ปัจจัยที่ส่งผลต่อความวิตกกังวลในการพูดภาษาอังกฤษ
ของนักศึกษาวิชาเอกภาษาอังกฤษ

นางพนิดา ตาสี

FACTORS AFFECTING ENGLISH MAJOR STUDENTS'

ANXIETY ABOUT SPEAKING ENGLISH

Panida Tasee

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in English Language Studies

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FACTORS AFFECTING ENGLISH MAJOR

STUDENTS' ANXIETY ABOUT SPEAKING ENGLISH

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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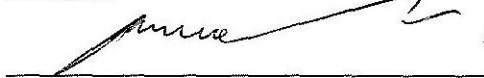(Assoc. Prof. Dr Channarong Intaraprasert)

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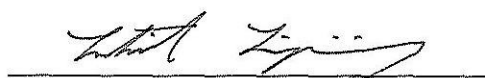
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พนิดา ตาสี : ปัจจัยที่ส่งผลต่อความวิตกกังวลในการพูดภาษาอังกฤษของนักศึกษาวิชาเอก
ภาษาอังกฤษ (FACTORS AFFECTING ENGLISH MAJOR STUDENTS' ANXIETY
ABOUT SPEAKING ENGLISH) อาจารย์ที่ปรึกษา : รองศาสตราจารย์ ดร ชาญณรงค์
อินทรประเสริฐ, 252 หน้า

ความรู้สึกวิตกกังวล ความประหม่าเป็นเรื่องที่พบเห็นโดยปกติในการเรียนภาษาที่สองหรือ
ภาษาต่างประเทศ ซึ่งความรู้สึกกังวลในเรื่องการพูดนี้เป็นที่ยอมรับกันว่ามีผลต่อการแสดงออกต่อ
การพูดของผู้เรียน การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1)   สำรวจความวิตกกังวลในการพูดของ
นักศึกษามหาวิทยาลัยราชภัฏ ชั้นปีที่ 3 ที่เรียนภาษาอังกฤษเป็นวิชาเอก 2) ศึกษาความสัมพันธ์และ
รูปแบบของความวิตกกังวลในการพูดภาษาอังกฤษกับตัวแปร 4 ตัว คือ เพศของนักศึกษา
ความสามารถในการพูดตามการรับรู้ของนักศึกษา บุคลิกภาพ และสาขาวิชาที่ศึกษา 3)   สำรวจ
วิธีการที่นักศึกษาใช้ในการคลายความวิตกกังวลในการพูดภาษาอังกฤษ และ 4) สำรวจวิธีการที่
อาจารย์ผู้สอนภาษาอังกฤษใช้เพื่อช่วยนักศึกษาในการคลายความวิตกกังวลเมื่อพูดภาษาอังกฤษ

กลุ่มตัวอย่างในการวิจัยครั้งนี้คือ นักศึกษามหาวิทยาลัยราชภัฏ ชั้นปีที่ 3 ที่เรียนสาขาวิชา
ภาษาอังกฤษด้านครุศาสตร์ มนุษยศาสตร์และด้านอังกฤษธุรกิจ จำนวนทั้งสิ้น 963 คน และอาจารย์
ผู้สอนภาษาอังกฤษ จำนวน 27 คน เครื่องมือที่ใช้ในการเก็บข้อมูล คือ แบบสอบถามวัดความวิตก
กังวลในการพูด แบบวัดบุคลิกภาพ และการสัมภาษณ์แบบกึ่งรูปแบบ สถิติที่ใช้ในการวิเคราะห์
ข้อมูลเพื่อศึกษาระดับความวิตกกังวลในการพูดภาษาอังกฤษ คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน
และค่าร้อยละ ใช้การวิเคราะห์ความแปรปรวน (ANOVA) การทดสอบไค-สแควร์ (χ^2)ในการหาค่า
ความสัมพันธ์ระหว่างความวิตกกังวลในการพูดของนักศึกษากับตัวแปรทั้ง 4 ตัว

ผลการศึกษาพบว่าโดยภาพรวมความวิตกกังวลในการพูดภาษาอังกฤษของนักศึกษาอยู่ใน
ระดับปานกลาง ทั้งนี้พบว่านักศึกษามีความเห็นว่าระดับการประเมินการพูดที่ต่ำเป็นสาเหตุสำคัญที่
ทำให้เกิดความวิตกกังวลมากกว่าความวิตกกังวลในการสื่อสาร และความกังวลเกี่ยวกับการสอบ
นอกจากนี้ยังพบว่ามีความแตกต่างกันของความวิตกกังวลในการพูดด้านเพศของนักศึกษา ด้านการ
รับรู้ความสามารถในการพูดภาษาอังกฤษ และด้านบุคลิกภาพของนักศึกษา โดยพบว่านักศึกษาเพศ
หญิงมีความวิตกกังวลในการพูดมากกว่านักศึกษาเพศชาย นักศึกษาที่รับรู้ความสามารถในการพูด
ภาษาอังกฤษของตนเองระดับต่ำมีความวิตกกังวลในการพูดมากกว่าผู้ที่รับรู้ความสามารถในการ
พูดภาษาอังกฤษของตนเองในระดับสูง และนักศึกษาที่มีบุคลิกแบบแสดงตัวมีความวิตกกังวลใน
การพูดมากกว่าผู้ที่มีบุคลิกภาพแบบเก็บตัว

สำหรับวิธีการคลายความวิตกกังวลในการพูดนั้น พบว่าทั้งนักศึกษาที่มีความวิตกกังวลใน
การพูดอยู่ในระดับสูงและนักศึกษาที่มีความวิตกกังวลในการพูดอยู่ในระดับต่ำใช้วิธีการที่คล้ายกัน

เพื่อลดความวิตกกังวลในการพูด ได้แก่ วิธีการที่ใช้ในการลดความกังวลด้านจิตใจ และวิธีการที่ใช้ลดความกังวลด้านกายภาพ ส่วนวิธีที่อาจารย์ผู้สอนภาษาอังกฤษส่วนใหญ่ใช้เพื่อช่วยให้นักศึกษามีความวิตกกังวลในการพูดน้อยลงนั้น ได้แก่การช่วยเหลือด้านจิตใจและการให้ความรู้ที่เป็นประโยชน์ต่อการพูด

สาขาวิชาภาษาอังกฤษ   ลายมือชื่อนักศึกษา_____

ปีการศึกษา 2552   ลายมือชื่ออาจารย์ที่ปรึกษา_____

PANIDA TASEE : FACTORS AFFECTING ENGLISH MAJOR STUDENTS'
ANXIETY ABOUT SPEAKING ENGLISH. THESIS ADVISOR : ASSOC. PROF.
CHANNARONG INTARAPRASERT, Ph.D., 252 PP.

ENGLISH SPEAKING ANXIETY/RAJABHAT UNIVERSITY STUDENTS

Feelings of anxiety, apprehension and nervousness are commonly expressed in a language classroom by second/foreign language learners when learning to speak. These feelings are considered to affect learners' speaking performance. The present investigation aims to: 1) investigate the existence and degree of speaking anxiety experienced by English major students at Rajabhat Universities; 2) examine the relationship and patterns of variations of speaking anxiety in relation to gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme; 3) explore how the students with a high degree of speaking anxiety and those with low speaking anxiety cope with the anxiety; and 4) explore how language teachers assist their students to reduce speaking anxiety.

The research subjects were 963 Rajabhat University students majoring in English in the three programmes, i.e. English Education, Humanities, and Business English; and 27 Rajabhat University lecturers in English. A speaking anxiety questionnaire and semi-structured interview were employed to collect the data. The simple descriptive statistics, i.e. mean, standard deviation (S.D.) and percentage were used to find out the degree of the subjects' speaking anxiety while an analysis of variance (ANOVA) and the chi-square tests were used to examine the relationship between speaking anxiety and the four investigated variables.

The findings revealed that the students' anxiety about speaking English, on the whole, was at the moderate degree. Among the three aspects of language anxiety, i.e. communicative apprehension, test anxiety, and fear of negative evaluation, it was found that the subjects of the present investigation reported the fear of negative evaluation as the main cause of speaking anxiety. Significant differences in speaking anxiety were found according to gender, 'perceived' speaking ability, and 'perceived' self-personality. Female students reported being more anxious about speaking English than did male students. The students with lower 'perceived' speaking ability reported being more anxious about speaking English than those with higher 'perceived' speaking ability. In addition, the extrovert students reported being more anxious about speaking ability than the introvert ones.

The findings also demonstrated how the students with a high degree of speaking anxiety, and those with a low degree of anxiety reported using the similar tactics to reduce their speaking anxiety, i.e. the tactics for reducing speaking anxiety with both mental and physical effects. Regarding the teacher manifestation, the findings revealed that the tactics which most of the teachers reported using to reduce their students' speaking anxiety were mental-related and knowledge-based accordingly.

School of English   Student's signature _____

Academic year 2009   Advisor's signature_____

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

ANOVA	An Analysis of Variance
BE	Business English
CA	Communication Apprehension
EFL	English as a Foreign Language
ESL	English as a Second Language
EE	English Education
FL	Foreign Language
FLCAS	Foreign Language Classroom Anxiety Scale
FLRAS	Foreign Language Reading Anxiety Scale
FNE	Fear of Negative Evaluation
Hu	Humanities
IELTS	International English Language Testing System
KBA	Knowledge-Based Assistance
L2	Second Language
MRA	Mental-Related Assistance
n.d.	no date
N.S.	Not Significant/Non Significant
RAS	Reading Anxiety Scale
PRCA	Personal Report of Communication Apprehension
RU/RUs	Rajabhat University/Universities
S.D.	Standard Deviation

LIST OF ABBREVIATIONS (Continued)

SLSAS	Second Language Speaking Anxiety Scale
SLWAT	Second Language Writing Anxiety Test
SPSS	Statistic Package for Social Sciences
TA	Test Anxiety
TRSAME	Tactics for Reducing Speaking Anxiety with Mental Effects
TRSAPE	Tactics for Reducing Speaking Anxiety with Physical Effects

CHAPTER 1

BACKGROUND TO STUDY

This chapter is an introduction to the present investigation and provides both background and a context for the study. The subsequent sections cover the terms used in the present study, the background of Rajabhat Universities and their English language teaching and learning, research objectives, and expected outcomes. The Chapter concludes with an outline of the thesis.

1.1 Introduction

Anxiety is one of the topics that have captured language-learning researchers' attention since they attempted to explain individual differences in language learning (Youngsang, 2001, p. 6). Language teachers and researchers have been interested in the phenomenon of foreign language anxiety for a number of years (Zhang; 2001; Gregersen and Horwitz, 2002, p.562). Writing a foreword for *Language Anxiety from Theory and Research to Classroom Implication*, Gardner (in Horwitz and Young, 1991) contended that language anxiety is a pervasive and prominent force in the language learning context, and any theoretical model that seeks to understand and interpret the language learning process must consider its effects. Through the extensive review of related literature and available research works on language anxiety, the researcher for the present investigation has found that past researchers are still unable to establish a clear or definite picture of how anxiety affects language learning and performance of language learners as it has provided mixed and

inconsistent results due to the existence of numerous variables that might affect language learning. However, most researchers have come up with an observation that anxiety plays an important role either directly or indirectly in influencing language learning and acquisition (MacIntyre, 1995; MacIntyre and Gardner, 1991; Young, 1990). The major opposing voice about the importance of anxiety in language learning comes from Sparks and Granschow (1991) who argue that language aptitude is the dominant factor in the language learning process and they regard language anxiety as a side effect.

The ultimate goal of language teaching is to enable learners to communicate in the target language they learn. For those who can meet this goal are regarded as high achievers or successful language learners. However, not every language learner can reach this goal. This might be because there are many factors involved in language learning. One of those factors is an anxiety construct in the affective domain, considered as an important affective role in second/foreign language acquisition and could be presumed as 'a cause of language failure' (Brown, 1994, p. 141). Scovel (1991) maintains that learner anxiety is not a single but rather a complex, multidimensional phenomenon, which involves many other variables such as the subject studied or tested at school, the learners' level of intelligence, the difficulty of the learning skill under investigation, and the degree of familiarity the learners have with the learning task. Thus, the issue of learner anxiety needs to be addressed from a variety of perspectives and approaches (Young, 1992).

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). When anxiety is limited to the language learning situation, Horwitz and Cope

(1986) argue that it is a situation-specific anxiety that may be related to three well-known anxieties which are: communication apprehension, test anxiety, and fear of negative evaluation. They also state that psychologists use the term 'specific anxiety reaction' to differentiate people generally anxious in a variety of situations from those who are anxious only in specific situations.

Since the way to teach English has shifted from a traditional to communicative approach, in which language has been seen as "a system for the expression of meaning rather than a system of abstract syntactic rules" (Nunan, 1999, p. 9), the speaking skill has been promoted more than the other language skills, i.e. listening, reading, and writing. In the typical classroom, students experiencing discomfort in the course of language learning might avoid talking, be unwilling to disclose, separate themselves from the class, lack confidence in their competence, drop out from their language learning course or have a negative attitude toward language learning. With the increasing anxiety, students may confront such feelings as lack of intention to continue studies of a foreign language. This could have an effect on students whose future careers rely on their language achievement. Additionally, anxiety can have a particular impact in terms of career goals and language expectations for foreign language learners in academic study at the tertiary level (Phillips, 2005). This is consistent with Brown's (1994, p. 142) conclusion that it is important in a classroom for a teacher to try to determine where a student's anxiety is from, a more permanent predisposition to be anxious or a particular situation at the moment.

Similar to the existence in other levels of language class, anxiety has been supposed to continue existing in the university foreign language classroom even though substantial teaching methods and techniques have been advanced. Campbell

and Ortiz (1991, p. 159) consider the levels of language anxiety among university students to be 'alarming' and estimated that anywhere from twenty-five to fifty per cent of all language students experience debilitating levels of language anxiety. According to Price (1991), language learning contexts appear to be particularly prone to anxiety arousal.

Based on the research works on anxiety and language learning carried out in Thailand, we have found that the first research of this kind was conducted more than two decades ago. However, when compared with other factors related to language learning, it is apparent that the research in the area of anxiety and language learning is still relatively little. This could imply that anxiety construct involving language learning has been received little attention from language researchers. This may be because they might have ignored affective domain constituting language learning. In this regard, Hilgard (1963, cited in Brown, 2000, p. 134) suggested that "purely cognitive theories of learning will be rejected unless a role is assigned to affectivity". In other words, to encourage language learners to reach their goal, the affective domain should be taken into account of language learning.

Through the extensive review of research works, to date, a small number of available research works carried out on anxiety and language learning in Thailand have been found. These include Nindam (1988), Homjan (1993), Suwanaphon (1996), Udomkrit (2003), Yiamsawat (2004), and Chairinkam (2006). Among these research works, four of them (Nindam, 1988; Homjan, 1993; Suwanaphon, 1996; and Chairinkam, 2006) were experimental. Their objectives were to measure students' levels of anxiety after certain treatments were given to the subjects with the purpose to reduce learners' anxiety. It is noticeable that all of them compared particular

treatments or teaching methods with the traditional one - teachers' manual which is based on lesson plans designed by teachers themselves or educational authorities. The results of the studies revealed that these particular treatments could help reduce the learners' anxiety levels better than the traditional one could. The other two research works by Udomkrit (2003) and Yiamsawat (2004) were exploratory studies, aiming to explore language learner-related variables affecting degrees of language anxiety.

The research participants were mostly high-school students except those in Udomkrit's study. The subjects were of various ages and ranks, ranging from Sub-Lieutenant to Captain. Their ages ranged from early 20s to over 50 years old with different backgrounds such as overseas experience and educational levels. No past empirical research studies on this area have dealt with students at the tertiary level especially Rajabhat University students. Therefore, the present investigation aims to fill this gap.

It is evident that some learner-related variables e.g. age, academic achievement, prior visits to foreign countries, prior high school experience with foreign language, expected overall outcome of the current language course, 'perceived' scholastic competence, and 'perceived' self–worth, have a direct impact on language learners' levels of language anxiety (Onwuegbuzie, Bailey, and Daley, 1999). Mostly, the past research work has been carried out in order to investigate factors influencing language anxiety. As a result, various investigated variables in relation to language anxiety have been found. Among the investigated variables, however, it appears that affective variables have been largely of interest of the past researchers and most frequently found. These affective variables include self-perception, attitude, self-confidence, and beliefs. The constructs mentioned were

considered as important components affecting language learning (Saito, Garza, Horwitz, 1999; Cheng, 2002; Cheng, Horwitz, and Schallert, 1999). Besides the affective variables, others involving the demographic factors of research subjects, such as gender, age, background knowledge, were also investigated in an attempt to predict foreign language anxiety (Onwuegbuzie et al., 1999). In addition, variables involving instructors and learning activities such as teachers' teaching behaviour and types of learning activities were also investigated (Young, 1990; 1992). However, some variables such as learners' gender, their 'perceived' speaking ability, 'perceived' self-personality; and types of academic programme which may have a relationship with speaking anxiety have been ignored by most past researchers.

Therefore, it is appropriate in the present investigation to focus on certain variables which have been overlooked. These include students' gender, 'perceived' speaking ability, 'perceived' self-personality; and types of academic programme. To fill the gap, the present investigation aims to explore whether or not the proposed variables have any relationship to learners' speaking anxiety. Further, it attempts to study the patterns of variation, if any at all.

In sum, the research works on language learning anxiety in Thailand have been given attention for over 20 years but there are still certain points that need to be carefully examined. The findings of the present investigation will help promote better understanding of learners' speaking anxiety. In addition, this investigation will shed light on the importance of teachers' attention to students' language anxiety and hopefully may lead to inspiring teachers to deal with this subject, particularly speaking anxiety.

1.2 Terms Used in the Present Investigation

The terms that will be used throughout the present investigation include:

- **Speaking Anxiety**

The term 'Speaking Anxiety' refers to 'a feeling of apprehension, nervousness, or worry that interrupts students' speaking performance just before or while they are performing English speaking tasks in class'.

- **Test Anxiety**

'Test Anxiety' refers to 'English Speaking Test Anxiety'

- **Students**

'Students' refers to full-time third–year students in the academic year 2007 at Rajabhat Universities, who were then undertaking a bachelor's degree in English. At the time of data collection, they may have been studying an English speaking course or may have already finished this course.

- **Students' 'Perceived' Speaking Ability**

Students' 'perceived' speaking ability refers to the students' perception about their own speaking skill in their oral communication. In the present investigation, the students' 'perceived' speaking ability has been classified as poor, fair, and good or very good.

- **Students' 'Perceived' Self-Personality**

'Perceived' self-personality refers to the students' recognition and understanding of aspects of their own behaviour, attitudes, beliefs, thoughts, actions and feelings. In the present investigation, the perception has been classified as introvert and extrovert. To be specific, the introverts are students who prefer their

internal world of thoughts, feelings, fantasies, dreams, and so on, while the extroverts prefer the external world of things, people, and activities.

● **Types of Academic Programme**

The academic programmes on offer for undergraduate English major students at Rajabhat Universities in Thailand can be classified into three main types which are English Education, Humanities, and Business English**.** The specific objectives of each programme are different depending on features of careers or jobs that students in each programme are likely to go into after their graduation.

