

A STUDY OF FOREIGN LANGUAGE LEARNING ANXIETY OF
VOCATIONAL CERTIFICATE STUDENTS IN THAILAND



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

August 2017

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Chawamon Sae-tia. (2017). *A Study of Foreign Language Learning Anxiety of Vocational Certificate Students in Thailand. Thesis, M.A. (Teaching English as a Foreign Language)*. Bangkok: Graduate School, Srinakharinwirot University.

Advisor Committee: Asst. Prof. Dr. Usaporn Sucaromana.

This study aims to investigate the foreign language learning anxiety of vocational students towards English language learning in school and to identify the differences between gender, learning achievement level, and education programs of vocational certificate students towards foreign language anxiety. The participants include three hundred and twenty-six students studying for Vocational Certificate One to Three in Bangkok were the participants. The participants had to finish studying English Fundamental I. The research instrument used in this study was the Foreign Language Classroom Anxiety Scales (FLCAS) developed by Horwitz, et al. (1986). The questionnaires are consisted of participants' personal data such as their grades, genders, education programs, and English tutoring. In the same way, there are thirty-three questions about foreign language learning anxiety in the questionnaires. The collected data were analyzed using SPSS Version 16. The results of the study reveal that the foreign language learning anxiety level of the participants was at a moderate level. Meanwhile, there is no significant difference in terms of foreign language learning anxiety with gender or education program. On the other hand, there is a significant difference between foreign language learning anxiety and learning achievement.

การศึกษาความวิตกกังวลในการเรียนภาษาต่างประเทศของนักเรียนอาชีวศึกษา
ในประเทศไทย



บทคัดย่อ
ของ
ชวมนต์ แซ่เตีย

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
สิงหาคม 2560

ชวมนต์ แซ่เตีย. (2560). การศึกษาความวิตกกังวลในการเรียนภาษาต่างประเทศของนักเรียน

ประกาศนียบัตรวิชาชีพในประเทศไทย. ปริญญาโท ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: ผู้ช่วยศาสตราจารย์ ดร. อุสหาภรณ์ สุขารมณ

งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจความวิตกกังวลในการเรียนภาษาต่างประเทศในโรงเรียนของนักเรียนอาชีวะ และค้นหาความแตกต่างระหว่างเพศ ผลการศึกษาและสาขาวิชาเรียนของนักเรียนประกาศนียบัตรวิชาชีพกับความวิตกกังวลในการเรียนภาษาต่างประเทศในประเทศไทย กลุ่มตัวอย่างคือนักเรียนประกาศนียบัตรวิชาชีพ (ปวช.) จำนวน 326 คน จากวิทยาลัยเทคโนโลยีแห่งหนึ่งในกรุงเทพมหานคร ซึ่งผ่านการเรียนวิชาภาษาอังกฤษพื้นฐาน 1 มาแล้ว เครื่องมือวิจัยที่เลือกใช้คือแบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศในห้องเรียนของ Horwitz, et al. (1986). แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศในห้องเรียนประกอบไปด้วยข้อมูลส่วนตัวของกลุ่มตัวอย่าง เช่น เกรดเฉลี่ย เพศ สาขาวิชาที่เรียน และการเรียนพิเศษภาษาอังกฤษ รวมถึงคำถามเกี่ยวกับความวิตกกังวลในการเรียนภาษาต่างประเทศจำนวน 33 ข้อ ข้อมูลที่ได้นำไปวิเคราะห์โดยใช้ SPSS รุ่นที่ 16 ผลการวิจัยพบว่า ระดับความวิตกกังวลในการเรียนภาษาต่างประเทศในโรงเรียนของนักเรียนประกาศนียบัตรวิชาชีพอยู่ในระดับปานกลาง ไม่พบความแตกต่างระหว่างเพศและสาขาวิชาเรียนของนักเรียนประกาศนียบัตรวิชาชีพกับความวิตกกังวลในการเรียนภาษาต่างประเทศ แต่พบความแตกต่างระหว่างผลการศึกษากับความวิตกกังวลในการเรียนภาษาต่างประเทศ

The thesis titled
“A Study of Foreign Language Learning Anxiety
of Vocational Certificate Students in Thailand “
by
Chawamon Sae-tia

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.

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Acknowledgements

This study was completed with the encouragement and assistance from several people.

I would like to thank my advisor, Assistant Professor Dr. Usaporn Sucaromana who guided and supported me from the beginning to the final step of this work. She always gave me useful advice and encouraged me when I felt disappointed.

I would like to thank the experts, Lecturer Piyawan Kullamai, Assistant Professor Nattha Kaewcha and Dr. Sunporn Eiammongkhonsakun who helped to validate my research instrument.

I sincerely thank Lecturer Worasorn Netthip, statistic specialist from Innovative Learning Center who advised and taught me about statistic data analyzing.

I would like to thank my thesis committee members for comments that gave the valuable suggestions for my work.

I would like to thank my friends in TEFL who always supported and encouraged me in everything.

I would like to thank the Graduate School of Srinakarinwirot University, Bangkok, Thailand who sponsored this research with funding.

The most important people that I would like to thank was my parents who always supported me in every situation. I would not have been successful in my life without them.

Chawamon Sae-tia

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CHAPTER ONE

INTRODUCTION

Background to the study

Thailand officially stepped into the ASEAN Economic Community (AEC) in 2015. The AEC is set to promote economic, political, social and cultural cooperation across the region (Lehmacher, 2016). There are ten country members of the AEC, including Thailand. People in these 10 countries use their own language in their own countries, but there is a need for an interlanguage, and English has been chosen and set as the interlanguage for communication. This suggests that English is more effective and powerful than in the past. From the coming of the AEC, it influences many things in Thailand, and certainly influences Thai education, unavoidably.

Every student in Thai education has to study English as a foreign language. Normally, every academic and vocational school in Thailand sets English language as a core subject following the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Students learn many skills and competences in English, such as the four skills of listening, writing, reading, and

speaking; as well as grammar and conversation. These are all basics of every language, and students can develop and apply these facets of knowledge in English.

In academic schools, students practice intensively and study various necessary facets of English, such as grammar, writing, speaking and listening and reading comprehension.

When students in academic schools finish their 12 years of study, they are able to bring these necessary facets of English use fluently in their own lives and use them to apply for university admission.

On the other hand, students in vocational schools see the importance of job training rather than academic matters. They focus on job training following their own interests, such as nursing, accounting, administration, marketing, tourism or mechanical technology (Thailand teaching, 2015). The students have to study and have deep knowledge of technical terms in their job training. In terms of their English studies, this kind of studying is called ESP (English for Specific Purposes). Hall (2014) defines ESP as “an approach to the education of English orientated for specific purposes, such as scientific, technological, economic, academic areas, etc. It is based on the design of specific courses designed to respond to the needs of students beyond the learning of everyday language or those requiring practice regarding certain

professional areas.” There are many technical terms in English and words used in quite specific situations, yet students can do well because they pay attention and study hard for it.

Vocational students can be stressed and pressured because they are also set to study English following the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), as in academic schools. They may not familiar with this kind of foreign language learning much because their courses focus on their job training or technical terms more than academic parts. However, in fact, learning this foreign language may well be necessary for their jobs in future because of the AEC. There are many jobs that are popular across the AEC, such as doctor, dentist, engineer and accountant (Uasean, 2013). Sometimes, if vocational students have to study foreign language in class, they may feel much worry and suffer from foreign language learning anxiety.

To understand clearly about foreign language learning anxiety, Horwitz et al. (1986) defines it as ‘situation-specific’; students may suffer from strained feelings when they learn English as a second or foreign language. When vocational students study a foreign language with misunderstanding, they may feel negative towards the foreign language learning experience. When they feel worried or have some negative thinking in language learning, they may avoid studying and ignore classes entirely in the end.

To sum up, English language plays an important role in students' lives because it deals with their worries, pressures, and anxiety in their learning lives. Male and female students who study foreign language anxiety in their schools may have their own anxiety. In the same way, some students may feel comfortable to use foreign language because they spend time to practice and study hard. On the other hand, some students may feel anxious about their foreign language because they are not familiar or misunderstand foreign language learning. Though they have to study or practice, they may feel uncomfortable with it.

There is little research in Thailand directly dealing with the differences between gender, learning performance and education program. Therefore, this research will investigate high school students' foreign language anxiety towards current English learning in Thai vocational schools. Moreover, this study will also compare their foreign language anxiety in English learning, based on gender, learning performance, and their education programs.

Objectives of the Study:

1. To investigate vocational certificate students' foreign language learning anxiety towards English language learning in school;
2. To find differences between gender, learning achievement and education programs of vocational certificate students, and foreign language anxiety.

