied the Buddhist way of practice as one of her strategies.

4.7.2 Strategies supported by the teacher's practice

4.7.2.1 Classroom activity

Participants mentioned classroom activities which reduce their anxiety. These strategies were mentioned in both diary and interview. For example,

4.7.2.1.1 Findings from the diary :

Jirarat wrote in her diary:

"Today, my teacher did not cause stress because the teacher used my name in his story-telling. This made me enjoy the lesson."

(วันนี้อาจารย์ผู้สอนไม่ได้ทำให้เครียดค่ะ เพราะว่าอาจารย์เอาชื่อหนูไปอยู่ในเรื่องที่เรียนวันนี้ ทำให้หนูสนุกไปด้วย)

Jirarat felt more relaxed when her teacher told a story with her name as one of the characters.

Kannika mentioned in her diary on the 10th of September that games help decrease anxiety and make language classroom more enjoyable.

"Today, my anxiety disappeared after I play Bingo game"

ในวันนี้ *anxiety* ก็หายไป หลังจากที่ได้เล่นเกมสับิงโก

4.7.1.3.2 Findings from the interview:

The example of classroom activity which reduces anxiety is from Ratreer who commented in her interview that the relaxing classroom atmosphere happened when:

“the whole class helps answer questions at the same time.”

(ช่วยกันตอบทั้งห้อง)

Ratreer observed that when students help each other in answering questions, her anxiety is reduced. Students will not take risks in answering questions individually as they do not want to lose face publicly when they make mistakes.

Likewise, Kannika stated in the interview:

“Having friends beside me can reduce anxiety if they help me find the answer and the teacher tells some clues”

(บางทีมีเพื่อนนั่งข้างๆ จะช่วยลด ได้ anxiety เขาช่วยบอก หรืออาจารย์บอกคำใบ้ให้)

Kannika's comment about class seating shows that having friends near her who can help her with answers and having clues from the teacher would help decrease anxiety.

Another example of classroom activities which reduce anxiety is playing games.

Participants mentioned that games help reduce their anxiety. For example,

Jirarat made a comment during the interview:

“When the teacher notices that students feel anxious, he initiates us to play some games”

(เมื่ออาจารย์รู้ว่านักศึกษาเครียดแล้ว อาจารย์หาเกมส์มาให้)

Jirarat thought that games can help decrease anxiety in the language classroom.

To me, this is surprising. I did not realise that these young adult students would like to play games in the language class. Moreover, they were English major students who I would have expected to be more serious in all academic issues. I used to think that games are suitable only for younger students such as primary or secondary school students. However, it should be noted that playing games does lead to a more relaxed atmosphere and thus reduces their anxiety.

Classroom arrangements or class seating which forms part of classroom activities can also be helpful. Walai stated in the interview that:

“Sitting in groups can reduce anxiety.”

(นั่งเป็นกลุ่ม ช่วยลด anxiety ได้)

As Walai mentioned, it seems that she felt more relaxed sitting in a group as friends could help each other in answering questions.

4.7.1.3.3 Combining the data to shed light on this question

Participants made comments to this topic various ways. Some statements were only in diary or only in the interview. However, playing games as one of the classroom activities was stated in both diary entries and in the interview.

There were many kinds of classroom activities and management that these participants proposed, for example, students' turn-taking to participate in classroom lessons, games, class seating. These activities create a relaxed

atmosphere. These should be supported by their language teacher in order to reduce their language anxiety.

4.7.2.2 Using simple vocabulary and sentence

Participants also mentioned that simple vocabulary and sentences as well as short story-telling can reduce their anxiety. According to this topic, the findings were from diary entries only. For example, Ratreer stated in her diary:

“When the teacher asked me with unfamiliar words, I was nervous”

(เมื่ออาจารย์ถามโดยใช้ศัพท์ที่ไม่คุ้น ทำให้ดิฉันรู้สึกตกใจ สะดุ้ง)

Similarly, Jirarat mentioned vocabulary in her diary many times. She also mentioned that the teacher should make sure that students understand all the words and the expressions. She seems to believe that if she knows all the words that were used by the teacher, she will understand the story better and her anxiety will decrease. Another issue is the fact that the teacher often told a long (and presumably complicated) story. All the second year students stated that these long stories provoked their anxiety. For example,

“Today story was rather long. His long story made my head swim” .

(วันนี้เรื่องที่อาจารย์สอน ค่อนข้างยาว เลยทำให้หัวมึนไปบ้าง)

With regards to the teacher and teaching practices, simple vocabulary and shorter story were considered by the participants to reduce their anxiety. I assume that when these participants cannot grasp what the teacher is talking

about, they consider his words and sentences to be complicated. This results in their anxiety. However, when they concentrate more, their anxiety will decrease.

To answer this research question about the strategies which the language learners applied to cope with their language anxiety, it appears that the strategies which they used in their classroom situation originated from the participants themselves. Two participants mentioned clearly that the most important way to deal with anxiety is from within the language learners themselves, while the outer environments do not have any impact. As Nittaya said, *“the most effective way to reduce anxiety is by the students themselves”*. However, it is also worth mentioning that teacher practices can be either the cause of anxiety or the antidote to it.

4.8 Conclusion

This chapter provided a descriptive and interpretive analysis of the data collected by different methods to answer the research questions of the study.

Many factors were found from the quantitative analysis. The findings from the qualitative thematic content analysis have been combined with the quantitative analysis. Then, I answered the research questions in relation to the sources of language anxiety among this group of student, their feelings while experiencing language anxiety, and the strategies they applied to cope with their anxiety.

These findings will be discussed in details in the following discussion chapter.

Chapter 5 Discussion

This chapter discusses the key findings drawn from the analysis of the quantitative and qualitative data collected in the study, including findings relating to participants' information (Section 5.1) and FLCAS questionnaire (Section 5.2). Then, section 5.3 deals with the first research question--source of anxiety. Section 5.4 discusses the second research question --the feelings while experiencing anxiety and section 5.5 reveals strategies learners used to cope with anxiety, as well as the potential beneficial effect of keeping a diary in reducing anxiety in Section 5.6. The information presented in this chapter also links to the literature review in Chapter 2.

5.1 Participants' anxiety and their self-perception

In this section, I shall discuss findings related to participants, in terms of their study, their anxiety, and their self-perceptions.

The participants in this study were students majoring in English for International Communication (EIC). That is to say, their level of English is considered to be proficient and they are advanced language learners, compared with students in other majors, such as accounting and tourism. Although they were accomplished language learners, they also experienced anxiety. This is in line with Marcos-Llinas and Garau (2009) who stated that language anxiety is not restricted to beginner level students. They found that advanced learners of Spanish displayed higher level of anxiety in comparison to their beginning counterparts.

Although the number of participants in this study was small (4 males and 38 females), the result showed that female participants were more anxious than males. This result supports Koul et al.'s (2009) study with 1,387 Thai students from three universities. Their study found the same result on the relationship between anxiety and genders.

According to the participants' perceptions about their English proficiency, the majority perceived themselves to have a fair level in all skills and as mentioned in the previous chapter (Chapter 4, Table 4.6). According to my own experience as a teacher and as in my Thai culture, their perceptions can be interpreted in three ways. First, it is a common practice for learners to evaluate themselves in the middle range. Second, good learners sometimes judge their own abilities lower than they are. This is because of Thai culture; being self-proud and showing off one's own ability is unacceptable. Thus learners possibly underrate their ability. Third, they may have low self-esteem. Arnold and Brown (1999) mention that self-esteem is a basic requisite for successful cognitive and affective activity. Successful language learners often have higher self-esteem than unsuccessful language learner (Price, 1991 cited in Oxford, 1999). Additionally, Oxford (1999) found that high anxious language learners with high self-esteem might handle their anxiety and achieve better than learners with low self-esteem.

Self-image seems to be the important issue among the six participants in the qualitative study as they do not want to lose their face and want to look good in

others' views. This was also observed by Tsui (1996 :159) who stated "studies on language learning anxiety reveal that anxious students are desperately trying to avoid humiliation, embarrassment, and criticism, and to preserve their self-esteem".

From what I have learned from studying the sample, it seems that participants experienced anxiety although they were advanced language learners. From their statements, and as seen from the previous chapter (section 4.4.1), these learners exhibited low self-esteem in parallel to low self-confidence.

Participants in this study seem to have some issues in similar to the study of Koul et al (2009). Firstly, Thai students learn English because they have 'multiple reasons' to learn English. Secondly, their findings found that female students have higher language anxiety than male students.

5.2 FLCAS questionnaire

In this part, I shall discuss and compare the analysis of FLCAS questionnaire with other studies that used the same instrument in different contexts.

As explained in chapter 4 (section 4.5), I applied Factor Analysis (with VARIMAX) to find relationships among 33 items of the questionnaire in order to categorize themes for the sources of anxiety. My sample was 42 which I consider to be small. Then I compared my study with other studies which had a larger number of participants in university level and also those who applied factor analysis; for example, the study of Aida (1994), and the study of Lucas et al (2011).

Aida (1994) studied 96 students who enrolled into second-year Japanese I at the University of Texas at Austin. She applied factor analysis with varimax rotation as her second analysis. The 33 items from FLCAS questionnaire were grouped into 5 categories as in Table 5.1.

Table 5.1: Causes of language anxiety (Aida, 1994)

| Causes of Language Anxiety | Questionnaire Item |
|--|--|
| Speech Anxiety and Fear of Negative Evaluation | 3, 13, 27, 20, 24, 31, 7, 12, 23, 18, 33, 16, 1, 21, 29, 4, 8, and 9 |
| Fear of Failing the class | 10, 25, 26, and 22 |
| Comfortableness in Speaking with Native Japanese | 32, 11, and 14 |
| Negative attitudes toward the Japanese Class | 5, and 17 |
| Items not include in the factor solution | 2, 6, 15, 19, 28, and 30 |

Furthermore, the study of Lucas et al (2011) conducted with 250 foreign college students in various tertiary institutions in Manila, the Philippines divided the 33-item questionnaire into three related performance anxieties as Horwitz proposed which were Communication Apprehension, Test anxiety, and Fear of negative evaluation. Moreover, an additional factor - English Classroom Anxiety - was combined to those elements (See Table 5.2).

Table 5.2: Causes of language anxiety (Lucas et al, 2011)

| Causes of Language Anxiety | Questionnaire Item |
|-----------------------------------|--|
| Communication Anxiety | 1, 9, 14, 18, 24, 27, 29 and 32 |
| Fear of Negative Evaluation | 3, 7, 13, 15, 20, 23, 25, 31 and 33 |
| Test Anxiety | 2, 8, 10, 19 and 21 |
| English Classroom Anxiety | 4, 5, 6, 11, 12, 16, 17, 22, 26, 28 and 30 |

According to the four-categorized factors as Lucas et al (2011) suggested, if this study applied Lucas et al's way, the result of the current study was not much different as shown in Table 5.3.

Table 5.3: The comparison of Lucas et al's study and this study

| Causes of Language Anxiety | Result from Lucas's study (Mean) | Result from this study (Mean) |
|-----------------------------------|---|--------------------------------------|
| Communication Anxiety | 2.89 | 3.222 |
| Fear of Negative Evaluation | 3.15 | 3.231 |
| Test Anxiety | 3.17 | 3.184 |
| English Classroom Anxiety | 3.02 | 2.79 |

Consequently, it seems that language anxiety does exist in the foreign language learning situations under examination in both studies. From my own experience as a student and teacher in Thai culture, examination seems to be very important for Thai students because it is the indicator of students' achievement.