1.3 Rajabhat University Background and English Language Teaching and Learning

Rajabhat Universities were previously teachers' colleges. Currently, there are altogether 40 Rajabhat Universities located throughout the country. The basic philosophy of its establishment was to produce teachers to serve the needs of society at that time. At the very beginning of its establishment, it provided only bachelor degrees. Later, as the demand for skilled manpower increased; they extended and offered degrees in various other fields. In 1992, His Majesty the King gave them the name of 'Rajabhat Institute' in order to promote Rajabhat Institute as centre of higher education for local development (Loei Rajabhat's handbook, 2003). Under the Rajabhat Institute law proclaimed in 1994, all Rajabhat Institutes have to administer their duties by relying on the same law, including the implementation of the English curriculum. Therefore, each English curriculum of the Rajabhat Institutes differed from each other depending on where each institute placed their emphasis. However, they have the same structure. That is, the English curriculum structure consists of

three main parts: general, compulsory and elective courses. For compulsory and elective parts, courses were elected from the courses provided by the Council of Rajabhat. This was activated until the new Act of Rajabhat University came into being.

In 2004, the Rajabhat University Act was proclaimed. According to Section 4 of the Act, all Rajabhat Institutes were called Rajabhat Universities (RUs), regarded as a juristic person and as a government sector under the Law of Budgetary Means, reporting to the Office of the Board of Higher Education. With the new law, Rajabhat Universities can have their own curriculum to suit their university's philosophy, mission and vision. However, in practice, it takes time to improve or generate a new curriculum. Therefore, many Rajabhat universities have implemented the former curriculum. No matter how their curriculum derived, speaking courses are indispensable components of the English curriculum, which English majors have to study as a core course according to the University's requirement. As a whole, the key objective of the speaking course is to encourage students to use English as a tool for communication and in their future careers.

1.4 Research Objectives

The present investigation aims at identifying degrees of speaking anxiety experienced by third-year students majoring in English at Rajabhat Universities. Furthermore, it aims to clarify how the investigated variables (i.e. learners' gender, 'perceived' speaking ability, 'perceived' self-personalities, and types of academic programme) relate to speaking anxiety, how the students cope with the anxiety, and

how language teachers can help reduce the students' speaking anxiety. To be specific, the purposes of the present investigation are:

1. to investigate the existence and degrees of the speaking anxiety that third-year students majoring in English at Rajabhat Universities have experienced in their foreign language classrooms and the aspect which is most likely to cause speaking anxiety for the students ;

2. to investigate the relationships between degrees of the speaking anxiety and the four independent variables: learners' gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme;

3. to examine patterns of significant variation of the degrees of students' speaking anxiety in relation to the four variables in (2) if any at all;

4. to explore how RU students majoring in English with different anxiety degrees reduce their speaking anxiety; and

5. to explore how language teachers can help their students reduce speaking anxiety.

1.5 The Outline of the Thesis

To achieve the research objectives, the related literature, including past research on language anxiety and research methodology which contributes to the present investigation has been studied. This can be seen in Chapter 2 which includes a literature review on the work of different researchers such as Young (1990), Phillips (1992), Ganschow et al. (1994), Pite (1996), Cheng, Horwitz, and Schallert (1999), Onwuegbuzie, Bailey, and Daley (1999), Kitano (2001), Pribly, Keaten, and Sakamoto (2001), Gregerson and Horwitz (2002), Luchini (2004), Chapman (2006),

Suwanasophon (1996), Sa-ngaunkaew (1998), Udomkit (2003) Yiamsawat's (2004), and Chairinkam's (2006). The Chapter summarises how language anxiety has been defined by different researchers. Then the relationship between anxiety and language learning, conceptualisation and the theories of Horwitz, Horwitz, and Cope (1986), Tobias (1979), and Eysenck (1979) are discussed as well as other types of anxieties relevant to the present investigation. Finally, a summary of research works related to anxiety and language learning is presented.

Chapter 3 discusses the general principles of research design applied to the present investigation. It discusses the main research methods in language anxiety, i. e. oral interview, written questionnaire, diary studies, and think aloud protocols; the theoretical framework for the present investigation; rationales for selecting and rejecting variables; research questions; sampling and rationale for choice of subjects; and the framework of data collection methods. This is followed by methods for data collection and data generation for the present investigation. The last part of this chapter deals with how the data obtained were analysed, interpreted, and reported.

Chapter 4 deals with the results of the quantitative data analysis. The data obtained through the students' speaking anxiety questionnaire were analysed by different statistical methods such as an Analysis of Variance (ANOVA), and the chi-square tests. The results are presented at different levels of data analysis, i.e. overall reported speaking anxiety, reported speaking anxiety in the three main categories, i.e. communication apprehension, test anxiety and fear of negative evaluation, and reported speaking anxiety at the individual level. This chapter also examines the relationship between the speaking anxiety reported by RU students majoring in English and the four independent variables, i.e. gender, 'perceived' speaking ability,

'perceived' self-personality, and type of academic programme. Apart from this, the significant variations in students' reported speaking anxiety according to the four independent variables are examined.

Chapter 5 focuses on the speaking anxiety reduction inventory which emerged from the data obtained through the student and teacher oral interviews. This was conducted with 43 students studying at eleven different Rajabhat Universities and 27 teachers teaching English courses at thirteen different Rajabhat Universities in Thailand. Firstly, the procedures of eliciting information from the informants are presented, followed by the analysis of the interview data. The chapter ends up with a summary of the student and teacher tactics reported for reducing English speaking anxiety.

Chapter 6 presents the principal findings of the present investigation in response to the research questions posed earlier in Chapter 3. This is followed by a discussion of the results and implications arising from the research findings for the teaching and learning of English for Rajabhat University students. Then the contributions of the present investigation to related areas are considered. Finally, the limitations of the present investigation and proposals for future research are presented.

1.6 Summary

This chapter gives a description of the background literature in the field of language anxiety as well as the background in the context of Thailand. This is followed by definitions of some terms used in the present investigation and the review of the Rajabhat University background in English language teaching and learning. Then research objectives, the expected outcomes and contributions to the understanding of language anxiety in Thailand and/or elsewhere are presented. Lastly, the chapter concludes the outline of the thesis.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE AND

RESEARCH ON ANXIETY AND

LANGUAGE LEARNING

This chapter mainly focuses on a review of related literature in language anxiety. It begins with the definition of anxiety and progresses on to foreign language anxiety. Then the conceptualisation consisting of two approaches to identify language anxiety and three board perspectives on the nature of anxiety are presented. This is followed by the description of anxiety theories, foreign language anxiety and foreign language learning, and speaking skill. Other relevant anxieties namely negative evaluation and test anxiety are also discussed. Finally, a summary of research works related to anxiety and language learning in a chronological order, and the theoretical framework for the present investigation will be presented.

2.1 Introduction

In the 1990s, there was an overwhelming interest in language anxiety. A number of research works on language anxiety were conducted. The findings of the research have demonstrated pervasive anxiety effects on the language learning process (MacIntyre, 1999).

Over the last decade, foreign language (FL) educators have hypothesised that anxiety plays an important role in success or failure of foreign language learners

(Ganschow et al, 1994). Since the mid 1960s scholars have been interested in how anxiety interferes with second language learning and performance. Many studies have been conducted to examine the effect of foreign language anxiety on second and foreign language learning and their results have been uniform, i.e. anxiety has a negative effect on foreign language learning and it is one of the best predictors of foreign language achievement (Gardner, 1985). For example, Young (1990) investigated students' perspectives on anxiety and speaking and found that the students' comfort or anxiety level depended on kinds of activities in the classroom. Phillips (1992) found a negative relationship between foreign language anxiety and oral performance. Aida (1994) reported a negative correlation between anxiety and oral skills as well as final grade results in second semester Japanese. Cheng, Horwitz, and Schallert (1999) suggest that low self-confidence seems to be an important component of writing and speaking anxieties. Matsuda and Gobel (2004) found self-confidence in speaking English, gender and proficiency played an important role in classroom performance of first-year students. Tanveer (2007) found language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity.

Based on the past research findings, language anxiety has been fascinating for scholars, language teachers and other interested persons for the fact that classes may be organised in a manner which minimises student anxiety reactions. With this, it is anticipated that language learner proficiency might be increased and also learner attitude towards language learning might be improved.

For a better understanding about how anxiety is related to the language learning, it is necessary to clarify what anxiety is by studying a definition of anxiety proposed by some scholars. The subsequent section deals with the definition of anxiety, followed by the role of anxiety and foreign language learning.

2.2 Definition of Anxiety

In the consideration of psychological aspects, anxiety refers to the uncomfortable feeling of language learners resulting in their learning outcome or achievement; therefore, it is important to comprehend what 'anxiety' is and how it is related to language learning. Some scholars have defined anxiety as follows:

- Fogiel (1980, p. 522) defines anxiety as "a crucial concept in the study of abnormal psychology because it is considered to be both a symptom and a cause of varying neurotic disorders".

- Horwitz, Horwitz, and Cope (1986, p. 125) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

- Bootzin and Richard (1991, p. 541) defines anxiety as "a feeling of dread, apprehension, or fear that is often accompanied by increased heart rate, perspiration, muscle tension, and rapid breathing".

- Sdorow (1998, p. 485) states, "anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate".

- Wolman (1989) offers a definition of anxiety as "a feeling of one's own weakness and inability to cope with real or imaginary threats".

- Hilgard, Atkinson, and Atkinson (1971) define anxiety, commonly described by psychologists, as "a state of apprehension, a vague fear that is only indirectly associated with an object".

Based on the definitions of 'anxiety' proposed by the scholars and their differing definitions, it is obvious that they share a common characteristic that being a feeling of apprehension involving and affecting both the physical condition and the nervous system. Although the definition of anxiety can be broadly concluded, MacIntyre and Gardner (1991) note that the construct of language learning anxiety lacks of a standard definition. However, it is not necessary to have a standard since the definition of language anxiety should cover the scope of what is being studied. Apart from this, Young (1990, p. 540) also points out that the "definition of anxiety is changeable depending on the research purposes."

For the present investigation, 'speaking anxiety' refers to "the feeling of apprehension, nervousness, or worry that interrupts students' speaking performance just before or whilst performing English speaking tasks in class".

2.3 Anxiety and Foreign Language Learning

Having discerned the definitions of anxiety in general from the previous section, we now will relate anxiety to foreign language and its roles in foreign language learning.

Language anxiety has been an important area of research in the instructional profession (Young, 1990). It is conceptualised as a situation-specific personality trait having two psychological components: emotional arousal and negative self-related cognition (MacIntyre, 1995). These components are more intense in people with high

language anxiety (Kondo and Ying-Ling, 2004). Since anxiety can have a debilitating or weakening effect on the acquisition of a foreign language, it is important for language teachers to be able to identify students with high levels of foreign language anxiety (Hortwiz, Hortwiz and Cope, 1986). Many research works conducted on anxiety dealt with language skills: listening, speaking, reading and writing are sought to find out factors relevant to the relationship between anxiety and language skills. However, according to Young's (1992) study on foreign language specialists' perspectives: Krashen, Omaggio Hadley, Terrell, and Rardin, speaking in the foreign language produces the greatest amount of anxiety in language learning.

Horwitz and Young (1991) discovered that language anxiety is only one of several types of anxiety that have been identified by psychologists. They classify language anxiety as situational in nature. Consistent with their classification, Oxford (1999) views that of all the factors influencing language learning, language anxiety is widely accepted as one of the most influential factors that affect language learning irrespective of the setting whether it is formal or informal. It can hinder learning, particularly in the classroom, and make learners reluctant to express themselves through the second language (Littlewood, 1996). The effects of language anxiety are consistent with Wörde's (2003) conclusion that anxiety is a central factor that influences the abilities of foreign-language learners in all language skills, i.e. listening, speaking, reading, and writing.

As mentioned above, we can see that anxiety is one of the important factors that can cause problems in language learning. Sometimes it happens in response to a particular situation but it can also become an important character trait (Oxford, 1999). Spielberger (1966) was the first who distinguished situational from characteristic

anxiety. He referred the former to as an apprehension at a particular moment as a response to a certain situation while the latter as a general anxiety with no connection with certain situations. According to Hilleson (1996, p. 260), "the foreign language anxiety is rather amorphous or having no fixed form or shape since it could embrace much of the anxiety experienced by anxious learners".

Alpert and Haber (1960) classify anxiety into two types: one is the 'helpful anxiety' or 'facilitating anxiety' which can be supportive in keeping students doing something attentively while the other is 'harmful anxiety' or 'debilitating anxiety' which can harm learners' performance in many ways, both indirectly through worry and directly by reducing participation and creating overt avoidance of the language (Oxford, 1999). Apart from Debilitating and Facilitating, Spielmann and Raddnofsky (2001) have included 'Neutral Anxiety' which is the one that may be present but has no impact on language learning process or the one that is purely indifferent (Phillips, 2005). They also look at relevant issues concerning two main areas of anxiety which are: 1) the relevance of duration and context to anxiety; and 2) usefulness of anxiety. The former is seen through trait, state, and situation-specific anxiety; whereas, the latter is done through debilitating, facilitating, and neutral anxiety.

2.4 Conceptualisation

As stated earlier in section 2.3, anxiety is one of the important factors that can cause problems in language learning. Therefore, it is necessary for language teachers to understand approaches to identifying language anxiety. This section focuses on approaches to identifying language anxiety and three broad perspectives on the nature of anxiety.

2.4.1 Approaches to Identifying Language Anxiety

Horwitz, and Young (1991) note that there are two general approaches to identifying language anxiety. The first approach identifies language anxiety that it is simply a transfer of other general types of anxiety such as test anxiety or communication apprehension and the other approach, language anxiety occurs in response to something unique to language learning experiences. These two approaches represent two perspectives of how language anxiety can be conceptualised. The first perspective views language anxiety as manifestation of other forms of anxiety, such as test anxiety or communication apprehension in the language learning experiences. The advantage of the first approach is that knowledge gained from research into those other types of anxiety can be assumed to apply to language anxiety as well (MacIntyre, 1991; Ohata, 2005). The other perspective views language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. In MacIntyre and Gardner's (1989), it was found that language anxiety was distinct from more general types of anxiety and that performance in the second language was negatively correlated with language anxiety but not with more general types of anxiety. Figure 2.1 gives an overall picture of the two approaches to the description of language anxiety.

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│ │                 ┌─────────────────────┐             │ │
│ │                 │   Approaches to the │             │ │
│ │                 │ Description of Language│           │ │
│ │                 │      Anxiety        │             │ │
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│ │                    ↙            ↘                   │ │
│ │ ┌──────────────────────┐  ┌──────────────────────┐ │ │
│ │ │ 1) a manifestation of│  │ 2) a distinctive form│ │ │
│ │ │ other more general   │  │ of anxiety           │ │ │
│ │ │ types of anxiety     │  │ - language anxiety   │ │ │
│ │ │ - test anxiety       │  │                      │ │ │
│ │ │ - stage fright       │  │                      │ │ │
│ │ │ - communication      │  │                      │ │ │
│ │ │   apprehension       │  │                      │ │ │
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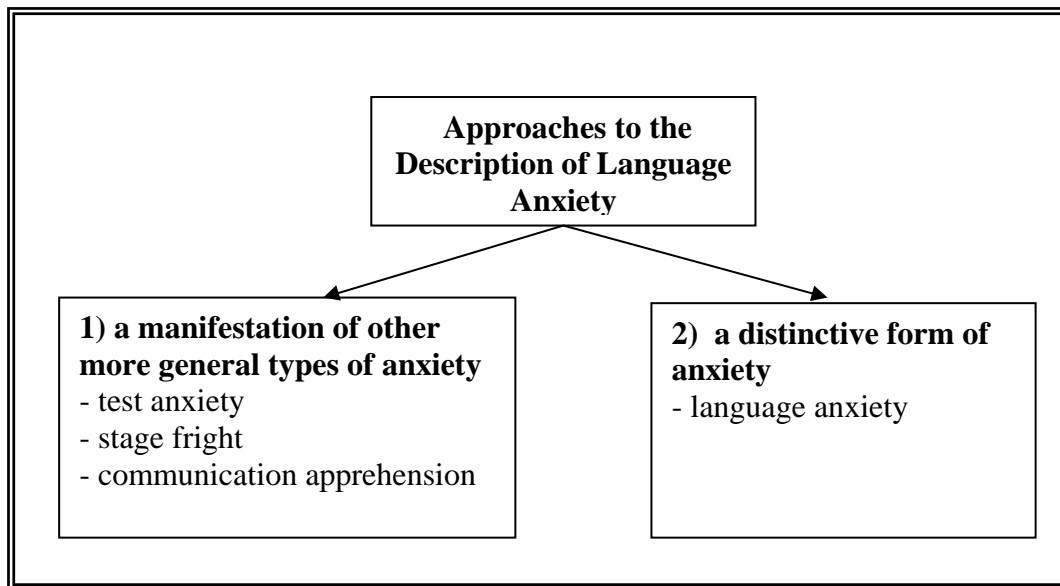
(*Source: MacIntyre, in Young, 1999, p. 26)*

Figure 2.1 Approaches to the Description of Language Anxiety

2.4.2 Three Broad Perspectives on Nature of Anxiety

To place language anxiety in the broader context of research on anxiety, it is useful for a clearer understanding of what language anxiety means to distinguish among three broad perspectives on the nature of anxiety. What follow are the perspectives which can be classified as trait, situation-specific, and state anxiety in more details.

2.4.2.1 Trait Anxiety

Trait anxiety is often viewed as personality which leads to anxiety across various situations or a probability of becoming anxious in any situation (Speilberger, 1983). Trait anxiety is "a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations" (MacIntyre, 1999,   p. 28). A person with high levels of trait anxiety is generally nervous; he/she lacks emotional stability while a person with low trait anxiety is emotionally stable, usually calm and relaxed. Since the trait anxiety is a permanent

apprehension personality, the trait anxiety can be manifested in language students who are perfectionists. It seems that they have to thoroughly know all they study and do not perform their language skills until they are certain about their knowledge. This can cause them to have an unstable and nervous personality.

2.4.2.2 Situation-Specific Anxiety

Like the trait anxiety, the situation-specific anxiety is a feature of an individual's personality experienced in a specific situation over time. However, how situation-specific anxiety differs from trait is that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Moreover, the situation-specific anxiety is stable over time but not necessarily consistent across situations. If one adopts Speilberger's (1983) conceptualisation, the situation-specific anxiety represents the probability of becoming anxious in a particular type of situation. Examples of the situation-specific anxiety are: stage fright, test anxiety, math anxiety and language anxiety.

2.4.2.3 State Anxiety

State anxiety is somewhat different from trait and situation-specific anxieties. State anxiety refers to the moment-to-moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and vary in terms of intensity. In other words, it is the apprehension which takes place at a particular moment.

MacIntyre (1999) suggests the usefulness of discussing trait and situation-specific anxieties. It is used to predict a person's personality who will most likely experience the state anxiety. This allows the prediction of the negative consequences of anxiety arousal such as unpleasant emotions, worry, and physical symptoms.

