A STUDY OF FOREIGN LANGUAGE LEARNING ANXIETY

OF THE FIRST YEAR STUDENTS

AT SRINAKHARINWIROT UNIVERSITY

A THESIS

BY

JIRAPORN PARANUWAT

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

March 2011

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AN ABSTRACT

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Presented in Partial Fulfillment of the Requirements for the

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Jiraporn Paranuwat. (2011). *A Study of Foreign Language Learning Anxiety of the First Year Students at Srinakharinwirot University*. Master thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assoc. Prof. Chaleosri Pibulchol, Assoc. Prof. Dr. Somson Wongyounoi.

This study aimed to investigate the extent of foreign language learning anxiety experienced by first year students at Srinakharinwirot University, the sources of anxiety and the relationship between anxiety and learning achievement. The participants were 920 first year students enrolled in English for Effective Communication II (SWU 122) during the second semester of the academic year 2009. The research instruments were a questionnaire and semi-structure interviews.

The results revealed that:

1) the foreign language learning anxiety of first year students was moderate.

2) the sources of the students' foreign language learning anxiety included communication apprehension, fear of being less competent than others, test anxiety and fear of negative evaluation.

3) a significantly negative correlation ($p < .05$) between foreign language learning anxiety and learning achievement was determined among the students as a whole, as well as specifically for students with high and moderate levels of achievement. No significantly negative correlation was found between foreign language learning anxiety and learning achievement among students in the low achievement group.

การศึกษาความวิตกกังวลในการเรียนภาษาต่างประเทศของนิสิตชั้นปีที่ 1

มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ

ของ

จิราพร ภราดร์นุวัฒน์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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วงษ์อยู่น้อย.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจหาระดับความวิตกกังวลในการเรียน

ภาษาต่างประเทศของนิสิตชั้นปีที่ 1 มหาวิทยาลัยศรีนครินทรวิโรฒ สาเหตุของความวิตกกังวล และ

ความสัมพันธ์ระหว่างความวิตกกังวลกับผลสัมฤทธิ์ทางการเรียน   กลุ่มตัวอย่างเป็นนิสิตชั้นปีที่ 1

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1) ความวิตกกังวลในการเรียนภาษาต่างประเทศของนิสิตอยู่ในระดับปานกลาง

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วิตกกังวลในการสื่อสาร ความกลัวต่อการมีความสามารถด้อยกว่าผู้อื่น ความวิตกกังวลในการสอบ

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ทางการเรียนเป็นไปในเชิงลบอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในกลุ่มนิสิตจำนวนทั้งหมด กลุ่ม

นิสิตที่มีผลสัมฤทธิ์ทางการเรียนในระดับสูงและกลุ่มนิสิตที่มีผลสัมฤทธิ์ทางการเรียนในระดับปาน

กลาง และพบความสัมพันธ์เชิงลบอย่างไม่มีนัยสำคัญ   ระหว่างความวิตกกังวลในการเรียน

ภาษาต่างประเทศกับผลสัมฤทธิ์ทางการเรียนในกลุ่มนิสิตที่มีผลสัมฤทธิ์ทางการเรียนในระดับต่ำ

The thesis titled

"A Study of Foreign Language Learning Anxiety of the First Year Students

at Srinakharinwirot University"

by

Jiraporn Paranuwat

has been approved by the Graduate School as partial fulfillment of the requirements for the

Master of Arts degree in Teaching English as a Foreign Language of

Srinakharinwirot University.

…………………………………….. Dean of Graduate School

(Assoc. Prof. Dr. Somchai Santiwatanakul)

March   , 2011

Thesis Committee   Oral Defense Committee

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Jiraporn Paranuwat

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CHAPTER I

INTRODUCTION

Background of the Study

In modern global society, English plays an important role as a means to communicate with people from all over the world. A myriad of knowledge, information and business are conveyed globally through the use of English. Several countries have long realized the importance of English and promoted it as a core subject in their schools to encourage children to achieve English language proficiency.

In Thailand, the Basic Education Core Curriculum B.E. 2551 (Ministry of Education in Thailand, 2008) proposed new learning standards for foreign languages to promote students' abilities to a) possess language communication skills for effective exchange of data and information plus efficient expression of feelings and opinions; b) present data, information, concepts and views on various matters by speaking and writing; and c) use foreign language in various situations at school, in the community and in society.

Despite the goals established by the ministry, the current level of proficiency in most English classrooms in Thailand remains in stark contrast to the proclaimed goals of the curriculum. Though Thai students have learned English since primary school, most university students still have low English proficiency. A Study was conducted with 250 fourth year English program students from three Rajabhat Institutes in the Northeast region found that 32.4% of the students demonstrate a low level in using English for communication and 41.2% of the students are at a very low level (Khaosim, 2004). Other

research was conducted at Khon Kaen University by Deesri and Patanasorn (2002) concerning the self perception of English major students regarding their academic problems and needs for English instruction. The research reveals that many students have problems in writing, reading and especially with speaking skills. They often do not want to speak in English because they are afraid of making mistakes.

To date, a number of studies have been conducted to find ways to maximize the potential of learners in acquiring second or foreign languages. These studies include exploring methods of teaching or inventing teaching techniques to increase learners' language acquisition. Many studies are concerned with providing appropriate learning environments for learners as well as understanding learners' internal processing.

Many variables relate to success in second language acquisition including motivation, self-confidence and anxiety (Krashen, 1982). The main obstacle that prevents learners from processing language data is called an 'affective filter' (Dulay, Burt & Krashen, 1982). Krashen (1982) proposes that students whose attitudes are not optimal for second language acquisition will tend to seek less input and also have strong affective filters. They do not allow language input to reach the part of their brains responsible for language acquisition even if they understand the message. Krashen also states that in addition to comprehensible input, learners need to lower their affective filters. In other words, for learning to occur, a learner needs to be in a state of anxiety-free relaxation.

Many language researchers are concerned that anxiety may function as an affective filter preventing students from achieving a high level of proficiency in foreign language. Krashen (1982) proposes that anxiety tends to show a strong relationship to second language achievement when communicative tests are used. Horwitz (1991) has reported a negative correlation between anxiety and final grades among learners of

Spanish and French as second languages. In addition, Aida (1994) has determined a moderate negative correlation between anxiety and course grades among learners of Japanese. Nevertheless, the causal relationship remains controversial because some studies identify anxiety as being helpful. For example, Chastain (1975) reports a relationship between helpful anxiety and good grades in language classes among students in regular French, German and Spanish classes.

In Thailand, most of the research regarding language anxiety has been conducted to determine the extent of anxiety and its relationship with diverse variables. Yiamsawat (2003) reports in a study with a group of senior high school students that students have a high level of anxiety in four language skills (listening, speaking, reading, and writing) and medium level in vocabulary and grammar. Further, the result reveals that female students show significantly higher anxiety than males in speaking and writing skills. Sarawit (1996) indicates a negative correlation between language anxiety and foreign language achievement among first year university students. The same result is revealed by Tintabut (1998) who conducts the study among senior high school students.

Based on these various findings, language anxiety clearly plays a critical role in foreign language learning. Identification of the sources as well as recognition of learner anxiety will hopefully yield methods to cope with language anxiety. To widen discussion and offer clearer findings in this field, the present research has been undertaken. This research examines the sources and extent of students' language anxiety as well as its effect on their ability to learn foreign languages. The samples of the study included freshmen students studying English as a foreign language at Srinakharinwirot University. This study aims to benefit teachers and students by helping them cope with students' language anxiety and to employ the results of the research meaningfully.

Objectives of the Study

This study was conducted with three main purposes:

1. To investigate the extent of anxiety in foreign language learning in the experience of first year students at Srinakharinwirot University.

2. To explore the sources of foreign language learning anxiety among first year students at Srinakharinwirot University.

3. To uncover a correlation between anxiety and achievement in foreign language learning among the students as well as those with high, moderate, and low levels of foreign language achievement.

Research Questions

The following research questions were explored:

1. Do the first year students at Srinakharinwirot University feel anxious while learning a foreign language? If yes, to what extent?

2. What are the major sources of anxiety while learning a foreign language among first year students at Srinakharinwirot University?

3. Is foreign language learning anxiety correlated to the foreign language learning achievement of first year students at Srinakharinwirot University? What is the correlation for students at high, moderate and low levels of English achievement?

Significance of the Study

The results of the study will raise teachers' awareness concerning the sources of anxiety as well as its effect on students' learning. This study will provide teachers effective ways to cope with students' anxiety. In addition, it will serve as a resource for future studies in the area of foreign language learning anxiety.

Scope of the Study

This study aims to explore the sources of foreign language learning anxiety experienced by first year students at Srinakharinwirot University and its effect on their foreign language learning. The study is confined by the following parameters:

1. The population for this study included first year students at Srinakharinwirot University in academic year 2009. The total number of enrolled students according to the University Operation Center was 4,077.

2. The subjects were selected from the first year students who enrolled in English for Effective Communication II (SWU 122), the second foundation English course offered in the second semester of academic year 2009. The subjects were drawn from 28 classes with a total number of 920 subjects using convenience sampling.

3. The variables in this study were 1) foreign language learning anxiety and 2) foreign language learning achievement.

4. The research time period spanned from December 2009 to June 2010.

Definition of Terms

In this study, the following terms are defined as follows:

1. *Foreign language learning anxiety* refers to a specific emotional state of apprehension concerning a distinct complex of self- perceptions, beliefs, feelings and behaviors related to language learning in a foreign language classroom, an academic or social context. In this study, foreign language learning anxiety was measured based on the scores on a questionnaire in which six dimensions of foreign language anxiety were included. The dimensions of anxiety are as follows:

1.1 *Communication apprehension* is a type of fear, shyness or nervousness when using foreign language to communicate with language teachers or native speakers. It also includes difficulty in speaking in groups; in front of the class; and listening to spoken foreign language messages in the classroom.

1.2 *Fear of negative evaluation* is defined as apprehension about making mistakes and being negatively evaluated in the classroom, avoidance of evaluative situations and a student's expectation of being evaluated negatively.

1.3 *Test anxiety* refers to a type of performance anxiety stemming from a fear of failing to perform well in a test-taking situation in a foreign language classroom.

1.4 *Fear of being less competent than others* refers to a type of fear that occurs when learners compare themselves with other students and perceives themselves as being less competent than others.

1.5 *Negative attitudes toward language class* refer to a type of thoughts and feelings toward a language class stemming from a student's past fears or negative experiences in a language class.

1.6 *Beliefs about language learning* refer to overwhelming feelings stemming from a student's conception of the focus of foreign language learning.

2. *Foreign language learning achievement* refers to the subjects' total achievement score on English for Effective Communication II (SWU 122) in the second semester of academic year 2009.
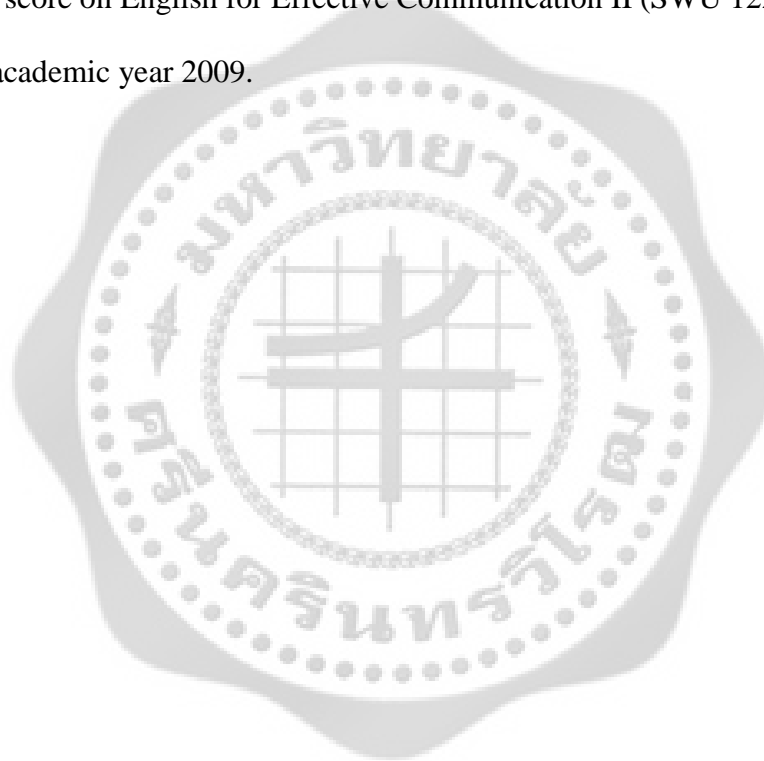
CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews literature in foreign language anxiety in order to understand the context of student experience, factors that affect anxiety and the relationship between anxiety and learning achievement. The first section proposes anxiety as a human emotional state. The literature deals with definitions, categories and measurements of anxiety in applied psychology. The second section looks at language anxiety including definitions, conceptual foundations, potential sources of language anxiety, the effects and alleviation of language anxiety. The third section describes the measurements and data analysis of language anxiety research. The fourth section deals with course syllabuses of foundation English courses for undergrads at Srinakharinwirot University in academic year 2009. The final section reviews previous studies concerning language anxiety.