This issue supports Kuwahara (2005) who states that Asian parents believe that getting good marks is a path to follow in order to succeed in life. The top two causes of language anxiety students experienced in Lucas et al's study were "Test anxiety" (M= 3.176) and Fear of Negative Evaluation (M= 3.158) while this study showed "Fear of Negative Evaluation" (M=3.231) and "Communication Anxiety (M=3.222). Although test anxiety in this study ranked third (M = 3.184), thus different from Lucas et al's study in which it ranked first (M =3.176); A statistical figure of mean is not too different.

5.3 Understanding Sources of Anxiety

This section will discuss the first research question-- sources of anxiety appeared from the study. As mentioned earlier in the literature chapter (section 2.4), although the effects of language anxiety on second and foreign language learning have been examined, the specific sources have not been clearly established (Yan and Horwitz 2008). Young (1991) identifies that there are at least six potential sources of language anxiety which associated with three general groups that are learners, teachers, and the instructional practices

The results emerged from the qualitative data of this study in terms of sources of anxiety are connected to each other in some way which will be discuss later.

However, the findings could also be categorised into three main groups as Young (1991) suggested. From this study, the main source of anxiety seems to be from learner-related issues rather than from teachers or their instruction. In the following section, discussion will be presented under five headings; (1)

Students and classmates—Self-Image and Peer Comparison, (2) Mistakes and the Quest for Perfectionism, (3) Low Self-Confidence, (4) Perception of Underachievement, and (5) Interaction between learners and teachers.

5.3.1 Students and Classmates: Self-Image and Peer Pressure

In this section, peer pressure and learner's self-image will be discussed. As this refers to peer comparison, peer competition, peer pressure and self-image as in chapter 4 (section 4.5.1). Thus I would like to name this factor peer pressure.

In relation to the peer pressure and self-image theme, many comments from diaries and interviews have showed the pressure from their friends in class. That is to say, their anxiety emerged from friends. They sometimes compared themselves with their friends. Some participants were aware of what their friends think of and talk about them. This links to their concern about the self-image influenced by what their friends will think of them. Sometimes their friends contributed the pressure and lead to anxiety. Furthermore, some participants thought of their friends' evaluation about themselves. Then they were fearful of the negative evaluation from their friends in class.

In this study, pressure from friends can create language anxiety when it is mediated through comparison, competition, and self-image. This seems to be the main factor among participants in the context studied. This finding clearly shows that when language learners compare themselves with their friends in class or even with their native speaker teacher, they are likely to experience

anxiety. This important source of anxiety is supported by many studies, for example, Bailey (1983) who also conducted diary studies. My study adds strength to her finding that competitiveness can lead to language anxiety as language learners compare themselves to others. Furthermore, Subasi (2010) revealed that students feel more anxious in language class when they perceive their speaking ability as poorer than their classmates and native speakers of English. Kitano (1991) also confirmed this finding. He conducted a survey study with 212 students in Japanese courses at 2 major universities. He found that an individual student's anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speakers. There seems to be consistent evidence that peer pressure adversely affects language learners in their classroom.

Moreover, the finding in this study also shows that participants were aware of their friends' evaluation about themselves. They worried about negative evaluation from their friends in class. This finding is confirmed by the study from Kondo and Yang (2003) who conducted a study in 148 universities in Japan and found classroom anxiety associated with three main factors. One of them was fear of negative evaluation by classmates (cited in Andrade and Williams, 2009). William and Andrade (2008) also discovered that learners' anxiety was caused by their teachers and classmates as language learners were afraid of making a bad impression, receiving negative evaluation, feeling less capable than other students in the class. These results are consistent with those reported by Burden (2004) and Kondo and Yang (2003). Their findings also frequently

mentioned the uncomfortable feeling when students were stared at by other students in class while they are speaking. These studies also confirm the strong effect of peer pressure that I identified in my study.

The study of Toth (2011) also emphasizes that language learners expressed a great concern about the opinions of their peers. They felt more apprehensive about potential negative evaluation. They also tended to measure themselves against other friends and they were afraid of appearing less competent than others and having their inadequacies exposed in front of their peers.

Peer pressure and self-image is the important main source of anxiety language learners experienced in language classroom situation in all studies, including mine. These behaviors—comparing their ability with friends, competing with friends, being aware of friends' evaluation—are strong factor affected to participants in this study. These behaviors also have a clear link to other characteristics like self-confidence and self-esteem.

5.3.2 Mistakes and the Quest for Perfectionism

Perfectionism is another factor which can lead to language anxiety when language learners wish to be perfect. Some comments in this study showed perfectionism as in Chapter 4 (4.5.2). Students were worried about their incorrect answers. Some students were afraid their accents were not the same as native speakers which might lead to misunderstanding while answering questions. Moreover, some students expressed about their work because they wanted their work to be good and perfect. This behaviour showed the perfectionism

language learners wish to be perfect in their speaking and their tasks and this seems to lead to their anxiety in the language classroom as they linked the imperfection to poor performance.

Related to this result, Gregersen and Horwitz (2002) found that perfectionist students would want to produce language without any grammatical or pronunciation errors. This high performance standard that can lead to procrastination is characteristic of perfectionism that can create the condition of language anxiety. Another result from Toth's study (2011) also confirmed that language learners fear of speaking the language inaccurately with mistakes. This also reflects perfectionism.

Perfectionism is therefore another characteristic which can cause language anxiety in class because learners set high expectations on their performance and try to achieve them. Moreover, making mistakes might disappoint them.

5.3.3 Low Self-Confidence

This section will discuss on learners' confidence related to language anxiety.

The participants also mentioned their self-confidence which related to their anxiety in a language class. They expressed their anxiety was from lack of self-confidence. Regarding to lack of self-confidence, it seems to associate with other factors. Subasi (2011) found the high anxious Turkish EFL students reported that they were not satisfied with their own performance in their speaking classes. They thought they were not able to communicate in the target language in an efficient way. This means that these students had low self-

esteem and then led to low confidence in their own ability. Furthermore, Cheng et al (1999:417) suggested that second language classroom anxiety is a general type of anxiety in learning a second language with a strong speaking anxiety element, but second language writing anxiety is a language-skill-specific anxiety. Yet, low self-confidence seems to be an important component of both anxiety constructs. Robertson et al (2000) explored the difficulties experienced by international students studying at one Australian university. They found that “students manifest a lack of confidence with English. They have incomplete understanding of lectures’ spoken English, and feel unhappy with their oral performances in the presence of Australian classmates (cited in Sawir, 2005: 569).” This can be said that when students perceived themselves with low self-esteem, they often will experience lack of self-confidence too.

This study supports Subasi (2011), Cheng et al (1999) and Robertson et al (2000) that low self-confidence can cause language anxiety. There is also a link between low self-esteem and low self-confidence. This study also found a clear connection between these two factors. Moreover, I discovered peer pressure and culture (as mentioned in 4.5.3 and 5.1) have effect on low self-esteem and they relate to low self-confidence which can create language anxiety. Thus, in order to have a clear picture, I would like to show the figure below which is based on my findings.

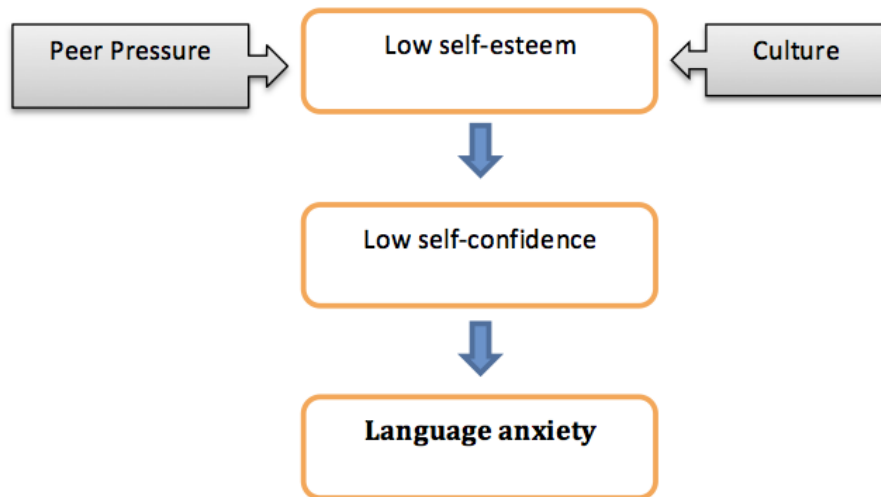


Figure 5.1: The Relationship between self-esteem and self-confidence leading to language anxiety

It is important for language teachers to bear in mind that although students with low self-confidence once when they were able to answer the teacher's questions or pass the exam, they will have more confidence as MacIntyre and Gardner (1991) mentioned that the confidence, on the other hand, seems to come equally from the ability to successfully comprehend a message or to deliver one. This study also supports MacIntyre and Gardner (1991) as it had clear evidence on the relationship between confidence and successful ability as student's statement mentioned in 4.5.3.

5.3.4 Perception of underachievement

This section will discuss one of the sources of anxiety mentioned from participants, achievement. It was the first rank of language anxiety participants mentioned in their diaries.

Participants became anxious when they wanted to achieve their goals in their course. They also wanted to submit their tasks in time and with good quality in order to get good marks. If they cannot submit them in time, it is possible that they will not get the mark they aim for. They were also keen to pass their exam and have good scores too. One kind of the achievement was from teacher's evaluation as they stated that they were afraid that they could not be able to answer teacher's questions. Students think that every time the teacher asks students' questions, he/she will evaluate them. These are examples of the goals they tried to reach in their course. One participant of this study was under pressure from parents who wanted her to reach high goal. Achievement for these learners is reflected in their goals to have good marks in exams and to pass the course. Indeed, some students may wish not only passing the course, but to pass it with good grades. This seems to be the principal reason why they experience language anxiety.

The students are aware of their achievement. The goal of the courses they study is to pass the exam and of course they wish to have good marks. This is one of the Southeast Asian's learning behaviors, as Biggs (2003) stated that many lecturers from Western universities have reported the difficulties in teaching international Asian students. One of the difficulties is "they appear to focus excessively on the method of assessment" (cited in Nguyen, 2011:14).

External pressure on language learners also causes them to experience anxiety in the language class. Kuwahara (2005) commented that in Asian countries, parents believe that the path their children need to follow in order to succeed in

life was to get good marks and this belief is ingrained in children from kindergarten. As a result, the belief from parents could create a pressure and has an effect on their children and lead to anxiety in class.

The findings on this theme are in line with Williams and Andrade (2008) who conducted a study among 243 Japanese learners in 31 conversational English classes at a university in Japan. They found that students felt the most anxious during the output related tasks or processing stage, especially when students do not know how to say something in English clearly, correctly; how to respond to the teacher's question; or when making grammatical mistakes and incorrect pronunciation. This means that learners are anxious to pursue their achievement.

In summary, the above sources of language anxiety are related to language learner characteristics as found from this study and these are shown in the diagram below.