Applied to language learning, we can see that learners with a high level of language anxiety will experience state anxiety frequently whereas those with a low level of language anxiety will not experience state anxiety very often in the second language context (MacIntyre, 1991). As the state anxiety has an effect on emotions, cognition and behaviour, those with high levels of the state anxiety could have a more sensitive automatic nervous system; are more sensitive to what other people are thinking about them; or try to avoid or escape from an unpleasant situation.

In this study, the situation-specific anxiety was investigated since previous research has shown that language anxiety is the specific type of anxiety most closely associated with second language performance (Horwitz, Horwitz, and Cope, 1986; MacIntyre and Gardner, 1991).

2.5 Anxiety Theories

The following section deals with the three anxiety theories briefly. It begins with Theory of Horwitz, Horwitz, and Cope: Horwitz, Horwitz, and Cope's (1986) Original Three-Part Model of Language Anxiety. This is followed by; Tobias' (1979) Model of the Effects of Anxiety on Learning from Instruction. Finally, Eysenck's (1979) Reconceptualisation of Anxiety is presented.

2.5.1 Horwitz, Horwitz, and Cope's (1986) Original Three-Part Model of Language Anxiety

Figure 2.2 illustrates the conceptualisation of language anxiety proposed by Horwitz, Horwitz, and Cope (1986).
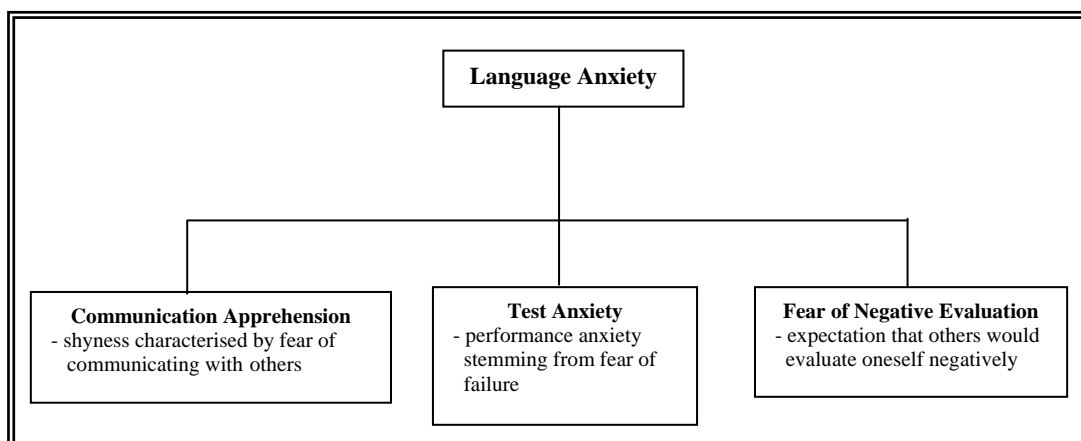
(*Source: Horwitz and Young, 1991, p. 30)*

Figure 2.2 Horwitz, Horwitz, and Cope's Original Three-Part Model of Language
Anxiety

Regarding language anxiety related to performance evaluation within an
academic and social context, Horwitz, Horwitz, and Cope (1986) suggest that it is
useful to draw a parallel between language anxiety and three related performance
anxieties, i.e. communication apprehension, test anxiety, and fear of negative
evaluation. Due to its emphasis on interpersonal interactions, the construct of
communication apprehension is strongly relevant to the conceptualisation of foreign
language anxiety.

The first component, *communication apprehension,* is 'a type of shyness
characterised by fear of oral face-to-face communicating with people'. Manifestations
of communication apprehension are difficulty in speaking in dyads or groups (oral
communication anxiety) or in public (stage fright), or in listening to a spoken message
(receiver anxiety). Horwitz, Horwitz, and Cope (1986) propose that language
students have mature thoughts and ideas but an immature second language vocabulary
to express them. Those who typically have trouble speaking in groups are likely to

experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and the performance is constantly monitored. The inability either to express oneself or to comprehend another person leads to frustration and apprehension.

The second component, *test anxiety*, refers to 'a type of performance anxiety stemming from a fear of failure' (Sarason, 1980). It is relevant to foreign language anxiety because performance evaluation is an ongoing feature of most foreign language classes. Students who are anxious about tests in their foreign language classes probably experience considerable difficulty since they have to take tests and quizzes frequently as a requirement of continual evaluation.

The last component of language anxiety is *fear of negative evaluation*. It is defined as 'apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively' (Watson and Friend, 1969). Besides, fear of negative evaluation often stems from competitiveness, i.e. from students' evaluating themselves relative to other students rather than from evaluation by teachers (Abernathy, 1998).

This type of anxiety is similar to the test anxiety but it is not restricted to the test-taking situation. Rather, it may occur in non-academic situations in general such as interviewing for a job, speaking in a foreign language class, and so on. In addition, *fear of negative evaluation* is broader in scope than *test anxiety* in that it pertains both to the teacher's evaluation of the students and to the perceived reaction of other students (Shams, 2006). In reality, the fear of negative evaluation involves much more than the fear of being unaccepted, or even ridiculed; many foreign language learners experience a threat to their fundamental self-concept. They may place too much

emphasis on trying to be better than they actually are (MacIntyre and Gardner, 1991).

With regard to how the theory is classified, it can be seen that the theory of Horwitz, Horwitz, and Cope's Original Three-Part Model of Language Anxiety is classified on the attempt of combining the two perspectives. The first perspective views language anxiety as manifestation of other forms of anxiety. The second perspective views language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. These scholars argue that language anxiety stems from the three primary sources which are communication apprehension, test anxiety, and fear of negative evaluation. These sources are completely clear-cut among them.

2.5.2 Tobias' (1986) Model of the Effects of Anxiety on Learning from Instruction

Figure 2.3 (see page 27) illustrates the effects of anxiety on language learning in three stages: input, processing and output.

Tobias (1986) proposes a model of the effects of anxiety on learning from instruction. According to the model, interference may occur at three stages: input, processing, and output. It is also noted that these stages have been found to be somewhat interdependent. The point at which each stage stops and the next one starts cannot be specified. In other words, the input, processing, and output stages are in the same process as language learning that learners are involved with the three processes continually.
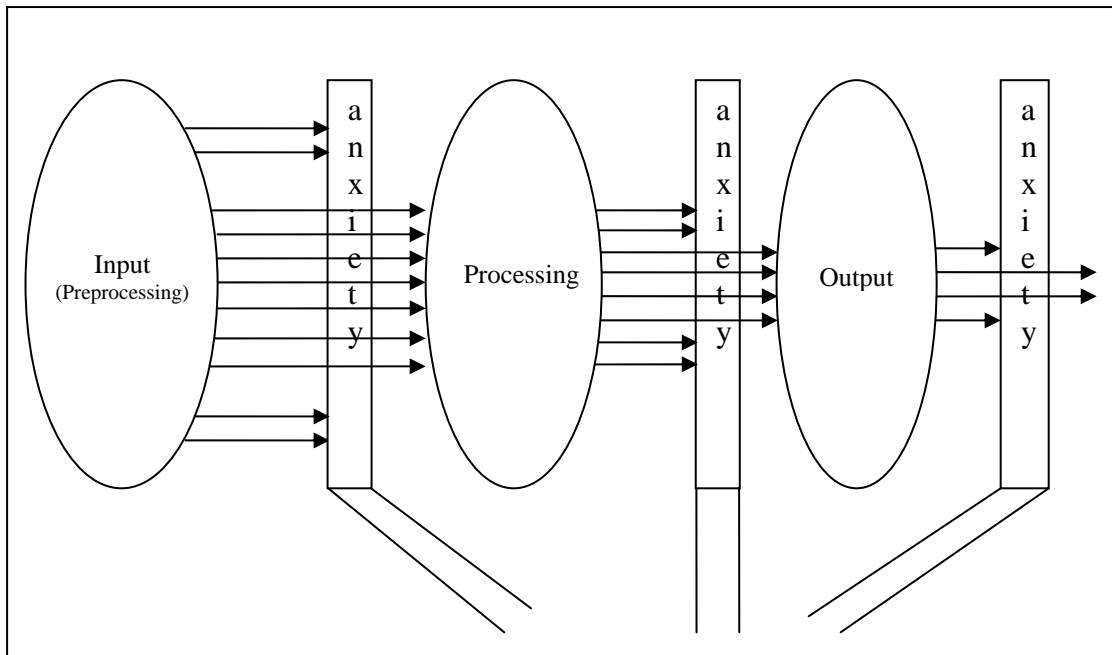
(Source: Young, 1999, p.35)

Figure 2.3 A Model of the Effects of Anxiety on Learning from Instruction

(Tobias, 1986)

Each stage depends on the successful completion of the previous one. Therefore, it is difficult to identify where exactly to separate the three stages from one another. This is because during the input stage, anxiety may cause attention deficits and poor initial processing of information. For example, students with higher anxiety levels seem easily distracted from the task because they waste some time for their concerns. From a linguistic perspective, student anxiety about second/foreign learning is likely to be a consequence of their language learning difficulties (Sparks, Ganschow, and Javorsky, 2000). Appropriate use of linguistic knowledge is required to create an oral message that will be meaningful for the intended audience (Chastain 1988, cited in Arnold, 2003). If students have insufficient command of linguistic knowledge, it is likely to lead them to a negative evaluation and then anxiety. The

description of the three stages of language learning in relation to anxiety will point out why second/foreign learners make mistakes and the reasons for linguistic difficulties they face in learning and using the target language. This can provide a clearer understanding of the anxiety experienced when one is communicating in the target language.

The input stage, the first stage of language learning, is meant to show, explain or give ideas about new experience to language learners with a stimulus at a given time in order to keep them in memory which will be operated in the stage of processing. At the input stage, the language learners are expected to store as much input as they can. Anxiety at this stage refers to the anxiety experienced by learners when they encounter a new word or phrase in the target language. If small inputs can be obtained, anxiety-arousal at this stage may have impacts on the subsequent stages, i.e. the processing and the output. For example, in second language learning, language learners may encounter difficulties when receiving information from auditory and visual clues. That is to say, the learners will be apprehensive when the language they learn is spoken too quickly or in the form of a complex sentence. They might ask for repetitions in order to understand the incomprehensible input. The anxiety at this stage is more likely to cause miscomprehension which may lead to a loss of successful communication and eventually an increased degree of anxiety.

At the input stage or taking in information process, anxiety acts as a filter preventing some information from getting into the cognitive processing system. For example, learners with high anxiety may not be able to understand well about what they have listened to because anxiety interferes with their ability to process information (MacIntyre, 1991; 1999).

The processing stage involves the cognitive operations performed on the subject matter, i.e. organisation, storage and assimilation of the material. At this stage, language learners are expected to be able to process the inputs they take in from the input stage. Cognitive psychologists working in an *information processing* model of human learning and performance tend to see second language acquisition as the building up of knowledge systems. They believe that at first learners have to pay attention to the aspect of the language which they are trying to understand or produce. It is assumed that there is a limit to the amount of information a learner can absorb at one time. Speaking in the target language requires more than one mental activity at one time such as choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers, etc. (Lightbown and Spada, 2006). If the inputs or tasks are more difficult, more heavily reliant on memory and more poorly organised, anxiety impairs the learners' cognitive processing. This may obstruct their new learning experience taken in from the input stage or diminish cognitive performance. At this stage, the operation of input information, anxiety acts as a distraction. Anxious learners may not be able to learn new things when they are worried, especially when they encounter difficult tasks.

Lastly, the output stage involves the production of previously learned information. At this stage, language learners are required to express their ability to use the second language. Performance at this stage is highly dependent on the previous stages. If the two previous stages are not complete, it is unlikely that they can perform well at the output stage. At this stage, it is more likely that communication anxiety will appear.

Anxiety at the output stage refers to learners' nervousness or fear experienced when they are required to demonstrate their ability to use the previously learned material. Incomplete information intake or input anxiety has an impact on the information operation in the processing stage and can result in reduced ability to perform foreign or second language at the output stage. MacIntyre and Gardner (1994) assert that a high level of anxiety at this stage might hinder students' ability to speak in the target language. For instance, some language learners reported "freezing-up" on an important test though they knew the correct answer; however, they could not recall it. In other words, anxiety can influence the quality of the performance by disrupting information retrieval.

2.5.3 Eysenck's (1979) Reconceptualisation of Anxiety

Eysenck (1979) offered a reconceptualisation of anxiety in terms of cognitive interference. According to Eysenck's Reconceptualisation, anxiety deals with learner attention and a level of task difficulty that learners perform. He believes that anxious learners' attention is divided between task-related cognition and self-related cognition (or task-irrelevant cognition in Huang, 2001). With a different perspective from the two theories proposed by Horwitz, Horwitz, and Cope (1986) and Tobias (1979), Eysenck's Reconceptualisation of Anxiety deals with learner attention and a level of task difficulty that learners perform or it involves self-related cognition. The self-related cognition, such as excessive self-evaluation, worry over failure or concern over the opinions of others, may distract learners' attention from their tasks which could influence performance quality. Also, Eysenck states that anxiety has differential effects on both cognitive processing effectiveness and the quality of performance. He suggests that worry and task-irrelevant cognitive activities always make cognitive

performance less efficient. Even though anxiety reduces processing effectiveness, it does not necessarily impair the quality of performance because anxious individuals increase their effort to compensate for the negative effects of anxiety.

The present investigation is mainly based on the Three-Part Model of Language Anxiety theory proposed by Horwitz, Horwitz, and Cope (1986) since it is suitable for the classroom process. In a language classroom, the three aspects, that is, communication apprehension, test anxiety, and fear of negative evaluation are always involved. They all may occur at the same time or only two could also be possible. This depends on the lessons or objectives of each class. The first aspect may be present with a student in a language classroom, especially in a speaking class. This may be present in either student to student communication or teacher to student one. Another aspect, test anxiety, stems from a fear of having a speaking test which can be triggered through either of the two features. That is to say, a teacher interacts or communicates with a student or a student interacts with his/her classmate(s) in a speaking test. The last aspect, fear of negative evaluation, would take place when a student knows he/she is going to be evaluated so he/she might not feel confident and then a negative feeling may occur. This may result in fear of negative evaluation.

2.6 Foreign Language Anxiety and Foreign Language Learning

The meaning of language anxiety and its roles have been presented in the previous section (Section 2.5). What follows will focus on foreign language anxiety and foreign language learning.

MacIntyre (1991) suggests that interest in language anxiety may be most strongly related to its effects. One of the major reasons for this concern is its potential

negative effects on academic achievement, course grade and standardised proficiency test (Young, 1986). Regarding language anxiety effects, MacIntyre and Gardner (1991) classify them into four main aspects which are academic, cognitive, social, and personal.

With respect to academic effects, several studies (e.g. Aida, 1994; Horwitz, 1986; MacIntyre and Gardner, 1994) investigated the relationship between language anxiety and language course grades. The studies have shown significant, negative correlation between anxiety and grades gained in a variety of language courses indicating a potential and substantial relationship between anxiety and academic achievement in language courses. An additional academic effect of language anxiety can be identified as 'overstudying' (Horwitz et al., 1986). The students who experience anxiety compensate for negative effects of anxiety arousal, not performing well, by increased effort at learning (Price, 1991). Based on the studies mentioned, even though the findings show that language anxiety is associated with academic effects, some studies do not report the same findings. For instance, Scovel (1991) reports that the research into the relationship of anxiety in foreign language learning has provided mixed and confusing results. He supported this finding with Swain and Burnaby's (1976) work which revealed that there was a negative correlation between anxiety and one measure of learners' proficiency in French but there were no other significant correlations, either negative or positive, with any other proficiency measures.

Regarding cognitive effects, language anxiety could hinder learners' performance at any stage of the learning process, i.e. Input, Processing, and Output. However, it was found that the strongest correlations were observed in the processing and output stages (see Section 2.5.2).

In terms of social effects, there are many ways in which the social context can influence language anxiety. In a competitive classroom atmosphere, difficult interactions with teachers, or risk of embarrassment, opportunity for contact with members of the target language group may all influence language anxiety (MacIntyre, 1999). In addition, Clément, Gardner, and Smythe's (1977, 1980) studies illustrate the important role that social context plays in second language learning. In situations where minority group members are learning the language of a majority group, there is tension created between the desire to learn the new language and the fear of losing one's native language. MacIntyre (1991) states that perhaps the most recurring finding on language anxiety and one of its most important social effects is that anxious learners do not communicate as often as more relaxed learners.

In relation to personal effects, MacIntyre (1999) contends that among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner. Price (1991) reveals the strongest view offered by a language student participant who expressed that he/she might have felt so highly anxious that he/she would rather have ignored or stayed away from his language class. The participant said, "I'd rather be in a prison camp than speak a foreign language". From the reported statement of the participant mentioned, it is evident that this type of effect may be considered as the most debilitating effect of language anxiety for an individual language learner.

In summary, the effects of anxiety on language learning are classified into four main aspects: academic, cognitive, social, and personal effects. However, other researchers might have classified anxiety effects differently from the four main aspects mentioned. As the language anxiety effects have been discussed, it is obvious

that anxiety plays an important role in and affects language learning. The subsequent section will deal exclusively with foreign language anxiety and speaking skill.

2.7 Foreign Language Anxiety and Speaking Skill

Horwitz, Horwitz, and Cope (1986, p. 128) define foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" As mentioned in Section 2.5.1, they identify language anxiety stemming from the three components, i.e. communication apprehension or general shyness about communicating with others; test anxiety which stems from a fear of failure; and fear of negative evaluation by both the teacher and peers. They also emphasise that the language anxiety is more than the combination of these three aspects and affect language learners' learning.

According to Bygate (1987), speaking is a skill which deserves cautious attention as much as literary skills in both first and second languages. It is the vehicle par excellence of social solidarity, social ranking, professional advancement and business and also a medium through which much language is learnt, and which for many is conducive for learning. Further, Bygate states that 'knowledge' and 'skill' are necessary factors for learners in learning to speak. Both can be understood and memorised but only 'skill' can be imitated and practised. To be a successful speaker, 'knowledge' and 'skill' should go together. In terms of 'skill', two basic ways in which something can be seen as a skill involve *motor-perceptive skills* and *interaction skills*. The former deal with perceiving, recalling, and articulating in the correct order sounds and structures of the language, while the latter involves making decisions

about communication, such as what to say, how to say it, or the ability to use language in order to satisfy particular demands. There are at least two demands which can affect the nature of speech, i.e. processing condition and reciprocity conditions. The former refers to internal conditions of speech or the fact that speech takes place under the pressure of time, while the latter refers to the dimension of interpersonal interaction in conversation. For a better understanding of language anxiety and speaking skill, characteristics of speech, characteristics of communicative competence, and the reluctant speaker are presented in the following sections.