Section I: Anxiety

Definition of Anxiety

Numerous researchers provide definitions of anxiety. Hilgard, Atkinson and Atkinson (1971) describe anxiety as a vague fear that is only indirectly associated with an object. Lamendella (1977) defines anxiety as an emotional state generated by the arousal of the limbic system, the primitive, sub-cortical 'chassis' of the cerebrum, which has an important role in human enterprises. On the other hand, Leary (1983) describes anxiety

as a state of apprehension or dread with regard to an impending, possibly negative

outcome that a person believes cannot be prevented.

Categories of anxiety

Psychologists make a distinction between three categories of anxiety: trait

anxiety, state anxiety and situation- specific anxiety as follows:

1. Trait anxiety

Trait anxiety refers to a stable predisposition to become nervous in any

situation (Spielberger, 1983). It is a personal characteristic that is stable over time and

applicable to a wide range of situations (MacIntyre, 1999). Someone who has low trait

anxiety is usually calm, relaxed and emotionally stable (MacIntyre, 1999). Trait anxiety

has been shown to have several effects such as impairing cognitive functioning,

disrupting memory and leading to avoidance behaviors (Eysenck, 1979).

2. State anxiety

State anxiety is an apprehensive feeling experienced at a particular

moment in time (Spielberger, 1983). It refers to a moment to moment experience of

anxiety that fluctuates over time and varies in strength (MacIntyre, 1999). State anxiety

is fundamentally the same experience whether it is caused by public speaking, test taking

or trying to communicate in a second language (MacIntyre, 1999). As a result, state

anxiety scales can be criticized for avoiding the issue of the source of reported anxiety.

This approach focuses on a question such as "Are you nervous now?" Meanwhile, this

approach does not place importance on the question, "Did this situation make you

nervous?" (MacIntyre & Gardner, 1991).

People who demonstrate high levels of trait anxiety show greater elevation of state anxiety under stressful situations (Spielberger, 1983). State-anxiety has emotional, cognitive, and behavioral effects on individuals (MacIntyre, 1999). It can heighten levels of arousal and make people feel energized. In terms of cognitive effects, people with state-anxiety are more sensitive to what others think of them (Carver & Scheier, 1986). Individuals with state-anxiety imagine failures in their behavior and often try to think of ways to escape from situations. The effects include physical manifestations of anxiety such as sweaty palms and faster heartbeat (MacIntyre, 1999).

3. Situation specific anxiety

The construct of situation specific anxiety can be defined as trait anxiety, but is limited to a given context (MacIntyre & Gardner, 1991). Situation specific anxiety is stable over time but not applicable across situations. MacIntyre (1999) provides examples of situation specific anxieties such as stage fright, test anxiety and language anxiety. All of these refer to a specific context. In addition to these three categories of anxiety, psychologists offer a variety ways to measure it.

Measurements of anxiety in applied psychology

According to Scovel (1978), anxiety can be measured by physiological measurements of heart rate, blood pressure or palm sweating. Another approach is the application of behavioral tests and subject's self-reporting. Behavioral tests are used when actions are observed such as an expectant father pacing the floor in a maternity waiting room. Self-reporting includes expressions such as the level of uneasiness while awaiting delivery of a child. These measurements are categorized as follows:

1. Physiological tests

As the limbic system can cause a variety of physiological responses through the autonomic nervous system, physiological measures have long been used as an indicator of a person's emotional state. Heart rate, blood pressure or sweating palms are assumed to be correlated to their emotional state. Physiological tests are applied by some researchers to measure affective arousal of athletes by measuring the relationship between amount of sweating during warm-ups and success in actual competition. Scovel (1978) claims that even though language learning is largely a cerebral, rather than a physical endeavor, it might be worthwhile to investigate the relationship between physiological measures of emotional arousal and success in foreign language performance, especially in speaking tasks.

2. Behavioral tests and self-reporting

These two measures of affective arousal are not as easily measurable as physiological tests. Nevertheless, they can focus more precisely on a specific affective construct such as anxiety more than physical measures. As written tests of behavior are easy to administer, they have been used more frequently than physiological tests in applied psychology. According to Scovel (1978), many behavioral tests are available. Some examples include the Achievement Anxiety Test (AAT), the Taylor Manifest Anxiety Scale (MAS), the Yale Test Anxiety Scales (TAS), the State/ Trait Anxiety Inventory (STAI) and the Test Anxiety Scale for Children (TASC).

These various measurements of anxiety are important analytical tools in psychology. The following section explores the relevance of these measures as they pertain to foreign language anxiety.

Section II: Language Anxiety

Definition of language anxiety

The academic literature offers a variety of definitions of language anxiety. Young (1991) describes language anxiety as a complex, multidimensional phenomenon that manifests itself in learners depending on ethnic background, prior language experience, learning personality and classroom atmosphere. MacIntyre and Gardner (1994) define language anxiety as a feeling of tension and apprehension which is distinctly associated with speaking, listening and learning in second language contexts. More recently, MacIntyre (1999) adds that language anxiety is a form of situation specific anxiety. Moreover, Oxford (1999) states that language anxiety is simply a passing state of fear when students have to perform using a second language. However, if anxiety repeatedly occurs and students associate it with language performance, then *anxiety transforms into a trait rather than a state.*

Language anxiety is a feeling of fear and tension in the context of using foreign languages. Conceptual foundations of such anxiety are discussed in the section that follows.

Conceptual foundations of language anxiety

Horwitz and Young (1991) categorize two general approaches to identify language anxiety. The first approach believes that language anxiety is a transfer of anxiety from other domains such as test anxiety. The second approach sees language anxiety as a unique experience of language learning. Based on the first perspective, Chastain (1975) used scales of test anxiety and trait anxiety to find correlations between anxiety and second language learning. Later research shows that these types of anxiety

are not consistently correlated to foreign language learning (MacIntyre & Gardner, 1989).

Nevertheless, the knowledge gained from that research could be effectively applied to

understand language anxiety (MacIntyre, 1999). Language anxiety can also be defined as

apprehension and negative emotional reactions aroused when learning or using a second

language. Language anxiety is distinct from more general types of anxiety such as trait

and test anxiety. It is negatively correlated with performance in second languages.

Bridging the two perspectives, Horwitz, Horwitz, and Cope (1986) claim that

language anxiety stems from three primary sources: communication apprehension, fear of

negative evaluation evaluated by others and test anxiety. Based in this concept, they

developed the Foreign Language Classroom Anxiety Scale, FLCAS, to evaluate students'

specific anxiety reactions towards learning a foreign language.

The first component, communication apprehension, is defined as a type of

shyness characterized by fear of communicating with people, difficulties in speaking in

public or listening to a spoken message. When performance is constantly monitored in

class, students who typically have communication apprehension will likely be more

nervous when speaking. Individuals who have communication apprehension believe they

will have difficulty understanding others and making themselves understood. These

perceptions affect their foreign language learning. According to McCroskey (1984), the

typical behavioral patterns of apprehensive people include avoidance and withdrawal of

communication.

The next component of language anxiety is fear of negative evaluation. This

is apprehension about evaluation by others, avoidance of evaluative situations and

expectations of being evaluated negatively (Watson & Friend, 1969). Although similar to

test anxiety, fear of negative evaluation is broader in scope because it is not merely

limited to test-taking. It may occur in any social situation such as interviewing for a job or speaking in a foreign language class.

The third component of language learning anxiety refers specifically to the taking of tests. Test anxiety is a performance anxiety that originates from a fear of failure. Learners who are test anxious experience considerable difficulty when taking tough tests or quizzes. They often put unrealistic demands on themselves and perceive anything less than perfection as a failure.

Horwitz et al. (1986) believes that these three components provide useful conceptual building blocks; yet, foreign language anxiety is more than just the simple transfer of these three anxieties. "We conceived foreign language anxiety as a distinct complex of self- perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Later, Aida (1994) and Liu and Jackson (2008) tested Horwitz et al.'s construct of foreign language anxiety by validating an adapted FLCAS for Japanese students and Chinese EFL classrooms, respectively. A factor analysis was performed to detect underlying components of the FLCAS in those two studies. In Aida's study, a label of speech anxiety and fear of negative evaluation accounted for 37.9% of the variance. Meanwhile, the factors, fear of failing the class and comfortableness in speaking with Japanese people, accounted for 6.3% and 5.6% of the total variance, respectively. Lastly, the fourth factor, negative attitudes toward the Japanese class, explained 4.7% of the total variance. Moreover, in the study of Liu and Jackson, the FLCAS component, communication apprehension or fear of speaking in class, accounted for 37.93% of the total variance. The second component, fear of negative evaluation,

explained 24.37% of the total variance while the last component, test anxiety, accounted for 4.47%.

From what have been discussed, the components of foreign language anxiety proposed by Horwitz et al., Aida, and Liu and Jackson can be exhibited as shown in Table 1.

Table 1 Components of Foreign Language Anxiety Proposed by Horwitz et al., Aida, and
    Liu and Jackson

Horwitz et al. (1986)	Aida (1994)	Liu and Jackson (2008)
1. Communication apprehension	1. Speech anxiety and fear of negative evaluation	1. Communication apprehension
2. Fear of negative evaluation	2. Fear of failing the class	2. Fear of negative evaluation
3. Test anxiety	3. Comfortableness in speaking with Japanese people	3. Test anxiety
	4. Negative attitudes toward the Japanese class	

The components of foreign language anxiety shown in Table 1 were then modified to construct the components of foreign language learning anxiety in this study. Having both similarities and differences to its models, the questionnaire of this study included six components of foreign language learning anxiety: communication apprehension, fear of negative evaluation, test anxiety, fear of being less competent than others, negative attitudes toward language class, and beliefs about language learning.

Potential sources of language anxiety

In addition to the conceptual foundations of language learning anxiety described above, various sources of language anxiety have been assessed. Some of these are associated with learners, some with teachers and some with instructional practices.

One source of anxiety involves personal and interpersonal situations. Other significant sources of learner anxiety are low self esteem and competitiveness. Competitiveness can lead to anxiety when learners compare themselves to others or to an idealized image (Bailey, 1983). Individuals with low self esteem are particularly concerned with what other people think. Moreover, Krashen proposes that an individual's degree of self esteem is highly related to language anxiety (Young, 1992).

Price (1991) reports that the majority of highly anxious students in her subjects believe that their language skills are weaker than others in class. Furthermore, Hembree (1988) describes a negative correlation between ability and anxiety. In other words, *the higher the language ability, the lower the test anxiety*. Students who start out perceiving themselves as having low ability are more likely to suffer language anxiety.

Additionally, anxiety in language learning has been related to communication apprehension (Daly, 1991), social anxiety (Young, 1990), and anxiety specific to language learning. Leary (1982) proposes that constructs such as speech anxiety, shyness, stage fright and communication apprehension are not exactly synonymous; they encompass a single psychological phenomenon known as social anxiety. These terms are typically used when people must perform in front of others.

In addition to the various aspects of anxiety described above, learner beliefs are also an important contributor to language anxiety. *Beliefs About Language Learning*

Inventory (BALLI) assesses student beliefs in five majors areas related to language learning. These include difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, motivations and expectations (Horwitz, 1988). The results from this test reveal that language learners express great concern over the correctness of their language use. They also place a great deal of stress on speaking with excellent accents. Frequently, they hold the belief that two years is considered enough time to become fluent in another language. Learners experience anxiety when reality contrasts with their beliefs.

Student beliefs about language learning are not the only dimension of anxiety. It is important to recognize that instructor beliefs about language teaching are also an important factor. According to Brandl (1987 as cited in Young, 1991, p. 428), most instructors object to an overly friendly student-teacher relationship. Young (1991) proposes that,

> Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's may be contributing to learner anxiety (p. 428).

The social context established by an instructor can cause intense effects on learners. Another dimension of classroom dynamics involves instructor-learner interactions. Young (1991) proposes that a harsh manner of correcting student errors can provoke learner anxiety. Students consistently report anxiety over responding incorrectly, being incorrect in front of their peers and looking dumb. However, many authors such as Koch and Terrell (1991) report that students feel that some error correction is necessary.