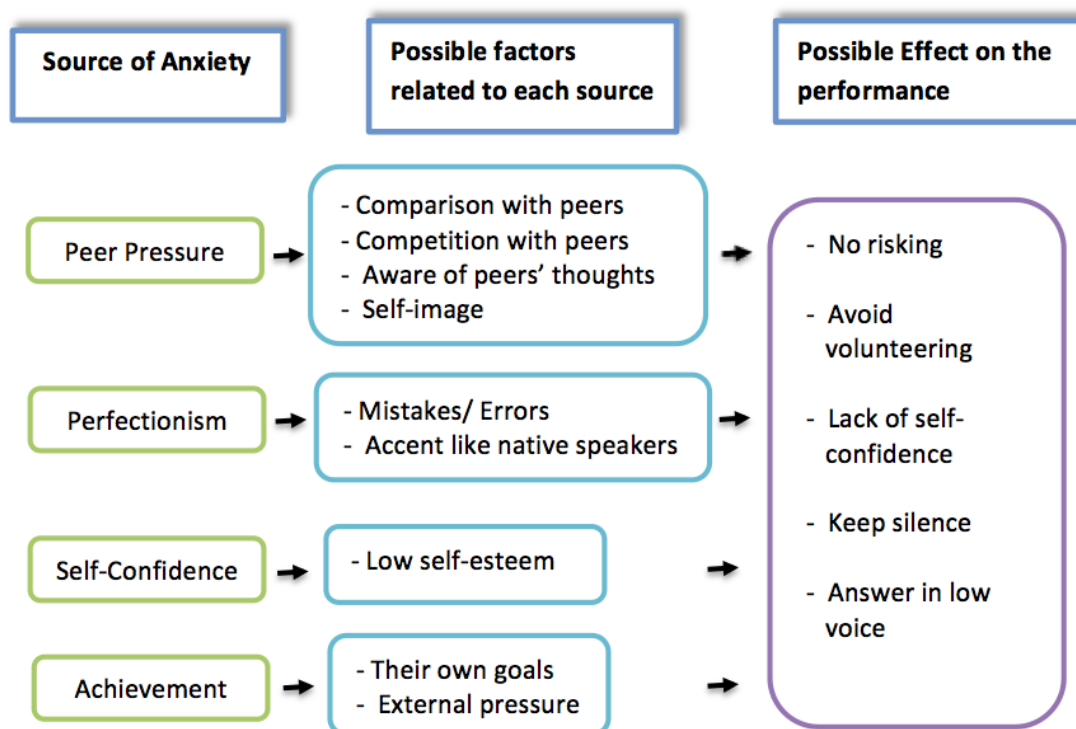


Figure 5.2: Illustration of sources of anxiety, possible factors related to each source and possible effect on performance

The diagram shows main sources of language anxiety which are related to learners based on this study. The second column is the reason why each source of anxiety appeared. For example, Peer Pressure is the source of anxiety because learners compare themselves and compete with their peers. The last column refers to the effect on their performance when they experienced anxiety as they mentioned in the study. The details also show that when language learners experienced anxiety in their language class, it had a direct effect on their performance in a negative way.

Sources of anxiety were not only from language learners themselves. Some seems to happen from interaction between learners and a teacher in their language classroom situation.

5.3.5 Interaction between learners and Teachers

This section will divide circumstances emerging from the qualitative study into two items—(1) Lost in thought, and Inattention (including being late), and (2) Contents and the Complexities of Classroom Instruction.

5.3.5.1 Lost in thought, and Inattention (including being late)

Lost in thought or absent-mindedness, no concentration and being late will be discussed in this part. It is surprising that absent-mindedness was mentioned by 2 learners. It is quite noticeable in the study while no other study found this factor as a source of anxiety before. Absent-mindedness seems to happen when a teacher takes a long turn in speaking, for example, a teacher told a long story for year 2 students to listen and narrate the whole story later. Apart from that reason, absent-mindedness sometimes apparently happens from learners themselves. Absent-minded learners do not seem to focus on their study. Their inattention from their absent-mindedness appears to be a cause of anxiety.

Furthermore, being late in class was mentioned as one of sources of anxiety.

Learners who come to class late will not catch up with the lesson and then they seem to experience anxiety. To the best of my knowledge, I have not found this topic in any articles.

5.3.5.2 Contents and the Complexities of Classroom Instruction

Some sources of anxiety emerging from qualitative data of this study were sources related to instructor-learner interactions like in Young (1991).

Participants mentioned the following five topics according to interactions between the teacher and learners in their language class.

5.3.5.2.1 Long or complicated instruction/ story

When teacher used complicated instruction or narrated a long story, this could create language learners' anxiety. Participants may worry about how they will understand the instruction and how to remember. Students made comments on this matter, especially, Ratreer stated about it 4 times (Chapter 4 section 4.5.5.2.1). She also mentioned that she started having absent-mindedness after teacher started telling a long story. To the best of my knowledge, I have not found any study related to this topic.

It seems that long or complicated instruction or story can create language learner anxiety. I assume that shorter story may be better to attract students' attention. When they concentrate on the classroom teaching and learning, their anxiety will reduce too. On the contrary, it is probably the aim of language teachers to provide students with higher steps in listening and speaking class each time. Perhaps they tell longer and more challenging or more complicated stories to learners in order to see their progress. This is an interesting point for language teachers to find strategies in their language teaching.

Furthermore, the native speaker's accent can create anxiety to Thai language learners as well because they were not accustomed to their accent due to they have studied with Thai teachers for long. As a result, it is probably hard for them to comprehend what the native speaker teachers have said. When language

learners do not understand their teachers, they may experience language anxiety.

Nevertheless, this finding added strength to Worde (2003) who discovered learners' beliefs about source of anxiety. One of the sources students mentioned in her study was about the inability to comprehend or non-comprehension. The inability to comprehend what teachers say can happen when the teachers speak too fast and it is possible for this situation when the teacher narrated the long story or even their accent which may lead to difficulty to comprehend the text. Afterwards, language learners may experience anxiety.

5.3.5.2.2 Unfamiliar vocabulary/ unfamiliar topic

Another important issue is that language learners perceived that their anxiety increased when they experienced difficult tasks, unfamiliar vocabularies or unknown topics because these elements seem to obstruct their understanding. They are related to the ability to answer questions to their teachers in their language classroom situation.

In the study with 905 Thai EFL students by Boonkongsan and Intaraprasert (2014), they state that vocabulary plays an important role in ESL and EFL teaching as well as in learners' language learning process because vocabulary is one of the major elements which helps language learners understand what they are reading or listening. They also mention that students who have insufficient vocabulary knowledge might face serious problems in comprehending and producing other skills in the target language. Another point to support how vocabulary is important is that learning English in Southeast

Asian countries, students are often taught grammar and vocabulary (Nguyen, 2011) while Fujiwara (2012) asserts that Thai students believe that grammar was the most important part of learning a foreign language. From my own experience as a teacher, it is certain that many students believe that they have to know all words in order to understand sentences and stories. As a result, using unfamiliar vocabulary in class can probably cause anxiety.

This implies that with regard to English teaching in Asian countries including Thailand, vocabulary is focused as an important part of the foreign language and therefore it affects language learners too.

This finding supports Worde (2003) who mentioned that the students reported their feelings of being overwhelmed and anxious when they speak with an immature vocabulary or with limited grammatical knowledge. Moreover, Vogely (1998) conducted the study about the listening comprehension anxiety and it was found that the participants reported that they experienced anxiety and frustration when there were too difficult vocabularies which seemed unfamiliar or beyond the level of students' ability. Furthermore, the use of complicated syntax, the texts based on unfamiliar topics and the lack of clarity created anxiety to language learners.

5.3.5.2.3 Individual answer

The participants in this current study also mentioned that asking each student to answer questions individually could cause anxiety in their language classroom situation too as described in the example in the previous chapter (section 4.5.5.2.3).

This finding is in the same line as Liu (2006) who conducted a study with 547 first-year undergraduate non-English major students. One of the results was that the students felt the most anxious when they responded to the teacher or were singled out to speak English in classroom while they were less anxious during pair work.

Answering questions individually may cause anxiety. As can be seen from the study, there seems to be enough evidence to believe that learners may feel embarrassed if their answers are not correct which means that they do not want to lose their face. The face-saving is a strong issue in the Asian culture, which may well relate to peers pressure too. Nguyen (2011: 14) commented that

“Southeast Asian students tend to be passive and nonverbal in class. Those students can be afraid of losing face in front of other classmates if they answer incorrectly, thus they do not want to show their ideas and they are not confident in participating in group discussions in ESL classroom.”

On the contrary, Kuwahara (2005: 4) mentioned that in some Asian cultures,

“students stand up together when the teacher enters the classroom. They all wait for the cue and bow as they greet the teacher. They sit down to start a lesson when given permission by the teacher. Students have a difficult time asking questions in the classroom for fear that they may insult the teacher. They may wait until after class for Q&A. The American teacher needs to pay attention to the cues of the silent students. They may be quiet but are active listeners, wanting comments and feedback. If no reaction comes from the teacher, the students will lose confidence”.

According to Asian culture, Kuwahara (2005) also mentioned that the teacher needs to understand the cultural aspect because it makes the students act in a certain way. The teacher should emphasize and let the students know their actions are understood and gently lead them into realization that their action needs adjusting, and give them many opportunities to practice the new way.

The classroom arrangement is also the aspect of creating anxiety as language learners in the study prefer sitting in group rather than sitting individually.

Although their classmates can be the cause of their anxiety, they also chose to be in groups because they think their friends can help them with answers. This can also be assumed that they are more relaxed in groups. If the answer is wrong, it is not their individual idea but it seems to be the group decision.

Therefore, they will not feel so embarrassed. Seating is one of the solutions which can help reduce anxiety from individual answer.

5.3.5.2.4 Video recording

Video recording is one of the sources emerged from the qualitative data because the teacher recorded students' presentation for marking in public speaking course. Although it is one of methods in language learning and teaching as it can be used for learners for improvement and at the same time for teacher instruction, such as for teaching improvement and evaluation, video recording can cause anxiety for language learners in their classroom situation as commented in Section 4.5.5.2.4. To the best of my knowledge, I have not found video recording as one of the sources of anxiety in any study. It was discovered in this context where the teacher recorded students' speaking performance. Video recording is perhaps useful for language teachers to know

students' progress and it is good for marking, but the other side of the coin is that it probably causes anxiety to language learners.

5.3.5.2.5 Submission deadline

Submission deadline is one of the sources of anxiety which appear from the qualitative data. When students think that they will not be able to submit their tasks on time, this will cause anxiety as learners commented in Section 4.5.5.2.5.

Submission date can create language learners' anxiety because they worry they will not be able to hand in their tasks in time which means that they will not get good mark. If the tasks given by the teacher are more complicated, as in the study in which participants mentioned producing a commercial video clip, they thought that they should have longer time to finish all processes. As mentioned about course evaluation, if all tasks the students are assigned to do involve their score, then this will create more anxiety.

I have not found any studies regarding the submission date as a source of anxiety. In my view, I suppose the submission deadline caused anxiety to learners in this study because of the effect of the belief in Asian countries related to getting good marks in order to succeed in life (Kuwahara (2005).

5.4 Understanding FLA through Body, Emotion and Reaction

The findings from this current study revealed that when participants experienced language anxiety, they had physical and emotional symptoms and they also related these to their performance.