Research Questions

1. How did vocational certificate students show their foreign language learning anxiety towards English learning in school?
2. Is there any significant difference between genders, learning achievements or education program of vocational certificate students and foreign language learning anxiety?

Significance of the Study

The results of this study will be as the guide for foreign language teachers in this technological college to better understand about their students' foreign language learning anxiety and bring this result to help and develop their teaching techniques for their students. It may also be beneficial to teachers in schools or assisting improvements to understand in students' learning behavior and design their teaching or lesson plan to support their students'

anxiety in English language learning, finding ways to reduce student anxiety during the learning of English. Furthermore, the findings of this study will be useful for further research into students' foreign language learning anxiety toward English language learning; and for policy makers, who can design and review the education policy for Thai students in the future.

Scope of the study

This study aims to investigate vocational certificate students' foreign language anxiety towards English language learning in school and the foreign language learning anxiety differences between genders, learning achievement and the education programs of vocational certificate students. The questionnaire used in this study is the Foreign Language Classroom Anxiety Scales (FLCAS) of Horwitz, et al. (1986), including participants' information. The participants are vocational certificate students from a technological college in Bangkok. The variable in this study was foreign language learning anxiety.

Definition of terms

Anxiety

Anxiety refers to an uncomfortable feeling when one experiences a stressful or tense situation or activity.

Foreign Language Learning anxiety

Foreign language learning anxiety refers to the nervousness, worry, or fear when students have to use or learn a foreign language. It will occur as a negative emotion arising from foreign language learning.

Learning Achievement

Learning achievement refers to the students' success rates from teachers' tests in schools which is shown as a number. It is often also referring to Grade Point Average (GPA).

Gender

Gender refers to categories of human beings that may be outside the male/female binary classification and is based on an individual's personal awareness or identity (Dictionary.com).

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews various aspects of foreign language learning anxiety. The first topic is about the definition and types of anxiety. The second topic looks at the definition and types of, and sources of research into, foreign language learning anxiety. The third topic describes the definition and types of foreign language classroom anxiety. The fourth topic is about foreign language classroom anxiety scales (FLCAS). The fifth and sixth topics are about learning achievement in foreign language learning anxiety and private tutoring. The last topic is on related studies concerning language learning anxiety.

Definition of Anxiety

Anxiety is defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system” (Spielberg,1983). Blau (1955) also defines anxiety as an uncomfortable emotional state in which one experiences danger and tension, or feels powerless in the face of expected danger. Similarly, Wolman (1989) describes

anxiety as “a feeling of one’s own weakness and inability to cope with real or imaginary threats”.

In the same way, Alrabai (2014) mentions anxiety as that discomfort, nervousness or vague fear

which can occur in any event or situation. From these definitions, it is noted that anxiety is an

unhappy feeling, nervousness or tension about something that may or may not happen to the

person feeling it. In contrast, Mussen et al (1974) refer to the necessity of anxiety, in that

“Anxiety is not a pathological condition in itself but a necessary and normal physiological and

mental preparation for danger. It is necessary for the survival of the individual under certain

circumstances. Failure to apprehend danger and to prepare for it may have disastrous results.”

Types of Anxiety

MacIntyre and Gardner (1989) categorize three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

Firstly, trait anxiety is a stable personality trait (Scovel, 1978) which leads one to become nervous in any situation (Spielberger, 1983). A person with a low level of trait anxiety will be calm, relaxed and stable. On the other hand, a person with a high level of trait anxiety will be nervous and exhibit unstable emotions (MacIntyre, 1999).

The second type is state anxiety. State anxiety is an apprehensive feeling which one experiences at a particular moment in time (Spielberger, 1983). State anxiety is a moment-to-moment experience which leads one to react to the current situation (Cattell & Scheier, 1963). It can occur when someone experiences situations like public speaking, test taking, and using a second language (MacIntyre, 1999).

Lastly, MacIntyre and Gardner (1991) defined situational anxiety as “the apprehension experienced when a situation requires to use of a second language with which the individual is not fully proficient”. Situation-specific anxiety is anxiety which can be regarded as trait anxiety, but is limited to specific situations (MacIntyre & Gardner, 1991). In language learning process, the situation-specific anxiety can show the important role for anxiety. It is stable and cannot occur in other situations. Examples of situation-specific anxiety include test anxiety, language anxiety, and stage fright. It can happen in specific situation such as speaking in front of English classes, English examinations.

Foreign Language Learning Anxiety

When anxiety is associated with language learning, it is called second and foreign language learning anxiety, which is experienced as the students' negative emotional reactions toward language acquisition (Horwitz, 2001). Anxiety is linked to language learning and considered as an important aspect of language learning. Some research has worked toward a definition of foreign language learning anxiety. First, Horwitz et al. (1986) define foreign language learning 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."

Likewise, Gregersen (2003) defines foreign language learning anxiety as "a distinct construct that can affect foreign language learning". According to Gardner and Macintyre (1993), language learning anxiety is a worry or fear occurring when a learner has to use the second/foreign language. Similarly, Oh (1992) defines foreign language learning anxiety as "a situation-specific anxiety students experience in the classroom, which is characterized by negative self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions."

About the types of foreign language learning anxiety, Horwitz et al. (1986) divides them into three: test anxiety, fear of negative evaluation, and communication apprehension.

Test anxiety is defined as the anxiety from the fear of failure in test taking or “a type of performance anxiety stemming from a fear of failure”. Learners who face an anxious test experience will worry, feel down, and experience difficulty when taking the test. Sarason (1984) also states that test anxiety occurs when students performed poorly in the past and develop negative or irrelevant thoughts during test-taking situations. Test anxiety can occur in the foreign language classroom when students have to take tests or quizzes for language evaluation. The students will encounter stress and nervousness in taking tests that can result in anxiety.

The next type is fear of negative evaluation. Horwitz et al (1986) defines fear of negative evaluation as “apprehension about other’s evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively”. Watson and Friend (1969) describe those who experience fear of negative evaluation as fearing evaluation from others, trying to avoid evaluation situations, and fearing being evaluated in a negative way. Although fear of negative evaluation is similar to test anxiety, it is broader than test anxiety because its

scope does not only cover test situations. It can happen in any situation, such as being interviewed for a job, speaking in language classes, etc. (Horwitz et al., 1986).

The last type of anxiety is communication apprehension. Mccroskey (1977) defines communication apprehension as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person”. It is also bashfulness when one has to communicate with other people. People who experience communication apprehension often face difficulties speaking in public. For example, students who have communication apprehension will feel nervous when they have to speak in front of class. This characteristic affects foreign language learning perceptions. The manifestations of this type are oral communication anxiety (difficulty speaking in a group), stage fright (difficulty speaking in public), and receiver anxiety (difficulty listening to, or learning, a spoken message).

To avoid the negative influences of foreign language learning anxiety, it is useful to explore the sources of it. There are several interesting sources of foreign language learning anxiety according to some researchers. Young (1991) divides language learning anxiety sources into six items which stem from the three aspects of the learner, the teacher and the instructional practice. They are personal and interpersonal anxiety, the language learners’

beliefs about learning, the language instructors' beliefs about teaching, instructor-learner

interactive anxiety, classroom procedures, and language testing anxiety.

Piechurska-Kuciel (2008) also refer to personal and interpersonal anxiety, as “a pessimistic assessment of the student’s self-perceived ability level in the situation of social exchange, when learners are afraid that others will perceive them negatively”. In the same way, Bailey (1983) and Krashen mention that low self-esteem and competitiveness are important sources of this anxiety (as cited in Young, 1991). Bailey (1983) says that competitiveness can lead to anxiety because students will compare themselves with others (as cited in Young, 1991). Similarly, Krashen reveals that the level of a student’s self-esteem is related to language learning anxiety (as cited in Young, 1991). Normally, people who have low self-esteem want to please others, and they will think or worry about other’s thoughts more than their own.

Moreover, Young (1991) also suggests that personal and interpersonal anxiety can be related to social anxiety, communication apprehension and anxiety specific to language learning.

Young’s second source is language learners’ beliefs about learning. Victori and Lockhart (1995) defines learners’ beliefs as “general assumptions that students hold about themselves as learners, about factors influencing learning, and about the nature of learning and

teaching” (as cited in Piechurska-Kuciel, 2008). Gynan (1989) reveals that learner beliefs are important for the success of language learning (as cited in Young, 1991). If the students believe in themselves that they can learn a new language, they can do well. On the other hand, Young (1991) argues that if beliefs are unrealistic for the language learners, it can be the cause of anxiety for the students. For example, if they believe strongly in something, it may change to stress and pressure that can be the language anxiety. For example, if students believe that when learning a language, they have to practice and know everything in a limited time, they may be stressed and frustrated.