The main issue for students is not necessarily error correction but *how the errors are corrected.*

Anxieties associated with classroom procedure mainly stem from having to speak in the target language in front of people (Young, 1991). For example, over half of the subjects in the study by Koch and Terrell (1991) report that oral presentations in front of class and oral skits are the most anxiety producing activities. Oral quizzes and being called on to respond orally are reported as other strong sources of anxiety. In addition, over 68% of the subjects in a study by Young (1990) report that they feel more comfortable when they do not have to get in front of the class to speak.

Anxieties can originate from language tests that students encounter. Particular test formats make students experience significantly more anxiety than others (Madsen, Bruce & Randall, 1991). Moreover, students feel frustrated and anxious when the way they are tested in ways that are different from what they were taught in class. For example, students experience anxiety if an instructor has a communicative approach to language teaching but then gives a grammar test. Daly (1991) adds that as *evaluation increases, learners experience more anxiety.*

A number of studies have been conducted to identify factors associated with language anxiety. Price (1991) interviewed high anxiety students. The students mention consistent aspects of language classrooms that contribute to anxiety such as being afraid of being laughed at by their peers, being concerned about making pronunciation errors, being frustrated of not being able to communicate effectively and feeling less in control in language classes than in other courses. Yan and Horwitz (2008) propose a grounded-theory model revealing relationships between anxiety and other language learning variables. They claim that comparison with peers, learning strategies, language learning

interest and motivation are the most immediate sources of anxiety in language learning. Other variables including regional differences, parental influence and language aptitude are more remote sources of language anxiety (Yan & Horwitz, 2008).

In conclusion, language anxiety can stem from different aspects associated with learners, teachers and the learning environment. Each aspect introduces issues that contribute to a clearer understanding of anxiety. Research points the way towards finding effective ways to cope with these factors.

Effects of language anxiety on language learning

Opinions differ regarding the positive or negative effects of language anxiety. Oxford (1999) proposes that anxiety can be debilitating and harm learners' performance both directly and indirectly. Learners with high anxiety may want to avoid language classes or reduce the situations where they must use a foreign language. Indirectly, anxiety affects learners through self doubt and worry. Many studies reveal a negative correlation between language anxiety and learning performance through testing, grades, speaking and writing tasks (e.g. Aida, 1994; Horwitz, 1986). Harmful anxiety is negatively related to learners' self esteem, namely, the judgment of their own worth (Price, 1991) and self confidence in language learning (MacIntyre and Gardner, 1991).

Educators and language researchers offer diverse views concerning the existence of helpful anxiety. For example, Scovel (1978) proposes that anxiety actually helps language learners in some ways such as keeping them alert. Young (1992) conducted interviews with several language specialists, namely, Rardin, Hadley, Terrell and Krashen concerning their concepts of the facilitating role of language anxiety. Rardin reports that we only notice language anxiety when a negative imbalance occurs, but a

positive aspect of anxiety actually operates all the time. Hadley proposes that a certain

amount of anxiety is useful for language learners, but she refuses to term this tension

'anxiety.' Similarly, Terrell prefers to call such helpful tension 'attention' rather than

'anxiety.' Krashen argues that in language acquisition, there is no helpful aspect of

anxiety because, by definition, language acquisition requires no anxiety at all. However,

he proposes that helpful anxiety might exist in formal language learning situations.

Although not all language experts agree about the existence of helpful

anxiety, a few studies suggest that helpful anxiety is related to language learning

performance. Kleinmann (1977) reports that helpful anxiety is related to oral production

of difficult English structures among native Arabic and Spanish speakers. Chastain

(1975) discusses a relationship between helpful anxiety and good grades in language

classes among students in French, German and Spanish classes but not for students in

audio-lingual classes. Moreover, among excellent students, Ehrman and Oxford (1995)

propose that anxiety facilitates high language proficiency and self confidence.

In addition to the debate concerning the helpful or harmful role of anxiety,

MacIntyre (1999) outlines four effects of language anxiety in foreign language learning:

academic effects, cognitive effects, social effects and personal effects.

The potential negative effect of anxiety on academic achievement concerns

many educators and administrators. A number of studies show a negative correlation

between language anxiety and learning achievement in various language courses (e.g.

Aida, 1994; Horwitz, 1991). Gardner, Smythe, and Lalonde (1984 as cited in MacIntyre,

1999, p. 34) contend that language anxiety is potentially associated with learner

perceptions of second language competence as well as measures of actual second

language competence. In other words, impaired performance or low achievement on language tests can be the result of language anxiety.

In addition, Horwitz et al. (1986) proposes 'overstudying' as another academic effect on language learning. Similarly, Price (1991) reports on highly anxious students who feel the need to compensate for the harmful effects of anxiety by increasing their learning efforts. These academic effects are further intensified by the influence of anxiety of cognitive processes.

The cognitive process in any situation such as in a language classroom includes three stages: input, processing, and output. Tobias (1979) proposes that the arousal of anxiety might interfere with cognitive performance at any or all of the three stages. According to the Tobias model shown in Figure 1, anxiety acts as a filter at the input stage by not allowing some information to enter into the cognitive process. This situation is analogous to Krashen's (1982) concept of the 'affective filter.'   In language class, students who are anxious may not be able to pay attention or understand spoken dialogue quickly enough because anxiety interferes with their processing ability. In contrast, relaxed students gather information more effectively because they do not experience such interference. At the processing stage, anxiety becomes a distraction. Students may not be able to learn new words, phrases, and grammar when they feel anxious. On the other hand, students who process information more deeply or integrate it with their background knowledge develop a deeper understanding of the language. It would seem that anxiety affects both the speed and accuracy of language learning at this stage. Anxiety can disrupt language output by preventing the retrieval of information, so anxious students forget what they know while speaking, writing or taking important tests. At the output stage, anxiety can affect the quality of second language communication.

In addition to the academic and cognitive effects thus far discussed, anxiety can also be related to social context. For example, a competitive classroom atmosphere, difficult interactions with teachers, risk of embarrassment and opportunity for contact with members of the target language group can all influence language anxiety. MacIntyre and Charos (1995 as cited in MacIntyre, 1999, p.39) state that when an opportunity for natural contact in a second language is given, anxious learners are less willing to communicate than relaxed learners.
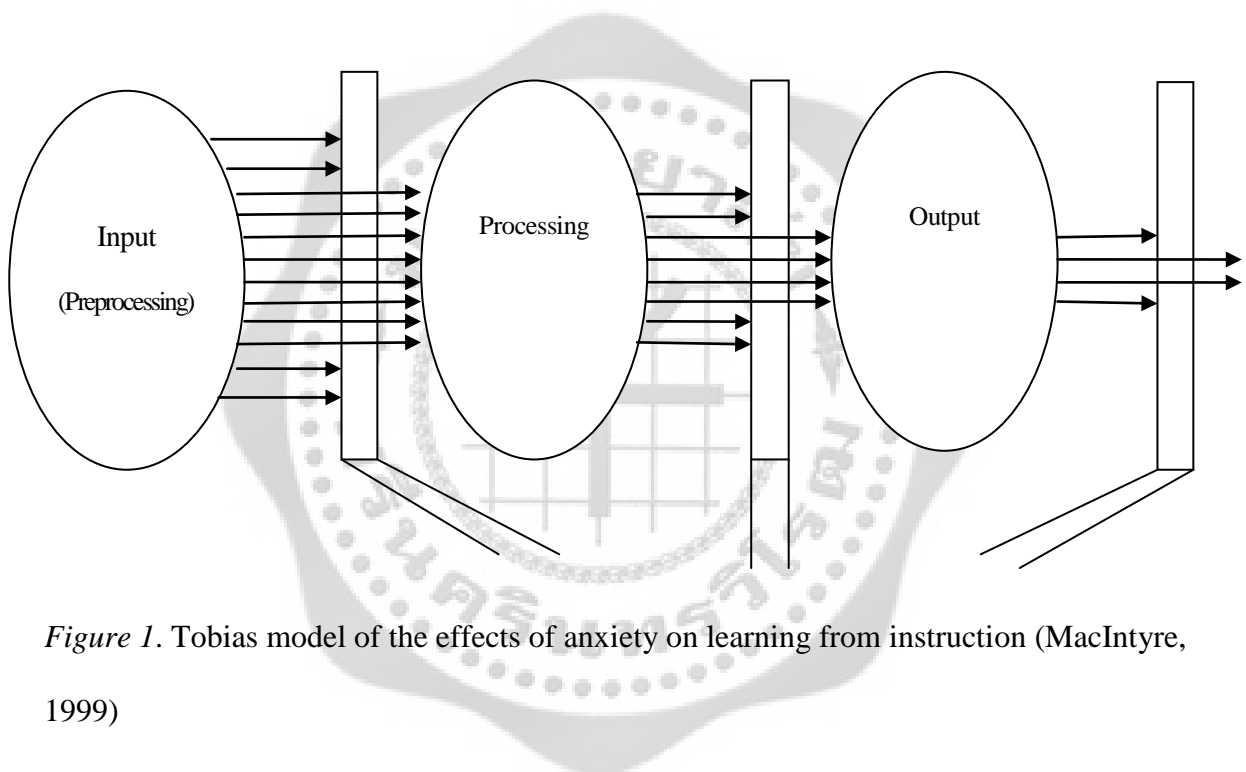
Figure 1. Tobias model of the effects of anxiety on learning from instruction (MacIntyre, 1999)

Evidence from Price (1991) describes very strong emotions that anxious learners feel towards foreign language learning. Anxious learners report, for example, "I'd rather be in a prison camp than speak a foreign language" (p. 104). Moreover, Horwitz and Young (1991), report some learners saying, "I feel so dumb in my German class" and "Sometimes when I speak English in class, I am so afraid I feel like hiding behind my chair" (p. xiii). Even if these statements seem somewhat exaggerated, the expression of deep seated feelings should not be overlooked.

In summary, many studies propose that language anxiety can impair learners' capability to acquire the target language. However, a few studies show a positive relationship between anxiety and a successful language performance. Apart from having an effect in the academic realm and on learners' cognitive processes, language anxiety also prevents learners from socially communicating in the target language. Moreover, some anxious learners express strongly negative attitudes towards language learning that should not be ignored.

Alleviation of language anxiety

Research on language anxiety has proposed many techniques to cope with language anxiety. As language anxiety can stem from different factors, Young (1999) suggests four aspects of coping with language anxiety: personal factors, role- related beliefs about teaching, classroom procedures and aspects of language testing.

Language teachers can help students recognize their irrational beliefs through group work or games. Language teachers should tailor activities in lessons to the affective needs of the learners. For example, before presenting role plays in front of the class, students should have time to practice in their groups. Highly anxious students should be encouraged to join optional activities using the target language outside the classroom such as individual tutoring or language clubs.

As teacher beliefs about language learning are frequently reflected in teaching behaviors, videotaping or reciprocal class visits may help teachers identify their personal assumptions about language learning. Teachers are advised to participate in language teaching workshops and action research designed to promote effective teaching practices; that is, the most modern teaching practices and pedagogical methods.

Additionally, Young (1999) proposes that error correcting approaches and attitudes toward learners should be more friendly, relaxed and patient. In addition to focusing on teachers' roles, the Beliefs About Language Learning Inventory (BALLI) developed by Horwitz (1988) can be administered to students to target learner misconceptions about language learning.

In addition to teaching methods, teachers also need to address student anxiety that stems from aspects of language testing. Teachers are advised to design language tests in terms of conveying meaning, not just grammatical accuracy. In addition, they should administer tests in the same context that students are taught in class.

To cope with language anxiety, teachers should be aware of all factors associated with learners' behaviors and feelings. These include how to implement activities, design tests and behave in class.

Section III: Measurements of Language Anxiety

Many quantitative and qualitative studies have explored foreign language learning anxiety among foreign language learners. According to Tashakkori and Teddlie (1998), researchers can employ several methods to collect data. They propose four general categories of data collection procedures, namely: a) asking individuals for information or experiences; b) seeing what individuals do, recording what they do or making inferences; c) asking people about their relationships with others; and d) using data collected or documented by others. Since language anxiety is a personal experience that might not be accurately inferred by behavior, asking individuals for self reports is the

most convenient way to explore language anxiety. Self reporting techniques used in

language anxiety research are described in the following section.

Self report techniques in language anxiety research

Self reporting is used abundantly in applied psychology because it is

convenient and provides precise focus on specific affective domains (Scovel, 1978).