5.4.1 Physical and Emotional Symptoms of Anxiety

The physical symptoms which happened to language learners who experienced language anxiety in this study include hand shake, cold hand, faster heart beating, palm sweating, trembling. while the emotional symptoms such as being irritated and worry were often mentioned

The feelings and symptoms of language learners mentioned in the previous chapter (section 4.6.1) include both physical and emotional symptoms regarding their anxiety in their classroom situation. These symptoms were also mentioned in Toth (2011) who conducted semi-structured long interviews with 5 female English major students in the first year of study. The study found negative feelings and emotion while students experienced anxiety. The psycho-physiological symptoms were faster heartbeat, trembling, sweating. These symptoms are related to the threat system connected to 'the fight or flight response' (Psychologist World, 2015). When a threat is detected, the body responds automatically. These changes happen for good reasons, but are perhaps uncomfortable. For example, the heart beat faster because this feeds more blood to the muscles and enhances ability to fight or to run away; the hands get cold because blood vessels in the skin force blood towards the groups of major muscle (Psychology Tools, 2015). Horwitz et al (1986) state that the subjective feelings, psycho-physiological symptoms, and behavioral responses of the anxious foreign or second language learners are basically the same as any specific anxiety, that is to say, they will experience apprehension,

worry, even dread. They also have difficulty in concentration, apprehension, become forgetful, sweat, and have palpitations.

The physical feelings which happen to learners seem to be known by learners themselves. It is probably not easy for language teachers to see clearly that their learners are experiencing anxiety. However, language teachers are probably able to notice their learners' anxiety as Young (1992) observes. When students experience anxiety, language education experts often see anxiety manifested in their language learners. They state that some learners become silent, hesitate, stumble and look uncomfortable. These symptoms can help language education experts as well as language teachers to notice that their learners might be experiencing language anxiety.

This is an important point because physical symptoms can be noticed while the emotional symptoms may not be evident to teachers.

5.4.2 Performing in an 'odd' condition

The performance reaction with language learners in this study when they experienced anxiety seems to be in a negative way, for example, doing thing in an unconscious manner, answering with a very low voice, stammering, forgetting what to say, producing incomplete sentences, speaking too fast. (See more in section 4.6.2).

Regarding feelings while language learners experience anxiety, some research studies state this point indirectly and seem to mix physical responses and performance-related outcomes. For example, Young (1991) mentioned signs of

sweaty palms, accelerated heartbeat, distortion of sound, nervous laughter, avoiding eye contact, short responses. which seem to be a physical responses while Horwitz et al (1986) stated having difficulty concentrating, becoming forgetful, having palpitations. which sound likely to be in the group of odd performance-related outcomes.

5.5 Conquering FLA

According to strategies coping with anxiety, the study of William and Andrade (2008) commented that the majority of student (81.48%) stated that they should have taken some action to cope with anxiety. In this current study, there was evidence from diaries and interviews which demonstrated that six participants tried to find strategies to cope with their own anxiety. I shall discuss in two main sections below.

5.5.1 What Learners (Can) Do

In this study, participants revealed some strategies to cope with their anxiety. The details were from the qualitative data in their diary and in the interview. This section is the strategy related to what learners do once they became aware of their anxiety

5.5.1.1 The Power of Concentration / Giving Undivided Attention

Some participants suggested that they experienced anxiety in their language classroom because they were absent-minded while the teacher was teaching. When they were unable to follow the instruction or when they were unable to

answer the question, they became anxious. Therefore, they realised that they could pay more attention to teacher and to concentrate more and this was a strategy to help decrease their anxiety as they mentioned in chapter 4 (section 4.7.1.1).

Moreover, some excerpts in chapter 4 also show the strategy they used in order to reduce their anxiety in relation to concentration. Some participants count numbers to calm themselves in order to concentrate on lesson. In relation to calming down, it is a strategy mentioned in Kondo and Yang-Ling (2004). They gave an example of calming down as part of relaxation strategy.

5.5.1.2 Practice makes Perfect

Participants realized that good practice and preparation could be a solution to reduce their anxiety in class as they stated in chapter 4 (section 4.7.1.2).

Having practice and preparation help learners reduce their anxiety. It was found that the more practice, the higher self-confidence they gain as Nittaya mentioned. Thus, this can decrease their anxiety. With regard to preparation, Kondo and Yang (2004) found that preparation is one of the five strategy categories. It relates to studying hard and trying to obtain good summaries of lecture notes.

5.5.1.3 Following the Path to Relaxation

Participants also mentioned being relaxed, encouraging themselves, thinking positively, and gaining their confidence to reduce their anxiety as they expressed in chapter 4 (section 4.7.1.3).

It seems to me that participants used this strategy to reduce their anxiety. They tend to be more relaxed. In order to become more relaxed, they think positively, have self-talk, encourage themselves and gain more confidence. This technique is different from meditation. That is to say, they tried to relax themselves by trying not to worry too much, and think positively. For example, they would imagine that they are able to do it and then they will let this moment pass by. This strategy which was used by participants is useful in their classroom situation. This strategy is the same as two of the strategy categories from Kondo and Yang study (2004). First, it is relaxation. They gave the examples of taking a deep breath, trying to calm down. Another strategy in their study is positive thinking. The findings in this current study are also in the same line with the study of Tasee and Intaraprasert (2009) which was conducted in Rajabhat University in Thailand with 43 third-year English major students. They also found the relaxation tactic was the most frequently reported strategy being used to reduce speaking anxiety which was also related to Kondo and Yang's (2004) strategies.

5.5.1.4 Understanding is Better than Reciting

Participants stated that looking for familiar topics, composing sentences by their own words, and speaking by understanding instead of rote speaking could help reduce their anxiety as they mentioned in chapter 4 (section 4.7.1.4).

As the participants said, one of the anxiety sources was from the unfamiliar topics and difficult vocabularies which related to the study of Vogely (1998), and Worde (2003).

Accordingly, choosing familiar topics would be the suitable solution to help reduce anxiety. When learners have to find some topics to speak, they can choose the topics which are familiar and then they can prepare the contents themselves, using their own words and trying to understand it on their own, in order to speak by their understanding.

Furthermore, building learner's background knowledge and help them connect it to their own experience of the present can also be a way to reduce anxiety. To prepare them with the contents and language learning, 'Schema theory' (CARLA, 2014) is a good tool. According to this theory, learners learn new information by connecting it to what they already know. As a result, their previous knowledge and experiences and the ability to operate those knowledge and experiences in relation to the new information will become useful for learning. Therefore, this technique would help learners to be familiar with the contents and their anxiety would decrease.

5.5.1.5 Taking Deep Breaths and Counting - Meditation practice for Fairly

Anxious Learner

In this current study, only one participant stated that she practiced meditation at home everyday to help her reduce anxiety as stated in Chapter 4 (section 4.7.1.5).

Mediation practice is one of the strategies that the participants considered as a tool to cope with their anxiety according to the Buddhist way of practice. Nittaya who was the only highly anxious learner from the qualitative study found meditation practice was one of the useful ways. It is possible that the learner with high anxiety may apply this strategy more often than others, especially the strategy related to religion which other learners do not seem to apply.

5.5.2 What Teachers (Can) Do

This section will be strategies used by teachers in order to support learners to cope with anxiety.

One participant in the qualitative study mentioned that language anxiety appeared mainly from language learners themselves. However, Williams and Andrade (2008) found that half of the students (50.61%) felt that the teacher was responsible for the anxiety-provoking situation while the part of students themselves was lower (13.99%). Price (1991) reported that instructors had played a significant role in this issue and Young (1990 : 550) noted that “anxiety decreased when instructors create a warm social environment”. In the same

way, Worde (2003) stated that the role of teacher should be the one who provide a supportive and understanding environment.

The strategy for coping with language anxiety by language teacher practice which emerged from the study will be presented in 2 main headings:

- (1) An Active task brings about an active mind and
- (2) The beauty of simple language is its accessibility to learners.

5.5.2.1 An Active Task brings about an Active Mind

Participants made comments about classroom activity together with classroom atmosphere in Chapter 4 (section 4.7.2.1), for example, they mentioned having games, giving clues for answers by a teacher, sitting in groups.

Classroom activities can definitely help create a relaxed atmosphere in language learning class. Students believe that these activities could help reduce anxiety in their language learning situation, for example, playing games. This also was stated in Worde (2003) that games and plays can be activities used to reduce anxiety. Furthermore, Vogely (1998) gave a comment that using variety of input, incorporating games and other fun activities in class as the vehicle for listening activities can help decrease anxiety.

With regard to having games in class, I used to think that it may not work well with university students because they are already adults (their age was about 18 – 22 years old). They may find it useless or a waste of their time and they may not enjoy it. However, now I realise that I was wrong as the result found in this

study revealed that they like games. They were more relaxed while playing games which of course can decrease their anxiety.

In relation to findings (section 4.5.1), participants in this study seemed to care about their classmates' thoughts very much and their thoughts tended to be about a negative comment, for example, they are afraid of what their friends think of them which would affect their self-images, or what their friends will behave towards their performance. Moreover, the relationship between them in class or in their groups also influences them a lot, especially excerpts from Jirarat. Hadfield (1992:10) states that "a positive group atmosphere can have a beneficial effect on the morale, motivation, and self-image of its members, and thus significantly affect their learning, by developing in them a positive attitude to the language being learned, to the learning process, and to themselves as learners". As a result, a relaxed atmosphere among friends or groups in classroom situation is extremely important. Providing games for learners to play in class is a good idea to create constructive atmosphere. Anxiety would be reduced thus.

The classroom arrangement is also an important issue to consider if the teacher can promote the more positive environment because learners will learn more efficiently in the less stressful classroom environment. This idea was supported by Elkhafaifi (2005 :206) who commented that "reducing student anxiety and providing a less stressful classroom environment might enable teachers and Arabic programs to help students improve both their listening comprehension proficiency as well as their overall course performance".

According to the seat arrangement, participants in this study prefer to sit in groups as it can reduce anxiety while Worde (2003) offered sitting in a semi-circle or oval for the pedagogical practices and classroom environment.

5.5.2.2 The Beauty of Simple language is its Accessibility to learners.

Participants in the qualitative study mentioned vocabulary and sentence as elements which could influence their anxiety. They stated that simple vocabulary and sentence would reduce anxiety, as they commented in Chapter 4 (section 4.7.2.2).

This interpretation might indicate that when students faced difficult vocabulary or complicated sentence, they were afraid they would not be able to understand the text and then would lead to poor performance. Similarly, Scarcella and Oxford (1992) made a comment that listening anxiety occurs when students face a task which they feel is unfamiliar or too difficult (cited in Vogely, 1999).

Regarding this issue, Vogely (1998) made a comment that making input comprehensible by using familiar, meaningful topics and vocabulary will alleviate anxiety. Additionally, clear instruction helps decrease anxiety.

Vygotsky's sociocultural theory would support learners to understand and learn more by using cooperative learning where weak learners gradually develop with help from teachers or more capable friends who are able to provide learners with scaffolding to facilitate them within the zone of proximal development (ZPD) (McLeod, S. A. 2012). The idea of Vygotsky's belief is that when a student is in the ZPD for a task, providing an appropriate support will give the student enough to achieve the task (McLeod, S. A., 2012).

It is crucial to note that easy vocabularies or simple sentences may help learners understand easier and may reduce their anxiety. However, learners need to learn something more advanced to progress in their study. It is challenging to consider the level of simplicity to make learners understand and at the same time how they would have good progress.