Kagan (1992) defines language instructors' beliefs about teaching as “tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught” (as cited in Piechurska-Kuciel, 2008). This is Young's third source of anxiety for language learners. It is related to classroom management, planning, monitoring, progress and caring for students (Duke, 1987, as cited in Piechurska-Kuciel, 2008, p. 69). The teachers will set or manage their classroom according to their own styles because they believe in these different roles. Teachers will set different classes in different roles. The classroom management that a teacher sets for their students can be compared with other social contexts. The teachers'

belief influences their actions and practices which influences the students behaviors that in turn can raise their language anxiety level. Teacher beliefs will not match with students' needs in language learning. Because of the different roles of teachers in each classroom, students can encounter different language anxiety levels.

Davis (2003) states that instructor-learner interactive anxiety, Young's fourth anxiety source, can be higher because of error correction, and Bailey et.al (1999) also state that instructor-learner interactive anxiety can be higher because of differences in learner and teaching styles (as cited in Piechurska-Kuciel, 2008). Mistake and error correction in classroom with their peers can be the cause of foreign language learning anxiety. Conversely, Koch and Terrell (1991), Horwitz (1988) and Young (1990) feel that error correction is essential. The essential of this anxiety is not how or when, but how errors are corrected. Instructor-learner interactivity anxiety is related to classroom procedures. Piechurska-Kuciel (2008) states that classroom procedures anxiety, Young's fifth source, will happen when students speak in front of class in the foreign language. The student may be fearful and worried to speak with the audience. For example, Young (1990) reported that more than sixty-eight percent of her participants felt more comfortable when they did not have to speak in front of the class. Koch

and Terrell (1991) also found that more than one-half of their participants worried during an oral presentation activity in front of class (a class using the Natural Approach).

Last of the six, language testing anxiety can be the stem of anxiety. This anxiety may occur when the students have to take a test or evaluation. Moreover, they will be more anxious when they have to study with unfamiliar materials or do a test that they have no experience of.

Young (1991) concludes that the greater the degree of student evaluation and the more unfamiliar the test task and format, the more learner anxiety is produced.

Meanwhile, Huang (2012) concludes a review of the foreign language learning anxiety sources of Bailey, (1983); Horwitz et al., (1986); and Young, (1991) by dividing them into three main sources, which are personal factors, cultural background and procedural factors.

The first source is personal factors. Huang categorizes this source into three sub topics - self-esteem, competitiveness and beliefs. Firstly, self-esteem. Oxford (1990) defines self-esteem as “self-judgment of worth or value, based on feelings of efficacy, a sense of interacting effectively with one’s own environment”. Krashen (1983) claims that an individual’s self-esteem can easily raise foreign language learning anxiety if the learner wants to please others. For example, if the

teacher asks some students to answer some questions in class and the student knows and answer the questions, the teacher will be pleased, and the student may feel good with themselves. On the other hand, if the teacher asks the questions and the students do not know or cannot answer, they may feel bad with themselves because they cannot satisfy the teacher's expectations.

The second sub-topic of personal factors is competitiveness. Bailey (1983) states that it is the nature of people who learn foreign languages that they will compare themselves with others in using that foreign language. In this way, competitiveness can motivate oneself; but can also lead to language anxiety. A clear example of this is the situation in a language speaking class, language test or university admission. Every student wants to get more points than others, and they may compete fiercely. This competitiveness is the cause of language learning anxiety. The last of the sub-topics is beliefs. Oxford (1993) mentions that some impractical beliefs of students can lead to language learning anxiety. When the students' expectation or beliefs about the foreign language are unrealistic, language learning anxiety can appear from stress.

Huang's second source is cultural background. Examples of culture shock are the change of lives, food, and people. These changes can happen to students directly. For example, students who go to study abroad may experience culture shock or cultural differences. So, they need time to adjust themselves and become familiar with the new culture to reduce their anxiety. Clement (1980) states that culture shock can cause one to feel anxious and is easy to occur because students are afraid to lose their own language and identity in cross cultural circumstances. In the same way, cultural difference can lead to anxiety in the classroom, so cultural knowledge is important and useful for lesson preparation and classroom design for teachers.

Lastly , 'procedural factors' are classroom procedures, instructor-learner interactions and test anxiety. Oral tasks, writing, reading and listening can cause language learning anxiety, as the result of ineffective pedagogical practices. An example of this source is the nervousness of learners stimulated in the classroom if the teacher is harsh, or the students may feel uncomfortable if error correction is done in front of the whole class.

Foreign Language Classroom Anxiety

A clear definition of foreign language classroom anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1991).

According to Horwitz et al. (1986), the sources of foreign language classroom anxiety are similar to those of language learning anxiety: test anxiety, fear of negative evaluation, and communication apprehension.

First, test anxiety as an aspect of foreign language classroom anxiety occurs when students think or feel that a score that is less than perfect is failure. They may feel uncomfortable taking tests frequently, and they also often make errors in tests.

Students who are faced with a fear of negative evaluation in a foreign language class feel anxious about negative evaluation. Fear of negative evaluation in a foreign language class occurs when the student is monitored in something that should be evaluated continually, such as speaking in a foreign language class.

Students in foreign language classes may be required to communicate on a specific topic that some students may not be familiar with, or have little understanding of, so they cannot

communicate and remain silent in class. For example, when speaking in groups, if they do not understand the topic, they will be scared and embarrassed if they say something wrong. This situation can lead to communication apprehension.

Foreign Language Classroom Anxiety Scales (FLCAS)

Foreign Language Classroom Anxiety Scales were created and developed by Horwitz, Horwitz and Cope in 1986 to measure anxieties in foreign language classes. Three primary sources of foreign language anxiety are measured: communication apprehension, test anxiety and fear of negative evaluation. There are 33 questions rated on a five-point Likert scale, from strongly disagree (1) to strongly agree (5). This instrument aims to evaluate three main types of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The answers or consequences of the instrument are based on the students' emotions and habits in classes. The total score can range from 33 to 165. Lower scores show a higher level of language anxiety (Trang, 2012). This scale is the model for foreign language learning anxiety research because many researchers used this to evaluate foreign language anxiety in their own research.

Learning Achievement and Foreign Language Learning Anxiety

Pearson (2011) defined learning achievement as the students success rate in schools which are shown in the form of a numerical value from the assigned teachers' tests. Commonly it is known as Grade Point Average (GPA). Although there are many factors, including motivation and attitudes that affect learning achievement in foreign language learning, anxiety is also one important factor in foreign language learning (Tran, et al,2012; Elkhafaifi, 2005; Horwitz et al., 1986). Fadillah (2010) stated that students who experienced greater anxiety would gain low levels of achievement. In contrast, students who did not suffer anxiety would gain higher levels of achievement (Fadillah, 2010). However, Elkhafaifi (2005) and Horwitz et al., (1986) also believed that anxiety influenced the students' achievement in language learning in a negative way and could cause them to reject language learning (Horwitz,1986).

Foreign Language Anxiety and Gender

Males and females are different in biological terms in their learning style and mental ability (Taghinezhad et al, 2016). Keefe (1982) states that differences between males and females come from their brain development and their higher order cortical functions.

Concerning lateralization of male and females, males' left brain dominates more than in females'

(Banich, 1997, as cited in Taghinezhad et al, 2016). These physical differences influence the level of foreign language learning anxiety. It is complicated to find the relationship between gender and foreign language learning anxiety but gender is considered to be one of the important factors of foreign language learning anxiety. Some researchers have suggested regarding anxiety and gender that females have more anxiety than males. McLean & Anderson (2009); Kamarul Shukri et al. (2009) state that females “will have greater fear and higher possibility to develop anxiety than males”. Wicks-Nelson and Israel (2006) also support this statement. They claim that anxiety in females is more noticeable than males, and females also naturally feel more anxious than males. On the other hand, Rosenfeld & Berko (1990) say that there is no significant effect when considering differences between genders. From the above variation, it is concluded here that gender-related anxiety research does not present a homogeneous picture specifying that males or females have more anxiety.

Related Studies

There are many varied and interesting studies about foreign language learning anxiety and foreign language classroom anxiety scales, which include the following:

Paranuwat (2011) studied the scope of foreign language learning anxiety, sources of anxiety, and the relationship between anxiety and learning achievements of first-year students at Srinakharinwirot University. The instruments were questionnaires and semi-structured interviews. Participating were 920 first-year students enrolled in English for Effective Communication II (SWU 122). First, the results showed that the scope of foreign language learning anxiety was moderate. Next, the researcher found that there were four sources of students' foreign language learning anxiety: communication apprehension, fear of negative evaluation, test anxiety, and fear of being less than others. Lastly, there was a significant negative correlation between anxiety and learning achievement, especially at high and moderate levels of achievement. However, this was not found at low levels of achievement.