Tashakkori and Teddlie (1998) suggest asking learners to report on their beliefs, feelings

and attitudes. The research problems regarding 'reactivity' might apply to these methods

of data collection such as interviews, personality questionnaires, inventories and attitude

scales (Tashakkori & Teddlie, 1998). Attitude scales and interviews are explained in

more detail as follows:

Attitude scales

According to Tashakkori and Teddlie (1998), attitude scales include

measures of attitudes, beliefs, self perceptions, intentions and aspirations. The 'Foreign

Language Classroom Anxiety Scale' (FLCAS) developed by Horwitz et al. (1986) is used

to evaluate students' specific anxiety reactions towards learning a foreign language in

which communication apprehension, test anxiety and fear of negative evaluation are

included. Horwitz et al. (1986) employed a Likert-type scale to ask respondents to

express their degree of agreement or disagreement with issues of language anxiety on a

scale ranging from strongly agree to strongly disagree.

Interviews

Interviews are classified into qualitative and quantitative methods of data

collection. At the same time, they can be categorized on a continuum ranging from

unstructured and open-ended to highly structured and closed-ended (Tashakkori &

Teddlie, 1998). They also suggest that interviews provide an opportunity to ask for

clarification if answers are not clear and to provide clarification if questions are vague.

Yan and Horwitz (2008) add that interviews have the potential to yield more

understanding about how anxiety functions language learning. Walliman (2006)

mentioned types of interviews: structured, unstructured and semi-structured interviews.

A structured interview includes standardized questions read by an interviewer according

to an interview schedule. An unstructured interview is a flexible format that is based on a

guide but allows the interview to 'ramble' in order to gain deeper insights into the

attitudes of the interviewee. In between these two formats is the semi-structured

interview that contains structured and unstructured sections including standardized and

open-format questions.

Quantitative and qualitative data analysis

Quantitative data analysis

In quantitative data analysis, descriptive methods are most frequently

employed to study language anxiety. According to Tashakkori and Teddlie (1998), these

methods provide images or summaries that help people understand the nature of the

variables. The most commonly used methods of descriptive data analysis include

measures of central tendency (mean, median, mode), measures of relative standing

(percentile rank, standard scores) and measures of association or relationship between

variables such as Pearson correlation, multiple correlation, regression analysis and factor

analysis (Tashakkori & Teddlie, 1998).

Qualitative data analysis

Huberman and Miles (1994) propose that narrative data is usually prepared by converting raw material such as field notes, documents and audio-tapes into partially processed data in the form of write-ups or transcripts. These are then coded and subjected to a precise analytical scheme. Tashakkori and Teddlie (1998) state that analytical schemes might be differentiated on two dimensions. First, by determining whether the themes or categories are established *a priori* or if they emerge during analysis. The second approach is based on the complexity of the qualitative analysis scheme. The qualitative data analysis techniques in behavioral and social science are shown in Table 2.

Table 2 The Qualitative Data Analysis Matrix: A Simplified Typology of Qualitative
  Data Analysis Techniques in the Behavioral and Social Sciences

Type of Theme	More Simple Schemes	More Complex Schemes
A priori	Simple valence analysis, manifest content analysis	Effects matrices (Miles & Huberman, 1994)
Emerging	Latent content analysis, constant comparative analysis (Glaser & Strauss, 1967; Lincoln & Guba, 1985)	Developmental research sequence (Spradley, 1979, 1980)

Note. Adapted from "*Mixed methodology: Combining qualitative and quantitative approaches*,"
by A. Tashakkori and C. Teddlie, 1998, p. 118.

Since themes or categories that emerge from qualitative data cannot be entirely predetermined, constant comparative analysis is considered the most powerful, leading to insightful findings and serving as a starting point for further investigation.

Glaser and Strauss (1967) describe that the constant comparative method consists of four stages: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. Although this method is a continuously growing process, each stage transforms into the next. Earlier stages remain in operation simultaneously throughout the analysis and each provides continuous development to its successive stage until the analysis is complete.

The analyst begins by coding each incident in the data into as many categories as possible. It is useful to write a copy of field notes because these provide immediate illustration for ideas. After coding three or four times, the analyst will find conflicts and muse over theoretical notions about the existing category. At this point, the rule of constant comparative method is to stop coding and record a memo on the ideas.

The analyst possesses coded data, a series of memos, and a theory. The discussion in the memos provides the content behind the categories which then become the major themes of the theory.

Glaser and Strauss propose that the constant comparative analysis is an inductive method of theory development. The constant comparative method is applicable for analyzing data from semi-structured interviews concerning foreign language learning anxiety.

Section IV: Course Syllabi of Foundation English Courses

Srinakharinwirot University requires all undergrads to study foundation English courses to ensure that the students will be able to understand and use English language for learning and communicating in daily lives. The university, through the Language Center,

has developed English for Effective Communication I (SWU 121) and English for

Effective Communication II (SWU 122) to serve those purposes. The first year students

have to enroll in a one semester English course SWU 121 followed by SWU 122 in the

next semester. The syllabi of the both English courses can be described as follows

(Language Center at Srinakharinwirot University, n.d.):

1. English for Effective Communication I (SWU 121)

This course aims to develop students' communicative skills in globalization.

The students are expected to be able to use new vocabulary relevant to various contexts as

well as use basic language structures accurately and appropriately for communicative

purposes. They are required to be able to read fiction and non-fiction texts for main

ideas, general and specific information, give and seek personal views and opinions in

informal discussions. Moreover, the students should be able to have managerial skills,

integrity as well as desirable values for a continuous search for knowledge.

2. English for Effective Communication II (SWU 122)

This course is run following the SWU 121 course. It also aims to emphasize

on skill development of language and learning process for communication in

globalization. The students are required to have language communicative skills to

express feelings and opinions. They must be able to read and listen for main ideas,

specific information and facts from academic and non-academic texts and articles.

Furthermore, the students should be able to have necessary skills and desirable values for

lifelong learning.

Further, more information are inquired from the lecturers responsible for the two

courses. The materials, teaching methods and the textbook are nearly the same in both

courses. A textbook, supplementary readings, exercises, electronics, websites as well as self-access learning are managed to promote students' learning.

Section V: Related Studies

Previous studies have investigated language anxiety regarding a variety of issues relevant to the present research. Liu and Jackson (2008) studied students' unwillingness to communicate and anxiety among Chinese students learning English as a foreign language. The study reveals that more than one third of the students feel anxious in English language classroom, fear being negatively evaluated and feel worried about public speaking. In other studies, Matsuda and Gobel (2004) analyze the relationship between general and specific anxiety using the Foreign Language Classroom Anxiety Scale, FLCAS (Horwitz et al, 1986). The results reveal possible relationships between general foreign language classroom anxiety and foreign language reading anxiety.

Furthermore, Horwitz (1991) finds a negative correlation between the FLCAS and final grades in Spanish and French classes. Likewise, Aida (1994) reports a moderate negative correlation between language anxiety and course grades in Japanese language learning among college students. On the contrary, Chastain (1975) reveals a positive correlation between test anxiety and final grades in French, German and Spanish foreign language classes. Moreover, Kleinmann (1977) examines the predictability of learners' avoiding the use of various English structures. His results show that facilitating anxiety correlates significantly with use of passive structures among native Arabic speakers.

In another studies, Liu (2006) reports on anxiety among Chinese students at three different proficiency levels. This study included observations, reflective journals

and interviews. The results demonstrate that a large number of students at each level feel anxious when speaking English in class. It also shows that more proficient students tend to be less anxious. Interestingly, students feel the most anxious when they must respond to the teacher. Meanwhile, they feel the least anxious during pair work. With increasing exposure to oral English, the students feel increasingly less worried about using English in speaking communication.

Taking a different approach, Yan and Horwitz (2008) propose a grounded-theory model using a three-stage grounded theory analysis (GTA) developed by Glaser and Strauss (1967). This model reveals relationships between anxiety and other language learning variables. Their results show that comparison with peers, learning strategies, language learning interest and motivation are the most immediate sources of anxiety in language learning. On the other hand, regional differences, test types, gender, class arrangement, teacher characteristics, parental influence and language aptitude are more remote sources of language anxiety.

The majority of anxiety research in Thailand has attempted to identify a relationship between pairs of learner characteristics. Sarawit (1996) studied the relationship between English classroom anxiety and achievement in English among first year university students at Naresuan University. A survey was conducted using a Thai version of the FLCAS. The results reveal a negative correlation between the FLCAS and students' grades in the required English foundation course regardless of the students' major field of study. Moreover, Tintabut (1998) studied the relationships among beliefs, anxiety and achievement in English language learning of upper middle school students using the Believe About Language Learning Inventory (BALLI) and an English language achievement test. The results of the study demonstrate a positive relationship between

beliefs about language learning, English language anxiety and English language learning achievement.

In a more recent study in Thailand, Yiamsawat (2003) investigated the effects of gender, educational levels and study program on levels of anxiety in learning English among high school students (Mathayom 4- 6). The research instrument was a questionnaire covering language anxiety in four language skills plus vocabulary and grammar. The results reveal that gender and program of study have significant effects on levels of anxiety. Moreover, most informant groups show high anxiety in four language skills and medium anxiety in vocabulary and grammar.

In conclusion, foreign language anxiety plays a critical role in the language learning process and effects students' foreign language learning. Thus, the purposes of this study are to investigate the factors affecting students' foreign language learning anxiety, its extent and relationship with language learning achievement. The literature reviewed in this chapter provides background to the methodology of the present research to be presented in chapter three.

CHAPTER III

METHODOLOGY

This study examines the extent of foreign language learning anxiety experienced by first year students at Srinakharinwirot University (SWU). It also investigates the sources of foreign language learning anxiety and explores whether there is any correlation between foreign language learning anxiety and learning achievement. At the same time, the research compares the anxiety and achievement of students at different levels of language learning achievement. This chapter provides the research methodology including population and subjects, research instruments, data collection and data analysis.

Population

The population for this study included first year undergraduate students at SWU in the academic year 2009. The total number of first year students according to the University Operation Center was 4,077.

Subjects

Using convenience sampling, the subjects were selected from the first year students who enrolled in English for Effective Communication II (SWU 122) in the second semester of academic year 2009. This course emphasized English skill development and learning processes for global communication. Students participated in the course four hours a week: two hours for lectures and discussion, one hour for skill

practices and the other one hour for self-access learning. An EFL textbook series

published by Longman, "Language Leader: Pre-Intermediate Coursebook" with CD-

ROM (Lebeau & Rees, 2008) and a supplementary reading book published by Cambridge

University Press, "Tales of Supernatural: Level 3 Lower Intermediate" (Brennan, 2004)

were the materials used for the course. Apart from classroom learning, the students were

assigned outside tasks through the self-directed learning program "Tell Me More". This

program covered all areas of language acquisition including reading, writing, speaking,

listening, grammar, vocabulary and culture.

The subjects were selected from 28 classes. The total number included 920

students consisting of 329 males (35.8%) and 591 females (64.2%). The major studies of

the students are shown in Table 3.

Table 3 Subjects Categorized by Academic Major

No.	Academic Major	Number of Subjects	Percentage
1	Science	433	47.1
2	Engineering	201	21.8
3	Physical Education	136	14.8
4	Nursing	59	6.4
5	Social Communicative Innovation	55	6.0
6	Agricultural Product Technology	36	3.9
	Total	920	100.0

Research Instruments

This study included a questionnaire for quantitative data and semi-structured interviews for qualitative data.

1. Questionnaire

The questionnaire was created in Thai. To construct the questionnaire, basic concepts, definition of terms and relevant documents concerning foreign language learning anxiety were explored. The questionnaire was constructed by modifying the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), Aida (1994), and Liu and Jackson (2008). It included 31 items that measured six dimensions of foreign language learning anxiety. These dimensions were (a) communication apprehension, (b) fear of negative evaluation, (c) test anxiety, (d) fear of being less competent than others, (e) negative attitudes toward language class, and (f) beliefs about language learning. The Likert scaling consisting of five score levels was employed.

Initially, the questionnaire consisted of 34 items. After evaluation for content validity by three experts, two in the field of teaching English as a foreign language and one in educational psychology, 31 items that earned Item-Objective Congruence (IOC) scores between .67 and 1.00 were approved. The remaining three items having IOC scores lower than .5 required revision.

After revision, the 34-item questionnaire was pilot tested with 114 first year students who studied English for Effective Communication II (SWU 122) but who did not participate in the main study. The item-total correlation (r) of each questionnaire item was calculated. Finally, 31 items with item-total correlation (r) between .32 and .72 were selected.

To confirm the reliability of the questionnaire, Cronbach's alpha coefficient was calculated. The results are shown in Table 4.