2.7.1 Characteristics of speech

Speaking in a second language involves the development of a particular type of communication skill. To understand what is involved in developing oral L2 skills, it is useful to consider the nature and conditions of speech (Bygate, 2001). Production involves four major processes, i.e. conceptualisation, formulation, articulation, and self-monitoring. Conceptualisation is concerned with planning the message content. The conceptualiser includes a 'monitor' which checks everything occurring in the interaction to ensure that the communication goes according to the plan. After conceptualisation, the formulator finds words or phrases to express the meanings, sequencing them, and putting appropriate grammatical markers into the words or phrases. Articulation involves the motor control of the articulatory organs, such as lips, tongue, teeth, alveolar palate, and so on. Lastly, self-monitoring is concerned with language users being able to identify and self-correct mistakes. The four processes happen very fast. To be successful in speaking depends on automation: to some degree in conceptualisation, to a considerable extent in formulation and almost entirely in articulation. For elementary L2 speakers, it will be difficult to manage this

speech fluently and accurately since they lack automation and/or accuracy, and it is difficult for them to pay attention to all these process, i. e. conceptualisation, formulation, articulation, and self-monitoring, simultaneously under pressure of time (Levelt, 1989).

2.7.2 Characteristics of Communicative Competence

Communicative competence includes: 1) grammatical competence: knowledge of grammar, vocabulary, phonology and semantics of a language; 2) sociolinguistic competence: knowledge of the relationship between language and its nonlinguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with different persons one speaks to, and in different situations, and so forth; 3) discourse competence: knowing how to begin and end conversations; and 4) strategic competence: knowledge of communication strategies that can compensate for weakness in other areas (Richards and Schmidt, 2002).

2.7.3 The reluctant speaker

Horwitz, Horwitz, and Cope (1986) assert that foreign language anxiety is a unique type of specific anxiety to foreign language learning. A great deal of this research has focused on anxiety with respect to classroom activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety-provoking for foreign language learners (Horwitz et al., 1986; and MacIntyre and Gardner, 1994).

Burns and Joyce (1997) identify three sets of factors which are cultural, linguistics, and psychological/affective that may cause a reluctance on the part of students to take part in classroom tasks involving speaking. Regarding reluctant

speakers, Tsui (1996) concluded from her study that the key to encouraging students to communicate was to create a low-anxiety classroom atmosphere. She also formulated six strategies for overcoming anxiety and reluctance to speak, used by the teachers in her study. The first strategy is lengthening the wait time. Teachers extended the wait time after a question to allow students to think about the question and to come up with an answer. The second strategy is improving questioning technique. This strategy dealt with incomprehensible input or vague or difficult questions; teachers modified the questions with the expectation that these questions could lead to more student responses. Another strategy is accepting a variety of answers. Teachers let students know that there is not always a single 'right' answer and a variety of answers is acceptable. The fourth strategy is giving students an opportunity to work with their peers or in group. This allows students to check their answers with their peers before offering them to the whole class. Another strategy is focusing on content rather than form. She suggests that activities focusing students on content considered as effective since the students are not under the threat of having their mistakes corrected. The last strategy is establishing good rapport between teachers and students. The rapport is extremely important in creating a conducive learning atmosphere in the classroom.

In addition to the strategies mentioned earlier, Nunan (1999) suggests that the ability to function in another language is generally characterised in terms of being able to speak that language. In order to speak in another language, learners need an adequate vocabulary and master of syntax which both add up to linguistic competence. However, to communicate competently in another language, linguistic competence only is not sufficient. The notion of communicative competence was

proposed. Communicative competence includes linguistic competence and a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, and when (Nunan, 1999)**.**

It is generally agreed that an effective way to learn a foreign/second language is to use it actively by speaking and writing. Evidence supporting this is demonstrated by current teaching methods such as communicative teaching. Speaking is considered the most stressful of the four skills from the perspective of both second language teachers and learners (Young, 1992). Among all the skills taught and presented in the foreign language class, speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers (Kitano, 2001). The comparison does not occur formally. Rather, it is done informally or individually. The learners perceive that their speaking ability is not as good as their friends or native speakers. This can lead them to experience communication apprehension.

Having summarised several sources of language anxiety in the classroom, Price (1991) noted that students seemed to be most concerned about speaking in front of their peers. They were afraid of being laughed at, making a fool of themselves and embarrassment. In classroom, there are some types of anxieties: the worries about being formally evaluated (test anxiety) and the worries of looking foolish in front of their peers (social anxiety) (MacIntyre and Gardner, 1991; Young, 1991a). Young (1991a) concludes that there are six sources of classroom language anxiety. These include: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language learning; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. Among the six

sources, speaking seems to have a greater association with language testing than the others.

2.8 Other Relevant Anxieties

In studying speaking anxiety, it is inevitable to get involved with the two types of anxiety, i.e. test anxiety and fear of negative evaluation that are typically seen in a language classroom.

2.8.1 Test Anxiety

Some scholars define test anxiety as follows:

- Zeidner (1998) defines test anxiety as 'anxiety subjectively relating to taking tests and exams, including anxiety related to the threat of failing an exam and the associated negative consequences'.

- MacIntyre and Gardner (1991) offer a definition of test anxiety as 'apprehension over academic evaluation'.

- Sarason (1978) defines test anxiety as 'the tendency to view with alarm the consequences of inadequate performance in an evaluative situation'.

- Gordon and Sarason (1955, cited in Horwitz et al., 1991) refer test anxiety to 'a type of performance anxiety stemming from a fear of failure'.

- Sieber (1980) defines test anxiety as 'phenomenological, physiological, and behavioral responses that accompany concern about possible failure'.

Based on the definitions of 'test anxiety' proposed by the mentioned researchers above, although test anxiety has not been defined exactly the same way, one common characteristic of these definitions deals with the anticipated apprehension with failure of academic evaluation. In addition, it is regarded as a situation-specific personality trait.

With regard to the effect of test anxiety on learners, this could happen at two stages, i.e. at the current period of learning and after having finished the course. Regarding the former, it is apparent that learners with test anxiety often put unrealistic expectations on their performance, such as striving for perfection. They feel that anything less than a perfect test performance is a failure (Sarason, 1980). This leads them to problems in their performance and any future improvement (Aida, 1994). Besides perfectionists, learners with high test anxiety or even the brightest students with good preparation probably experience considerable difficulty or often make errors. In the speech of a second language learner, an error refers to the use of a linguistic item (e.g. a word, a grammatical item, etc.) in a way which a fluent or native speaker of the language would regard as showing faulty or incomplete learning. A distinction is sometimes made between an error which results from incomplete knowledge and a mistake made by a learner when speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Richards and Schmidt, 2002, p. 184). Due to error making, learners with test anxiety may not be able to focus on what is going on in the classroom. For susceptible or sensitive learners, testing format, such as oral tests, can increase their communicative anxiety (Horwitz, Horwitz, and Cope, 1986).

2.8.2 Fear of Negative Evaluation

Fear of negative evaluation is an extension of test anxiety. Negative evaluation is defined as "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively" (Watson and Friend, 1969). In the case of foreign language or second language learning, fear of negative evaluation is likely to be in a learner's over concern with

academic and personal evaluations of his or her performance and competence in the target language (MacIntyre and Gardner, 1991). Moreover, fear of negative evaluation would probably lead to the individual's failing to participate in some classroom activities such as volunteering to answer questions, or initiating questions (Walker, 1997).

Manifestation of negative evaluation can be apparently seen in language learners' various forms of behaviors. Learners with high concern about negative evaluation tend to become nervous in an evaluation situation that other people would perceive them unfavorably and work hard to be better than they are (MacIntyre and Gardner, 1991). Also, learners with a negative evaluation might rarely start talking and interact with others. They may sit passively in a classroom, withdraw from classroom activities or cut class so that they can avoid an anxiety situation (Horwitz, 1986; Aida, 1994).

In an overall picture, it can be seen that high negative evaluation might impede language learners from language improvement and cause them to be left behind other learners in the classroom.

In terms of evaluation, Schlender (1982) states that audience factor is an important part of it. He identifies three types of audiences for speech, i.e. those with whom one interacts (familiar or unfamiliar), generalised audience who have achieved a special importance in one's life (e.g. parents, mentors, other supporters) and the self (the speaker). Walker's (1997) study reveals that the generalised audience arouses the most fear of negative evaluation.

2.9 A Review of Previous Studies on Anxiety and Language Learning

Research into language anxiety has been carried out for over fifty years but the results of the studies have not been consistent. That is, they were mixed, confusing and unable to establish a clear picture of how anxiety affects language learning and performance (Horwitz and Young, 1991). However, it is worth exploring the initial research studies about speaking anxiety in language learning carried out in the past. Table 2.1 shows the structure of the analysis of past research works including the purpose of the study, characteristics of the research subjects, the main instrument(s) used in the study, and the brief research findings.

Table 2.1 Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

1. Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking

Purpose of the study	- To examine anxiety and speaking from the student's perspectives.
Participants	- 135 university-level beginning Spanish students
Instrument	- Questionnaire
Finding	- Not only speaking in the foreign language but also speaking in front of the class is the source of student anxiety.
	- With regard to anxiety-reducing activities, the students reported that they would feel more confident about speaking in class if they practiced speaking more. However, they further reported that their comfort or anxiety level depended on the kind of activity.

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

2. Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes

Purpose of the study	- To carry out a research on effects of language anxiety on student's oral test performance and attitude.
Participants	- 44 students at a small, private, Liberal Arts University in USA
Instrument	- Oral exam cue sheet for a role play
Finding	- There was a significant inverse relationship between the students' expression of language anxiety and their ability to perform on the oral exam. For example, students with higher language anxiety tended to say less, to produce shorter words in communication units (CUS) and to use fewer dependent clauses and target structures, while students with low anxiety tended to say more, to produce longer CUS and to use more dependent clauses and target structures.

3. Ganchow, L., Sparks, R. L., Anderson, R., Javorshy, J., Skinner, S., and Patton, J. (1994). Differences in language performance among high-, average- and low-anxious college foreign language learners

Purpose of the study	- To examine differences in FL anxiety and native oral and written language skill, and FL anxiety and aptitude for learning.
Participants	- 36 college students at a medium-sized Midwestern university in USA
Instrument	- Test, scales
Finding	- High anxious students performed significantly more poorly than low anxious ones on several oral and written native language measures, e.g. *Test of Language Competence-Expanded Edition (TLC-D; two subtests used in the study are Recreating Sentences (RS), and expressive language test, and Figurative Language(FS), a receptive language test*. Besides, a significant difference between high and low anxious students in aptitude for learning FL was also found.

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

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4. Pite, D. (1996). The influence of anxiety upon achievement in EFL by Japanese students

Purpose of the study	- To investigate the relationships between language anxiety and achievement in oral English performance.
Participants	- 67 Japanese high school students of English as a foreign language
Instrument	- Foreign Language Classroom Anxiety Scale (FLCAS)
Finding	- No correlation between anxiety and oral English performance.

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5. Cheng, Y., Horwitz, E., and Schallert, D. (1999). Language anxiety: Differentiation writing and speaking components.

Purpose of the study	- To investigate the links between second language classroom anxiety and second language writing anxiety and their associations with second language speaking and writing achievement.
Participants	- 433 Taiwanese English majors at four universities in Taiwan
Instrument	- Foreign Language Classroom Anxiety Scale (FLCAS) - Second Language Writing Anxiety Test (SLWAT)
Finding	- Second language classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element whereas second language writing anxiety is a language-skill-specific anxiety. - Low self-confidence seems to be an important component of both writing and speaking anxieties.

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6. Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety

Purpose of the study	- To determine the demographic and self-perception factors that predict foreign language anxiety
Participants	- 210 students at a mid-southern university in USA
Instrument	- A Self-perception Profile - A Study Habit Inventory

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

6. Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety (Cont.)	
Finding	- Seven variables: age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for current language course, perceived scholastic competence and perceived self-worth contributed significantly to the prediction of foreign language anxiety. - Regarding year of study, the results revealed that freshmen and sophomores reported the lowest levels of foreign language anxiety.
7. Kitano, K. (2001). Anxiety in the college Japanese class-room	
Purpose of the study	- To investigate two potential sources of the anxiety of college learners of Japanese in oral practice.
Participants	- 212 students at two major universities in the Midwestern United States
Instrument	- A Background Questionnaire - The Fear of negative Evaluation Scale (FNE) - The Japanese Class Anxiety Scale (JCAS) - Three kinds of self-ratings of Japanese speaking ability: Self-Rating Can-Do Scale (SR-CDS); Self-Rating for the Current Level of Study (SR-CL); and Self-Rating Expected Perception by the Japanese (SR-EP)
Finding	- An individual student's anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan. - An individual student's anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speaker. - The anxiety level of a male student became higher as he perceived himself less competent. - The fear of negative evaluation and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student.

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

8. Pribly, C.B., Keaten, J., and Sakamoto, M. (2001). The effectiveness of a skills-based program in reducing public speaking anxiety

Purpose of the study	- To measure the effectiveness of a skill training program on public speaking anxiety
Participants	- 25 sophomores English majors at Hokuriku University in Japan
Instrument	- The Personal Report of Public Speaking Anxiety (PRPSA)
Finding	- The experimental group reported a significantly greater drop in public speaking anxiety than did a control group of 86 students.

9. Gregersen, T., and Horwitz, E. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance

Purpose of the study	- To explore the relationship between foreign language anxiety and perfectionism in relation to perfectionism
Participants	- Eight second-year university students in Chile
Instrument	- Foreign Language Classroom Anxiety Scale (FLCAS)
Finding	- Anxious and non-anxious students differed in their personal performance standards, procrastination, fear of evaluation, and concern over errors.

10. Luchini, P.L. (2004). Developing oral skill by combining fluency-with accuracy-focused tasks: A case study in China

Purpose of the study	- To evaluate the effectiveness of the implementation of the author's contribution to the spoken-English program
Participants	- 286 Chinese third-year college students pursuing different majors excluding English at Shanghai Normal University
Instrument	- Students' self-assessment reports
	- An evaluative questionnaire
Finding	- The findings suggest that foreign language classroom should create opportunities for learners to participate in meaning and form focused instruction

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

11. Chapman, L.W.E. (2006). Second language speaking anxiety of learners of English for academic purposes in Australia

Purpose of the study	- To examine second language speaking anxiety of international students attending English for academic purpose.
Participants	- 275 advanced English for Academic Purpose international students studying on intensive EAP courses at accredited language centers in Australia
Instrument	- A questionnaire
	- A semi-structured interview
Finding	- Performing in front of others in the English class and interacting with native speakers of English are the major stressors.
	- There was some indication that anxiety is influenced by ethnicity with students from Confucian heritage cultures reporting more anxiety than European or Vietnamese students.

12. Liu, M. (2006). Anxiety in Chinese ESL Students at Different Proficiency Levels

Purpose of the study	- To examine anxiety in undergraduate non-English majors in oral English classrooms at different proficiency levels.
Participants	- 547 (430 males and 117 females) first-year undergraduate non-English majors enrolled in the English listening and speaking course at three different band 1levels in a key comprehensive university in Beijing, China
Instrument	- FLCAS, observations, reflective journals and interviews
Finding	- A considerable number of students at each level felt anxious when speaking English in class,
	- The more proficient students tended to be less anxious,
	- The students felt the most anxious when they responded to the teacher or were singled out to speak English in class. They felt the least anxious during pair work, and
	- With increasing exposure to oral English, the students felt less and less anxious about using the target language in speech communication.

Table 2.1 (Cont.) Research Works on Anxiety and Language Learning Conducted in

Countries other than Thailand

13. Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language

Purpose of the study	- To investigate the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context
Participants	- A total of 20 participants (9 males, 11 females), 6 ESL/EFL learners (1 female, 5 males), 3 highly experienced ESL/EFL teachers (2 females, 1 male) and 11 ESL/EFL practitioners (8 females, 3 males) participated.
Instrument	- Semi-structured interview format and focus-group discussion technique
Finding	- Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity

Note: **FLCAS**: The Foreign Language Classroom Anxiety; **FLCR**: The Foreign Language Reading Anxiety Scale; **SLWAT**: An Adapted Second Language Writing Anxiety Test; **RAS**: The Reading Anxiety Scale; **IELTS**: International English Language Testing System; **SLSAS**: The Second Language Speaking Anxiety Scale; **ESL**: English as a Second Language; **EFL**: English as a Foreign Language

Based on the available research works, their purposes can be mainly classified into two groups: a) to seek the factors associated with foreign language skills (e.g. Young, 1990; Ganschow et al, 1994; Pite, 1996; Cheng et al., 1999; Kitano, 2001; and Liu, 2006); and b) to explore factors or effects of language anxiety (e.g. Phillips, 1992; Onwuegbuzieet al., 1999; Pribly et al., 2001; Gregerson and Horwitz, 2002; Luchini, 2004; Chapman, 2006; and Tanveer, 2007). In sum, we can see that the purposes of the research works are both in general and specific, that is, they are relevant to language learning in general and focus on the four language skills-- listening, speaking, reading, and writing.

With regard to method of data collection, tests, scales, questionnaires, and interviews have been employed as the main instruments. The scales and tests were used to measure the level of language anxiety in any language skills. Mostly, the researchers adapted the standard scales generated by Horwitz, Horwitz, and Cope (1986) to administer with their subjects. In addition, questionnaires were used to elicit the information about the participants' background and interviews for perspectives on language anxiety when collecting data. Only Young (1990) used the single instrument, questionnaire, for data collection.

In terms of the subjects of study, the past researchers classified the subjects of their investigation into two groups, based on their level of study, as high-school and tertiary-level students. Of the thirteen studies, one dealt with high school students while twelve did with university ones.

Lastly, regarding the variables investigated in relation to speaking anxiety, it can be seen that some independent variables have been investigated. These include learners' attitude, learners' perception on particular language skill; classroom performance; and learners' achievement.

Table 2.2 Research Works on Anxiety and Language Learning Conducted in the

Thai Context

1. Suwanasophon, B. (1996). Decreasing the anxiety of Learners of English Speaking Skill through Affective Focused Activities

Purpose of the study	- To study how to decrease the anxiety of learners of English speaking skill through affective focused activities.
Participants	89 Mathayom Suksa I students
Instrument	- Questionnaire
	- Speaking Test

Table 2.2 (Cont.) Research Works on Anxiety and Language Learning Conducted in
the Thai Context

1. Suwanasophon, B. (1996). Decreasing the anxiety of Learners of English Speaking Skill through Affective Focused Activities (Cont.)

Finding	- The anxiety in learning English speaking skill of the students taught through affective focused activities was significantly lower than that of students taught through traditional activities (non-affective focused activities which were adjusted according to teaching stage, i.e. presentation, practice and production). - The English speaking achievement of the students taught through affective focused activities was higher than that of the students taught through traditional activities

2. Sa-nguankaew, P. (1998).   A Study of Interaction Effect of English Proficiency and Assertive Behavior in English Speaking on the Ratchaburi Grade Ten Students English Speaking Ability

Purpose of the study	- To investigate the interaction effect of English proficiency and assertive behavior, - To study and to compare the speaking ability of the Ratchaburi grade ten students who have different levels on English proficiency and assertive behavior
Participants	- 48 grade ten students in two extra large secondary schools in Ratchaburi, education region 5
Instrument	- The grade ten students proficiency test - The assertive behavior in English speaking questionnaire - The direct English speaking test
Finding	- The English speaking ability of the Ratchaburi grade ten students who had different levels of English Proficiency, was significantly different at the 0.05 level. - The English speaking ability of the Ratchaburi grade ten students who had different levels of assertive behavior in English speaking ability, was significantly different at the 0.05 level. - The interaction between English proficiency and assertive behavior in English speaking effects on the Ratchaburi grade ten students English speaking ability at statistically significant level 0.05.