Alshahrani and Alshahrani (2015) investigated the level of foreign language learning and the impact of gender among elementary school students. The participants were 146 males and 114 females who were 6th grade Saudi students in public schools located in the south of Saudi Arabia. The instrument was the Foreign Language Classroom Anxiety Scale (FLCAS) and interviews of 10 chosen students. SPSS was used to analyze the data and a t-test was used to compare the levels of foreign language learning anxiety among the students. The findings

revealed that the foreign language learning anxiety of students was at a moderate level, and gender difference did not have a significant impact on anxiety towards foreign language learning.

Liu and Chen (2015) examined EFL language anxiety and learning motivation of high school students. There were 155 students from the same private senior high school in central Taiwan (60 in the academic track and 95 in the vocational track). The participants had to attend English lessons before entering elementary school, or during the first two years in elementary school. There were three statements that the researcher examined: learner motivation and language anxiety significantly vary between academic- and vocation-track high school students, both academic- and vocational-track high school students feel an above-average level of language anxiety, and there is a significant relationship between language anxiety and motivation among the EFL high school students. Firstly, the researcher found that levels of language anxiety in both groups was moderate, and there were no significant differences in anxiety level between the two groups of students. Next, students in the academic-track had higher extrinsic motivation and overall learning motivation than those in the vocational-track. Last, there was a negative relationship between language anxiety and motivation.

Er (2015) looked at the foreign language learning anxiety of Turkish children as a barrier to language learning. Qualitative and quantitative data were collected from six EFL teachers and 544 students were randomly selected from primary, secondary, and high schools in Ankara. The Foreign Language Classroom Anxiety Scale (FLCAS) was used as the research instrument. The findings revealed that the level of anxiety rises as one gets older, and even a culture of trust in their teachers and parents did not help students overcome this.

The study of Gopang et al. (2015) examined foreign language learning anxiety among students of Lasbela University, Baluchistan, Pakistan, using the Foreign Language Classroom Anxiety Scale (FLCAS). There were 240 participants (26 females and 214 males). The data was presented using the Statistical Package for the Social Sciences (SPSS). Moreover, they used ANOVA to indicate that there was no significant difference between majoring and non-majoring students' levels of anxiety, or between male and female participants' levels of language anxiety. There was a suggestion that the anxiety levels in English learning would be higher in the future.

Al-Khasawneh (2016) studied the levels and sources of foreign language learning anxiety of Saudi students studying at King Khalid University (KKU), and aimed to examine the differences between the levels of language learning anxiety and the students' study levels.

Ninety-seven English-major students participated. The research instrument was the Foreign Language Classroom Anxiety Scales (FLCAS) and it was analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0. The results revealed the level of foreign language learning anxiety of students was moderate, and also found sources of foreign language learning anxiety, such as test anxiety, anxiety of English classes, fear of negative evaluation, and communication apprehension. Moreover, there were no statistically significant differences between the students' level of anxiety and their level of study.

There are some studies showing a relationship between learning achievement and foreign language learning anxiety in various way as follows:

Na (2007) surveyed the relationship between foreign language learning anxiety and English achievement of 115 students from a high school in Shandong Province, China. The findings indicated that there was a negative correlation between foreign language learning anxiety and English achievement.

Fadillah (2010) investigated the relationship between students' anxiety and students' achievement in English as a foreign language among adolescents at Sekolah Menengah Umum Negeri 1 Banjarbaru, South Kalimantan. There were 152 student participants. The result of the

study was that there was no significant relationship between English language anxiety and students' achievement in English as a foreign language as a whole. The anxiety level was moderate. However, there was a negative correlation between test anxiety and students' achievement. Moreover, there was a difference in English language learning anxiety between male and female participants in communication apprehension, but there was no difference in English language learning anxiety by gender in overall anxiety.

Atef-Vahid and Kashani (2011) surveyed and analyzed foreign language learning anxiety and its relationship with English students' achievement. The participants were 38 third-year high school students in English classrooms. The instruments were the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), and the participants' English achievement was measured by their final standardized English exam administered by the school. The results revealed that students had moderate to high-anxiety levels while learning English language in class. There was a moderate negative correlation between the total scores of FLCAS and the total final English exams scores. The results of the Pearson correlational analysis indicated that English achievement was modestly correlated with all four anxiety

variables (communication anxiety, test anxiety, fear of negative evaluation, English classroom anxiety), with the highest correlation value with English classroom anxiety.

Cui (2011) studied high school students' English learning anxiety in Chinese English as a Foreign Language (EFL) classrooms. The participants were 105 students from a high school in Dezhou City, Shandong Province, China. The results showed that the students had high anxiety levels in English learning, and males had higher anxiety than females. It was found that a high level of anxiety affected the students' language learning.

Alidoost et al. (2013) studied the effect of anxiety on the English learners in Andimeshk city, Iran. The participants were 120 students from a high school in Iran. A questionnaire assessing students' anxiety level and an Oxford Placement Test were the instruments. The findings showed that students faced a degree of anxiety in English classes.

There are some studies about the relationship of gender and foreign language anxiety in various ways, as follows:

Arnaiz and Guillén (2012) studied individual differences in the foreign language learning anxiety at a Spanish university. There were 216 participants. The questionnaire that was chosen to collect data was the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz,

& Cope, 1986). In this study, the relationship between gender, age, grade and language level were identified and anxiety levels were also determined. Statistical analyses showed that participants had an average level of anxiety. Female students experienced more anxiety than males. In addition, age was shown to have a significant negative correlation with anxiety. The lower grade students had higher anxiety levels.

Özütürk and Hürsen (2013) investigated Turkish university students' English learning anxiety and signs of anxiety. The participants were 517 first and second year Turkish university students who took courses 'Foreign Language' I and II. A questionnaire with Likert scales from strongly disagree to strongly agree was used to collect data and the demographic features of the participants. The results showed that there is no significant difference between Turkish university students' gender and foreign language anxiety in EFL classrooms, but there is significant variation with age, departments and the language level of students and foreign language anxiety.

Latif (2015) investigated English language anxiety among adult learners in UTM SPACE and also studied factors influencing the level of language anxiety. The participants were 132 UTM SPACE students. The instrument used was adapted from the Horwitz (1983) Foreign

Language Classroom Anxiety Scale (FLCAS) which was changed to English Language

Classroom Anxiety Scale (ELCAS), using a Likert scale. There were three factors, namely

gender, age and years of learning English that were used for the study. The data were

analyzed using descriptive statistics, Pearson Correlation and Multiple Regressions. The

Multiple Regressions analysis revealed that UTM SPACE students predominantly experienced a

general feeling of anxiety in learning English. The results indicated that there is a significant

relationship between language anxiety and years of learning English, while there no significant

relationship was obtained regarding gender and age.

Kao, et al (2017) studied gender and differences in level of anxiety in regard to the use of coping strategies for foreign language learning anxiety. The participants in this study were

122 Taiwanese university students who enrolled in EFL courses. It showed that there was no

difference between the groups with different levels of anxiety in their choice of coping strategies

and no interaction effect between gender and anxiety level in the coping strategies used. The

results also showed that the female students scored significantly higher than male students in

two coping strategies: peer seeking and positive thinking. Otherwise, the male students used

relaxation as a way of coping more than female students. The results also showed that gender

played a significant role in university students' choice of strategies to cope with foreign language learning anxiety.

Razak, et al (2017) investigated gender differences in terms of anxiety among Yemeni university EFL learners and the correlation between the level of anxiety and the academic achievement of the students. The participants were 155 students chosen from the population through stratified random sampling selected from the English Department, Faculty of Arts, Ibb University, Yemen. The data were collected using a questionnaire adopted from Yassin (2015), and analyzed using SPSS. The data from the first question was analyzed using a T-test. The results showed that the females experienced a higher level of anxiety than male students, but this was not significant between the groups. The second question was analyzed using the Pearson Product Moment Correlation. The result showed that there is not a significant correlation between the level of anxiety and the academic achievement of the students.

CHAPTER THREE

METHODOLOGY

The objective of this study is to investigate vocational certificate students' foreign language learning anxiety when learning English in school. Furthermore, this study will also examine differences in foreign language learning anxiety between genders, learning achievements and education programs. This chapter will include research design, participants, research instruments, data collection, and data analysis.

Research design

The research design was quantitative. The data was gathered from questionnaires. The quantitative approach used a questionnaire on foreign language learning anxiety to find out vocational certificate students' levels of foreign language learning anxiety in English learning in school. These questionnaires were then used to find differences in foreign language learning anxiety between genders, learning achievements and education programs.