Table 4 Reliability of Questionnaire

Number of cases	Mean of item-total correlation	Reliability coefficient	Number of items
114	.53	.9311	31

The details of the 31-item questionnaire with six dimensions of foreign language learning anxiety are shown in Table 5 (see Appendix A and Appendix B in English for the full version).

Table 5 Questionnaire Measuring Foreign Language Learning Anxiety

No.	Component	Item number on questionnaire	Total quantity of items
1	Communication apprehension	1, 3, 4, 13, 18, 22, 23, 24	8
2	Fear of negative evaluation	2, 5, 9, 15, 16, 19, 20, 25, 27	9
3	Test anxiety	8, 10, 11, 14, 21, 29	6
4	Fear of being less competent than others	6, 17	2
5	Negative attitudes toward language class	12, 28, 31	3
6	Beliefs about language learning	7, 26, 30	3
	Total		31

2. Semi-Structured Interview

To better understand the sources of students' foreign language learning anxiety, a semi-structured interview was constructed. Face-to-face interviews were conducted in Thai with 10 randomly selected low anxiety students including five males and five females. Similarly, interviews were conducted with 10 high anxiety students.

A list of 13 open-ended questions was modified from interview questions developed by Yan and Horwitz (2008) and Price (1991). They were revised by three experts and the Item-Objective Congruence (IOC) was calculated for each question. All 13 items yielded IOC scores between .67 and 1.00. As a result, 13 items were included in the list (see Appendix C).

Data Collection

To collect quantitative data, the Director of the Language Center at SWU was contacted to request permission to administer the questionnaires to 28 classes of SWU 122. The questionnaires were delivered and collected at scheduled times. The data collection process was initiated four weeks prior to final examinations. At the end of the semester, students' total achievement scores on the course SWU 122 were collected.

Qualitative data was collected after the quantitative data had been processed. Students whose mean score on the questionnaire was under or equal to the 5th percentile ($M \leq 2.26$) were classified in the low anxiety group. Students with mean scores higher than or equal to the 95th percentile ($M \geq 4.26$) were categorized in the high anxiety group. Ten students from both low anxiety and the high anxiety group were randomly selected for the semi-structured interviews as detailed above. The students were individually

contacted and invited to face-to-face interviews in Thai. Each interview required about

15 minutes. Data from the interview was audio-recorded with the consent of the

participants and then transcribed. The number of students in each group is shown in Table 6.

Table 6 Number of Students in High and Low Anxiety Groups

Group	Number of students			Number of students after random selection		
	Male	Female	Total	Male	Female	Total
Low anxiety	18	33	51	5	5	10
High anxiety	24	27	51	5	5	10
Total	42	60	102	10	10	20

Data Analysis

The data analysis included quantitative and qualitative data analysis. A

computer program 'The Statistical Package for Social Science: SPSS' (Version 11.5) was

used to analyze the quantitative data. Three steps were involved in this study.

The first step involved analysis of the extent of foreign language learning

anxiety. To examine anxiety, the questionnaire was valued according to the Likert scale

with five score levels: 5: strongly agree, 4: agree, 3: neither agree nor disagree, 2:

disagree, and 1: strongly disagree. The questionnaire was primarily designed to measure

individuals' foreign language learning anxiety. Conversely, items that expressed

relaxation or confidence in using English (items 13, 14, 16, 22, 25, 28, and 31) were

assigned reversed values relative to the questions concerning anxiety. To determine the

extent of students' perception of their foreign language learning anxiety, the mean of each

questionnaire component and the overall components were calculated. To calculate for

the mean of each questionnaire component, the total score of all items in each

questionnaire component were initially calculated among each participant. Then the

participants' total scores of each questionnaire component were calculated for the mean.

This mean was then divided by the number of the total quantity of all items in its

component. The result would finally reveal the mean of each questionnaire component

ranging from 1.00 to 5.00. After that, the mean of the overall components in the

questionnaire was analyzed by using the same process. First, the total score of all items in

the questionnaire was calculated among each participant. Then the participants' total scores

were calculated for the mean. Next, the mean was divided by the number of the total

quantity of all items in the questionnaire. The measuring criteria applied in the questionnaire

are shown in Table 7.

Table 7 Extent of Foreign Language Learning Anxiety by the Mean of the Questionnaire
   Score

Mean	Extent of foreign language learning anxiety
1.00-1.49	No anxiety or strongly little anxiety
1.50-2.49	Little anxiety
2.50-3.49	Moderate anxiety
3.50-4.49	High anxiety
4.50-5.00	Strongly high anxiety

To identify the sources of foreign language learning anxiety, the score of each

questionnaire item was calculated for mean and standard deviation (*SD*). Questionnaire

components that included any items with mean above or equal to 3.50 were identified as a

source of foreign language learning anxiety.

The next step involved analysis of the correlation between anxiety as expressed

on the total score of all items in the questionnaire and learning achievement from the total

achievement score on the SWU 122 course among the whole students and those in three

groups of learning achievement. The total achievement scores on the course SWU 122

were collected and used to classify the students into three levels of learning achievement:

high, moderate and low level. The criteria applied in this process are shown in Table 8.

Table 8 Criteria for Classifying Students into Three Different Groups of Learning
    Achievement

Level of achievement	Percentile of scores
Low	Less than the 25th
Moderate	Between the 25th and 75th
High	Above the 75th

Pearson's Product Moment Correlation Coefficient was used to analyze the

correlation coefficient between the foreign language learning anxiety and the foreign

language learning achievement. The correlation among the students as a whole and each

of the three groups of achievement, namely, a high achievement, moderate achievement,

and low achievement groups were analyzed. This was the final step in the analysis of the

quantitative data.

Qualitative data was evaluated using the constant comparative method described

in chapter two (Glaser & Strauss, 1967). The data gained from the semi-structured

interviews was transcribed and classified according to the thematic categories found

relevant to foreign language learning anxiety. The results from the research methodology

are presented in chapter four and described in chapter five.

CHAPTER IV

FINDINGS

This chapter reports the results of the quantitative analysis derived from the questionnaire and the qualitative analysis of the interviews that were described in chapter three.

Analysis of Quantitative Data: The Questionnaire

The Statistical Package for Social Science (SPSS) was used to analyze the quantitative data derived from the questionnaire. The data was analyzed to determine the extent that students feel anxious in foreign language learning, the sources of foreign language learning anxiety and the correlation between foreign language learning anxiety and foreign language learning achievement.

Research question 1: *Do the first year students at Srinakharinwirot University (SWU) feel anxious while learning a foreign language? If yes, to what extent?*

Students' foreign language learning anxiety was interpreted using the criteria explained in chapter three. The results are shown in Table 9.

Table 9 Extent of Foreign Language Learning Anxiety among Students

No.	Component	Mean of the total score	Total quantity of items	Mean of component	Indication
1	Fear of being less competent than others	7.36	2	3.68	High anxiety
2	Communication apprehension	28.30	8	3.54	High anxiety
3	Test anxiety	20.35	6	3.39	Moderate anxiety
4	Beliefs about language learning	10.04	3	3.35	Moderate anxiety
5	Fear of negative evaluation	28.80	9	3.20	Moderate anxiety
6	Negative attitudes toward language class	8.44	3	2.81	Moderate anxiety
	Total	103.29	31	3.33	Moderate anxiety

The data in Table 9 indicates a mean of 3.33 showing that students had moderate anxiety in foreign language learning. The findings revealed that the students reported fear of being less competent than others with the mean of 3.68, indicating high anxiety. The students were also worried about communicating in a target language at a high level with the mean of 3.54.

Research question 2: *What are the major sources of anxiety while learning a foreign language among first year students at Srinakharinwirot University?*

The questionnaire used in this study included 31 items indicating 6 dimensions of foreign language learning anxiety. To identify which component could be a source of anxiety, the mean score of each item was considered. Components consisting

of at least one item with mean ≥ 3.50 were identified as a source of anxiety. The results are shown in Table 10.

Table 10 Identification of the Sources of Foreign Language Learning Anxiety

No.	Component	Items	Items with mean ≥ 3.50	Source indication
1	Communication apprehension	1, 3, 4, 13, 18, 22, 23, 24	1, 4, 18, 22	YES
2	Fear of negative evaluation	2, 5, 9, 15, 16, 19, 20, 25, 27	2, 15, 27	YES
3	Test anxiety	8, 10, 11, 14, 21, 29	8, 29	YES
4	Fear of being less competent than others	6, 17	6, 17	YES
5	Negative attitudes toward language class	12, 28, 31	-	NO
6	Beliefs about language learning	7, 26, 30	-	NO

Note: YES = a component indicated was a source of foreign language learning anxiety.

Table 10 shows four sources of foreign language learning anxiety, namely, communication apprehension, fear of negative evaluation, test anxiety and fear of being less competent than others. However, negative attitudes toward language class and beliefs about language learning were not identified as sources of anxiety.

The mean and standard deviation (*SD*) of the items indicated as sources of foreign language learning anxiety are illustrated in Table 11 (see the mean and standard deviation of all items of the questionnaire in Appendix D).

Table 11 Mean and Standard Deviation of Questionnaire Items Indicative of Sources of
Foreign Language Learning Anxiety

No.	Source	Item	Mean	SD
Communication apprehension				
1.	I start to panic when I have to speak without preparation in the English class.	18	3.94	.964
2.	I never feel quite sure of myself when I am speaking English in class.	1	3.72	.969
3.	I probably feel comfortable around native speakers of English.[a]	22	3.57	.947
4.	I feel very self-conscious about speaking in front of other students.	4	3.55	1.037
Fear of being less competent than others				
5.	I keep thinking that the other students are better in English than I am.	6	3.81	1.014
6.	I always feel that the other students speak English better than I do.	17	3.55	.928
Test anxiety				
7.	I'm often afraid that my English score will be less than what I expect.	29	3.78	.995
8.	I worry about the consequences of failing my English class.	8	3.58	1.235
Fear of negative evaluation				
9.	I can feel my heart pounding when I'm going to be called on in the English class.	15	3.64	1.002
10.	I get nervous when the English teacher asks questions which I haven't prepared in advance.	27	3.58	.953
11.	I tremble when I know that I'm going to be called on in the English class.	2	3.53	1.031

Note: [a]Item had the values assigned to their alternatives reversed to make it consistent with other

questions that were phrased in the negative sense.

Table 11 reveals that the items students were most concerned about were panicking about speaking when not prepared, which represent fear of negative evaluation and communication apprehension. Anxiety about other students being better at English represents a competence based fear with a mean of 3.81. Fear of poor scores on tests indicates test anxiety with a mean of 3.78.

Research question 3: *Is foreign language learning anxiety correlated to the foreign language learning achievement of first year students at Srinakharinwirot University? What is the correlation for students at high, moderate and low levels of English achievement?*

To determine if there is a relationship between foreign language learning anxiety and learning achievement, the total score of all items in the questionnaire and the score on the SWU 122 course of all participants were compared. The correlation coefficients were calculated between those two variables using Pearson's Product Moment Correlation Coefficient. The results are shown in Table 12.

Table 12 Correlation Coefficients between Foreign Language Learning Anxiety and
    Achievement among all Students and those with a High, Moderate, and Low Levels of
    Achievement

Level of achievement	Correlation coefficient (r)	Number of students
Low	-.068	233
Moderate	-.105*	455
High	-.206*	232
Total	-.261*	920

Note: *$p < .05$.

Table 12 indicates a significantly negative correlation between foreign language learning anxiety and learning achievement among all students ($r = -.261$). This is also the case for students in the high ($r = -.206$) and moderate achievement ($r = -.105$)

groups. That shows that *the higher anxiety, the lower the language achievement tended to be.* In other words, the students in general as well as the ones with high and moderate achievement tended to perform foreign language better if they felt less anxiety.

Meanwhile, no significantly negative correlation between anxiety and achievement was found among students in the low achievement group ($r = -.068$). The ability of low achievement students to use a foreign language was not influenced by their anxiety.

Analysis of Qualitative Data: The Semi-Structured Interview

In addition to quantitative analysis, a qualitative analysis was performed to triangulate the data from the questionnaire and to gain insight into student anxiety. The semi-structured interview was conducted with five high anxiety male students, five low anxiety male students, five high anxiety female students and five low anxiety female students. The data was then transcribed and analyzed by employing the constant comparative method (Glaser & Strauss, 1967).

The thematic categories found relevant to foreign language learning anxiety included all six factors: communication apprehension, fear of negative evaluation, test anxiety, anxiety related to different skill areas, self-perception and attitudes, and role of language teachers. In addition, students' comments concerning how to make the classroom less stressful and more enjoyable were also reported.