Table 2.2 (Cont.) Research Works on Anxiety and Language Learning Conducted in

the Thai Context

3. Udomkit, J. (2003). Communication Anxiety for the Basic Signal Officers in the English Classroom at the Signal School.

Purpose of the study	- To explore the level of learners' confidence when communicating in English. - To investigate factors accounting for the learners' different confidence levels.
Participants	Basic signal officers in the English classroom at the signal school
Instrument	- Teacher and learner's Diary - The Questionnaires
Finding	- A majority of the subjects was not confident when communicating in English in the classroom. - Eight factors contributing to learners' confidence levels were found including interpersonal evaluation, classroom activities and methods, self esteem, risk-taking, motivation and attitudes, tolerance of ambiguity, beliefs and instructor-learner interaction.

4. Yiamsawat, T. (2004). High school students' levels of anxiety in the English language Classroom.

Purpose of the study	- To investigate the effects of gender, educational levels, and study programmes on levels of anxiety in learning English among high school students.
Participants	- 180 randomly selected high school students of a high school
Instrument	- English language classroom anxiety questionnaires covering 36 questions within 6 language anxiety areas, i.e. 4 language skills (listening, speaking, reading, and writing), vocabulary and grammar.
Finding	- All three social factors have a significant effect on levels of anxiety in some informant groups, in some language anxiety areas, and in some language anxiety questions. - Most informant groups have high level of anxiety in four language skills and medium level of anxiety in vocabulary and grammar.

Table 2.2 (Cont.) Research Works on Anxiety and Language Learning Conducted in

the Thai Context

5. Chairinkam. J. (2006). Using Activities Focused on Communication Strategies to Enhance Listening-Speaking Abilities and Decrease Anxiety of Developing Level Students

Purpose of the study	- To compare the students' English listening-speaking ability and anxiety before and after being taught through activities focused on communication strategies
Participants	- 20 Mathayom Suksa 3 students taking English 33101 during the second semester of the academic year 2005 at Phayaopittayakom School, Phayao
Instrument	- An English listening-speaking ability test and a questionnaire on anxiety
Finding	- Students' English listening-speaking ability increased at a good level after being taught through activities focused on communication strategies.
	- Students' anxiety decreased at the moderate level after being taught through activities focused on communication strategies.

Through the extensive research works on language anxiety studies available in

Thailand, five were found pertaining speaking skill and communication. The

objectives of the five studies are different. Suwanasophon's (1996) research objective

is to reduce the learners' speaking anxiety; Yiamsawat's (2004) is to investigate the

effects of gender, educational levels, and study programmes on levels of anxiety in

learning English; while Udomkit's (2003) is to investigate the levels of the learners'

confidence and the causes of confidence levels. The other two, Sa-nguankaew's

(1998) and Chairinkam's (2006) are to compare speaking ability. Regarding the

subjects of the five studies, they are different groups of studying levels, high school

and university students. The studies employ different research instruments but the

same type of the instrument that the studies use is a questionnaire.

2.10 Summary

Chapter two has provided description of anxiety in relation to language learning. For more understanding, definition, conceptualisation and theories of anxiety are introduced. Through the extensive literature review, we can see that anxiety has been studied for decades. Research works in the past have been carried out with a variety of purposes of the investigation, target population, and methods of data collection. Chapter 3 will deal with the research methodology and theoretical framework for the present investigation.

CHAPTER 3

RESEARCH METHODOLOGY AND THEORETICAL

FRAMEWORK IN SPEAKING ANXIETY

The purpose of this chapter is to discuss the theoretical framework of the research and some general principles of research design which the researcher applied to the present investigation. The starting point is the discussion of research methods in language anxiety, and the conceptual framework for the present investigation. This is followed by the research questions, sampling methods and the rationales behind the choice of subjects and institutions for the investigation, and the characteristics of the research subjects. Then, the framework of data collection methods as well as methods for the data collection and data generation will be presented. The chapter ends with how the obtained data were analysed, interpreted, and reported.

3.1 Introduction

Research design is a systematic plan or a structure of research. It combines all of the elements in a research which include groups, observations or measures, assignment to group, and time. This has been affirmed by Johnson (1977) that the research design describes the purposes of the study, how to obtain the subjects, how to follow methods or procedures, and how to collect and measure data including how to analyse it. Therefore, in conducting research, it is worth looking at research design as it is determined by the research purposes and questions (Cohen and Manion, 1994).

Regarding research questions, Robson (1993) suggests that they must be the primary consideration for a researcher to choose research strategy as they have a strong influence on the strategy to be chosen.

With respect to type of research, Robson (1993) has suggested the appropriate use of the three types of research, which their data obtained are derived from primary source. These include experimental, survey, and case studies.

• *Experimental study*. This type of research is appropriate with the 'how and why' type of research question. The control of variables and events is necessary and hypothesis testing is always involved.

• *Survey study*. This is appropriate with the 'who, what, where, how many, and how much' type of research question. It is used for collecting data in standardised form from groups of people. Questionnaires or interviews are usually employed for data collection.

• *Case study*. This research type is appropriate with the 'how' and 'why' type of research questions. The research focus is on current events. The case study is used for developing detailed, intensive knowledge about a single case or of a small number of related cases.

Some of the purposes of the present investigation are to find out the existence of speaking anxiety, tactics that Rajabhat University students reported using to reduce speaking anxiety, and what the language teachers did in order to help the students lessen anxiety. Therefore, of the three types of research, the present investigation was as the survey study to serve the research purposes.

In addition to research type, research purpose is another aspect that should be taken into consideration. This is because research work can also be classified in terms of its purposes (Robson, 1993). The purposes of research work can be exploratory, descriptive, explanatory, or emancipatory. Frequently, research work deals with one purpose; however, it could possibly be a combination of two or more of the purposes. Below are the four research purposes classified by Robson (2002):

1. **Exploratory**

Generally, the main purposes of this kind or research are as follows:

- To find out what is happening, particularly in little-understood situations.
- To seek new insights.
- To ask questions.
- To assess phenomena in a new light.
- To generate idea and hypotheses for future research.
- Almost exclusively of flexible design.

2. **Descriptive**

Different to the purposes of exploratory research in terms of searching new phenomenon, normally the purposes of descriptive one are:

- To portray an accurate profile of persons, events or situations.
- Require extensive previous knowledge of the situation etc. to be researched or described, so that you know appropriate aspects on which to gather information.
- May be of flexible and/or fixed design

3. Explanatory

The purposes of explanatory are likely to obtain answers why things occur or are in the situation. As a whole the purposes of this kind of research are:

- Seeks an explanation of a situation or problem, traditionally but not necessarily in the form of causal relationships.
- To explain patterns relating to phenomenon being researched.
- To identify relationships between aspects of the phenomenon.
- May be of flexible and/or fixed design.

4. Emancipatory

It could be said that this kind of research purposes are the broadest when compared to the three above. The main identified ones are:

- To create opportunities and the will to engage in social action.
- Almost exclusively of flexible design.

The purpose of the present investigation was to look into language anxiety focusing on speaking anxiety reported by Rajabhat University students majoring in English. Based on the research purposes outlined above, the present investigation could therefore be classified as exploratory and descriptive in nature.

3.2 Methods in Language Anxiety Research

Anxiety is usually measured in one of the three ways: by behavioral test, where the actions of a subject are observed; by the subjects' self-report of internal feeling and reactions; or by physiological test, where measures of heart rate, blood pressure, or palmar sweating are taken and these are assumed to be correlated with the subject's emotional state. Of the three measures, the self-reports and paper-and-pencil

tests are not as easily quantifiable as the physiological tests. In other words, the former two are not as easily measured as the latter. This is because when a person has high heart rate, it cannot be drawn to the conclusion that the cause of high heart rate is merely from anxiety. Other emotional factors such as excitement or fear might be involved. Barrick, McCroskey and Ralph's (in Beatty and Behnke, 1991) attempted to reduce students' fear of public speaking. They measured the students' heart rate while speaking and assumed that apprehensive speakers could be differentiated from nonapprehensive speakers on the basis of physiological arousal. However, McCrosky, later, turned to self-report measurement and applied it to his work.

Even though the self-report and the paper-and-pencil tests are not quantifiable, they do have an advantage in that they are much more precise in focusing on a specific affective construct such as anxiety than the physical measures which can only assume to be related to affective involvement. For these reasons, self-report and paper and pencil tests have been used more abundantly in applied psychology than the physiological tests (Scovel, 1991).

Different types of instruments have been employed by researchers to measure language learners' anxiety. These include an interview, a questionnaire, an anxiety rating scale, diary and learner recall. Among these instruments, a questionnaire, a scale measuring anxiety specifically "foreign language classroom anxiety scale" (FLCAS) were the main research methods for data collection while diary and learner recall were rarely used. This is consistent with Woodrow (2006) stating that instrumentation to measure foreign language anxiety typically uses Likert-type scales to measure responses to stressors.

Reviewing the recently used research methods in the field of language anxiety would be essential for a researcher in order to compare and contrast the weaknesses and strengths of each method. Then the most appropriate research methods will be chosen based on the research purposes of the present study. The next section deals with the existing instruments found being employed to investigate language anxiety. These include:

3.2.1 Oral Interviews

In investigating a language learner's anxiety especially some parts that are invisible, a researcher can ask him/her to speak out how he/she feels while doing the speaking task. One way to do this is to interview the language learners. The term interview is defined as a directed conversation between an investigator and an individual or group of individuals in order to gather information (Nunan, 1989; Richards, Platt, and Platt, 1992). It is regarded as one of the most powerful ways that researchers employ to understand others (Punch 2005). Interviews can be characterised in terms of their degree of formality and can be placed on a continuum ranging from unstructured through semi-structured to structured (Nunan, 1992). Oxford and Burry-Stock (1995) state that whether they are structured or unstructured, student interviews provide personalised information which would not be available through classroom observation.

Nunan (1992) suggests that an unstructured interview is guided by the responses of the interviewee and the interviewer exercises little or no control over the interview. This makes the direction of the interview relatively unpredictable. In a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it. However, the interviewer does

not enter the interview with a list of predetermined questions. On the other hand, in a structured interview, the agenda is totally predetermined by the interviewer.

Of the three types of interview mentioned earlier, the semi-structure interview has been the most popular among researchers. In the studied area of language anxiety, some researchers (e.g. Phillips, 1992; Walker, 1997; Wǒrde, 1998; Gregersen et al., 2002; Phillips, 2005; and Chapman, 2006) use this data collection method in their works to elicit language learners' perception towards their anxiety. The reason for its popularity is "…because of its flexibility, the semi-structured interview has been found favour with many researchers, particularly those working within an interpretive research tradition" (Nunan, 1992, p. 149). He also affirms that besides the flexibility it gives to the interviewer, the semi-structured interview also gives the interviewee a degree of power and control over the course of the interview.

Collecting data by interviewing is widely used because it helps researchers to get data about subjects' personal information, behaviors, beliefs, attitudes, opinions, and so on. One of the advantages of interviews is that interviewers can clarify the questions that are ambiguous to interviewees. However, there are some existing weak points of interviews, such as time constraint, expense of going to interview subjects or unintentionally distorted answers from interviewees.

3.2.2 Written Questionnaires

According to the research review in section 2.9, it can be seen that a questionnaire has been used predominantly in the language anxiety studies (e.g. Young, 1990; Pite, 1996; Kitano, 2001; Luchini, 2004; Matsuda and Gobel, 2004; Chapman, 2006; and Otoshi and Heffermen, 2008)

Richards et al. (1992, p. 303) define 'questionnaire' as "a set of questions on a topic or group of topics designed to be answered by a respondent." Likewise, Brown (2001, p. 6) defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." It is one of the useful instruments used for data collection in qualitative research. Like oral interview, written questionnaires are used to elicit learner responses to a set of questions, and they require the researcher to make choices regarding question format and research procedures (Cohen and Scott, 1996).

With regard to the type of questionnaire, Nunan (1989) maintains that questionnaires can be open-ended (unstructured questionnaire), or closed-ended (structured questionnaire). Generally, question items in written questionnaires can range from those asking for 'yes' or 'no' responses or indications of frequency (e.g. Likert Scales) to less structured items asking respondents to describe or discuss in detail what the research intends to elicit from them.

Some advantages of questionnaires include that they are almost non-threatening when administered using paper and pencil under conditions of confidentiality (Oxford and Burry-Stock, 1995). Further, written questionnaires enable the researcher to collect data in field settings and the data obtained is more amenable to quantification than that collected through free-form field notes, participant observing journals or the transcripts of oral language (Nunan, 1992). That is to say, the amount of the data obtained is more suitable than those gained from other instruments. Nevertheless, there are some drawbacks with this kind of questionnaire. They may occur because of respondents' lack of honesty or response seriousness, time-constrictions and interpretation (Robson, 1993).

3.2.3 Diary Studies

In an effort to collect data on language anxiety experienced by language learners over a period of time, through the extensive review of past research on language anxiety, a few researchers (e.g. Bailey, 1983; Udomkit, 2003) have used diary studies as a research tool in their studies. A diary is a kind of self-administered questionnaire that can range from being totally unstructured to a set of responses to specific questions (Robson, 2002). Also, in terms of language learning and teaching experience, the dairy study is defined by Bailey (1990, p. 215) as "a first-person account documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events." Cohen and Scott (1996) state that since dairies, usually unstructured, are learner-generated, the entries may cover a wide range of themes and issues. These may include learners' written reports of the cognitive, metacognitive, and social strategies they use dairy in language learning.

Diary studies have a number of advantages over other data collection methods. First, diaries can provide information for events that are difficult to recall accurately or that are easily forgotten or can help overcome the problems associated with giving sensitive information by personal interview. Second, they can substitute for direct observation that would be difficult or impossible to undertake. Finally, they can be used to supplement interviewing, especially as a means of generating the list of questions to be covered in the interview.

However, Intaraprasert (2000) points out that there may be some causes leading to problems that a researcher may encounter when using the diary studies. These include learners' unfamiliarity with diaries, language difference between learners and researchers, and learners' desire to get a reward for their effort. Besides,

translating students' written responses from first language into the language studied is a very time-consuming job.

3.2.4 Think Aloud Protocol

Think-aloud protocol is "a moment-by-moment description which an individual gives of his or her own thoughts and behaviours during the performance of a particular task" (Gerloff, 1987, p. 137). In addition, Feldmann and Stemmer (1987) state that methods of think-aloud have been used mainly to investigate the process of translation and communication in a foreign language. In the literature on language anxiety, the use of verbal protocols has been given little attention functioning as the main research instrument compared with written questionnaires or interviews (Liu, 2006). This is because the use of verbal protocols requires subjects to think aloud while they are performing a task. In addition, in an authentic language learning situation while the learners are having a speaking task, they cannot echo how they are feeling towards the tasks they are performing. However, some researchers, such as Phillips (1992) and Phillips (2005) solved this problem by tape recording and videoing while the subjects were doing a language task. This method provides a researcher with information from an individual rather than a group and the procedure may also interfere the learner while he/she is carrying out the task.

Since the present investigation aims at identifying degrees of speaking anxiety experienced by third-year students majoring in English at Rajabhat Universities; clarifying how the investigated variables (i.e. learners' gender, 'perceived' speaking ability, 'perceived' self-personalities, and types of academic programme) relate to speaking anxiety; and exploring how the students with high speaking ability and those with low speaking anxiety cope with the anxiety and how language teachers help

reduce their students' speaking anxiety. Apart from this, the present investigation is mainly classified as an exploratory and descriptive in nature; therefore, the written speaking anxiety questionnaire and semi-structured interview were applied for methods of data collection. The reasons are that the questionnaire is found to be a useful instrument to collect the data in the survey research and the semi-structured interview gives the interviewer a great deal of flexibility, the interviewee a degree of power and control over the course of the interview and one privileged access to other people's lives (Nunan, 1992).

3.3 Theoretical Framework and Rationale for Selecting and Rejecting Variables for the Present Investigation

The main purpose of carrying out an extensive review of available related literature on language anxiety is to find evidence for developing a theoretical framework, locating the present investigation in the context of past research and other authors' opinions, and creating the rationale for the present investigation. Figure 3.1 demonstrates the theoretical frame work for examining how language anxiety is related to language learners' language learning.

Features of the Communicative Situation:

- Novelty of Task, Situation
- Formality
- Subordinate Status of Speaker
- Conspicuousness of Speaker
- Degree of Attention from Others
- Amount of Evaluation
(Daly&Buss, 1984)

Causes of
Anxiety in
Classroom Oral
Communication

Oral
Foreign
Language
Classroom
Anxiety

Personality of the Individual Learner and Learning Situation:

- Personal and Interpersonal Anxieties (learner)
- Instructor Beliefs about Language Teaching (situation)
- Instructor-Learner Interactions (situation)
- Classroom Procedures (situation)
- Language Testing Procedures (situation)
- Student beliefs (learner)
(Young, 1992)

(Source: Daly and Buss, 1984, pp. 70-77; Young, 1992, p. 427)

Figure 3.1 Causes of Anxiety in Classroom Oral Communication

The theoretical framework which is based on the related literature on speaking anxiety demonstrates that oral foreign language classroom anxiety or speaking anxiety in a classroom has been hypothesised to have a unidirectional relationship between two main sets of variables: 1) features of the communicative situation (e.g. novelty of task, situation, formality, subordinate status of speaker, conspicuousness of speaker, degree of attention from others, amount of evaluation); and 2) personality of the individual learner and learning situation (e.g. personal and interpersonal anxieties, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, language testing procedures, student beliefs)

Figure 3.2 box diagram:

Learner-Related Variable:
1. Gender
   - *male*
   - *female*
2. 'Perceived' Speaking Ability
   - *poor*
   - *fair*
   - *good or very good*
3. 'Perceived' Self-Personality
   - *extrovert*
   - *introvert*

Programme-Related Variable:
Types of Academic Programme

   - *English Education (EE)*
   - *Humanities (Hu)*
   - *Business English (B.E)*

Learners' Speaking Anxiety in Classroom regarding
1. Communication Apprehension
2. Test Anxiety
3. Fear of Negative Evaluation (Social Anxiety)

(Adapted from: Intaraprasert, 2000)

Figure 3.2 The Conceptual Framework for the Present Investigation

The proposed theoretical framework shows that learners' speaking anxiety in a classroom has predictably been hypothesised to be related with a single-directional relationship by two sets of variables: 1) learner-related variables (i.e., gender, 'perceived' speaking ability and 'perceived' self-personality); and 2) programme-related variable (i.e., types of academic programme).

Through an extensive research review in Chapter 2, we have seen that a number of variables have been taken into consideration for investigation by researchers in the field of language anxiety. However, there are still some variables which seem to be neglected by the past researchers. Therefore, in order to determine the variables to be investigated for the present investigation, the author had to look at

the educational context of Rajabhat Universities since they are newly-established universities and have different contexts from the other existing universities. Therefore, the findings of the present investigation might be beneficial to the group of Rajabhat Universities.