The participants

The participants in the study were 326 students who were studying for Vocational Certificate 1-3 at a Technological College, Bangkok. They were selected using simple random sampling. The participants were selected from Vocational Certificate 1-3 who studied English Fundamental I. These participants were given the questionnaires and returned them completed. The students studied in two main departments: the Commercial Department and the Industry Department. In the Commercial Department, there were accounting, marketing and business-computer programs, and the Industry Department had only an automotive program.

Research instruments

In this study, the researcher used the Foreign Language Classroom Anxiety Scales (FLCAS). The following section discusses the research instruments in detail. The FLCAS, a 33-item questionnaire, was modified, translated into Thai and checked by three experts from the one designed by Horwitz, et al. (1986), including the participants' information such as gender, grades (learning achievement), education programs and English tutoring. These 33 items were divided into 4 main types: communication apprehension, test anxiety, anxiety of English classes

and fear of negative evaluation following the related content. Items 1, 4, 9, 14, 15, 18, 23, 24, 27, 29, 30, 32 focused on communication apprehension. Items 8, 10, 16, 21 focused on test anxiety. Items 3, 5, 6, 11, 12, 17, 20, 22, 25, 26, 28 focused on anxiety of English classes, and items 2, 7, 13, 19, 31 and 33 focused on fear of negative evaluation. The scales in the questionnaire were, 5: strongly agree, 4: agree, 3: neither agree nor disagree, 2: disagree, 1: strongly disagree. The lowest mean indicated no anxiety or very little anxiety, the highest mean score indicated strongly high anxiety. The researcher indicated average score from the questionnaire scores according to (Paranuwat, 2011) as in Table 1:

Table 1 Average score from the questionnaire scores

Average Score	Level of anxiety
1.00-1.50	No anxiety or very little anxiety
1.51-2.50	Little anxiety
2.51-3.50	Moderate anxiety
3.51-4.50	High anxiety
4.51-5.00	Strongly high anxiety

Data collection

After the research instruments were completed, the researcher contacted a teacher from a Technological College about collecting data and sent the permitting letter to the college. After

approval from the school Principal, the researcher went to the college to distribute the questionnaires to the participants and collected them completed from the teacher in one week. After collection, the researcher brought the completed questionnaires to analyze the data with a statistic specialist using SPSS version 16.

Data analysis

Quantitative Data Analysis was used. The scores from the foreign language learning anxiety questionnaires were calculated and analyzed to investigate students' foreign language learning anxiety towards English using means and standard deviation. T-test and ANOVA were also used to find differences in foreign language learning anxiety by the students' gender, learning achievement and their education programs.

CHAPTER FOUR

FINDINGS

This chapter presents the findings related to the objectives of the research. The objectives of this research were to investigate vocational certificate students' foreign language learning anxiety towards English in school and find differences in foreign language learning anxiety by gender, learning achievement and their education program. The data was collected by using a Foreign Language Classroom Anxiety Scales (FLCAS) questionnaire.

This chapter shows the findings of this quantitative research, which is separated into three main parts: demographic data, the study of anxiety levels, and comparison of anxiety levels. The findings are as follows.

Part one: Personal Data

Table 2 Frequency and Percentage of demographic data

Demographic Data	Students (N)	Percentage
Gender		
Male	228	69.90
Female	98	30.10
Total	326	100.00
English Grade		
Less than or equal to 2.00 (≤ 2.00)	131	40.20
Between 2.01 to 3.00 (2.01 to 3.00)	120	36.80
More than 3.01 (> 3.01)	75	23.00
Total	326	100.0
Departments		
Industry	187	57.40
Commercial	139	42.60
Total	326	100.0

From Table 2, The demographic data of the participants, the participant group consisted of 228 (69.90%) males, and 98 (30.10%) females. Of the total participants, 187 (57.40%) were in the Industry Department, and 139 (42.60%) were in Commercial Departments. Three hundred and thirty-one (40.20%) of the participants' grade averages were less than or equal to 2.00, with 120 (36.80%) between 2.01 to 3.00, and 75 (23%) more than 3.01.

Part two: The study of Anxiety Level

Table 3 to 6 showed mean, standard deviation and level of anxiety in total and also showed mean, standard deviation and level of anxiety in four types: communication apprehension, test anxiety, anxiety of English classes and fear of negative evaluation as follows:

Table 3 Mean, Standard Deviation and Level of Anxiety in total (n=326)

Types of Anxiety	Mean	SD	Level
1. Communication Apprehension	3.39	0.54	Moderate Anxiety
2. Test Anxiety	3.47	0.73	Moderate Anxiety
3. Anxiety of English classes	3.09	0.51	Moderate Anxiety
4. Fear of Negative Evaluation	3.40	0.60	Moderate Anxiety
Total	3.34	0.51	Moderate Anxiety

According to Table 3, the total of participants' anxiety was at a moderate level with $M = 3.34$, $SD = .51$. Considering in four types of anxiety, Test Anxiety got the highest mean score with $M = 3.47$, $SD = .73$, a moderate level. The next items were the mean score of Fear of Negative Evaluation ($M = 3.40$, $SD = .60$), Communication Apprehension ($M = 3.39$, $SD = .54$) and Anxiety of English classes ($M = 3.09$, $SD = .51$).

Table 4 Mean, Standard Deviation and Level of Communication Apprehension

Communication Apprehension	Mean	SD	Level
*Item 14.	2.64	1.25	Moderate Anxiety
*Item 32.	2.73	1.23	Moderate Anxiety
Item 18.	3.15	1.16	Moderate Anxiety
Item 30.	3.44	1.12	Moderate Anxiety
Item 15.	3.44	1.26	Moderate Anxiety
Item 29.	3.50	1.13	Moderate Anxiety
Item 27.	3.55	1.11	High Anxiety
Item 23.	3.58	1.14	High Anxiety
Item 4.	3.61	1.13	High Anxiety
Item 24.	3.62	1.10	High Anxiety
Item 1.	3.68	1.14	High Anxiety
Item 9.	3.75	1.15	High Anxiety
Total	3.39	0.54	Moderate anxiety

*Negative question which scores were switched

As presented in Table 4, items were arranged following level of anxiety. Communication apprehension was at a moderate level with $M = 3.39$, $SD = .54$. Considering in 12 items, the highest mean scores were $M = 3.75$, $SD = 1.15$, a high level and $M = 3.68$, $SD = 1.14$, a high level (items 9 and 1). The lowest mean score was $M = 2.64$, $SD = 1.25$, at a moderate level (*item 14). The highest three mean scores were item 9, 1 and 24 in high anxiety level with the mean score $M = 3.75$, 3.68 and 3.62 .

Table 5 Mean, Standard Deviation and Level of Test Anxiety

Test Anxiety	Mean	SD	Level
*Item 8.	2.77	1.20	Moderate Anxiety
Item 21.	3.57	1.15	High Anxiety
Item 16.	3.73	0.99	High Anxiety
Item 10.	3.83	1.14	High Anxiety
Total	3.47	0.73	Moderate Anxiety

*Negative question which scores were switched

According to Table 5, items were arranged following level of anxiety. Test anxiety was at a moderate anxiety level with $M = 3.47$, $SD = .73$. For the remaining 4 items, the highest mean scores were $M = 3.83$, $SD = 1.14$, at a high level and $M = 3.73$, $SD = .99$, a high level (items 10 and 16). The lowest mean score was $M = 2.77$, $SD = 1.20$, a moderate level (*item 8). The highest three mean scores were items 10, 16 and 21 in high anxiety level with the mean score $M = 3.83$, 3.73 and 3.57 .

Table 6 Mean, Standard Deviation and Level of Anxiety of English classes

Anxiety of English classes	Mean	SD	Level
*Item 11.	2.44	1.18	Little anxiety
*Item 28.	2.55	1.16	Moderate anxiety
*Item 5.	2.61	1.24	Moderate anxiety
*Item 22.	2.63	1.23	Moderate anxiety
Item 17.	2.96	1.35	Moderate anxiety

Item 6.	3.34	1.18	Moderate anxiety
Item 25.	3.39	1.16	Moderate anxiety
Item 3.	3.43	1.16	Moderate anxiety
Item 12.	3.47	1.11	Moderate anxiety
Item 26.	3.51	1.24	High anxiety
Item 20.	3.68	1.16	High anxiety
Total	3.09	0.51	Moderate anxiety

*Negative question for which scores were switched

As shown in Table 6, items were arranged following level of anxiety. Anxiety of English classes was at a moderate level with $M = 3.09$, $SD = .51$. Considering in 11 items, the highest mean scores were $M = 3.68$, $SD = 1.16$, high anxiety and $M = 3.51$, $SD = 1.24$, a high level (items 20 and 26). The lowest mean score was $M = 2.44$, $SD = 1.18$ at the 'little' level (*item 11). The highest three mean scores were 20, 26 and 12 in high anxiety level with the mean score $M = 3.68$ and 3.51 , moderate anxiety level with the mean score $M = 3.47$.