Factors related to foreign language learning anxiety

Communication apprehension

Students' communication apprehension originated from their worries about making pronunciation and grammar mistakes as well as their limitations of using vocabulary to communicate. Some students felt dumb when talking to a native speaker. Some excerpts supporting these points are shown in Appendix E (see Excerpts 1).

Fear of negative evaluation

Fear of negative evaluation comes from students' fear of making mistakes in using a foreign language or fear of being embarrassed in the classroom. Some students described the teacher's role in affecting their feelings when answering questions in class. Some examples of what students reported are shown in Appendix E (see Excerpts 2).

Test anxiety

Students' test anxiety derived from their fear of doing poorly on tests and getting a bad grade for the course. To be more specific, anxiety concerning the type of tests, listening, reading, and grammar tests was also reported. Both high and low anxiety students reported feeling stressed while taking a listening quiz and complained that they couldn't understand the words of a native speaker. Reading tests presented another perspective on anxiety. Some students worried about taking tests in which many pages of unseen passages and a lot of unfamiliar words were included. However, some students were not worried about grammar tests. Some excerpts to illustrate these issues are shown in Appendix E (see Excerpts 3).

In addition, test anxiety can be inferred from how the students prepared for the test. Some highly anxious students mentioned that they could not do well on the test even though they studied hard for it.

Anxiety related to different skill areas

This study has shown that anxiety related to speaking, grammar, vocabulary and culture caused communication apprehension and fear of negative evaluation. On the other hand, anxiety relevant to reading, listening, grammar and vocabulary led to test anxiety. In addition, reading, grammar and writing were regarded by some students as particularly difficult. Students explained their learning situations in their own words as shown in Appendix E (see Excerpts 4).

Self-perception and attitude

Most low anxiety participants in this study had positive attitudes toward learning a foreign language. However, many high anxiety participants perceived their abilities as low in learning English in some skill areas. Some of them also had negative attitudes towards the foreign language subject itself. The examples demonstrating the students' perceptive on these issues are shown in Appendix E (see Excerpts 5).

Role of language teachers

Students explained that the teacher's characteristics and the ways the teacher treated them could increase their anxiety and decrease their motivation in foreign language learning. Most participants said they liked friendly teachers. Many of them liked teachers who understood the students, were not too serious or strict, asked students to participate in class, talked about interesting subjects apart from the textbook as well as displayed a good sense of humor. Moreover, some highly anxious students said that they

needed more attention and help from the teacher when they could not understand the lessons. The excerpts to highlight these points are shown in Appendix E (see Excerpts 6).

Comments on how a foreign language class can be made less stressful

In addition to the six factors found relevant to students' learning anxiety, during the interviews, they commented in the interviews how a teacher could make a classroom less stressful. The participants suggested that teachers should provide different activities such as singing, oral presentations, group work, field trips, games, role plays and drama. They also requested a variety of teaching materials including music, songs, visual media and things related to people's real lives. They further emphasized the importance of pedagogy techniques to promote a good learning atmosphere and to stimulate students' attention in class. Moreover, they suggested that a class should have only 10 to 20 students and seats should be arranged in a circle allowing face-to-face contact between the students. They also felt that the teacher should give short breaks during class. The quotes to demonstrate the students' various perspectives are shown in Appendix E (see Excerpts 7).

These findings reveal students' comments and perspectives concerning their foreign language learning anxiety. The results from both quantitative and qualitative analysis will be blended together to draw conclusions and discuss in the following chapter.

CHAPTER V

CONCLUSION AND DISCUSSION

The objectives of this study have been to investigate the extent of anxiety in foreign language learning and to identify which factors most affecting student anxiety. Another objective is to investigate the correlation between anxiety and learning achievement. This chapter discusses the answers to the research questions and explores the implications of the findings, limitations of the study and suggestions for further studies.

The study was conducted to answer three questions as follows:

1) Do the first year students at Srinakharinwirot University feel anxious while learning a foreign language? If yes, to what extent?

2) What are the major sources of anxiety while learning a foreign language among first year students at Srinakharinwirot University?

3) Is foreign language learning anxiety correlated to the foreign language learning achievement of first year students at Srinakharinwirot University? What is the correlation for students at high, moderate and low levels of English achievement?

The subjects consisted of 920 first year students at Srinakharinwirot University who enrolled in English for Effective Communication II (SWU 122) in the second semester of the academic year 2009.

Research Question 1: Do the first year students at Srinakharinwirot University feel anxious while learning a foreign language? If yes, to what extent?

It was found that students had moderate anxiety in their foreign language learning with a mean of 3.33 (SD = .58). The mean of the scores of the items in the questionnaire ranged from 2.45 to 3.94, indicating a little to a high level of anxiety. The students reported a high level of anxiety regarding fear of being less competent than others and communication apprehension with the mean of 3.68 and 3.54 respectively. Anxiety concerning test anxiety, beliefs about language learning, fear of negative evaluation, and negative attitudes toward language class was at a moderate level.

Nature of the English course in this study can cause a moderate level of the students' foreign language learning anxiety. The subjects had already been through the SWU 121 course in the first semester. When taking the SWU 122 course in the second semester, they were put together in the same class with the same instructor. Moreover, the teaching materials and the course evaluation of the both courses shared a lot of similarities. Thus, it is possible that being familiar with the classroom environment, peers, learning tasks, tests, and teachers' characteristic and teaching styles, the students might be able to adjust themselves well and not feel so nervous. This leads the students' moderate anxiety in their foreign language learning.

Research Question 2: What are the major sources of anxiety while learning a foreign language among first year students at Srinakharinwirot University?

The results from analyzing the quantitative data showed that students' learning anxiety was generated from four out of six dimensions: communication apprehension,

fear of negative evaluation, test anxiety and fear of being less competent than others. The interviews supported these findings.

The first source of foreign language learning anxiety found in this study was communication apprehension. The mean range for this component was 3.29 to 3.94, indicating moderate to high anxiety. Most students were worried about making grammar and pronunciation mistakes while communicating. They were also anxious about using vocabulary. It is reasonable to think that students' beliefs about language learning can affect their anxiety. Horwitz, Horwitz, and Cope (1986) assert that beliefs such as, "Nothing should be said in the foreign language until it could be said correctly" can induce tension and frustration in the classroom. Moreover, Tintabut's (1998) study shows that students' beliefs about language learning and communication strategies have a negative relationship on their anxiety. In other words, *the more positive beliefs concerning learning and communication strategies that students hold, the less foreign language learning anxiety they experience.*

Liu (2006) also remarks that being singled out to answer questions and giving presentations are the most anxiety-provoking activities in class. This resonates with, "I start to panic when I have to speak without preparation in the English class" which was endorsed by the students with a mean of 3.94, indicating high anxiety. The findings are also consistent with Horwitz (1995) who states that speaking publicly in the target language provokes anxiety even for students who normally feel very little anxiety in other language learning situations.

It was found that students had a high level of anxiety ($M = 3.57$) when they were around native speakers of English. It is possible that students' anxiety when communicating in a target language is related to their tolerance for ambiguity and risk

taking ability. Students who can tolerate ambiguity are more likely to take some risks in language learning, which is essential for progress (Ely, 1986). Moreover, a student with little ambiguity tolerance has more difficulties in second language situations (Chapelle & Roberts, 1986). Although ambiguity is present in any second language situation, there is less in a formal language class than in real situations.

Fear of being less competent than others was also found to be a source of anxiety. The mean of the scores of two items in this component was 3.55 and 3.81. Both of them indicated a high level of anxiety. Most students thought that their foreign language skills were weaker than their peers. Students with a high level of anxiety mostly perceived themselves as low in learning foreign language. The findings are consistent with Price (1991) who reports that the majority of her highly anxious students believe that their language skills are weaker than others in class. Moreover, it is possible that some students have a good model of using English in their mind and compare that model's ability to their own. Onwuegbuzie et al. (1999) asserts that students with high levels of perceived intellectual ability and perceived scholastic competence had lower levels of foreign language anxiety than their peers.

Test anxiety was the third source of foreign language learning anxiety explored in this study. This component had a mean range of 2.84 to 3.78 that indicated a moderate to high level of anxiety. Students with high anxiety were afraid of performing poorly in doing language tests and getting bad grades. According to the results of quantitative analysis, "I'm often afraid that my English score will be less than what I expect" was endorsed by the students with a mean of 3.78, indicating high anxiety. The findings seem to be congruent with Onwuegbuzie, Bailey and Daley (1999). They show that students' expectations of their overall foreign language learning achievement are the biggest

predictor of anxiety. Moreover, some students with high anxiety were worried about the results of the test since they knew that their English were poor. Students' negatively perceived self-worth and perceived scholastic competence could raise their anxiety.

In addition, students felt moderately anxious about differences between what they had learned in the class and the test ($M = 3.34$). Some participants in the interviews mentioned that although they were informed in advance of the topics and grammatical structures to be tested, they were still not able to cope with them. Some students commented that unfamiliar vocabulary and long unseen passages in the test were difficult because they were different from what they had learned in class. Moreover, students reported that it was hard to understand what native speakers said during the listening test due to native accents. These responses are congruent with Young (1991) who states that *the more a test format is unfamiliar or ambiguous, the greater the anxiety produced*. Paradoxically, grammar was regarded as the easiest part of the test by students with both high and low level of anxiety. They said that the grammatical test was not much different from what they had read and practiced in the textbooks.

The final source of foreign language learning anxiety found in this study was fear of negative evaluation. The mean range for this component in this study was 2.80 to 3.64, indicating moderate to high anxiety as well. The students were afraid of being embarrassed in the classroom, especially when they had to answer questions.   During the interviews, students mentioned how they felt when they thought they might be called in class. They did not want the teacher to call their names. Some were worried about giving answers in class even if they knew the right answer, but were afraid of mispronouncing the words. According to Young (1990), students are simply unwilling to risk self-esteem by publicizing their errors in front of their peers and teacher.

Students also feared feedback to their answers. Teachers' characteristics were found to affect students' feelings in evaluative situations. Some students said that if the teacher was kind, they would have more courage to answer. The results are in line with Matsuda and Gobel (2004) who reveal that students are aware of a teacher's emotional state in class evaluations. Moreover, a teacher's harsh manner of correcting student errors can provoke anxiety (Koch & Terrell, 1991; Price, 1991).

Interestingly, negative attitudes toward language class and beliefs about language learning were not indicated as sources of anxiety in this study. Oxford (1999) asserts that learners with high anxiety may want to avoid language classes. Nevertheless, this study revealed that most students did not have bad impressions toward foreign language classrooms. The reasons might be that students in this study are accustomed to learning English. Moreover, the classrooms were reported as fairly good atmospheres. Some high anxiety students even expressed that the teachers were friendly and provided a lot of enjoyable interactions in class. Thus, this factor was not found to contribute to anxiety.

The findings revealed that students felt moderate anxiety about learning vocabulary, grammar and pronunciation. For example, "I feel overwhelmed by the numbers of words I have to learn to speak in English" was endorsed by the students with the mean of 3.48. Most students in this study are familiar with learning in a formal class in which elements of language are isolated for study. They are also not commanded to speak in English even in foreign language classes. Thus, performing well in language is beyond their concern. These lead to the consequence that beliefs regarding a focus on learning vocabulary, grammar and pronunciation were not a source of student anxiety.

Research Question 3: Is foreign language learning anxiety correlated to the foreign language learning achievement of first year students at Srinakharinwirot University? What is the correlation for students at high, moderate and low levels of English achievement?

The analysis of the quantitative data revealed a significantly negative relationship between foreign language learning anxiety and foreign language learning achievement among the overall group of students. The same correlation was specifically found for high achieving students and for those with moderate levels of achievement. However, no significant relationship was found among students with low level of achievement.

Overall, the findings showed that *the higher the level of anxiety, the lower learning achievement tended to be*. This was also found to be the case for both high and moderate level achievement groups. The findings are congruent with the findings of various studies (e.g. Horwitz, 1991; Aida, 1994) that reveal a negative correlation between foreign language anxiety and final grades. A moderate-achieving student with high anxiety mentioned that her English proficiency was poor even though she had studied English for a long time. Also, it seemed likely that she never absorbed English knowledge. According to Krashen (1982), anxiety does not allow the input to reach the part of the brain responsible for language acquisition even if students understand the message.

Conversely, no significantly negative correlation was found between foreign language learning anxiety and learning achievement among low achieving students. In other words, no relationship was found between these two variables among the students in the low achievement group. The data from the interview bore witness to signs of the low-

achieving students' problems in foreign language learning. One low-achieving student with high anxiety usually chose answers randomly in the test without reading the questions. Also, he often listened to his favorite songs through the MP3 player in class. The evidence is congruent with Brophy (1998) who proposes that to be achieved in school is not an important value for the uninterested or alienated students. Moreover, Brophy (1998) refers to uninterested or alienated students as a type of low-achieving students.