The theoretical framework presented here shows that four main types of variables could be investigated as it is impossible to investigate most, if not all, of the variables found in the related literature. In this respect, it is recognised that previous researchers have investigated some learner-related variables more extensively (e.g. learner's gender, learner's 'perceived' speaking ability) than other variables in relation to learners' speaking anxiety in a classroom. It seems that a few variables have been neglected by most research (e.g., 'perceived' self-personality and types of academic programme).

The present investigation explored both the variables already investigated by the researchers in the past and those that have not been done in order to build up a new perspective in the area of speaking anxiety. These variables consist of students' gender, 'perceived' speaking ability, 'perceived' self-personality and type of academic programme.

Following are the discussions of basic assumptions about the relationship between speaking anxiety and the four variables based on the theoretical framework, the related literature, other researchers' opinions and the researcher's justification of the selected variables in the present investigation.

3.3.1 Learners' Gender

In the field of speaking anxiety, gender is one of the variables investigated by researchers interested in the area of language anxiety. For example, Onwuegbuzie et

al.'s (1999) study has revealed that 14 variables contributed significantly to prediction of foreign language anxiety. Among the 14 variables, gender has been found as one of the predictors of foreign language anxiety. In Kitano's (2001) study, male students have been found to feel more anxiety when perceiving their spoken Japanese as less competent than that of others. However, such a relationship was not observed among female students. In addition, the study of MacIntyre et al.'s (2003) study, through the observation across the three grades 7, 8, and 9 revealed that gender differences in language anxiety have been contrary to their expectations. That is to say, when compared to girls, boys reported more anxiety in grade 9. Similar to MacIntyre et al., McCroskey, Gudykunst, and Nishida (1985) suggested gender differences in degrees of public speaking anxiety exist among Japanese populations.

On the contrary, Machida's (2001, cited in Gobel and Matsuda, 2003) findings reveal that female learners are more anxious than their male counterparts. However, Aida's (1994) study dealing with university students studying Japanese revealed that there was no significant gender difference found in language anxiety. This is consistent with the findings of Pribyl et al.'s (2001) study which demonstrated that significant gender differences were not found. However, Pribyl et al.'s findings are tentative at best as only three males were in the experimental group of their study. As we can see from the studies mentioned, the results are inconsistent and this leads to the interest of investigating the variable of gender in the context of Rajabhat Universities in Thailand. Consequently, the present investigation attempts to explore whether or not the gender differences are related to the degree of speaking anxiety of the students at tertiary degree.

3.3.2 Learners' 'Perceived' Speaking Ability

In the field of language anxiety, some past researchers have looked at learners' perceptions towards various aspects such as learning strategies (e.g. MacIntyre, 1994, cited in MacIntyre et al., 1997); learners' belief about language learning (e.g., Horwitz, 1988); the relations among anxiety, first language, and second language learning aptitude (e.g., Sparks and Ganschow, 1991); and self-perceptions of second language competence (e.g., Dörnyei, 2005). Through the extensive review of research works, the only research work on learners' perceptions on speaking anxiety has been conducted by Young (1990). The purpose of the study is to examine anxiety and speaking from the students' perspective. The result of the study finds that speaking in foreign language, speaking in front of class, instructor attitude are the sources of student anxiety.

In the context of present investigation, this study explores whether or not learners' different perceptions of speaking ability demonstrate relationships with their speaking anxiety.

3.3.3 Learners' 'Perceived' Self-Personality

Personality perceptions refer to recognition and understanding of aspects of an individual's behaviour, attitudes, beliefs, thought, actions and feelings which are seen as typical and distinctive of that person and recognised as such by that person and others (Richards and Schmidt, 2002). Extroversion and introversion are some of personality factors that are thought to influence second language learning because they can contribute to language aspects such as motivation and the choice of learner strategies. To be specific, introverts are students who prefer their internal world of

thoughts, feelings, fantasies, dreams, and so on, while extroverts prefer the external world of things, people and activities.

Gregersen and Horwitz (2002, p. 563) suggest in their study that "although the constructs of communication apprehension, test anxiety, and fear of negative evaluation have proven useful in understanding the nature of foreign language anxiety, relatively little is known about the relationships between and among foreign language anxiety and other personality characteristics". In the light of the relationship between anxiety and introversion, Dewaele (2002) concluded that high anxiety can lead to breakdowns in automatic processing and can seriously hinder second language fluency when it linked with high introversion. However, this might not necessary be true since Brown (1994) states that it is clear that extroversion or introversion helps or hinders the process of second language acquisition. As such the present investigation focused on only types of extrovert and introvert characteristics of the subjects of this study with the aims to explore whether or not there would be relationships between extrovert and introvert students and their degrees of the speaking anxiety in a language classroom.

3.3.4 Learners' Type of Academic Programme

Mostly types of academic English programmes provided for undergraduate students at Rajabhat Universities in Thailand can be classified into three main types, that is, English Education, Humanities and Business English**.** The specific objectives of each programme are different depending on each programme vision. That is to say, how the programmes anticipate what types of work the students are going to be involved with when they graduate. However, to date, in the field of speaking anxiety, no past empirical research works have been carried out to explore the association

between speaking anxiety and types of academic programme. For that reason, the present investigation aims to examine whether or not different type of academic programme is related to students' degree of speaking anxiety.

3.4 Research Questions

The research questions were based on the research purposes. They were formulated to frame the present study in terms of mixed research questions, to explore and describe anxiety about speaking English, reported by English major students at Rajabhat Universities. Therefore, the present investigation is designed to answer the following specific questions:

1. Do Rajabhat University students majoring in English experience speaking anxiety in their classrooms? If yes, what is the degree of speaking anxiety?

2. Of the three anxiety categories, i.e. communication apprehension, test anxiety, and fear of negative evaluation, which aspect is most likely to cause speaking anxiety for the students?

3. Does the students' speaking anxiety degree vary significantly according to certain variables? (students' gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme) If so, what are the patterns of the variation?

4. What do students with a high anxiety degree and those with a low anxiety degree do to reduce their speaking anxiety?

5. What do language teachers do to help their students reduce speaking anxiety?

3.5 Sampling and Rationales for Choice of Subjects

All research both quantitative and qualitative inevitably involves a sampling process of selecting people, objects, textual materials, and audiovisual and electronic records. This is because no study can include everything: "you cannot study everyone everywhere doing everything" (Miles and Huberman, 1994, p. 27). Punch (2005) states that sampling has been an important topic in the research methodology literature and the basic ideas involved in sampling remain important. Consistent with the sampling importance, Cohen, Manion, and Morrison (2000, p. 92) maintains that "the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted".

Dörnyei (2003, pp. 70-71) defines two terms relevant to sampling procedures: the population and the sample. He defines the population as "the group of people whom the survey is about" and the sample as "the group of people whom researchers actually examine which is a subset of the population representative of the whole population". With precise definition, Robson (1993) defines a sample as a selection from the population. Leedy and Ormrod (2005) suggest that identifying a sample must depend on what research questions we want to answer. If we want to draw inferences about an entire population, then we must choose a sample that can be presumed to represent that population.

One of the most common questions asked by a novice researcher is 'What size of sample do I need?' The answer to the question is not straightforward, as it depends on many factors (Robson, 2002). Cohen et al. (2000) respond to the question that "there is no clear-cut answer as the correct sample size depends on the purpose of the

study and the nature of the population under scrutiny". However, they suggest that sample size is determined by the style of the research. For example, a survey style usually requires a large sample, particularly if inferential statistics are to be calculated. Another suggestion from Bell (1999) is that the number of subjects in an investigation necessarily depends on the amount of time a researcher has. Locke, Silverman, and Spirduso (1998) emphasise the importance of the sample adequacy. It determines whether or not it is reasonable to believe that the results of the research would hold for any other situation or group of people. What follow are characteristics of the research participants for the present investigation.

3.6 Characteristics of the Research Participants

3.6.1 Characteristics of the student participants

According to the reasons for the appropriate sample size mentioned, the sample of the present study must be a good representative of the entire population, i.e. it must represent the total population of third-year Rajabhat University students majoring in English. In selecting the samples, since the present investigation is broadly exploratory, some crucial factors have been taken into consideration.

Regarding the subjects in the present investigation, the researcher sampled undergraduate third-year students majoring in English from Rajabhat Universities based on their enrollment in speaking courses. They had completed, at least, a fundamental speaking course. In addition, third-year students were regarded as the matured students who could give in-depth information for the interview. Since there are 40 Rajabhat Universities (RUs) in Thailand, to select the RU subjects for the present investigation, the multi-stage sampling method was used to meet the purpose.

Through the cluster random sampling method based on geographical region where each Rajabhat is located, there were altogether 16 Rajabhat Universities participating in the present investigation (3 in the North, 5 in the Northeast, 3 in the Central region, 1 in the East, 3 in the West, and 1 in the South). Nine hundred sixty-three third-year students participated in the present investigation. These students were majoring in English in the three programmes, i.e. English Education, Humanities, and Business English. Some of them were studying in the first semester and the others in the second semester of Academic Year 2007. They were categorised, on the basis of the 'perceived' speaking ability, as 'poor', 'fair', and 'good or very good', and on the basis of self-personality, as 'introvert' and 'extrovert' students.

3.6.2 Characteristics of the teacher participants

Teachers participating in the interview phase of data collection for the present investigation were 27 teachers of English from 13 Rajabhat Universities. They were selected on the basis of convenience and availability. Some of them were teaching English-speaking course at the time the data were collected; the others had taught English-speaking courses in previous terms at the particular Rajabhat Universities.

3.7 Framework of Data Collection Methods for the Present Investigation

Creswell (1999, p. 12) states that "Individual researchers have a freedom of choice. They are "free" to choose the methods, techniques, and procedures of research that best meet their needs and purposes." Since each method has its own notable advantages and disadvantages, a researcher has to consider the crucial aspects of method of data collection to best suit his/her study purposes. Using a single method,

some unknown part or aspect of the results obtained is attributable to the method used in obtaining the result. Therefore, the only feasible strategy is to use a variety of methods (Robson, 2002). It is a method of finding out where something is by getting a 'fix' on it from two or more places. Or, it is a process of data collection which cross-checks information across several different sources of data (Locke et al, 1998). This is done to create trustworthiness and believability for the readers.

In the context of the present investigation, the methods for data collection were taken into consideration and mixed methods for data collection was selected. Based on the concept of triangulation, both quantitative and qualitative methods which included a written anxiety questionnaire and a one-to-one semi-structured interview were adopted for data collection for the present investigation.

> "Qualitative research may facilitate the interpretation of Relationships between variables". Quantitative research allows a researcher to establish relationships among variables, but is often weak when it comes to exploring the reasons for those relationships. A qualitative study can be used to help explain the factors underlying the broad relationships that are established."
>
> (Punch, 2005: 242)

These two methods were suitable for the present investigation because they were aimed at exploring speaking anxiety degree and describing how Rajabhat University students majoring in English dealt with the anxiety. The written anxiety speaking questionnaire and the semi-structured one-to-one interview were adopted and assumed as the appropriate methods for data collection. They could serve the purposes of the present investigation as they provided rich and abundant amount of information of speaking anxiety reported by both RU students and teachers.

The objective of data collection in the first phase was to obtain information through an anxiety questionnaire responded to by 963 RU students. With the number of these subjects, the information obtained was sufficient to serve the purposes of the present investigation. That is the information covered the investigated variables, i.e. learner's gender (male and female), learner's 'perceived' speaking- ability (poor, fair, good or very good), learner's 'perceived' self-personality (introvert, extrovert), and types of academic programme (English Education, Humanities, Business English).

After the questionnaire administration, the second phase of data collection was conducted by interview. The students with high a degree of speaking anxiety and those with a low degree of speaking anxiety from eleven out of sixteen Rajabhat Universities were selected to take part in the interview phase. The purpose of the in-depth interview was to obtain the data in order to elicit how they reduce the speaking anxiety in a language classroom, and what language teachers do in order to help the students reduce their speaking anxiety.

3.8 Methods for Data Collection and Data Generation

In collecting data for the present investigation, there were three phases, i.e. the pre-pilot phase, the pilot phase, and the main study. The three phases were necessary for developing both questionnaire and interview instruments specifically for the Thai context. Both were conducted with the third-year English major students at Rajabhat Universities. For the pre-pilot phase, the purpose of this phase was to identify major problems or gross errors within the questionnaires based on these two scales: 1) Foreign Language Classroom Anxiety Scale (FLCAS); and 2)Personal Report of Communication Apprehension (PRCA – 24). The two scales were modified and re-

designed for the Rajabhat University context. This included drafting guided questions. The main purpose of the pilot phase was to refine the questionnaire items and interview questions found according to the pre-pilot phase and to seek reliability and validity of the questionnaires. In the main phase, the refined questionnaire items were used to identify the overall degree of the students' anxiety and the patterns of the anxiety that the Rajabhat University students experience in general. After having analysed the data obtained through the questionnaire, the interviews were conducted in order to get the in-depth data to answer the research questions. What follows is the discussion of the instruments.

3.8.1 Written Anxiety Questionnaire

Dörnyei (2003, p. 9) indicates that "one can collect a huge amount of information in a short time". In addition, if a questionnaire is well constructed, processing data can also be fast and relatively straightforward, especially by using some modern computer software. Besides, Denscombe (2003, pp. 144-146) suggests that "to qualify as a research questionnaire, it should be designed to collect information which can be used subsequently as data for analysis; consist of a written list of questions; and gather information by asking people directly about the points concerned with the research." In the light of advantage of questionnaires as suggested by Nunan (1992), that is, the written questionnaires enable the researcher to collect data in field settings and the data obtained is more amenable to quantification than that collected through free-form field notes, participant observing journals or the transcripts of oral language, the researcher for the present investigation decided to use the questionnaire as the main research tool in the first phase of the present investigation.

At the first phase of data collection, the written anxiety questionnaire was administered to the subjects in order to elicit the existence of speaking anxiety and the degrees that the students experienced. The existing questionnaire items were modified. These include the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, and Cope, 1986), and the Personal Report of Communication Apprehension (PRCA-24, McCroskey, 1978)

3.8.1.1 Foreign Language Classroom Anxiety Scale (FLCAS)

The main language and speaking items used in the present investigation were modified based on the Foreign Language Classroom Anxiety Scale (FLCAS generated by Horwitz, Horwitz, and Cope (1986). The Foreign Language Classroom Anxiety Scale is a 33-item, self-report measure, scored on a five-point Likert-like Scale, ranging from strongly agree to strongly disagree. It measures how a language learner usually feels in foreign language lessons. Since there is no comprehensive questionnaire, the FLCAS which was used as a basis for the present investigation also had a number of constraints because the original FLCAS was designed to be used in a context different from that of the present investigation. Therefore, the researcher had to construct the questionnaire to gain valid data for the present investigation by modifying some items to suit the context of the study. What follow are the details of the questionnaire modification.

Category 1: Adopted Items with no Changes

Even though the FLCAS items were designed for American subjects, some of them could be adopted with no changes. These are:

- I tend to get panicked when I have to speak without preparation in language classes.

- I feel my heart pounding when I'm going to be called on in language classes.

- I get worried when I have to answer the questions without prior preparation.

Category 2: Slightly Changed Items

Since the present investigation focused on exploring learners' English speaking anxiety rather than other foreign languages, replacing 'a foreign language or class' with 'English or class' is considered suitable and specific in the context of the present investigation.

- I never feel quite sure of myself when I am speaking in my foreign language class.

  I never have self-confidence when speaking English in class.

- I don't worry about making mistakes in language class.

  I don't worry about making mistakes when speaking English.

- I always feel that the other students speak the foreign language better than I do.

  I always feel that the other students speak English better than I do.

- I am afraid that the other students will laugh at me when I speak the foreign language.

  I am afraid that the other students will laugh at me when I speak English.

For some items, the wording was changed but they remained related to learners' anxiety and was meaningful to the learners. The slightly changed anxiety items include the following:

- I tremble when I know that I'm going to be called on in language class.

  I tend to tremble when called to answer the question in class.

- It wouldn't bother me at all to take more foreign language classes.

  I am willing to take extra classes.

- It embarrasses me to volunteer answers in my language class.

  I feel embarrassed to volunteer answers in my English class.

- I feel very self-conscious about speaking the foreign language in front of other students.

  I feel uncomfortable when speaking English in front of my classmates.

- I keep thinking that the other students are better at languages than I am.

  I always think that the other students are better at English than I am.

- I worry about the consequences of failing my foreign language class.

  I always worry about the consequences of failing my English class.

- Language class moves so quickly I worry about getting left behind.

  I feel that my English-speaking class moves very quickly and I am afraid of getting left behind.

- I start to panic when I have to speak without preparation in language class.

  I tend to feel anxious to speak without prior preparation.

- In language class, I can get so nervous I forget things I know.

  When I feel nervous, I tend to forget what I have intended to speak.

- I can feel my heart pounding when I'm going to be called on in language class.

  I always feel my heart pounding when I'm going to be called on in English class.

- I get nervous and confused when I am speaking in my language class.

  I tend to get nervous and confused when doing speaking tasks in class.

- I get nervous when the language teacher asks questions that I haven't prepared in advance.

  I tend to get nervous when asked to answer questions without prior preparation.

- I am afraid that my language teacher is ready to correct every mistake I made.

  While having an English-speaking test I am afraid that my English teacher will correct every mistake I make.

- I am usually at ease during tests in my language class.

  I usually feel relaxed while having an English-speaking test.

- The more I study for a language test, the more confused I get.

  The more I study for the English test, the more confused I get.

- It frightens me when I don't understand what the teacher is saying in the foreign language.

  I am frightened when I don't understand what the teacher is saying in English.

- I don't understand why some people get so upset over foreign language classes.

  I do not understand why some students get sick of English-speaking classes.

- I would not be nervous speaking the foreign language with native speakers.

  I get nervous when speaking English with foreigners.

- Even if I am well prepared for language class, I feel anxious about it.

  Even if I am well prepared for English class, I feel anxious about it.

- I often feel like not going to my language class.

  I don't like my English-speaking classes.

- I feel confident when I speak in the foreign language class.

  I feel confident when speaking English in class.

- I feel more tense and nervous in my language class than in my other classes.

  I feel more tense and nervous in my English class than in my other classes.

- I get nervous when I don't understand every word the language teacher says.

  I get nervous when I don't understand what the teacher says in English.

- I would probably feel comfortable around native speakers of the foreign language.

  I do not feel comfortable interacting with foreigners.

Category 3: Deleted Items

According to Horwitz et al. (1986), language anxiety stems from the three aspects, i.e. communication apprehension, test anxiety, and fear of negative evaluation; some of the items of the Foreign Language Classroom Anxiety Scale were considered irrelevant to the three aspects. The items of the Foreign Language Classroom that were deleted include the following:

- I don't feel pressure to prepare very well for language class.

- When I'm on my way to language class, I feel very sure and relaxed.

- I feel overwhelmed by the number of rules I have to learn to speak a foreign language.

- I get upset when I don't understand what the teacher is correcting.

Category 4: Additional Items

Since the present investigation was intended to explore learners' speaking anxiety, it was necessary to add more items in order to obtain further in-depth information. To make the modified questionnaire more comprehensive, the following items were added:

- I feel nervous to perform a speaking task no matter how difficult or easy the task is.