5.6 Diary writing as a crucial tool for language learners

From this study, an unexpected finding from research process was discovered. Diary writing was not only suitable for the group of anxious language learners to write down their feelings individually but it was also found to be a very good tool to help learners reduce anxiety in their language classroom. There was strong evidence from all participants which indicated the advantages of diary writing. After they finished each lesson, they wrote in their diaries. This is the way they realised their learning situation, feelings, problems, how to learn better. If they did not write diary, they would easily forget what happened in their language class.

5.7 Conclusion

This chapter discussed findings from the study related to three main areas as in sources of anxiety, feelings perceived by participants, and strategies they applied to cope with anxiety.

The main sources of anxiety from participants in this study seem to be from themselves. The top three themes participants stated in their diaries reflect factors related to (1) course achievement, (2) peer-pressure and self-image, and

(3) circumstances related to teacher and instruction while the first theme mentioned in the interview is peer-pressure and self-image. The noticeable sources are peer pressure, self-perception or self-esteem. These characteristics have a strong link to self-confidence and influence language anxiety which supports Cheng et al (1999); Matsuda and Gobel, (2001), (2004); Subasi (2010). Nevertheless, some anxiety sources which appeared in this study may not be applicable to other studies, for example, absent mindedness and submission deadline are a few of sources of anxiety related to the culture of this context in which most people equate good marks with achievement which would connect to success in life.

The feelings while learners are experiencing anxiety can be both noticeable and non-noticeable. However, learners are likely to suffer while experiencing anxiety.

Strategies applied to cope with anxiety found from this study are mainly related to participants. However, in order to help language learners learn their language effectively, teachers also have a role to create low-anxiety classroom environment too.

I really like to highlight 'diary writing' as one of methods used in this study. It is a satisfactory surprise to find that it is really beneficial for language learners to reflect on themselves so that they can find ways to learn better and to achieve their goal in language learning.

Chapter 6 Conclusions, Implications and Contributions

6.1 Introduction

This chapter summarizes the findings of this research. It also presents the Implications, Contributions and Limitation arising from the study. Finally, the chapter ends with suggests for possible further research.

6.2 Summary of research findings

This research was conducted at the Department of foreign language in a college of a university in southern Thailand. The focus was to find out language learners' perceptions of sources of anxiety, feelings while experiencing anxiety, and strategies they applied to cope with anxiety. This was done by first administering a questionnaire to English major students for quantitative data. In phase two, two qualitative tools—diary writing and interview—were applied to find out more information in depth and to illuminate quantitative data. The students in the study experienced language anxiety in their class. The analysis of the quantitative and qualitative data from this study revealed key findings.

The findings related to sources of anxiety from FLCAS questionnaire found that the first two sources of participants' worry were

- (1) Failing in English class, and

- (2) Speaking without preparation.

The qualitative findings revealed sources of anxiety experienced by these students from their diaries and from interviews. In relation to their diaries, the following details are ranked from the most mentioned themes:

- (1) Course Achievement
- (2) Peer Pressure and Self-image
- (3) Circumstances related to language teachers and their instructions

However, the fourth theme was Perfectionism and the frequency of their notifications is not much different from the third one.

The findings from interviews revealed the sources of their anxiety as the following

- (1) Peer Pressure & Self-image and Circumstances related to learners
- (2) Self Confidence, Comfort & Relaxation
- (3) Perfectionism

According to findings from quantitative and qualitative evidence above, the most important source was from learners. Language learners in this study were aware of their accomplishment in their FL courses while peer pressure has a strong impact on learners. Self-confidence also was often mentioned and there seemed to be a link to peer pressure and self-esteem (see figure 5.1).

Absent-mindedness or losing concentration was a surprise source of anxiety which learners mentioned. This means that I have never found it as a source of anxiety from any study.

With regard to the feelings while learners experiencing anxiety, they experienced both physical and emotional symptoms and these symptoms also affected their academic performance.

Regarding the strategies participants applied to cope with their anxiety, they mostly used strategies which they knew themselves, for example, trying to concentrate more, practicing more, having good preparation, thinking positively, having self-talk.

Foreign language anxiety is an important issue to keep in mind for language teachers because it can represent physically and emotionally uncomfortable experience for learners. Many studies have found that anxiety can create potential negative effects on learners' achievement. Knowing sources of anxiety among learners help teachers reduce it in the right way

6.3 Implications of the study

According to this current study, learners experienced language anxiety indeed.

This anxiety affects their FL learning as well as their performance. The following recommendations are made based on the interpretation of the study. These

recommendations have been categorized into three main clusters: (1)

Pedagogical Approaches and methodologies in language teaching, (2)

Understanding Learning process, and (3) Assessment.

These three elements are closely linked to each other in teaching and learning process in language classroom situation. Thus, the scope of each cluster will be specified.

6.3.1 Pedagogical Approaches and Methodologies in Language Teaching

According to teaching pedagogy, there is no single teaching approach which suits all language classroom situation. Some strategies may be suitable for teaching a certain skill. I would like to discuss teaching methodology and activities teachers applied in language class.

According to the findings of this study, 'absent-mindedness' was reported by participants. This effect does not appear in any of the previous literature on language anxiety. Participants expressed this state of mind when they could not follow what the instructor was saying in classroom. Two reasons can be used to explain the occurrence of absent-mindedness. First, some teachers may not know how to effectively present information and ideas in the classroom. These teachers may take a long time to explain content, or they may present it in a disorganized manner that is difficult to follow. They may continually talk without eliciting responses from students. These presentation problems will make it difficult for students to grasp the main message that teachers want to convey. If an overload of verbal information is provided by teachers without an opportunity for students to respond or participate in the discourse, then it is easy for students to lose the thread of the discussion. This results in their becoming absent-minded and distracted. Afterward, their level of anxiety increases because they are afraid of being asked questions to test their understanding. A second reason for absent-mindedness in the English Language classroom is

the personal issues that students experience. University students, especially students who enter university immediately after high school, are at a very vulnerable stage in life. They must make the transition from adolescence to adulthood, from dependence on their family to semi-independence, and from the very structured life of high school students to the less predictable and less regulated university life. Thus, the students of this age group encounter a tremendous number of changes both physically and mentally and this will affect their level of anxiety. Ineffective classroom presentation by teachers and personal issues of students combine to create distracted, absent-minded students who cannot focus on the learning content. When teachers ask them questions, they become anxious because they don't know how to answer. It should be noted that absent-mindedness during study is especially prevalent among university students who are still teenagers. When teachers find that their students are unable to stay focused, they must modify their approach. Teachers might apply some of the following solutions, which are designed to increase student engagement with the learning process. For example, teachers can give learners chances to work in groups, create peer support activities, give students opportunities to take turns speaking, use cooperative learning, and having students engage in activities such as games that reengage their attention.

Another comment from participant which was raised in the qualitative data, is that, if students could become more familiar with the topics that they were presenting, they would have more self-confidence, and this would reduce their anxiety. Therefore, language teachers might consider using a 'learner-centred teaching' approach and allow learners to choose their own topics. This is likely to decrease student anxiety during classroom activities.

Most participants expressed that it was helpful if the teacher had them play games when they were experiencing anxiety. They confirmed that games help to reduce anxiety. There are a variety of games and other fun activities that are appropriate for language classroom situations.

6.3.2 Learning Process

Within a classroom, language teachers will observe varying degrees of diversity among learners. The students may come from diverse backgrounds, have varied personalities, and a host of individual differences. These differences will affect their performance in class. Language teachers should be aware of these differences and, when appropriate, adapt the instruction to match individual student needs. The teacher should make sure that all the learners have opportunities to succeed at language learning.

Another factor that teachers should be aware of is how the learners' cultures can influence the way they learn, the way they evaluate themselves, and the effect on their performance,

An example of a cultural trait affecting performance in the language classroom is the effect of Thai cultural values about modesty on Thai students. In Thai culture, the concept of modesty is valued, and Thai educators attempt to instill this value in students. Therefore, it is natural for Thai students to humble themselves by evaluating themselves at an unrealistically low level of achievement. Self-promotion by talking about one's own ability and achievements is considered improper. However, negative self-talk adds to language anxiety. Therefore, this characteristic may reduce their self-

confidence in language learning classroom, which will increase their anxiety. Thus, it is important for teachers, especially teachers from other cultures, to realize the cultural factors affecting Thai students' self-evaluation of their educational achievement. Language teachers should help students to gain more self-confidence by providing realistic feedback about their skills and weaknesses.

Another Asian cultural value is to cultivate children who will study hard and get high scores, thus opening the door to future achievements. Thus, learners with good academic performances are the one who will succeed in life. These expectations from parents may negatively affect learners by giving them unrealistically high goals for their academic success. Their inability to achieve these unrealistic goals will add to their anxiety in class. Language teachers may find it helpful to explain learner differences to students and help them to formulate more realistic expectations for their academic achievement. This will help to reduce the learners' distress and anxiety.

One of the most important cultural values in Asian cultures, particularly in East Asia and Southeast Asia is 'saving face'. In Thai culture, it is important that people may not lose their face in public or in front of their peers. This can make Thai learners anxious in the language classroom situation, as they often fear that they will lose face if they make mistakes. This will affect their class performance, for example, they may be unable to answer questions in class or when they are being recorded on video. In this situation, language teachers should encourage the attitude that mistakes are not 'a big deal' but are in fact essential to the learning process. Teachers should emphasize the importance of

learning from mistakes, that every mistake is a step toward improving language ability. If learners do not perform, how will they learn to do use the language? In addition, working in groups and having groups make their own decisions can help to decrease anxiety about losing face.

The tradition of competition has long been in education in a Thai society. For example, parents often compare their children with other children by comparing the academic results of students in class. This comparison could make learners anxious and it is quite stressful for learners. Finding the way to change the tradition is not easy, but it is possible to lessen this impact on learners.

Language teachers may encourage learners to look at their own progress rather than comparing with their peers.

As from the study, it is noticeable that highly anxious students did not want to participate in the qualitative study. This study aims to help all language learners, but language learners with high levels of anxiety have the greatest need for assistance in coping with language anxiety. Therefore, it is useful to conduct research focusing on highly anxious students. However, these highly anxious students are the least willing to participate in research about language anxiety. It appears that this group of students has specific personality characteristics which prevent them from being open to intervention and support such as this study is trying to offer. As a result, it is important for researchers to acknowledge that time and patience will be needed for this group to open up and to participate in research studies. Nevertheless, language teachers can help by raising student awareness of the negative impact of language anxiety on their language learning. If teachers are able to gain the trust of these highly

anxious students and to increase their self-awareness of the anxiety which impairs their learning, then these students may be willing to participate in research studies for their own benefit.

6.3.3 Assessment

In teaching and learning situation, assessment is one of the important considerations, as the assessment process allows both teachers and learners to measure the learners' progress and assess the effectiveness of teachers' instruction.

Thai Learners are highly aware of academic achievement as measured by scores and grades, reflecting the influence and expectations of their parents or guardians. This pressure can cause anxiety. Students are likely to feel anxious when they know they are being evaluated. As a result, anxious language learners may not perform well because of their anxiety. Language teachers may use different types of assessment in order to reduce this anxiety, for example, group work rather than speaking aloud in front of class. Furthermore, teachers can apply formative assessment to evaluate learners.