Table 7 Mean, Standard Deviation and Level of Fear of Negative Evaluation

Fear of Negative Evaluation	Mean	SD	Level
*Item 2.	2.61	1.09	Moderate anxiety
Item 19.	3.36	1.15	Moderate anxiety
Item 31.	3.45	1.22	Moderate anxiety
Item 13.	3.56	1.15	High anxiety
Item 33.	3.59	1.18	High anxiety

Item 7.	3.85	1.05	High anxiety
Total	3.40	0.67	Moderate anxiety

*Negative question for which scores were switched

According to Table 7, items were arranged following level of anxiety. Fear of Negative Evaluation was at a moderate level with $M = 3.40$, $SD = .67$. Considering in 6 items, the highest mean scores were $M = 3.85$, $SD = 1.07$, a high level and $M = 3.59$, $SD = 1.18$, a high level (items 7 and 33). The lowest mean score was $M = 2.61$, $SD = 1.09$, a moderate level (*item 2). The highest three mean scores were 7, 33 and 13 in high anxiety level with the mean score $M = 3.85$, 3.59 and 3.56.

Part three: Comparing of Anxiety Level

Table 8 to 11 showed the comparing of anxiety level with genders, education programs and learning achievement as follows:

Table 8 Comparing anxiety level of participants with genders

Variables (Types of Anxiety)	Male (n=228)		Female (n=98)		t	df	P-value
	M	SD	M	SD			
1. Communication Apprehension	3.38	.51	3.41	.61	-.53	324	.59
2. Test Anxiety	3.43	.70	3.58	.78	1.75	324	.08

3. Anxiety of English classes	3.13	.45	3.01	.61	1.79	144.70	.07
4. Fear of Negative Evaluation	3.37	.65	3.48	.70	1.32	324	.18
Total	3.33	.47	3.37	.59	-.60	152.29	.52

According to Table 8, there was no significant difference between the genders and foreign language learning anxiety with $t = .60$, $p = .52$. Meanwhile, it was found that male and female anxiety levels showed no significant differences, with the mean score $M = 3.33$ (male) and $M = 3.37$ (female). The result for each variable showed as follows: communication apprehension was $t = -.53$; $P = .59$, test anxiety was $t = -1.75$; $p = .08$, anxiety of English classes was $t = 1.79$; $p = .075$, and fear of negative evaluation was $t = -1.32$; $p = .18$.

In male mean score, the highest mean score was in test anxiety, with the mean score $M = 3.43$, and the lowest mean score was in anxiety of English classes, with the mean score $M = 3.13$. In female mean score, the highest mean score was in test anxiety, with the mean score $M = 3.58$, and the lowest mean score was in anxiety of English classes, with the mean score $M = 3.01$.

Table 9 Comparing anxiety level of participants with education programs

Variables (Types of Anxiety)	Industry (n=187)		Commercial (n=139)		t	df	P-value
	M	SD	M	SD			
1. Communication Apprehension	3.40	.50	3.37	.60	.63	324	.52
2. Test Anxiety	3.41	.69	3.56	.78	1.79	324	.07
3. Anxiety of English classes	3.12	.41	3.05	.62	1.19	224.66	.23
4. Fear of Negative Evaluation	3.41	.61	3.39	.73	.35	266.67	.72
Total	3.34	.45	3.34	.58	-.03	252.24	.97

Table 9 shows the compared anxiety levels of participants by education programs. The data in this table presents a picture that suggests there was no significant difference between the Industry and Commercial Department students' foreign language learning anxiety with $t = -.03$; $p = .97$. Likewise, it was found that the anxiety level in the various types of anxiety in the Industry and Commercial Department students were not significantly different, with the mean scores $M = 3.34$ (male and female). As for the result of each variable, communication apprehension was $t = .63$; $p = .52$, test anxiety was $t = -1.79$; $p = .07$, anxiety of English classes was $t = 1.19$; $p = .23$, and fear of negative evaluation was $t = .35$; $p = .72$.

According to industry students mean score, the highest mean score was in test anxiety and fear of negative evaluation, with the mean score $M = 3.41$, and the lowest mean score was

in anxiety of English classes, with the mean score $M = 3.12$. the highest mean score of commercial students was in test anxiety, with the mean score $M = 3.56$, and the lowest mean score was in anxiety of English classes, with the mean score $M = 3.05$.

Table 10 Comparing the anxiety level of participants with their learning achievement (ANOVA)

Variables (Types of Anxiety)	English Grade	M	SD	Some of Square	df	Mean square	F	P
Communication Apprehension	≤ 2.00	3.47	.51	3.56	2	1.78	6.32	.00
	2.01 to 3.00	3.41	.52	91.03	323	.28		
	> 3.01	3.20	.58	94.59	325			
Test Anxiety	≤ 2.00	3.57	.68	3.11	2	1.55	2.97	.05
	2.01 to 3.00	3.47	.70	169.06	323	.52		
	> 3.01	3.31	.82	172.18	325			
Anxiety of English classes	≤ 2.00	3.17	.50	3.67	2	1.83	7.41	.00
	2.01 to 3.00	3.13	.47	80.02	323	.24		
	> 3.01	2.90	.54	83.69	325			
Fear of Negative Evaluation	≤ 2.00	3.49	.66	1.94	2	.97	2.21	.11
	2.01 to 3.00	3.38	.65	142.08	323	.44		
	> 3.01	3.30	.68	144.02	325			
Total	≤ 2.00	3.42	.47	2.92	2	1.46	5.86	.00
	2.01 to 3.00	3.35	.49	80.54	323	.24		
	> 3.01	3.18	.56	83.47	325			

According to Table 10, it shows that there was a significant difference between the students who got grades less than or equal to 2.00, between 2.01 to 3.00 and more than 3.01, at a significance level of .05 with $F = 5.86$; $p = .00$. The mean scores were $M = 3.42, 3.35$ and 3.18 .

In each variable, there was a significant difference in mean score of communication apprehension and anxiety of English classes (significance level .05) with $F = 6.32$; $p = .00$ and $F = 7.41$; $p = .00$. In contrast, there was no significant difference in the mean score of test anxiety and fear of negative evaluation (significance level .05) with $F = 2.97$; $p = .05$ and $F = 2.21$; $p = .11$.

Considering in four types of anxiety, the highest mean score was in the group of students who got grade less than or equal to 2.00, with the mean score $M = 3.47, 3.57, 3.17$ and 3.49). In addition, the researcher compared the paired mean score of communication apprehension and anxiety of English classes which had a significant difference by using Scheffe in Table 11.

Table 11 Comparing the paired mean score of communication apprehension and anxiety of English classes (Scheffe)

Variables (Types of Anxiety)	English grade	M	SD	English grade		
				≤ 2.00	2.01 to 3.00	>3.01
Communication Apprehension	≤ 2.00	3.47	.51	-		
	2.01 to 3.00	3.41	.52	.05	-	
	>3.01	3.20	.58	.26*	.20*	-
Anxiety of English classes	≤ 2.00	3.17	.50	-		
	2.01 to 3.00	3.13	.47	.03	-	
	>3.01	2.90	.54	.26*	.22*	-
Total	≤ 2.00	3.42	.47	-		
	2.01 to 3.00	3.35	.49	.07	-	
	>3.01	3.18	.56	.24*	.17	-

According to Table 11, there was a significant difference between the students who got grades less than or equal to 2.00 and those with more than 3.01. The students who got grades less than or equal 2.00 had a higher mean score than the students who got grades more than 3.01(.24*), with $M = 3.42$ and $M = 3.18$ in a significant difference level (at a significance level of .05).

Summary

As previously stated, the objectives of this study were (a) to investigate vocational certificate students' foreign language anxiety towards learning English in school, and (b) to find differences in foreign language learning anxiety between genders, learning achievement and education programs of vocational certificate students. The results showed that vocational certificate students' foreign language learning anxiety levels were moderate. In addition, there was no significant difference between the genders and education programs of vocational certificate students in their foreign language learning anxiety. Conversely, there was a significant difference in foreign language learning anxiety according to the learning achievement of vocational certificate students, both in communication apprehension and anxiety of English classes. However, there was no significant differences between variation in learning achievement of vocational certificate students and foreign language learning anxiety in test anxiety and fear of negative evaluation.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

In this chapter, the results of the study are discussed following the research question.

Furthermore, the implications of the findings, limitations of the study and recommendations for further study are presented.