- Whether I will be worried in English class or not depends on the difficulty of the speaking tasks assigned.

- I feel bad about my speaking ability when speaking English in the English class because my English is not good.

- I feel uncomfortable speaking English in class even though I have good preparation.

3.8.1.2 Personal Report of Communication Apprehension
(PRCA – 24)

Another questionnaire that was modified for the present investigation was based on the version of McCroskey's 24-item 'Personal Report of Communication Apprehension' (PRCA) (Leary, 1991). The scale measures trait-like oral communication apprehension by calculating a total score for four interactional settings, namely a group, a meeting, a dyad, and in public. In other words, it measures how the respondent usually feels in a given interactional context, and takes the total score as a measure of the individuals' disposition to feel apprehensive in communicative settings.

For the present investigation, three interactional settings were taken into consideration. They were a group (learner to group of other learners), a dyad (learner to learner), and in public (learner to teacher, or learner to a whole class). The interactional setting of meeting was omitted as, in the classroom situation; it is likely that this kind of speaking rarely occurs in the real classroom situation. The following changes of modified items were made:

Category 1: Adopted Items with no Changes

All of the subsequent items were categorised in the interactional setting of 'a group' and found appropriate for the present investigation without any changes.

- I dislike using English in group discussions.

- Generally, I am comfortable using English while participating in group discussions.

- I am tense and nervous using English in group discussions.

- I like to get involved in group discussions in English.

- Using English in a group discussion with unfamiliar students makes me tense and nervous.

- I am calm and relaxed using English in group discussions.

- I have no fear of using English to express my opinion informally.

Category 2: Slightly Changed Items

Since the following items that in the interactional setting of 'a dyad' contain the phase of 'in conversions', it might lead to respondents' misunderstanding because of the ambiguity. The researcher decided to replace 'in a conversation' with 'an informal talk' in the following items:

- While participating in a conversation with a new acquaintance, I feel very nervous.

  When speaking English informally with a new acquaintance, I do not feel very relaxed.

- I have no fear of speaking up in conversations.

  I have no fear of speaking up in an informal talk.

- Ordinarily I am very tense and nervous in conversations.

  Generally I am very tense and nervous when speaking English informally.

- While conversing with a new acquaintance, I feel very relaxed.

  While talking informally with a new acquaintance, I feel very relaxed.

Category 3: Deleted Items

As mentioned earlier, some items categorised in the setting of 'a meeting' seem to rarely occur in the real classroom setting. They were omitted for the present

investigation. In addition, the items concerning giving a speech were also deleted since they might cause a misunderstanding and it rarely occurs in the classroom context. These items include:

- Generally, I am nervous when I have to participate in a meeting.

- Usually, I am calm and relaxed while participating in meetings.

- I am very calm and relaxed when I am called upon to express an opinion at a meeting.

- I am afraid to express myself at meetings.

- Communicating at meetings usually makes me uncomfortable.

- I am very relaxed when answering questions at a meeting.

- Certain parts of my body feel very tense and rigid while giving a speech.

- I feel relaxed while giving a speech.

- My thoughts become confused and jumbled when I am giving a speech.

- While giving a speech I get so nervous, I forget facts I really know.

Category 4: Additional Items

Since the original scale has been used for years, there should be some items relevant to the context of the current situation, such as inviting a guest speaker in a language class where students have an opportunity to use the target language. Therefore, the following was added in the modified scale for the present investigation.

- I feel nervous when speaking English with someone I'm familiar with.

Below is the summary of anxiety items for the present investigation

The speaking anxiety questionnaire in the present investigation is a 5-point rating scale. The scale is valued as 1, 2, 3, 4, or 5.

1 = Never or almost never true of me   2 = Usually not true of me

3 = Somewhat true of me   4 = Usually true of me

5 = Always or almost always true of me

The advantage of the written questionnaire is that it can easily be administered to a large group of students, scoring and data compilation are relatively simple, and more importantly, precise quantitative measures can be derived (Bialystok, 1981). For the present investigation, the speaking anxiety questionnaire was administered to 963 Rajabhat University students. As mentioned in Section 3.7.1, the purpose of administering speaking anxiety questionnaire was to elicit the existence and degrees of speaking anxiety that the students experienced. In order to achieve the purpose, the questionnaire was also designed to get student personal background for the independent variables investigated. The questionnaire was generated both in English and Thai. The English version was used for the purpose of research discussion while the Thai version was used for the purpose of the data collection.

The written speaking anxiety questionnaire for the present investigation was in Thai as this could optimise the students' understanding of the text of the questionnaire (Udomkit, 2003). In this regard, Denscombe (2003) suggests that a questionnaire needs to be crisp and concise, asking just those questions which are crucial to the research. Therefore, the wording of the questions is one of the most difficult features of questionnaire design. The translation of the questionnaire from English into Thai was done by the researcher and a colleague and then was checked for the correct

usage by the researcher's supervisor and four Thai university lecturers. Some ambiguous items which needed refinements were found.

After the item refinements, the questionnaires were piloted with 65 Rajabhat University students who were not the subjects of the present investigation. This trial allowed the researcher to collect feedback about how the questionnaire worked and whether it performed the job it had been designed for (Dörnyei 2003). Regarding piloting questionnaire, the pilot study has several functions, principally to increase the reliability, validity and practicability of the questionnaire (Oppenheim, 1992). For made-to measure research instruments that are developed for a specific purpose, it is not always feasible to provide indices of every aspect of validity and reliability. Yet, even in cases where there are no resources and opportunities for elaborate validation exercises, Dörnyei (2003) mentions that a questionnaire that has appropriate and well-documented reliability in at least one aspect: internal consistency should be striven for. The internal consistency referring to the homogeneity of the items making up the various multi-item scales within the questionnaire is a figure ranging between zero and +1, with a higher value of 0.7 or greater indicating a scale with a satisfactory degree of reliability. In the present investigation, to check the internal consistency of the reliability of the speaking anxiety questionnaire, Alpha Coefficient (α) or Cronbach Alpha was used. The reliability estimate based on a 963 student sample was .927. It is high when compared with the acceptable reliability coefficient of .70, which is the rule of thumb for research purposes (Fraenkel and Wallen, 1993).

3.8.1.3 Personality Test

The Myers-Briggs Type Indicator, commonly referred to as the "Myers-Briggs test", was revived by the work of Carl Jung, a Swiss psychologist, by

Isabel Myers and Katheryn Briggs (Brown, 1994). The four dichotomous styles of functioning in the Myers-Briggs test include: a) introversion versus extroversion, b) sensing versus intuition, c) thinking versus feeling, and d) judging versus perceiving. For the present investigation, only introversion versus extroversion was taken into consideration to investigate whether or not there are relationships between the two types of personality and speaking anxiety. Introverts tend to be more reserved, private, cautious, and interested in fewer interactions, but with greater depth and focus; whereas, extroverts tend to be more naturally active, expressive, social, and interested in many things.

The personality test for the present investigation is a two-response type: 'agree' or 'disagree'. This has been designed to ensure reliability in domains where respondents may not be able to properly evaluate the degree to which a particular feature is true or not (Dörnyei, 2003). Since all the items of the present investigation test were of extrovert direction, the response 'agree' was scored as '1', while the response 'disagree' was scored '0'. The sum of scores was taken to identify the type of personality. That is, the respondents who got more than 10 scores were considered as 'extrovert'; whereas, those who got 10 or lower were considered as 'introvert'.

The following items were based on the aspect of introversion versus extroversion.

Category 1: Adopted items with no Changes

- I often think out loud.
- I prefer to do lots of things at once.
- I may like to be alone part of the time, but knowing when I'll be with people
- I like to be the center of attention.

- I develop ideas through discussion.

- If I have a problem I am quick to turn to others to share it.

- I am expressive, outgoing, enthusiastic, and uninhibited.

- I tolerate noise and crowds.

- I am energised by action, people, and things.

Category 2: Slightly Changed Items

To get only one main idea of an item, the following items shown in italics have been slightly changed by adding or deleting some words in the original items for clearer meaning.

- I like to talk a lot.

  I like talking a lot.

- I figure things out by talking about them.

  I figure things out by talking about them with other people.

- I would rather do a big project alone or with one other person, than to work closely with seven or eight people.

  I like working in team.

- I have a single layered personality: I tend to be the same in public and in private.

  I tend to be the same in public and in private.

Category 3: Adapted Items

To classify items into exact categories of extroversion, some items need to be changed. These include:

- I like to talk less and think quietly inside my head.

  I often think out loud.

- I am reluctant to share personal information.

  I share personal information easily.

- If I go to a large social function I will not want to stay long.

  If I go to a large social function I want to stay there as long as possible.

- I like to spend time alone, and I feel comfortable being alone.

  I like to spend time with people.

- Others see me as shy, quiet, and inhibited.

  Others see me as expressive, outgoing, enthusiastic, and uninhibited.

- I share personal information easily.

  I can make friends easily.

- I am eager to do things. I prefer focus on one thing at a time.

  I can do lots of things without any conditions.

Category 4: Deleted Items

The following items are omitted since they have the opposite meanings of some items selected for the present investigation. For example, if a participant chooses 'Disagree' for the item of 'You have quiet energy.' That can be inferred that the participant has high energy. Therefore, it is not necessary to have the item 'you have high energy.'

- I have quiet energy.

- I prefer to solve problems alone, perhaps asking others' opinions once I have

- While I enjoy other people, being with them does drain my energy.

- I like to be around people a lot.

- I proceed cautiously in meeting people.

- I like to have a lot of friends.

- I like to avoid crowds and seek quiet.

- I am energised by ideas, feelings, and impressions.

- I am private, self-contained, and reserved.

- I like meeting new people, and I meet people readily.

- I am different in public and in private.

- I have a rich inner life.

- I prefer a small group of people I already know.

3.8.2 The Semi-Structured Interview

This instrument, the semi-structure interview, proved effective in the qualitative part of the present investigation. Cohen et al. (2000) point out what the three strengths of interview guide approach or semi-structured interview are:

1) the outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent; 2) logical gaps in data can be anticipated and closed; and 3) interviews remain fairly conversational and situational. Due to the strengths and its flexibility balanced by structure and the quality of the data so obtained (Gillham, 2005, Nunan, 1992), the semi-structure interview was taken into consideration as a data collection method in the present investigation. It was carried out with two groups of participants including a group of language teachers teaching English speaking courses and a group of the third-year English major students. The purpose of the interview was to elicit in depth-information how the both two groups dealt with students' speaking anxiety in a language classroom.

The semi-structured interviews were conducted in the second phase of data collection after the phase of questionnaire had been administered. The interviews

were used to triangulate the data and to provide further insights into the reduction of anxiety when learning to speak English. The participants in the second phase were the students selected according to the results of the first phase of data collection. The students with a high and a low degree of speaking anxiety from ten universities were interviewed to gain in-depth information to answer the research questions.

The questions of the semi-structured interviews based on the research questions were checked by the researcher's supervisor and revised according to his recommendation. After the interview questions had been revised, they were translated into the Thai language so that the participants would not misinterpret or misunderstand the questions which could distract the actual responses. The questions in the Thai version were also discussed with my supervisor before the actual use. The interview questions were then piloted with undergraduate Rajabhat University students majoring in English who were not to be the subjects of this investigation. Any comments from the piloted group were discussed with my supervisor and taken into consideration for the potential questions. This was done in order to ensure that the questions were made clear for the actual use. The followings are the examples of the interview questions used in the first phase of data collection.

Interview questions for students:

1. Could you introduce yourself?

2. Among the four English skills, listening, speaking, reading, and writing skills, which do you think is the most difficult for you?

3. In your speaking class, what kind of activity does your teacher normally assign for students?

4. What kind of speaking activities do you like the most?

5. How do you feel when you know that you have to perform a speaking task in your English classroom? (both practising with a partner in class and speaking in front of class)

6. Why do you have such a feeling (according to No. 5 response)?

7. How often do you have such a feeling (according to No. 5 response)?

8. If you are very worried about performing English speaking task, what do you do to reduce the worry?

9. What would you like your teachers to do in order to help reduce your speaking anxiety?

The above questions employed as a main instrument were functioned as a guide in interviewing Rajabhat University students majoring in English according to the following steps:

1. Meeting students purposively selected for semi-structured face-to-face interview of 11 Rajabhat Universities sampled according to the appointment set between the students and the researcher.

2. Telling the students the objectives of the interview for the present investigation.

3. Interviewing them with the prepared questions. This took approximately thirty minutes for each interview. In order not to miss some points of the interview, I asked them in advance if I could tape-record the interview.

Interview questions for teachers teaching English speaking courses:

1. Could you introduce yourself?

2. Normally, what kind of activity do you assign for students in your speaking class?

3. Have you found any students anxious at speaking English in class? Why do they have such a feeling?

4. If you find students with speaking anxiety, how do you help them reduce the anxiety?

5. In your opinion, what is the most effective way to teach speaking skill?

Figure 3.3 below demonstrates the framework of data collection process for the present investigation:

Data Collection Phase 1: Survey (Questionnaires)

Sample: 963 students from 16 Rajabhat universities (RUs) stratified from 40 RUs
Purpose: to identify the overall degree of speaking anxiety

Data Collection Phase 2: Semi-structured Interviews

Sample: 43 students from 11 Rajabhat Universities selected from the first phase and 27 language teachers teaching English speaking courses from 13 Rajabhat Universities.
Purpose: to get the in-depth information to answer the research questions with regard to how students with a high degree of speaking anxiety and those with a low degree of the anxiety dealt with their anxiety in a language classroom and how a language teacher helped their students reduce the anxiety.

Figure 3.3 A Framework of Data Collection Process for the Present Investigation

3.9 Analysing, Interpreting, and Reporting Data

This section focuses on how the data were obtained through the speaking anxiety questionnaire and the interview were analysed.

3.9.1   Written Speaking Anxiety Questionnaire

The data obtained through the speaking anxiety questionnaire were quantified and the SPSS programme was used to analyse the data. This was done in order to find out the degrees of RU students' speaking anxiety and examine the relationship between Rajabhat university English major students' speaking anxiety and the

variables used in the present investigation, i. e. student's gender (male and female), student's 'perceived' speaking ability (poor, fair, and good or very good), student's 'perceived' self-personality (introvert and extrovert), and types of academic programme (English education, business English, and humanities).

In order to know the general tendency of the students' speaking anxiety, such scores as the total score, mean, and standard deviation of the speaking anxiety questionnaire were computed. The speaking anxiety degrees were found by calculating the sum of the students' rating scores of the forty-eight items. When statements of the speaking anxiety items were negatively worded or they described anxious feelings or behaviour, responses were reversed and recorded so that in all instances, a high score represented high anxiety. Therefore, when computing these scores, the researcher reversed the values assigned to different alternatives from 'never or almost never true of me' (1) to 'always or almost true or me' (5) of some items, namely, for *item 6: I am willing to take extra classes; item 14: I do not understand why some students get sick of English-speaking classes; item 15: I do not get nervous when speaking English with foreigners; item 18: I feel confident when speaking English in class; item 21: I feel comfortable interacting with foreigners; item 27: Generally, I am comfortable using English while participating in group discussions; item 29: I like to get involved in group discussions in English; item 31: I am calm and relaxed using English in group discussions; item 33: I do not have a fear of using English to express my opinion informally; item 35: When speaking English informally with a new acquaintance, I feel very relaxed; item 37: I do not feel nervous when speaking English with someone I'm familiar with; item 38: I do not worry about making mistakes when having an English-speaking test; item 40: I*

usually feel relaxed while having an English-speaking test; and *item: 48) I do not worry about making mistakes when I speak English.*)

These items expressed confidence in speaking English in the classroom, the response 'never or almost never true of me' got a value of 5 instead of 1, the response 'always or almost true of me' got a value of 1 instead of 5, and so on. Thus, the total score of the speaking anxiety questionnaire revealed the respondent's anxiety about speaking English. The higher the score, the more anxious the respondent felt. To achieve the research purposes, the following statistical methods were used through the assistance of SPSS programme for data analysis and interpretation:

1. Descriptive statistics

Arithmetic mean was used to display the mean and standard deviations for each speaking anxiety item and each category of anxiety to find out the general situation of RU students' anxiety about speaking English.

2. Analysis of Variance (ANOVA)

An analysis of variance is a method of statistical analysis broadly applicable to a number of research designs, and used to test the significance of differences among the mean of two or more groups of a variable (Nunan, 1989; Roscoe, 1975). In the present investigation, this statistical method was used to determine the relationship between the students' overall speaking anxiety and the four independent variables, i.e. gender of the students, 'perceived' speaking ability, 'perceived' self-personality and type of academic programme.

3. The post-hoc Scheffé test

The post-hoc Scheffé test is a statistical method used to determine the significant differences as the results of ANOVA where the variable has more than two

groups, and to indicate which pair of the groups under such a variable contribute to the overall differences (Roscoe 1975). In the present investigation, it was used to test the significant differences of 'perceived' speaking ability and of 'types of academic programme'.

4. The Chi-square tests

The Chi-square test is used to determine whether there is a relationship between the two nominal variables (Roscoe 1975) and used when dealing with data which involve frequencies rather than scores (Howitt and Cramer, 2000). In the present investigation, the chi-square test was used to determine the significant variation patterns in students' speaking anxiety at the individual item degree. This method was also used to check all the speaking anxiety items for significant variations by the four independent variables in the present investigation. In addition, the chi-square tests were used to compare the actual frequencies with which students gave different responses on the 5–point rating scale, method of analysis closer to the raw data than comparisons based on average responses for each of the items. For the present investigation, the responses of 1 and 2 ('never or almost never true of me' and 'usually not true of me') were consolidated into a single 'low degree' category whereas the response of 3 'moderate degree' was one individual category; and responses of 4 and 5 ('usually true of me' and 'always or almost always true of me') were combined into a single 'high degree' category. Green and Oxford (1995) indicate that the purpose of consolidating the five responses into three categories is to obtain cell sizes with expected values high enough to ensure a valid analysis.

3.9.2　Semi-Structured Interviews

After the interview data were transcribed, to increase the reliability and validity of the interview transcripts, the researcher used two strategies: 1) repeatedly listening and transcribing the tape records of the interviews with two colleagues; and 2) equating the literal meanings of transcripts through back-translations by asking for assistance from friends who are university instructors and from her supervisor.

The transcribed interview data, non-standard format, were analysed with 'open and axial coding' techniques proposed by Punch (2005) and Strauss and Corbin (1998). Strauss and Corbin (1998) define *Open coding* as "the analytic process through which concepts are identified and their properties (the general or specific characteristics or attributes of a category) and dimensions (the location of a property along a continuum or range) are discovered in data" and *Axial coding* as "the process of relating categories to their subcategories, termed "axial" because coding occurs around the axis of a category, linking categories at the degree of properties and dimension." For the present investigation, *Open coding* was used to take the data obtained apart and examine the discrete parts for differences and similarities and *the axial coding* was used in order to reassemble the data fractured during open coding.

3.10 Summary

This chapter has presented two sections: 1) a background of research methodology including research design, type and purposes and 2) methodology for the present investigation. For the latter, the chapter looks into methods in language anxiety, theoretical framework, rationale for selecting and rejecting variables. Then research questions, sampling and rationales for choice of subjects and framework of

data collection methods for the present investigation are proposed. This is followed by methods for data collection and data generation. Finally, how the data obtained to be analysed, interpreted and reported are discussed.