As we know that learners have different learning styles and capabilities, policies that allow students to learn at their own pace might help to reduce classroom anxiety and stress. Regardless of the possible benefits of such personalized learning, the discussion about implementing such an educational system would occur at a high administrative level, and it is questionable how much input language teachers would have on such a decision. However, a strong argument can be made for the benefits of a more personalized approach to education, so it is possible that a trial or pilot project might be approved at some point in the future. There might be issues over the most effective way to assess learners,

but evaluating students according to their progress and comparing their pre-test and post-test scores could be a solution.

In sum, the findings emerged from this study benefit language learners and language teachers in language teaching and learning situation. That is to say, teachers would know teaching strategies to suit their anxious learners. After that, learners' anxiety would be reduced; anxious learners would have greater chance to succeed in language learning.

6.4 Contribution of the study

The study contributes to the knowledge of FLA in language classroom. As mentioned in Introduction chapter (1.6), there are not many studies investigate how language learners really perceive and deal with their anxiety.

This is, to my knowledge, the first study conducted in this university regarding this topic and it has confirmed that FLA does exist in a language classroom, and this helps language teachers to be aware of the impact of FLA in order to facilitate learners to learn more successfully.

Second, this study discovered sources of anxiety experienced by learners and strategies applied to cope with anxiety which may vary from other studies due to the culture and the setting, for example, the most anxious participant who is Buddhist practiced meditation outside class to become calm and relaxed while learning the target language in class.

Third, one of language activities used by a teacher in class which helps reduce anxiety is playing games.

Fourth, diary writing one of the qualitative tools used in conducting research study was found as a beneficial tool for language learners in their language classroom. All participants confirmed that writing diary is really useful. They can reflect on their own language learning situation each day. Writing down some notes in diary would allow them to have more time to think carefully about what has happened in class. Some participants were not sure at first whether they experienced anxiety in class but they became consciously aware of their own level of anxiety after they started writing their diary. In this study, they all realized that they experienced anxiety and by writing diary, they found out their sources of anxiety. Then they can find suitable strategies to cope with it. Importantly, they also mentioned that it was a good way for them to release their feelings, especially some negative feelings. This implies that keeping diary was discovered to be an effective anxiety-reduction tool for them. Thus, I would recommend language teachers to consider diary writing and apply it in their own language teaching class. It would definitely help your anxious language learners.

6.5 Limitation of this research

There are some limitations of this study.

First, the number of participants was small. I intended to conduct a research study with students who were learning courses related to speaking and listening skills. There were only 2 groups of English major in year 2 and year 3. Normally the number of students who study English major is smaller than other majors, that is to say, accounting and hospitality and tourism. This study was based on

a voluntary participation basis. Although 100% of students on the day of questionnaire contribution were willing to participate in questionnaire, only 6 students voluntarily participated in the qualitative study phase.

Second, the participant who got the highest score from FLCAS and was classified as the most anxious students and the student who got the lowest level of anxiety students did not join the qualitative part of study. Still, there were students from all anxiety levels—high, medium, and low—in this study.

Third, the quantitative results of this study are based on self-report measures of language learning experienced by learners. Therefore, the results depend on whether the participants accurately and honestly responded to items on the questionnaire. It is rather difficult to measure affective variables in a precise manner because it might be possible that the participants may try to answer in the ways they think the researcher would want. However, because anxiety is a construct which cannot directly be observed, self-reports measurement is still necessary for this kind of research. In addition, FLCAS has been used to measure anxiety for many years and it is generally considered the best measurement of general foreign language anxiety. Furthermore, both interview and diary writing were positive and necessary addition to this research design and could fill this gap. Moreover, I applied the FLCAS once before this current study and had already checked reliability. Although classroom observation might be another tool to apply, I did not decide to have it because participants might be more stressed to have someone observe them and it would not be like

their own natural setting. It is possible for further research to consider to include teacher' interviews in the research study.

6.6 Suggestion for possible further research

The findings of this study suggest a number of areas that need further exploration. For example,

- This research focused on FLA in listening and speaking class of EIC major but it can be useful and interesting to do the study with other courses, such as, reading course, writing course, Basic English course. as well as with other majors, for instance, social science students, science students, engineering students. and to investigate the results and differences in term of their sources of anxiety and strategies they used.
- According to the findings of this study, peer pressure has a strong impact on learners, in particular, learners were not willing to answer questions because they were afraid of their friends' thought which will affect their self-images. Using some teaching techniques to help decrease learners' anxiety is interesting and a study on this area will be of great significance.

As mentioned in chapter 1, the launch of the ASEAN Economic Community (AEC) in Southeast Asia results in the integration of economies between Thailand and other nations. Tourism, one of the eight jobs, is allowed for free movement throughout the region. According to an English-mediated environment in AEC, Mala (2016) mentions that this creates fear among Thais who worry that their English competency may not reach the standards to compete in the labour market. As a result, the English language teaching and

learning has become concern among learners, teachers, policy-makers, and institutions. From this perspective, English teaching and learning has become even more crucial at present in the country.

The fact which Mala (2016) states is that: learners worry about their English proficiency. This indicates that it relates to language anxiety. However, in language learning classroom situation, language anxiety does exist and it is a hidden aspect which has detrimental effects on language learning and performance. It also obstructs learners from their learning progress. Many studies have found that language learners with a high level of foreign language anxiety present lower grades than those less anxious learners (MacIntyre and Gardner, 1989; Aida, 1994; Horwitz, 2001). This confirms that language anxiety plays an important role in language teaching and learning and influences learners' performance. Thus, language teachers should be aware of this aspect. Moreover, the teachers can play a significant part in helping learners to reduce their anxiety in order to assist them to learn the target language successfully.

Appendix 1 :

**Letter asking for data collection permission
from College Director and his reply**

17 May 2012

Mr Suchart In-Klam
College of Hospitality and Tourism Director
179 Moo 3 Tambon Mai-fad, Sikao, Trang 92150
THAILAND

RE : Permission to conduct a research study

Dear Mr In-Klam,

I am writing to request permission to conduct a research study at your institution. I am currently doing an Ed.D. (TESOL) at University of Exeter and am in the process of writing my doctoral thesis. The study is entitled "Foreign Language Anxiety in listening and speaking English in Thai EFL Classroom". The study would be conducted in accordance with ethical procedures approved by the University of Exeter.

I hope that the college administration will allow me to recruit 2nd and 3rd year students majoring in English for International Communication who are going to study Listening-Speaking 2 and Public Speaking in the first coming semester. Furthermore, I would appreciate it if you could allow me to contact Mr Michael Schaaf who is the courses instructor.

If approval is granted, it is envisaged that student participants complete the survey in a classroom at a convenient time. The survey process should take no longer than 25 minutes. The survey results will be pooled for the thesis project and qualitative methods – I plan to use interviews and students diaries at a later stage with students who indicate their interest in participating.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: kt265@exeter.ac.uk.

If you agree, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at your institution.

Sincerely,

K. Tantihachai

Kittima Tantihachai
Ed. D (TESOL) student
University of Exeter

Approved by Thesis supervisor:

S. M. Larkin

Dr Shirley Larkin
Senior Lecturer
Director Masters in Education
University of Exeter
St Luke's Campus
Exeter EX1 2LU, UK
0044 (0) 1392, 72 4814



College Director Reply :



Ref. No. 0584.14/171

College of Hospitality and Tourism
Rajamangala University of Technology
Srivijaya, Trang Thailand
179 Moo 3, Mai – fad, Sikao, Trang
92150

June 8, 2012

Dear Miss Tantiachai

According to your letter dated 17th May 2012 which request permission to conduct a research study entitled “Foreign Language Anxiety in Listening and Speaking English in Thai EFL Classroom. We would like to inform you that we are quite willing to allow you to conduct a research study for your doctoral thesis.

Sincerely,



Mr. Suchart In-Klam
College of Hospitality and Tourism Director

Human Resources Department

Tel. + 66 75 204 060

Fax. + 66 75 204 061

Appendix 2 :

**Letter asking for permission from the course
instructor to conduct a research study and his
reply**

7 June 2012

Mr Michael Schaaf,
Instructor at the English Department
179 Moo 3 Tambon Mai-fad, Sikao, Trang 92150
THAILAND
Email address : dalanco@gmail.com

RE : Permission to conduct a research study in your class

Dear Mr Schaaf,

I am writing to you to ask you for your kind permission to conduct a research study in your class. I have already obtained the permission from the college director, Mr Suchart In-klam, and he gave your contact details.

My name is Kittima Tantiachai, I am an instructor at the English Department in this college, and now I am on my study leave. I am currently doing an Ed.D. (TESOL) at the University of Exeter and I am in the process of doing my doctoral research. The study is entitled "Foreign Language Anxiety in listening and speaking English in a Thai EFL Classroom". The study would be conducted in accordance with ethical procedures approved by the University of Exeter, participation in the study is voluntary for the students and they will be asked for their consent separately.

The proposed study is designed to focus on students studying in listening and speaking courses who are studying with you this semester. I am particularly interested in 2nd and

3rd year students majoring in English for International Communication who are studying Listening-Speaking 2 and Public Speaking courses.

There are two parts of the study; (1) questionnaires and (2) interviews and diaries. The first part is an in-class activity which will take place in week 7 of the semester (16-20 July). During this week, I would like to ask for your permission to meet these two groups of students in the class time (one time for each group) for an introduction of the study and to contribute questionnaires. This process should take no longer than 30 minutes. The second part is out-of-class activities with selected students (including interview and student diaries) will continue during weeks 8-17.