Conclusion

The objectives of this study were (a) to investigate vocational certificate students' foreign language anxiety towards English language learning in school, and (b) to seek to find differences in foreign language anxiety between the genders, learning achievements, and the education programs of vocational certificate students. Following the objectives of the study, these research questions were proposed:

- 1 How did vocational certificate students show their foreign language anxiety towards English learning in school?

- 2 Is there any significant difference between the genders, learning achievements or the education programs of vocational certificate students and their foreign language anxiety?

The questionnaire used in this study was the Foreign Language Classroom Anxiety Scales (FLCAS) designed by Horwitz, et al. (1986) and translated into Thai by the researcher. This study investigated the level of vocational certificate students' foreign language learning anxiety and the significant differences between gender, learning achievement and the education programs of vocational certificate students towards foreign language anxiety. The questionnaire consisted of two main parts. The first part was personal data. The participants were 326 students (228 males and 98 females) of a Technological College. They were asked to add their gender, English grades (learning achievements), education programs and English tutoring. In the second part, there were 33 questions rated on a five-point Likert scale, from strongly disagree (1) to strongly agree (5). The participants were allowed to choose their own appropriate answers following their own foreign language learning anxiety level.

The anxiety level of vocational certificate students was presented with means (M) and standard deviations (SD). Meanwhile, T-test and ANOVA were used to find any differences between the genders, learning achievements and the education programs in their foreign language learning anxiety.

According to calculations and analysis, the results showed that vocational certificate students' foreign language learning anxiety level was moderate. In addition, there were no significant differences between the genders or the education programs of vocational certificate students and their foreign language learning anxiety. Conversely, there was a significant difference between learning achievement of vocational certificate students and foreign language anxiety in both communication apprehension and anxiety of English classes. However, there was no significant difference between learning achievement of vocational certificate students and their foreign language learning anxiety in 'test anxiety' and 'fear of negative evaluation'.

Discussion

Research question 1

How did vocational certificate students show their foreign language anxiety towards English learning in school?

Vocational certificate students' foreign language anxiety level was moderate. This result was consistent with the study of Alshahrani and Alshahrani (2015). They investigated the level

of foreign language learning anxiety of 146 males and 114 females. Their result was that the foreign language learning anxiety of students was at a moderate level. In the same way, Liu and Chen (2015) examined the level of foreign language learning anxiety of 155 students. The result revealed that the students' foreign language learning anxiety level was moderate. In the same way, Paranuwat (2011) studied the scope of foreign language learning anxiety of 920 first-year students who enrolled in English for Effective Communication II (SWU 122). The result showed that the scope of foreign language learning anxiety was at a moderate level.

From the study, vocational certificate students' foreign language anxiety level was moderate. In types of anxiety, there were four types that separated from questionnaires: communication apprehension, test anxiety, fear of negative evaluation and anxiety of English classes. Though all of them got the moderate level, it was found the highest mean score was in test anxiety. According to Sarason (1984), he stated that test anxiety occurs when students performed poorly in the past and develop negative or irrelevant thoughts during test-taking situations. The students in this technological college may face with the stress and worry while they take the test.

From the moderate level of vocational certificate students' foreign language anxiety, it shows that vocational certificate students realized the important of foreign language learning though they focus on their job training or technical terms. Similarly, the result of four types of anxiety was also shown in moderate level. It shows that vocational certificate students pay their attention in English communication, English testing, and studying and evaluation in English class equally, though they have to focus on their job training or technical terms. They may think that English is quite difficult for them, but it is not too difficult for them to understand or study.

Research question 2

Is there any significant difference between the genders, the learning achievements of students or their education programs, and foreign language learning anxiety?

About foreign language leaning anxiety and gender, the result of this study showed that there is no significant difference between the genders and foreign language learning anxiety. It is found that male and female anxiety levels have no significant difference. The highest mean score of males and females was in test anxiety.

This result is consistent with Gopang et al., (2015) who studied foreign language learning anxiety among 240 participants (26 females and 214 males). The result revealed that there was no significant difference between male and female participants' levels of language anxiety. At the same time, Özütürk and Hürsen (2013) investigated Turkish university students' English learning anxiety and also found that there was no significant difference between Turkish university students' gender and foreign language learning anxiety.

However, McLean & Anderson (2009); Kamarul Shukri et al. (2009); Wicks-Nelson and Israel (2006) stated that females have more anxiety than males. From this study, the result was showed that there is no significant difference between the genders and foreign language learning anxiety, so the differences of gender could not effect to their foreign language learning anxiety.

From the result of foreign language learning anxiety and genders of vocational certificate students, both males and females mean scores were in moderate level. Considering in four types of anxiety, the result of males and females were also in moderate level. It shows that the difference of genders cannot affect foreign language learning anxiety. Perhaps, both males and

females worry and realize the important of foreign language learning, and they also focus on English communication, English testing, and studying and evaluation in English class.

Findings about their education programs and foreign language learning anxiety showed that there is no significant difference between the Industry and Commercial Department students and foreign language learning anxiety. The highest mean score of their education programs and foreign language learning anxiety is in test anxiety. Conversely, Özütürk and Hürsen (2013) also studied Turkish university students' English learning anxiety with the departments. The participants were 517 students from Cyprus International University in 2012-2013 in fall semester with the various departments. The result found that there is significant variation between departments.

The result is shown that level of anxiety of the Industry and Commercial Department was in moderate level, and there is no significant difference. The difference of education programs of vocational certificate students does not cause level of foreign language learning anxiety. In contrast, the study of Özütürk and Hürsen (2013), the participants were from the various education programs such as Law, Pre-school teaching, Guidance and Psychological Counselling. The result showed there is significant variation between departments. The

difference of students who studied in each education program of each study may affect to the result of the study.

Simultaneously, about foreign language learning anxiety and learning achievement, there is a significant difference between the students who got grades less than or equal 2.00, those with grades between 2.01 to 3.00 and those with more than 3.01. The result is consistent with Atef-Vahid and Kashani (2011), who surveyed and analyzed foreign language learning anxiety and its relationship with English students' achievement. The participants were 38 third-year high school students in English classrooms. The results of that analysis indicated that English achievement was modestly correlated with all four anxiety variables (communication anxiety, test anxiety, fear of negative evaluation, English classroom anxiety).

On the other hand, Fadillah (2010), who studied the relationship between students' anxiety and students' achievement in English as a foreign language among adolescents. The result of the study was that there was no significant relationship between English language anxiety and students' achievement in English as a foreign language.

Although the total foreign language learning anxiety and learning achievement has a significant difference, considering each item of this study, there is no significant difference in

mean score of test anxiety and fear of negative evaluation (at significance level .05). On the other hand, there is a significant difference in mean scores of communication apprehension and anxiety of English classes. The cause of this difference is likely that the students may be worried or fear in studying and speaking a foreign language in foreign language classes.

Following the result in this study, the students who got grades less than or equal 2.00 got the highest mean score of anxiety level in four types. It was in accord with Fadillah (2010), she stated that students who experienced greater anxiety would gain low levels of achievement. In contrast, students who did not suffer anxiety would gain higher levels of achievement.

Recommendations for Further Studies

A recommendation for further studies is to add the students' interview about their foreign language learning anxiety level and the comprehensive details of the study, such as students' schedule, lesson plan of teachers, and the students' behavior in foreign language learning classes.

Limitations of the Study

This study focused on investigating students' foreign language learning anxiety and finding differences between genders, learning achievements and the education programs of high school students by using the Foreign Language Classroom Anxiety Scales (FLCAS) designed by Horwitz, et al. (1986). This study was limited to the Vocational Certificate 1-3 students of a Technological College, selected by simple random sampling, so this study may not be representative or similar to other colleges or schools.