Furthermore, MacIntyre (1995) explains that to the extent that a given task is relatively simple, anxiety seems to have little negative effect on performance and actually encourages students to increase efforts; then performance is improved. However, as demands increase and extra effort cannot fully compensate for cognitive interference, anxiety begins to have a negative effect. *The further a demand exceeds students' ability, the worse an impairment caused by anxiety will be.* As a result, the teachers should consider the level of the task or test difficulty before asking the students to do in class.

Implications of the Study

The findings of this research showed that first year students at Srinakharinwirot University had moderate anxiety in foreign language learning. One source of learning anxiety originates from communication apprehension and fear of negative evaluation. This challenges teachers to be aware of unfamiliar activities that they ask students to do in class, especially activities in which correctness of language is demanded. To help students be less anxious, they should be informed of what they are expected to so they can prepare themselves in advance. Before asking students to perform publicly, the

teacher should make sure that they have practiced enough. For example, to reduce students' communication apprehension when speaking in front of the class, the teacher should regularly employ various communicative activities such as role-plays and group discussions to develop fluency and confidence.

The findings also revealed that most highly anxious students were worried about the correctness of their language and their accents. Thus, teachers should provide activities that provide good models. Self-access study is an effective way to promote language proficiency. Moreover, teachers should teach communicative skills such as compensation strategies (see Oxford, 1990) and provide opportunities to go outside the class and communicate with foreigners. This helps students gain more confidence in speaking English.

To avoid stressful situations, teachers should promote a fun and friendly class atmosphere. In addition to giving lectures, teachers should have students learn English through entertaining media such as movies, songs, and poems. Self videotaping and observing other classrooms may help teachers see what is going on and realize how students feel in class.

Test anxiety was the third source of anxiety explored in this research. Students encountered difficulties when they had to read long passages consisting of unfamiliar vocabulary as well as when they listened to English on CDs. In addition to providing self-access study as mentioned above, teachers should employ both simple and complex activities that relate to reading strategies such as scanning, skimming or intensive reading tasks (see Cross, 1992). Teachers should also include listening activities to encourage students to become accustomed to voices and accents other than those of their own teacher (see Cross, 1992).

Many students perceived themselves as having low ability in learning English. This was an important source of anxiety. Teachers should help students realize their individual level of anxiety as well as its source. A foreign language anxiety scale properly adjusted for the students in each class is recommended for this purpose (see Horwitz et al., 1986; Aida, 1994). After all students have completed the testing scale, the teacher should divide them into groups of five and ask each individual to share their feelings of anxiety. Other members in the group then offer advice to help reduce the anxious feelings. This activity helps students, especially highly anxious ones, understand their problems with learning a foreign language. In addition, teachers should help students set goals to improve their English skills and provide various activities in class to promote strategies in learning (see Oxford, 1990).

Finally, foreign language learning anxiety was found to have a negative correlation with language performance. This was particularly true among students with high and moderate levels of achievement. Therefore, teachers should be aware of inducing anxiety in class, especially in classes with moderate levels of achievement and above.

Limitations and Suggestions for Further Studies

Due to the convenience sampling, the students were just selected from among first year students enrolled in English for Effective Communication II (SWU 122), the second foundation English course. It will be better for the following research to investigate the students' anxiety while learning the first foundation English course (SWU

121) as well as any of the later English courses for a better understanding of the changes in student anxiety in different periods and levels of learning English.

In addition, since the total number of the samples was only drawn from students majoring in scientific and technological studies, major difference was not examined in this study. This, however, merits future exploration. With varying numbers of students from different majors, levels and sources of anxiety may be different.

Further, as indicated by the findings, students' anxiety was concerned with emotional and behavioral factors. Future research should look into potential interactions between anxiety and other characteristics such as beliefs about their own language ability, self-esteem, tolerance of ambiguous, risk taking and use of language learning strategies.

Teaching materials and a teacher's characteristics were shown to influence learning in class. Therefore, a future research could investigate how classroom environments, teacher's role and learning tasks relate to student anxiety. Similarly, further studies could explore student anxiety in specific areas such as reading and listening skills.

Since no relationship was found between anxiety and achievement among low level students, further studies should investigate the relationship between foreign language achievement and other factors such as help seeking and need for academic assistance particularly among students with a low level of learning achievement.

This research has clarified several important points concerning student anxiety in the classroom. The references and appendixes in the following section serve to supplement the findings of the present research.

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APPENDICES

APPENDIX A

Questionnaire

แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศ

คำชี้แจง แบบสอบถามฉบับนี้ เป็นส่วนหนึ่งของปริญญานิพนธ์มหาบัณฑิตเรื่อง "การศึกษาความวิตกกังวล
ในการเรียนภาษาต่างประเทศของนิสิตชั้นปีที่ 1 มหาวิทยาลัยศรีนครินทรวิโรฒ" ซึ่งผลการวิจัยจะเป็น
ประโยชน์อย่างยิ่งต่อการวางแผนพัฒนาหลักสูตรภาษาอังกฤษของมหาวิทยาลัยศรีนครินทรวิโรฒต่อไป ใน
ฐานะที่ท่านเป็นส่วนหนึ่งของมหาวิทยาลัย ผู้วิจัยจึงใคร่ขอความร่วมมือจากท่านในการตอบแบบสอบถาม
ฉบับนี้ให้ตรงกับความคิดเห็นของท่านให้มากที่สุด ทั้งนี้ ข้อมูลที่ได้จากแบบสอบถาม จะถูกเก็บไว้เป็น
ความลับ ไม่มีผลต่อการประเมินคะแนนวิชาภาษาอังกฤษ ไม่มีการตัดสินว่าถูก หรือผิด ดีหรือไม่ดี ใดๆ และ
นำไปใช้เพื่อการวิจัยเท่านั้น ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือ ไว้ ณ โอกาสนี้ด้วย

นางสาวจิราพร ภราดร์นุวัฒน์

นิสิตปริญญาโท ชั้นปีที่   2

สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿

คำชี้แจง กรุณาใส่เครื่องหมาย ✔ ลงในช่องที่ท่านคิดว่าตรงกับความรู้สึกของท่านมากที่สุด

		เห็นด้วยมากที่สุด (5)	ค่อนข้างเห็นด้วย (4)	เห็นด้วยและไม่เห็นด้วยพอๆกัน (3)	ค่อนข้างไม่เห็นด้วย (2)	ไม่เห็นด้วยเลย (1)
1	ฉันรู้สึกไม่มั่นใจเมื่อต้องพูดภาษาอังกฤษในชั้นเรียน					
2	ฉันรู้สึกกลัวว่าจะถูกเรียกให้ทำกิจกรรมในชั้นเรียนภาษาอังกฤษ					
3	ฉันรู้สึกกังวลมาก เมื่อไม่เข้าใจภาษาอังกฤษที่อาจารย์กำลังพูด					
4	ฉันรู้สึกวิตกกังวลมากกับการพูดภาษาอังกฤษต่อหน้าเพื่อนร่วมชั้นเรียน					

		เห็นด้วยมากที่สุด (5)	ค่อนข้างเห็นด้วย (4)	เห็นด้วยและไม่เห็นด้วยพอๆกัน (3)	ค่อนข้างไม่เห็นด้วย (2)	ไม่เห็นด้วยเลย (1)
5	การเรียนการสอนภาษาอังกฤษในชั้นดำเนินไปเร็วมาก จนฉันกังวลว่าจะตามไม่ทัน					
6	ฉันมักจะคิดอยู่เสมอว่าคนอื่นเก่งภาษาอังกฤษกว่าฉัน					
7	ฉันรู้สึกหนักใจกับกฎเกณฑ์มากมายที่จะต้องเรียนรู้ เพื่อให้พูดภาษาอังกฤษได้					
8	ฉันกังวลว่าจะสอบตกในวิชาภาษาอังกฤษ					
9	ฉันรู้สึกกระดากอายที่จะอาสาเป็นผู้ตอบคำถามในชั้นเรียนภาษาอังกฤษ					
10	ฉันรู้สึกกังวลว่าสิ่งที่ฉันเตรียมสอบกับข้อสอบจะแตกต่างกัน					
11	ฉันรู้สึกว่ายิ่งพยายามเตรียมตัวสอบภาษาอังกฤษมากเท่าไร ก็ยิ่งทำให้ฉันสับสนมากขึ้นเท่านั้น					
12	ฉันมักรู้สึกไม่อยากเข้าเรียนวิชาภาษาอังกฤษ					
13	ฉันรู้สึกมั่นใจเมื่อพูดภาษาอังกฤษในชั้นเรียน					
14	ฉันรู้สึกปลอดโปร่ง ในระหว่างที่ทำข้อสอบภาษาอังกฤษ					
15	ฉันรู้สึกหัวใจเต้นแรง เมื่อรู้ว่าจะถูกเรียกให้ตอบคำถาม					
16	ฉันไม่รู้สึกวิตกกังวลในการเรียนวิชาภาษาอังกฤษ					
17	ฉันมักรู้สึกเสมอว่า เพื่อนๆ คนอื่นพูดภาษาอังกฤษได้ดีกว่าฉัน					
18	ฉันรู้สึกตื่นตระหนกเมื่อต้องพูดภาษาอังกฤษในห้องเรียน โดยที่ไม่ได้เตรียมตัวมาก่อน					
19	ฉันรู้สึกเครียดและวิตกกังวลในการเรียนภาษาอังกฤษ มากกว่าวิชาอื่นๆ					
20	ฉันกลัวว่าเพื่อนๆ จะหัวเราะเยาะ เวลาฉันพูดภาษาอังกฤษ					
21	แม้ว่าฉันจะเตรียมตัวในการทดสอบภาษาอังกฤษเป็นอย่างดี แต่ฉันก็ยังรู้สึกกังวล					
22	ฉันรู้สึกสบายใจ แม้อยู่ในท่ามกลางเจ้าของภาษา					
23	ฉันรู้สึกกังวลและสับสน ขณะที่พูดภาษาอังกฤษในชั้นเรียน					

		เห็นด้วยมากที่สุด (5)	ค่อนข้างเห็นด้วย (4)	เห็นด้วยและไม่เห็นด้วยพอๆกัน (3)	ค่อนข้างไม่เห็นด้วย (2)	ไม่เห็นด้วยเลย (1)
24	ฉันรู้สึกกังวล เมื่อไม่เข้าใจภาษาอังกฤษทุกคำที่อาจารย์พูด					
25	ฉันไม่รู้สึกกดดันที่จะต้องเตรียมตัวอย่างดี ในการเรียนภาษาอังกฤษ					
26	ฉันรู้สึกหนักใจกับวิธีการออกเสียงคำที่จะต้องเรียนรู้ เพื่อให้พูดภาษาอังกฤษได้					
27	ฉันรู้สึกตกใจ เมื่ออาจารย์สอนภาษาอังกฤษตั้งคำถามในสิ่งที่ฉันไม่ได้เตรียมมาก่อน					
28	ฉันมีความสุขทุกครั้งในเวลาที่จะเข้าเรียนวิชาภาษาอังกฤษ					
29	ฉันมักกลัวว่าผลการสอบภาษาอังกฤษจะไม่เป็นไปตามที่คาดหวังไว้					
30	ฉันรู้สึกหนักใจกับจำนวนคำศัพท์ที่จะต้องเรียนรู้ เพื่อให้พูดภาษาอังกฤษได้					
31	ฉันไม่ลำบากใจเลยถ้าจะต้องมีชั่วโมงเรียนภาษาอังกฤษเพิ่มขึ้น					

ขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้

APPENDIX B

Questionnaire in English

Questionnaire in English

		Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
1	I never feel quite sure of myself when I am speaking English in class.					
2	I tremble when I know that I'm going to be called on in the English class.					
3	It frightens me when I don't understand what the teacher is saying in English.					
4	I feel very self-conscious about speaking in front of other students.					
5	The English class moves so quickly I worry about getting left behind.					
6	I keep thinking that the other students are better at English than I am.					
7	I feel overwhelmed by the number of rules I have to learn to speak English.					
8	I worry about the consequences of failing my English class.					
9	It embarrasses me to volunteer answers in my English class.					
10	I feel worried about the differences between what I have prepared for a test and the test.					
11	The more I study for an English test, the more confused I get.					
12	I often feel like not going to my English class.					
13	I feel confident when I speak English in class.					
14	I am usually at ease during English tests in my class.					
15	I can feel my heart pounding when I'm going to be called on in the English class.					
16	I don't feel worried over learning English.					

|		Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
17	I always feel that the other students speak English better than I do.					
18	I start to panic when I have to speak without preparation in the English class.					
19	I feel more tense and nervous in my English class than in my other classes.					
20	I am afraid that the other students will laugh at me when I speak English.					
21	Even if I am well-prepared for the English test, I feel anxious about it.					
22	I probably feel comfortable around native speakers of English.					
23	I get nervous and confused when I am speaking English in class.					
24	I get nervous when I don't understand every word the English teacher says.					
25	I don't feel pressure to prepare very well for the English class.					
26	I feel overwhelmed by the number of pronunciation rules I have to learn in order to speak English.					
27	I get nervous when the English teacher asks questions which I haven't prepare in advance.					
28	I feel happy when I am on my way to the English class.					
29	I'm often afraid that my English score will be less than what I expect.					
30	I feel overwhelmed by the number of words I have to learn to speak in English.					
31	It wouldn't bother me at all to take more English classes.					