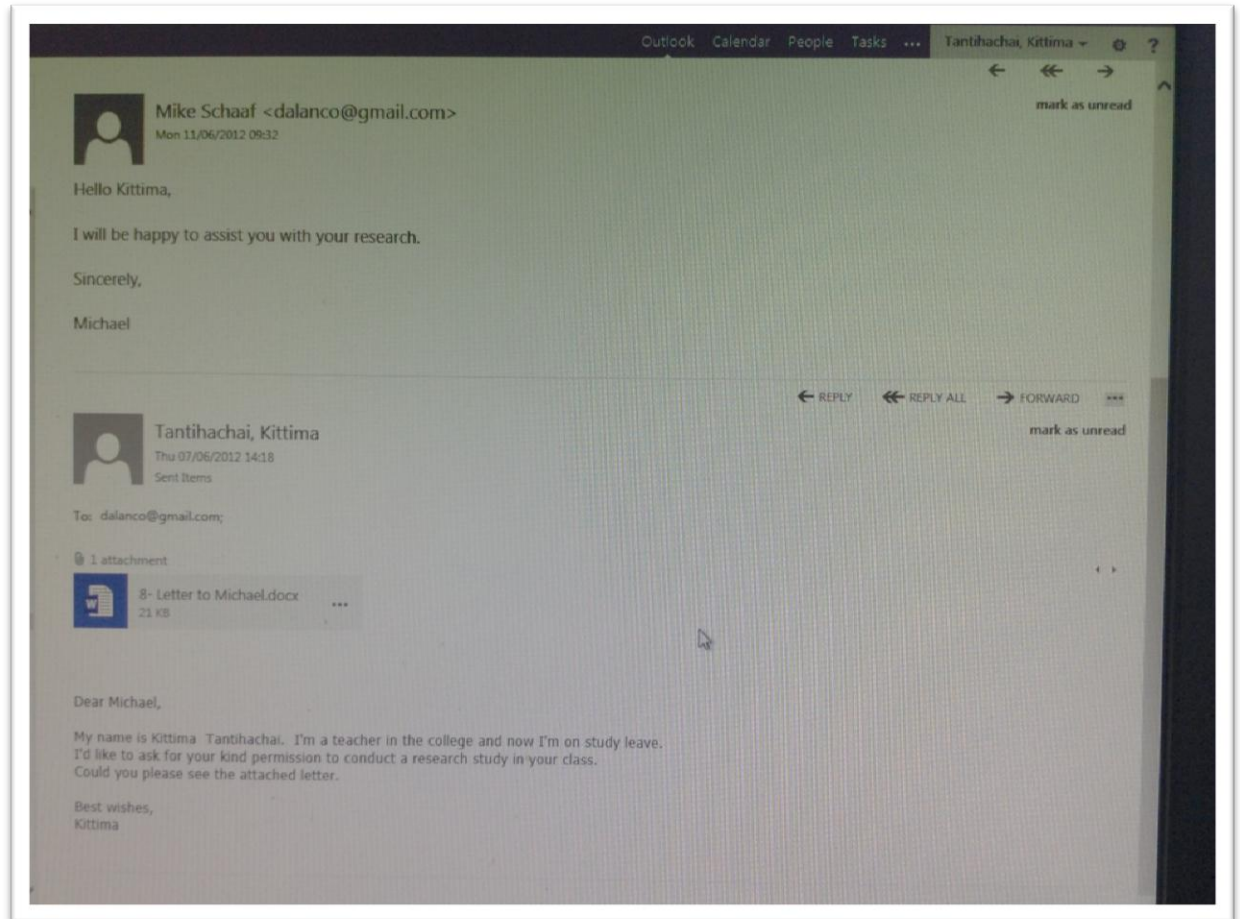
Your approval to conduct this study will be greatly appreciated. I would be happy to discuss any questions or concerns that you may have and to hear your opinion about my research study. I look forward to hearing from you by email (kt265@exeter.ac.uk).

Yours Sincerely,



Kittima Tantiachai

Course Instructor's Reply



Appendix 3:
Certificate of ethical research approval



Graduate School of Education

Certificate of ethical research approval

DISSERTATION/THESIS

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications> and view the School's Policy online.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: Kittima Tantihachai

Your student no: 590010290

Return address for this certificate: to be collected in office

Degree/Programme of Study: Ed. D (TESOL)

Project Supervisor(s): Dr Gabriela Meier and Dr Shirley Larkin

Your email address: kt255@exeter.ac.uk

Tel: 079-18108975

I hereby certify that I will abide by the details given overleaf and that I undertake in my dissertation / thesis (delete whichever is inappropriate) to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed:..... *K. Tantihachai*date:11 June 2012.....

NB For Masters dissertations, which are marked blind, this first page must not be included in your work. It can be kept for your records.

Chair of the School's Ethics Committee
updated: April 2012

Certificate of ethical research approval DISSERTATION/THESIS

Your student no: 590010290

Title of your project:

Foreign Language Anxiety in listening and speaking English in a Thai EFL classroom

Brief description of your research project:

In Thailand, English is taught and used as a foreign language. Students in general have limited chance to communicate the target language in their daily lives. According to many scholars who have consistently revealed that anxiety can impede foreign language production and achievement, this will be a big obstacle for students in this context because they use the target language only in class. And if they experience language anxiety, it will prevent them from performing successfully to achieve in their language learning.

This study will focus on listening and speaking as the majority of students will work in tourism and hospitality industry after their graduation where these communicative skills are crucial. The study will serve teachers knowledge in order to help anxious students to learn more and to create a good environment for foreign language class.

Give details of the participants in this research (giving ages of any children and/or young people involved):

2nd and 3rd year students majoring in English for International Communication (EIC) whose ages are between 19-20 years old

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

- a) **informed consent:** Where children in schools are involved this includes both headteachers and parents). Copy(ies) of your consent form(s) you will be using must accompany this document. a blank consent form can be downloaded from the GSE student access on-line documents:

(There is no student with special needs in the sample according to the university record.)

First, students will be informed about the process of the research, including why their participation is important, how information will be used and how and to whom it will be reported. They will also be informed that their participation and interactions are being monitored and analysed for research. Furthermore, they will be told of their right to withdraw from the research for any or no reason, and at any time. If they are willing to participate in the study, they will be asked to sign their names on the consent form.

- b) **anonymity and confidentiality**

Students will participate voluntarily in the study. They will be promised total anonymity and confidentiality.

Chair of the School's Ethics Committee
updated: April 2012

During data collection, they will be asked whether they would like to put their names on the questionnaire or they prefer to use codes in order to match with the interviews and diaries. If they use their names, they will be promised that their names will be anonymous in all publication and their personal details will be kept confidentially.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

Before data collection, I sent a letter to the college to give them detailed information of the study including the participants required, the courses they are studying, and an instructor teaching these courses that I wish to gather data from. The letter asked for permission to conduct a research study. I obtained a permission letter from the college director who has allowed me to undertake a study in the college. I was also given a contact detail of the instructor who I have written emails to and he is willing to participate in the study.

Three methods of data collection will be employed in the study. Firstly, questionnaire will be conducted to find out the level of students' anxiety. Secondly, semi-structured interview will be employed and participants will have a chance to see the transcription in order to confirm for validation. Thirdly, dairies will be used to gather in-depth information. Participants will write to express their feelings while studying, for example, how do they feel, why do they get anxious, what kinds of activities make them anxious, who makes them more anxious, how can they deal with it, etc. This step will take about 8-10 weeks and dairies will be collected every two weeks. In this case, participants will be asked for their convenience whether they would like to write down in diary books or whether they prefer to write using IT technologies, for example, Facebook.

Students will be assured that all information they give will be confidential and participation in the project will not affect their studies.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

All participants' personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

I acknowledge that some students might feel that they have to take part because of the power differential between myself as a researcher and their role as students. I will take great care to ensure that students are aware of my role as a researcher and that they are free to not take part in the research. I will remind students of this during the research process.

If students withdraw from the research, their data will be destroyed and not used in the final analysis of data.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: June 2012 until: June 2013

By (above mentioned supervisor's signature): S.H. Baker date: 20.6.2012

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

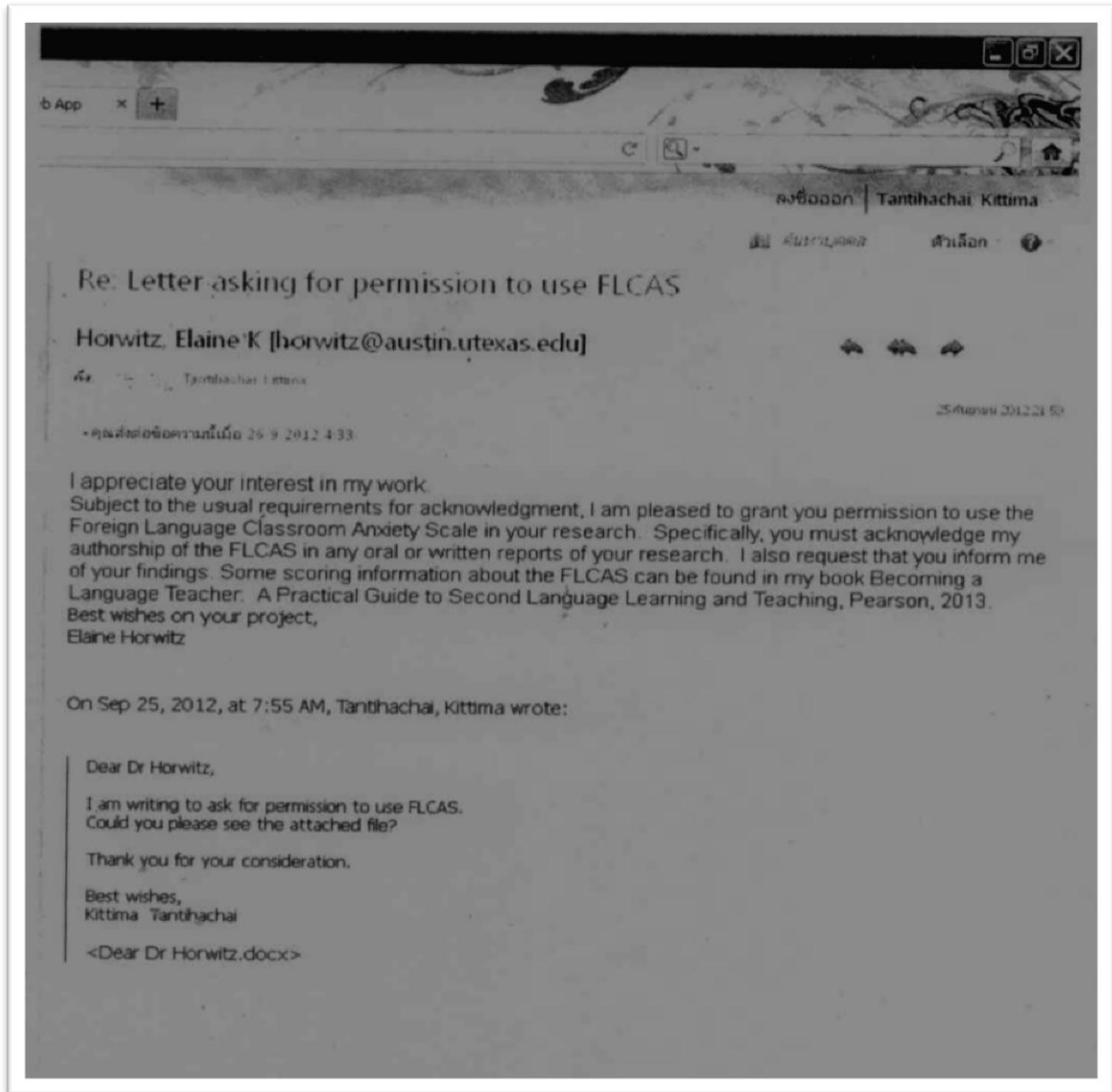
GSE unique approval reference: D/11/12/19

Signed: [Signature] date: 25/06/2012
Chair of the School's Ethics Committee

Chair of the School's Ethics Committee
updated: April 2012

Appendix 4:

**Letter granted from Elaine Horwitz to use her
questionnaire**



Re: Letter asking for permission to use FLCAS

Horwitz, Elaine K [horwitz@austin.utexas.edu]

Tantiachai Kittima

25 กันยายน 2012 11:50

คุณส่งอีเมลข้อความนี้เมื่อ 26/9/2012 4:33

I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, Pearson, 2013. Best wishes on your project,
Elaine Horwitz

On Sep 25, 2012, at 7:55 AM, Tantiachai, Kittima wrote:

Dear Dr Horwitz,

I am writing to ask for permission to use FLCAS.
Could you please see the attached file?

Thank you for your consideration.