The Implications of the Study

This study could be useful for foreign language learning teachers in this technological college, researchers and education policy makers. For foreign language learning teachers in this technological college, this study is useful for the teachers to help them to pay more attention to their students' anxiety in foreign language classes, improving their lesson plan and teaching techniques to reduce their students' learning anxiety in classroom. For the researchers, the researchers who interest in foreign language learning anxiety of vocational certificate students, this study will count with them. In the same way, it could also be useful for education policy makers to realize, design or improve further foreign language teaching and courses to match

with students' anxiety in foreign language learning and for people who want to study about

vocational certificate students' foreign language anxiety



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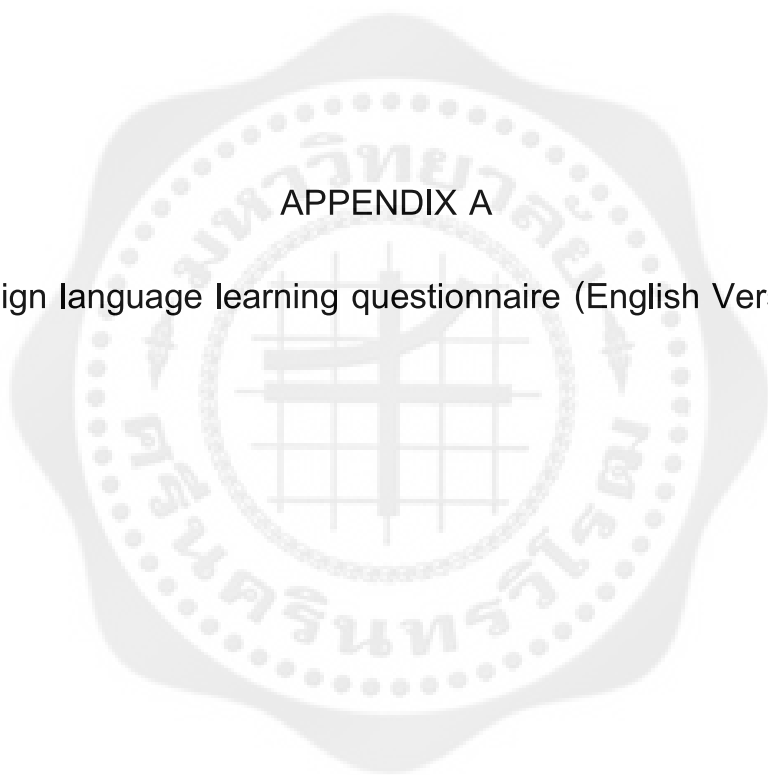


APPENDICES



APPENDIX A

Foreign language learning questionnaire (English Version)



FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS) (Horwitz, Horwitz & Cope 1986)

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I *don't* worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. I frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would *not* be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even If I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I *don't* feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.

28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.





APPENDIX B

Foreign language learning questionnaire (Thai Version)

แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศ (วิชาภาษาอังกฤษ)

ตอนที่ 1 ข้อมูลส่วนตัว

กรุณาทำเครื่องหมาย ✓ และกรอกข้อมูลส่วนตัวที่ตรงตามความเป็นจริง

1. เพศ ☐ ชาย ☐ หญิง
2. เกรดเฉลี่ยวิชาภาษาอังกฤษ (ภาคเรียนล่าสุด)
3. ชั้นเรียน/สายการเรียนในปัจจุบัน
4. เรียนพิเศษวิชาภาษาอังกฤษ (นอกโรงเรียน) หรือไม่ ☐ เรียน ☐ ไม่เรียน

ตอนที่ 2 แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศ จำนวน 33 ข้อ

กรุณาทำเครื่องหมาย ✓ ลงในระดับความคิดเห็น ซึ่งเรียงตั้งแต่ เห็นด้วย ถึง ไม่เห็นด้วย เพียงช่องเดียวในแต่ละข้อคำถาม โดยลงตามความคิดเห็น ความรู้สึกและความ เป็นจริงในการเรียนของนักเรียน

		เห็น ด้วย	ค่อนข้าง เห็นด้วย	เห็นด้วย และไม่ เห็นด้วย พอๆกัน	ค่อนข้าง ไม่เห็น ด้วย	ไม่ เห็น ด้วย
1.	ฉันรู้สึกไม่มั่นใจเมื่อต้องพูดภาษาอังกฤษ ในชั้นเรียน					
2.	ฉันไม่กังวลเกี่ยวกับการทำผิดพลาดในชั้น เรียนภาษาอังกฤษ					
3.	ฉันรู้สึกกลัวจะถูกเรียกให้ทำกิจกรรม ต่างๆในชั้นเรียนภาษาอังกฤษ					

		เห็น ด้วย	ค่อนข้าง เห็นด้วย	เห็น ด้วย และไม่ เห็น ด้วย พอๆกัน	ค่อนข้าง ไม่เห็น ด้วย	ไม่ เห็น ด้วย
4.	ฉันรู้สึกกังวลมาก เมื่อไม่เข้าใจ ภาษาอังกฤษที่ครูผู้สอนกำลังพูด					
5.	ฉันไม่ลำบากใจเลย ถ้าจะต้องมีชั่วโมง เรียนภาษาอังกฤษเพิ่มขึ้น					
6.	ในระหว่างการเรียนภาษาอังกฤษ ฉัน คิดถึงเรื่องอื่นๆที่ไม่เกี่ยวกับสิ่งที่เรียน					
7.	ฉันมักจะคิดอยู่เสมอว่า คนอื่นเก่ง ภาษาอังกฤษมากกว่าฉัน					
8.	ฉันรู้สึกผ่อนคลายในระหว่างที่ทำข้อสอบ ภาษาอังกฤษ					
9.	ฉันรู้สึกตื่นตระหนกเมื่อต้องพูด ภาษาอังกฤษในห้องเรียน โดยไม่มีการ เตรียมตัวมาก่อน					
10.	ฉันกังวลว่าจะได้คะแนนไม่ดี ในการสอบ วิชาภาษาอังกฤษ					
11.	ฉันไม่เข้าใจว่า ทำไมบางคนถึงดูกังวลใน การเรียนภาษาอังกฤษ					
12.	ฉันประหม่อมากจนฉันล้มในสิ่งที่ฉัน เรียนมา					
13.	ฉันอายที่จะอาสาเป็นผู้ตอบคำถามในวิชา ภาษาอังกฤษ					
14.	ฉันไม่กังวลในการพูดภาษาอังกฤษกับ ครูผู้สอนที่เป็นเจ้าของภาษา					

		เห็น ด้วย	ค่อนข้าง เห็นด้วย	เห็นด้วย และไม่ เห็นด้วย พอๆกัน	ค่อนข้าง ไม่เห็น ด้วย	ไม่ เห็น ด้วย
15.	ฉันหงุดหงิดเมื่อฉันไม่เข้าใจในสิ่งที่ครูผู้สอนกำลังแก้ไข					
16.	แม้ว่าฉันจะเตรียมตัวในการทดสอบภาษาอังกฤษเป็นอย่างดี แต่ฉันก็ยังรู้สึกกังวล					
17.	ฉันมักจะไม่อยากเข้าเรียนภาษาอังกฤษ					
18.	ฉันรู้สึกมั่นใจในการพูดภาษาอังกฤษในชั้นเรียน					
19.	ฉันกลัวว่าครูผู้สอนจะทักท้วงและแก้ไขทุกข้อผิดพลาดระหว่างการเรียนภาษาอังกฤษ					
20.	หัวใจของฉันเต้นแรง เมื่อรู้ว่าจะถูกเรียกให้ตอบคำถามในชั้นเรียนภาษาอังกฤษ					
21.	ยิ่งพยายามเตรียมตัวในการสอบภาษาอังกฤษมากเท่าไร ยิ่งทำให้ฉันสับสนมากขึ้นเท่านั้น					
22.	ฉันไม่รู้สีกกดดันในการเตรียมตัวอย่างดีก่อนเข้าเรียนภาษาอังกฤษ					
23.	ฉันรู้สึกเสมอว่า เพื่อนๆพูดภาษาอังกฤษได้ดีกว่าฉัน					
24.	ฉันกังวลว่าคนอื่นจะมองฉันอย่างไรในการพูดภาษาอังกฤษต่อหน้าชั้นเรียน					
25.	การเรียนการสอนภาษาอังกฤษในชั้นเรียน ดำเนินไปเร็วมากจนฉันกังวลว่าจะตามไม่ทัน					

		เห็น ด้วย	ค่อนข้าง เห็นด้วย	เห็นด้วย และไม่ เห็นด้วย พอๆกัน	ค่อนข้าง ไม่เห็น ด้วย	ไม่ เห็น ด้วย
26.	ฉันเครียดและกังวลในการเรียน ภาษาอังกฤษมากกว่าวิชาอื่นๆ					
27.	ฉันรู้สึกกังวลและสับสนขณะที่พูด ภาษาอังกฤษในชั้นเรียน					
28.	ฉันรู้สึกมั่นใจและผ่อนคลายที่กำลังจะ เข้าชั้นเรียนภาษาอังกฤษ					
29.	ฉันกังวลเมื่อไม่เข้าใจภาษาอังกฤษทุกคำที่ ครูผู้สอนพูด					
30.	ฉันหนักใจกับกฎเกณฑ์มากมายที่จะต้อง เรียนรู้ เพื่อให้พูดภาษาอังกฤษได้					
31.	ฉันกลัวว่าคนอื่นจะหัวเราะเยาะเวลานั้น พูดภาษาอังกฤษ					
32.	ฉันรู้สึกสบายใจ แม้อยู่ท่ามกลางเจ้าของ ภาษา					
33.	ฉันรู้สึกตกใจเมื่อครูผู้สอนตั้งคำถามในสิ่ง ที่ฉันไม่ได้เตรียมมาก่อน					

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