APPENDIX C

Interview Questions

Interview Questions

No.	Thai interview questions	English interview questions
1	คุณรู้สึกอย่างไร ขณะที่คุณกำลังเรียนวิชาภาษาอังกฤษ	How have you felt during your language classes?
2	อะไรที่ทำให้คุณรู้สึกกังวลใจมากที่สุดในชั่วโมงเรียนภาษาอังกฤษ	What bothered (bothers) you the most about foreign language classes?
3	มีสาเหตุอื่นใดอีกในชั่วโมงเรียนภาษาอังกฤษที่ทำให้คุณรู้สึกกังวลใจ	Are there other things about foreign language classes that bother you?
4	ช่วงไหนหรือเหตุการณ์ใดในชั่วโมงเรียนภาษาอังกฤษที่ทำให้คุณรู้สึกกังวลใจ	When do you feel anxious about learning the language in the classroom?
5	เพราะเหตุใดคุณจึงรู้สึกกังวลใจในชั่วโมงเรียนภาษาอังกฤษ	Do you have any ideas as to why you feel so anxious in your language class?
6	อะไรที่คุณรู้สึกชอบมากที่สุดในชั่วโมงเรียนภาษาอังกฤษ	What are the things you like most about your English class?
7	อะไรที่คุณรู้สึกไม่ชอบมากที่สุดในชั่วโมงเรียนภาษาอังกฤษ	What are the things you dislike most about your English class?
8	อาจารย์ผู้สอนมีส่วนอย่างไรบ้างต่อความรู้สึกของคุณในขณะเรียน	What role have your instructors played in how you have felt during foreign language classroom?
9	ถ้าคุณเป็นอาจารย์ผู้สอน คุณจะปรับเปลี่ยนวิธีการสอนภาษาอังกฤษอย่างไร	If you were the English teacher, how would you change the way English is taught in class?
10	การทดสอบภาษาอังกฤษแบบไหนที่ทำให้คุณรู้สึกกังวลใจมาก	What kind of the English tests makes you feel so anxious?
11	ในชั้นเรียนภาษาอังกฤษของคุณมีการทดสอบในรูปแบบใดบ้าง	What kind of the English tests do you have in your class?
12	คุณมีวิธีการเตรียมตัวในการทดสอบภาษาอังกฤษอย่างไร	How do you prepare for the English tests?
13	คุณจะให้ข้อแนะนำอะไรเกี่ยวกับวิธีการที่จะทำให้ชั่วโมงเรียนภาษาอังกฤษมีความเครียดลดน้อยลง	Do you have any ideas as to how language class might be made less stressful?
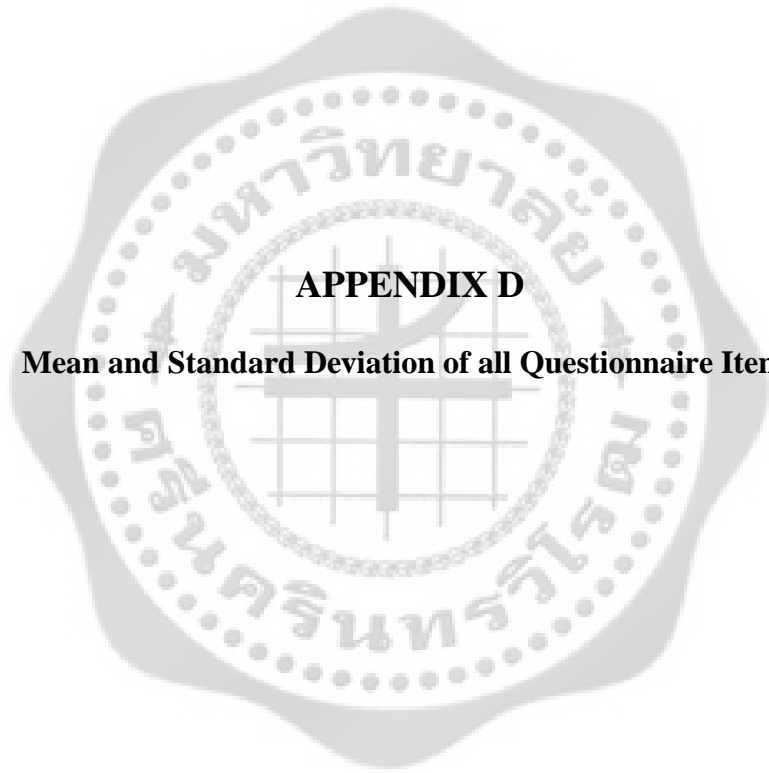
APPENDIX D

Mean and Standard Deviation of all Questionnaire Items

Mean and Standard Deviation of all Questionnaire Items

	Question	Item	Mean	SD	Component
1	I start to panic when I have to speak without preparation in the English class.	18	3.94	.964	Communication apprehension
2	I never feel quite sure of myself when I am speaking English in class.	1	3.72	.969	
3	I probably feel comfortable around native speakers of English.[a]	22	3.57	.947	
4	I feel very self-conscious about speaking in front of other students.	4	3.55	1.037	
5	It frightens me when I don't understand what the teacher is saying in English.	3	3.44	1.019	
6	I feel confident when I speak English in class.[a]	13	3.42	.912	
7	I get nervous when I don't understand every word the English teacher says.	24	3.37	.971	
8	I get nervous and confused when I am speaking English in class.	23	3.29	.894	
9	I keep thinking that the other students are better at English than I am.	6	3.81	1.014	Fear of being less competent than others
10	I always feel that the other students speak English better than I do.	17	3.55	.928	
11	I'm often afraid that my English score will be less than what I expect.	29	3.78	.995	Test anxiety
12	I worry about the consequences of failing my English class.	8	3.58	1.235	
13	Even if I am well-prepared for the English test, I feel anxious about it.	21	3.41	.938	
14	I am usually at ease during English tests in my class.[a]	14	3.39	.958	
15	I feel worried about the differences between what we have learnt in the class and the test.	10	3.34	1.060	
16	The more I study for an English test, the more confused I get.	11	2.84	1.139	
17	I can feel my heart pounding when I'm going to be called on in the English class.	15	3.64	1.002	Fear of negative evaluation
18	I get nervous when the English teacher asks questions which I haven't prepare in advance.	27	3.58	.953	
19	I tremble when I know that I'm going to be called on in the English class.	2	3.53	1.031	

	Question	Item	Mean	*SD*	Component
20	It embarrasses me to volunteer answers in my English class.	9	3.32	1.046	Fear of negative evaluation
21	I don't feel worried over learning English.[a]	16	3.12	1.008	
22	I feel more tense and nervous in my English class than in my other classes.	19	2.98	.103	
23	I don't feel pressure to prepare very well for the English class.[a]	25	2.95	.893	
24	I am afraid that the other students will laugh at me when I speak English.	20	2.89	1.107	
25	The English class moves so quickly I worry about getting left behind.	5	2.80	1.007	
26	I feel overwhelmed by the number of words I have to learn to speak in English.	30	3.48	1.048	Beliefs about language learning
27	I feel overwhelmed by the number of rules I have to learn to speak English.	7	3.43	1.084	
28	I feel overwhelmed by the number of pronunciation rules I have to learn in order to speak English.	26	3.12	.974	
29	It wouldn't bother me at all to take more English classes.[a]	31	3.05	1.083	Negatives attitudes toward language class
30	I feel happy when I am on my way to the English class.[a]	28	2.94	.866	
31	I often feel like not going to my English class.	12	2.45	1.111	

Note: [a]Items had the values assigned to their alternatives reversed to make them consistent with

other questions that were phrased in the negative sense.

APPENDIX E

Excerpts from the Interviews

Excerpts from the Interviews

Excerpts 1

…I'm afraid of speaking English. I know my English accent isn't good and I'm also afraid that I might make mistakes about grammar….

…I'm afraid of speaking English because I don't know how to arrange words into sentences….

…One word in English can have various meanings depending on the context. So, I am not sure whether the words I used will be suitable or not….

…What I worry about is vocabulary. I cannot think of words even ones we use in our daily life. Besides, I feel anxious about grammar. We might make a misunderstanding if we can't produce the sentence to transfer the exact meaning we want….

…There was a foreigner walking to me. He asked me the way to go to the sky train station. At that time, I couldn't tell him any answers. I just said 'Go with me' and then I led him to the place….

Excerpts 2

…When the teacher asked questions, I was afraid of making mistakes….

…I was afraid of giving wrong answers when the teacher asked. Even though the correct answer was in the textbook, I was anxious that I might mispronounce it. So, I answered softly….

…When the teacher asked a question in class, I talked to myself "Don't call me… Don't call me"….

…I was worried when the teacher often asked questions in class and spoke angrily to the students when they couldn't answer her questions correctly….

…To decide whether I was anxious when I was called on in class, I think that it depended on the teacher' characteristic. If the teacher's kind, I would be relaxed and tried to answers questions….

Excerpts 3

…I was anxious when I was taking a test because I found it very difficult….

…I was worried about taking the test because I was weak in English. I was afraid of getting a bad grade….

…The recorded sound was very fast. Especially, if it was a native speaker's accent, it would be much more difficult to understand….

…I'm worried about having a listening test. The sound on the CD was so fast that sometimes I couldn't understand it at all….

…Sometimes I was too frightened when seeing unseen passages in the test….

…I didn't feel worried about a grammar test in the exam because grammar was an area I could study by myself. But I was anxious about reading. There were sometimes 3 pages of unseen passages in the test, a page for a topic. It's awful! ....

…In the tests, reading was the most anxious part of mine. A test of grammar was easier because grammar had fixed rules. But a reading test was different. It usually consisted of words from different areas of which sometimes I didn't know the meanings….

Excerpts 4

…In the class, when the teacher told the students to read the passage and didn't give any help. I couldn't understand it, so I read hesitantly….

…I didn't like when the teacher left the students to read the passage on their own because the passage was too difficult to understand. Also, I didn't like to be called to answer the questions….

…I don't understand grammar. It is like a fixed formula that the students have to remember. For me, writing is difficult because it required totally correct grammar….

Excerpts 5

…I have good feeling when I learn English because it's one of my favorite subjects. I mean learning English is fun. When we do something with our pleasure, we usually get a good result from it….

…English is an interesting subject because I can apply it to the other subjects. Some teachers, a Biology lecturer, for example, recommended some English textbooks to his students….

…I've studied English for a long time. But I don't know why my English proficiency is still poor. It's like I never absorb English knowledge….

…English is a difficult subject that I feel stressed when I studied. I've never been good at it since I was young….

…English is boring. I'm not good at it. I was often absent-minded in the classroom….

Excerpts 6

…I like my English teacher. She never discouraged the students and always tried to encourage the weak ones to learn. When there were some students getting low scores, she said "Never mind. Keep trying"….

…I like my English teacher. He is friendly. He usually provides a lot of interaction in class. So the students don't feel drowsy….

…I would like the teacher to pay more attention to the students. It would be better if the teacher tried to constantly check the students' understanding….

Excerpts 7

…The students should have a chance to go outside the class. For example, do a group project relating to the topic we are studying and then present it in front of the class….

…At the present, students prefer watching to listening or reading. So, I would like the teacher to adapt video clips or movies for use as teaching materials….

…I would like the teacher to teach English through some memorable techniques such as having students sing a song to learn some new words….

…Having a lecture for too long made me feel overwhelmed. When the teacher presented a lot of content, I often turned to talk to my friends….

…I think the classroom seating should be rearranged. The students' seats should be like a circle where all students can see each other's faces….

VITAE

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