Best wishes,
Kittima Tantiachai

<Dear Dr Horwitz.docx>

Appendix 5:
Questionnaire

Dear participants,

I'm an Ed. D. student in the Graduate school of Education, University of Exeter, UK. For my doctoral thesis, I am conducting a study on Foreign Language Anxiety in listening and speaking English in Thai EFL Classroom

I would like to invite you to participate in my research study. Your responses are essential to the success of the study. The results of this study may have implications for improving your language learning situation. Therefore, your input is very important. If you decide to take part, your participation will consist of

- (1) completing a questionnaire (which should take approximately 20 minutes).
- (2) a semi-structured interview (which should take approximately 20 minutes)
- (3) writing a diary (which should take about 8-10 weeks and will be collected every two weeks)

Your involvement for each step is completely **voluntary** and all answers are confidential and anonymous. You are free to withdraw from the study at any time, even if you have already started. If you decide not to participate, it will not affect your studies at all.

Please complete the form below if you are interested in the participation.

Thank you.

Part 2 : The Foreign Language Classroom Anxiety Scale (FLCAS)

คำชี้แจง กรุณาเติมเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของคุณ

1 Strongly Disagree; 2 Disagree; 3 Neither Agree/Disagree; 4 Agree; 5 Strongly Agree

[1. ไม่เห็นด้วยอย่างยิ่ง] [2. ไม่เห็นด้วย] [3. ไม่ทั้งเห็นด้วย/ไม่เห็นด้วย/ไม่มีความเห็น] [4. เห็นด้วย] [5. เห็นด้วยอย่างยิ่ง]

| | | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | I never feel quite sure of myself when I am speaking in the English class ฉันไม่เคยรู้สึกมั่นใจในตัวเองเลยเมื่อฉันพูดภาษาอังกฤษในชั้นเรียนภาษาอังกฤษ | | | | | |
| 2 | I don't worry about making mistakes in the English Class. ฉันไม่รู้สึกวิตกกังวลเลยเมื่อทำข้อผิดพลาดในการเรียนภาษาอังกฤษ | | | | | |
| 3 | I tremble when I know that I'm going to be called on in the English Class. ฉันรู้สึกสั่น เมื่อฉันรู้ว่าฉันกำลังจะถูกเรียกให้ตอบในชั้นเรียนภาษาอังกฤษ | | | | | |
| 4 | It frightens me when I don't understand what the teacher is saying in the English Class. ฉันรู้สึกตกใจและกังวลเมื่อฉันไม่เข้าใจในสิ่งที่อาจารย์กำลังพูดในชั้นเรียนภาษาอังกฤษ | | | | | |
| 5 | It wouldn't bother me at all to take more English classes. ฉันรู้สึกว่ามีปัญหายุ่งยากอะไรเลย สำหรับฉัน ที่ฉันจะลงเรียนภาษาอังกฤษเพิ่ม | | | | | |
| 6 | During English class, I find myself thinking about things that have nothing to do with the course. ในชั้นเรียนภาษาอังกฤษ ฉันชอบคิดถึงเรื่องอื่น ๆ ที่ไม่เกี่ยวกับวิชาเรียนนี้เลย | | | | | |
| 7 | I keep thinking that the other students are better at languages than I am. ฉันคิดอยู่เสมอว่าเพื่อนๆ คนอื่นเก่งด้านภาษามากกว่าฉัน | | | | | |
| 8 | I am usually at ease during tests in my English class. ฉันมักจะรู้สึกสบายใจ ในระหว่างการสอบภาษาอังกฤษในชั้นเรียน | | | | | |
| 9 | I start to panic when I have to speak without preparation in the English class. ฉันเริ่มหวั่นวิตกเมื่อฉันต้องพูดภาษาอังกฤษในชั้นเรียน โดยที่ฉันไม่ได้เตรียมตัวมาก่อน | | | | | |
| 10 | I worry about the consequences of failing my English class. ฉันกังวลเกี่ยวกับผลของการสอบตกในวิชาภาษาอังกฤษ | | | | | |
| 11 | I don't understand why some people get so upset over foreign language classes. ฉันไม่เข้าใจว่าทำไมบางคนถึงได้ไม่มีความสุขกับการเรียนภาษาต่างประเทศเลย | | | | | |
| 12 | In English class, I can get so nervous I forget things I know. ในชั้นเรียนภาษาอังกฤษ ฉันรู้สึกประหม่าจนฉันลืมในสิ่งที่ฉันรู้อยู่แล้ว | | | | | |
| 13 | It embarrasses me to volunteer answers in my English class. ฉันรู้สึกอายที่จะอาสาสมัคร ตอบคำถามในชั้นเรียนภาษาอังกฤษ | | | | | |
| 14 | I would not be nervous speaking English with native speakers. ฉันไม่รู้สึกประหม่าในการสนทนาภาษาอังกฤษกับผู้ที่เป็นเจ้าของภาษาอังกฤษ | | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 15 | I get upset when I don't understand what the teacher is correcting. ฉันรู้สึกหงุดหงิดเมื่อฉันไม่เข้าใจในสิ่งที่อาจารย์กำลังแก้ไขให้ | | | | |
| 16 | Even if I am well prepared for the English class, I feel anxious about it. แม้ว่าฉันได้เตรียมตัวมาอย่างดีสำหรับการเรียนภาษาอังกฤษแล้วก็ตาม ฉันก็ยังรู้สึกกังวลอยู่ | | | | |
| 17 | I often feel like not going to my English class. บ่อยครั้งที่ฉันรู้สึกไม่อยากเข้าชั้นเรียนภาษาอังกฤษ | | | | |
| 18 | I am afraid that my language teacher is ready to correct every mistake I make. ฉันเกรงว่าอาจารย์ที่สอนภาษาอังกฤษจะแก้ไขข้อผิดพลาดด้านภาษาทุกอย่างที่ฉันทำ | | | | |
| 19 | I feel confident when I speak in the English class. ฉันรู้สึกมั่นใจเมื่อฉันพูดภาษาอังกฤษในชั้นเรียนภาษาอังกฤษ | | | | |
| 20 | I can feel my heart pounding when I'm going to be called on in class. ฉันสามารถรู้สึกได้เลยว่าหัวใจของฉันเต้นมาก เมื่อฉันจะถูกอาจารย์เรียกให้ตอบในชั้นเรียน | | | | |
| 21 | The more I study for an English test, the more confused I get. ยิ่งฉันได้เรียนภาษาอังกฤษมากเท่าไร ฉันก็ยิ่งสับสนมากขึ้น | | | | |
| 22 | I don't feel pressure to prepare very well for the English class. ฉันไม่รู้สึกกดดัน ถ้าจะต้องเตรียมตัวอย่างดี สำหรับการเรียนภาษาอังกฤษในชั้น | | | | |
| 23 | I always feel that the other students speak English better than I do. ฉันรู้สึกเสมอว่าเพื่อนคนอื่น ๆ พูดภาษาอังกฤษได้ดีกว่าฉัน | | | | |
| 24 | I feel very self-conscious about speaking English in front of other students. ฉันรู้สึกกังวลมาก หรือประหม่อมมาก เมื่อต้องพูดภาษาอังกฤษต่อหน้าเพื่อนคนอื่น ๆ | | | | |
| 25 | Language class moves so quickly I worry about getting behind. ชั้นเรียนภาษาอังกฤษ ผ่านไปอย่างรวดเร็ว ฉันกังวลเกี่ยวกับการอยู่รั้งท้าย | | | | |
| 26 | I feel more tense and nervous in my English class than in any other class. ฉันรู้สึกเครียด และกระวนกระวาย ในชั้นเรียนวิชาภาษาอังกฤษมากกว่าวิชาอื่น ๆ | | | | |
| 27 | I get nervous when I am speaking in my English class. ฉันรู้สึกประหม่อมเมื่อฉันพูดภาษาอังกฤษในชั้นเรียนภาษาอังกฤษของฉัน | | | | |
| 28 | When I'm on my way to English class, I feel very sure and relaxed. เมื่อฉันอยู่ระหว่างเดินไปเข้าชั้นเรียนภาษาอังกฤษ ฉันรู้สึกมั่นใจและผ่อนคลาย | | | | |
| 29 | I get nervous when I don't understand every word the language teacher says. ฉันรู้สึกกังวล เมื่อฉันไม่เข้าใจคำพูด ทุกคำที่อาจารย์พูด | | | | |
| 30 | I feel overwhelmed by the number of rules one has to learn to speak English. ฉันรู้สึกว่าภาระจะพูดภาษาอังกฤษได้ ต้องจดจำกฎ ระเบียบมากมายจนเกินไป จนฉันรู้สึกสับสน | | | | |
| 31 | I am afraid that the other students will laugh at me when I speak English. ฉันกลัวว่าเพื่อน ๆ จะหัวเราะเยาะ ฉันเมื่อฉันพูดภาษาอังกฤษ | | | | |
| 32 | I would probably feel comfortable around native speakers of English. ฉันค่อนข้างจะรู้สึกสบายใจหรืออบอุ่นใจเมื่ออยู่ท่ามกลางผู้ที่เป็นเจ้าของภาษาอังกฤษ | | | | |
| 33 | I get nervous when the instructor asks questions that I haven't prepared. ฉันรู้สึกกังวลเมื่ออาจารย์ถามคำถามที่ฉันไม่ได้เตรียมตัวมา | | | | |

Thank you.

Appendix 6 :

Diary Outline

การเขียน Diary สำหรับ งานวิจัยเรื่อง

“Foreign Language Anxiety in listening and speaking English in Thai EFL Classroom.”

รายละเอียดที่เขียน

1. วัน เดือน ปี เวลา
2. บทเรียนที่ อาจารย์สอน
3. ความรู้สึก ขณะที่มีการเรียนการสอน และเกิด Anxiety
4. สาเหตุของการเกิด Anxiety หรือ ขณะเกิด Anxiety กำลังทำกิจกรรมอะไร
5. ใครทำให้เราเกิด Anxiety เช่น ตัวเอง ครู หรือเพื่อน
6. คุณสามารถ ควบคุม Anxiety ได้หรือไม่ ควบคุมอย่างไร
7. จากสถานการณ์ที่เกิด Anxiety ในวันนี้ คุณคิดว่าจะต้องปรับปรุงส่วนใดในการเรียน จึงจะลด Anxiety ในตัวคุณเองได้

Translation :

Writing diary for the study of “Foreign Language Anxiety in listening and speaking English in Thai EFL Classroom”

Details written on diary :

1. Date and time
2. Kind of Lesson
3. Feelings while experiencing anxiety in class
4. Cause or source of your anxiety and activities you are having at that time.
5. Who contributes your anxiety, for example, yourself, your teacher, or friends
6. Can you control your anxiety? How?
7. From the experience today, what strategies can help you reduce your anxiety.

Appendix 7 :

Interview questions and Theme

Categories of enquiry:

A. Sources of Foreign Language Anxiety (FLA) (Question number 3-4)

B. Feeling while experiencing FLA (Question number 5)

C. Strategies used to cope with FLA (Question number 6)

The interview has been designed to further explore some information from diary in more depth. The first two questions are used to make sure that participants experienced FLA and to know how diary writing works

Questions:

1. After diary writing at the end of each lesson, have you noticed yourself that you experienced language anxiety in your listening and speaking class?
2. If yes, do you think anxiety affect your language learning? How?
3. When do you normally get anxious in your class? Which activities? Who creates anxiety?
4. What are sources of your language anxiety?
5. How do you feel when experiencing anxiety?
6. Which strategies do you use to help when you experienced language anxiety? Or what can help decrease anxiety?
7. Do you have any more information or questions to add?

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