The results of the data analysis for the written speaking anxiety questionnaire and the student and teacher semi-structured interviews are to be presented in the subsequent chapters. Chapter 4 deals with the analysis of the data obtained through the speaking anxiety questionnaire responded to by RU students. Later, Chapter 5 focuses on the data obtained through the student and the teacher semi-structured interviews.

CHAPTER 4

SPEAKING ANXIETY REPORTED BY RU STUDENTS:

QUANTITATIVE DATA ANALYSIS

The purpose of this chapter is to report the results of the quantitative data from the students' questionnaire with the assistance of the SPSS programme. The results will be presented at different levels of data analysis, i.e. overall reported speaking anxiety, speaking anxiety in three main categories (communication apprehension, test anxiety, and fear of negative evaluation) and at the individual level. The term 'individual' is used interchangeably with 'discrete' for the present investigation. Comparisons of degree of speaking anxiety reported by 963 students majoring in English at Rajabhat Universities (RUs) as the results of ANOVA and the chi-square tests as well as the significant variations of individual speaking anxiety items will be explored.

4.1 Introduction

In order to explore RU English major students' degree of speaking anxiety and the relationship between this anxiety and the four independent variables, i.e. gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme, the data obtained through the speaking anxiety questionnaire were analysed qualitatively. In presenting the results of the analysis in this chapter, a top-down manner has been adopted. The overall reported speaking anxiety reported by

963 third-year RU students majoring in English will be presented first. This is followed by the reported speaking anxiety in the three main categories. Lastly, an analysis of reported speaking anxiety at the individual level will be examined. Figure 4.1 illustrates the levels of data analysis for this chapter.

Level 1:	Overall Reported Speaking Anxiety
Level 2:	Reported Speaking Anxiety in Three Main Categories (CA, TA, and FNE)
Level 3:	Individual Reported Speaking Anxiety

Figure 4.1 An analysis of Variation of Different Levels of Speaking Anxiety

4.2 Speaking Anxiety Degree Reported by 963 Rajabhat University Students

This section involves simple statistical methods used in order to analyse the data obtained from 963 Rajabhat University (RU) students majoring in English through the speaking anxiety questionnaire. No significant variation patterns of students' responses of speaking anxiety items have been taken into consideration. The degree of students' speaking anxiety has been categorised as 'high', 'moderate', and 'low'. This has been determined by students' responses to the speaking anxiety questionnaire. The degree of speaking anxiety is indicated on a five-point rating scale, ranging from 'never or almost never true of me', valued as 1; 'usually not true of me', valued as 2; 'somewhat true of me', valued as 3; 'usually true of me, valued as 4; and 'always or almost always true of me' valued as 5. Therefore, the possible average value of degree of speaking anxiety can be valued from 1.00 to 5.00. The mid-point of the minimum and the maximum values is 3.00. The mean scores of speaking anxiety of each category or item valued from 1.00 to 2.59 is determined as 'low anxiety

degree', from 2.60 to 3.39 as 'moderate anxiety degree', and from 3.40 to 5.00 as 'high anxiety degree'. It is noted that the 'moderate' interval is not so wide as the 'low' and the 'high'. This is because the former was not consolidated with any scale whilst the latter was the result of the consolidation of the two scales. The 'low' degree is regarded as facilitating anxiety whilst the 'moderate' and the 'high' degrees are regarded as debilitating anxiety. Figure 4.2 is the applied measure.
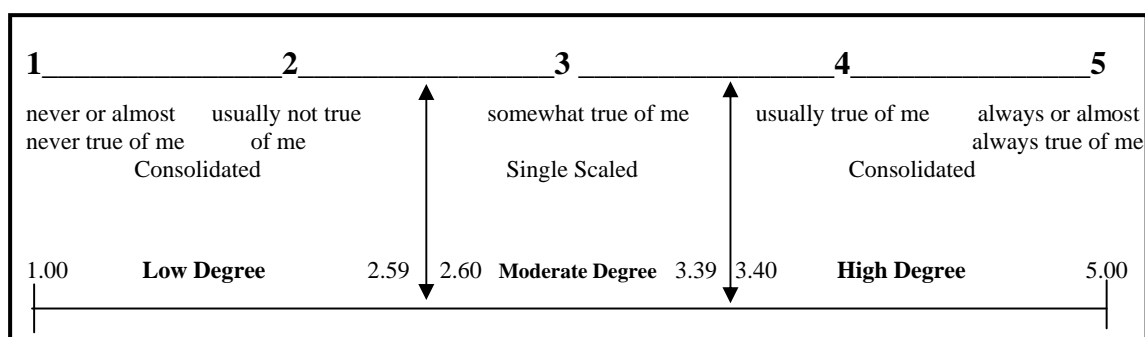
Figure 4.2 The Measure of Low, Moderate, and High Speaking Anxiety Degrees

4.2.1 Students' Overall Reported Speaking Anxiety

In order to find out the degree of RU English major students' speaking anxiety on the whole, the data obtained through the speaking anxiety questionnaire administered to 963 undergraduate students majoring in English at Rajabhat Universities in different geographical regions in Thailand were analysed. Table 4.1 below reveals the result of the holistic mean scores of speaking anxiety across the speaking anxiety questionnaire:

Table 4.1 Students' Overall Anxiety (n=963)

Anxiety Variables	Mean of Anxiety Degree	Standard Deviation (S.D.)	Anxiety Degree
• Overall Speaking Anxiety	3.01	.45	Moderate

The result of the descriptive analysis shown in Table 4.1 demonstrates the mean of anxiety degree (3.01) of the overall speaking anxiety reported by 963 RU students majoring in English. Based on the measure of speaking anxiety mentioned in Section 4.2, this indicates that, as a whole, RU students majoring in English reported experiencing speaking anxiety at the 'moderate' degree.

4.2.2 Students' Speaking Anxiety in the Three Anxiety Categories: Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE)

Besides the analysis of the data obtained through the speaking anxiety questionnaire as the whole, the data were also analysed according to the three anxiety categories, i.e. communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). Table 4.2 demonstrates the mean scores obtained through the anxiety questionnaire responded to by 963 RU students majoring in English according to the three anxiety categories.

Table 4.2 Students' Anxiety According to the Three Main Categories: CA, TA, and FNE

Anxiety Variables	Mean of Anxiety Degree	Standard Deviation (S.D.)	Anxiety Degree
• Communication Apprehension	3.00	.46	Moderate
• Test Anxiety	2.87	.60	Moderate
• Fear of Negative Evaluation	3.15	.64	Moderate

Table 4.2 shows mean of anxiety degree reported by 963 RU students majoring in English in the three anxiety categories (CA, TA, and FNE). Based on the mean scores, the results reveal that the students reported experiencing higher anxiety regarding fear of

negative evaluation than communication apprehension and test anxiety with the mean scores of 3.15, 3.00, and 2.87 respectively. The results also illustrate that the students' anxiety in the three anxiety categories was reported at the moderate degree.

Tables 4.3-4.5 demonstrate the mean scores of speaking anxiety separately, according to the three anxiety categories. The items under each category were classified as 'low', 'moderate', and 'high' degree based on the measure of speaking anxiety presented in Section 4.2.

Table 4.3 Anxiety Degree of the Individual Speaking Anxiety Items Regarding

Communication Apprehension

Rank	Communication Apprehension Items	Mean
•	**Students reported being highly anxious…**	
1.	when speaking without prior preparation in language classes.	3.99
2.	when they forget what they have intended to speak.	3.79
3.	when the assigned speaking tasks are very difficult.	3.74
4.	when they have to speak without prior preparation.	3.61
5.	when answering questions without prior preparation, one gets worried.	3.60
6.	when being called on in language classes.	3.51
7.	when using English in a group discussion with unfamiliar students.	3.47
8.	when speaking English in class.	3.44
9.	when being asked to answer the questions without prior preparation.	3.42
10.	when they are worried about their English class preparation.	3.40
•	**Students reported being moderately anxious…**	
1.	when they do not understand what the teacher says in English.	3.33
2.	when being called upon to answer questions in classes.	3.30
3.	when they think their English is not good.	3.29
4.	even though they had good preparation.	3.25
5.	when being called upon to answer questions in class.	3.24
6.	while talking informally with a new acquaintance.	3.12
7.	when performing a speaking task.	3.00
8.	when using English in group discussions.	2.99
9.	when they do not understand what the teacher is saying in English.	2.97

Table 4.3 (Cont.) Anxiety Degree of the Individual Speaking Anxiety Items

Regarding Communication Apprehension

Rank	Communication Apprehension Items	Mean
	• **Students reported being moderately anxious…(Cont.)**	
10.	when performing speaking tasks in class.	2.94
11.	when speaking English with foreigners.	2.89
12.	when speaking English in class.	2.88
13.	while participating in group discussions.	2.87
14.	when using English in group discussions.	2.84
15.	when speaking English aloud in an informal talk.	2.82
16.	when using English in group discussions.	2.80
17.	when speaking English informally with a new acquaintance.	2.66
18.	when expressing their opinion informally.	2.66
19.	when getting involved in group discussions in English.	2.61
20.	when studying in an English class rather than in other classes..	2.61
21.	when speaking English in front of their classmates.	2.61
	• **Students reported having anxiety at the low level…**	
1.	when interacting with foreigners	2.57
2.	when speaking English informally	2.56
3.	when understanding why some students get sick of English-speaking classes.	2.49
4.	when speaking English with someone they are familiar with	2.41
5.	when they like their English-speaking classes	1.71
6.	when taking extra classes	1.58

As we can see in Table 4.3, the items under this category could be classified into three degrees, i.e. high, moderate, and low. The first group with 'high' degree of anxiety consists of 10 items. According to the top five mean scores of the speaking anxiety items under this anxiety category, the findings reveal RU students majoring in English reported being anxious when speaking without prior preparation; feeling anxious when having to answer to questions without prior preparation; being nervous

when being called on in language classes. They also reported that whether they were worried about speaking or not depending on difficulty of speaking tasks they had to perform and they seemed to forget what to speak when being nervous.

The second group with 'moderate' degree of anxiety includes 21 items. These items are involved with five aspects, i.e. poor listening or speaking skill, prior preparation, using English in difficult tasks and group discussion, using English in a formal classroom setting, and using English in an informal setting. Two items with the highest mean scores deal with poor listening or speaking skill and the other three items are concerned with prior preparation. Regarding poor listening or speaking skill, the students reported getting nervous when they did not understand what their teachers said in English; and when speaking English in the English class because they did not think that their English was good. In relation to prior preparation, the students reported feeling their heart pounding when being called to answer questions in class; feeling uncomfortable speaking English in class even though they had good preparation; and trembling when being called in class.

The last group with 'low' degree of anxiety consists of six items. These items could be classified into two subgroups, i.e. using English in an informal setting, and attending an English class. Regarding using English in an informal setting, the students reported being slightly nervous when interacting with foreigners; speaking English informally; and speaking with someone they were not familiar with. Referring to attending an English class, the students reported that they understood why their friends either got sick of English-speaking classes, or did not like their English-speaking classes. Regarding taking extra classes, the students reported taking extra

classes with the lowest mean score. This means that they were slightly anxious when they took extra classes.

Table 4.4 Anxiety Degree of the Individual Speaking Anxiety Items Regarding Test

Anxiety

Rank	Test Anxiety Items	Mean
	• **Students reported being moderately anxious…**	
1.	while having an English-speaking test.	2.99
2.	when their teacher corrects the mistakes they make.	2.95
3.	when having an English-speaking test because they worry about making mistakes.	2.86
4.	when they study more for the English test.	2.67

In terms of test anxiety, the results reveal that the students reported 'moderate' anxiety degree. The students reported that they did not feel relaxed while having an English-speaking test and were afraid that teachers would correct every mistake. They also concerned that they would make mistakes when having an English-speaking test. In addition, they reported that the more they studied for an English-speaking test, the more confused they got.

Table 4.5 Anxiety Degree of the Individual Speaking Anxiety Items Regarding Fear

of Negative Evaluation

Rank	Fear of Negative Evaluation Items	Mean
•	**Students reported being highly anxious…**	
1.	when they feel that the other students speak English better than they do.	3.74
2.	when they think about the consequences of failing their English class.	3.67
•	**Students reported being moderately anxious…**	
1.	when they think that the other students are better at English than they are.	3.38
2.	when they feel they are getting left behind in class.	3.07
3.	when they are worried about making mistakes.	2.83
4.	when their classmates laugh at them.	2.74
5.	when volunteering answers in their English class.	2.64

With regard to fear of negative evaluation, the items under this category reported by RU students majoring in English fall into two anxiety degrees, i.e. high, and moderate. What reportedly made students become highly anxious deals with a feeling about other students' better speaking ability and the consequences of failing their English classes. The students also reported being apprehensive because they thought their friends spoke English better than they did and being worried about the consequences of failing their English classes. Regarding the items with the 'moderate' degree, five items are found in this group. The students reported that other students' English proficiency was better than theirs; their English-speaking classes moved so quickly that they were afraid of getting left behind. In addition, they reported moderately being anxious about making mistakes when speaking English; being afraid that other students would laugh at them when speaking English; and feeling embarrassed to volunteer to answer in their English class.

The following section compares the degree of speaking anxiety based on the holistic mean scores obtained through the speaking anxiety questionnaire.

4.3 Variation in Students' Overall Reported Speaking Anxiety

In the first level of the analysis of variance, students' overall reported speaking anxiety shows significant variation according to gender, 'perceived' speaking ability, and 'perceived' self-personality but not according to type of academic programme. The ANOVA results are summarised in Table 4.6. Each table consists of the independent variable studied in the present investigation, mean score of speaking anxiety (Mean), standard deviation (S.D.), significance level, and pattern of variation in speaking anxiety (if a significant variation exists).

Table 4.6 A Summary of Variation in Students' Overall Reported Speaking Anxiety

Gender	Female (n=806)		Male (n=157)		Comments	
	Mean	S.D.	Mean	S.D.	Significant Level	Pattern of Variation
Overall Speaking Anxiety	3.03	.45	2.91	.46	p<.01	Female>Male

'Perceived' Speaking Ability	Good or Very Good (n=13)		Fair (n=648)		Poor (n=302)		Comments	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Significant Level	Pattern of Variation
Overall Speaking Anxiety	2.31	.41	2.91	.43	3.25	.39	p<.01	Poor> Fair> Good or Very Good

'Perceived' self-personality	Extrovert (n=151)		Introvert (n=812)		Comments	
	Mean	S.D.	Mean	S.D.	Significant Level	Pattern of Variation
Overall Speaking Anxiety	3.21	.39	2.97	.45	p<.01	Extrovert>Introvert

Table 4.6 (Cont.) A Summary of Variation in Students' Overall Reported Speaking Anxiety

Academic Program	Education (n=328)		Humanities (n=268)		Business (n=367)		Comments	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Significant Level**	**Pattern of Variation**
Overall Speaking Anxiety	3.03	.45	3.03	.44	2.98	.46	N.S.	-

As illustrated in Table 4.6, the results from the analysis of variance (ANOVA) show that the students' anxiety, as a whole, varied significantly according to the three independent variables, i.e. gender ($p<.01$), 'perceived' speaking ability ($p<.01$), and 'perceived' self-personality ($p<.01$). No significant differences were found according to type of academic programme.

Regarding the student's gender, the results from ANOVA showed significant differences between female and male students' degrees of speaking anxiety ($p<.01$). The mean scores of anxiety of female and male students were 3.03 and 2.91 respectively. This means that in the overall picture of students' speaking anxiety, female students reported being more anxious about speaking English than did their male counterparts.

In terms of 'perceived' speaking ability, the post-hoc Scheffé test results demonstrated a significant variation in the overall anxiety among the students with good or very good, fair, and poor self-perception of speaking ability. The mean scores of anxiety were 2.31, 2.91, and 3.25 respectively. This shows that the students with lower speaking ability reported being more anxious about speaking English than those with higher speaking ability.

In respect of 'perceived' self-personality, the results from ANOVA revealed a significant difference between extroverted and introverted students' degrees of speaking anxiety (p<.01). The mean scores of anxiety of the extroverted students and that of the introverted students were 3.21 and 2.97 respectively. This indicates that, as a whole, the extroverted students reported experiencing significantly higher speaking anxiety than did the introverts.

Regarding 'type of academic programme', the results from ANONA revealed no significant differences in reported speaking anxiety among students in the three academic programmes, namely English Education, Humanities, and Business English. The mean scores of the anxiety degree of the students in the programmes were 3.03, 3.02, and 2.98 respectively.

4.4 Significant Variation in Students' Speaking Anxiety in the CA, TA, and FNE Categories

Based on the speaking anxiety questionnaire for the present investigation, the items have been grouped into three main categories, i.e. communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). The ANOVA results demonstrate that the students' reported speaking anxiety in CA category varied significantly according to gender, 'perceived' speaking ability, and 'perceived' self-personality but did not vary according to type of academic programme. Significant variations in speaking anxiety in TA category were found in relation to 'perceived' speaking ability, and 'perceived' self-personality. This did not vary according to gender or type of academic programme. The ANOVA results also demonstrate that the speaking anxiety in FNE category varied significantly according to 'perceived'

speaking ability, and 'perceived' self-personality but did not vary according to gender or type of academic programme. The significant variations in speaking anxiety in the three categories according to each of the four variables are presented in Tables 4.7-4.10.

4.4.1 Variation in Students' Speaking Anxiety in the CA, TA, and FNE Categories according to Gender of Students

Table 4.7 demonstrates that students' overall speaking anxiety in the CA category varied significantly according to gender, but the student anxiety in the TA and FNE categories did not. Female and male students reported being anxious about speaking anxiety differently, with female students reporting significantly higher speaking anxiety than their male counterparts.

Table 4.7 Variation in Students' Speaking Anxiety under the CA, TA, and FNE

Categories according to Gender of Students

Gender	Male		Female		Comment	
Anxiety Category	**Mean**	**S.D.**	**Mean**	**S.D.**	**Significance Level**	**Pattern of Variation**
1) Communication Apprehension	2.89	.47	3.02	.46	p<01	Female>Male
2) Test Anxiety	2.82	.65	2.88	.58	N.S	-
3) Fear of Negative Evaluation	3.06	.65	3.17	.63	N.S.	-

Note: N.S. = not significant

4.4.2 Variation in Students' Speaking Anxiety in the CA, TA, and FNE Categories according to Students' 'Perceived' Speaking Ability

The results of ANOVA in Table 4.8 show significant variations in the students' speaking anxiety in the three main categories according to 'perceived' speaking ability, classified into three categories: 'poor', 'fair', and 'good or very

good'. The post-hoc Scheffé test shows significant differences among those three categories of speaking ability perception level. Students with lower speaking ability reported having significantly more anxiety in the CA and FNE categories than those with higher speaking ability level. Regarding TA, the results reveal that the students' with the 'poor' speaking ability reported being significantly more anxious about English speaking tests than those with the 'fair' speaking ability.

Table 4.8 Variation in Students' Speaking Anxiety under the CA, TA, and FNE

Categories according to 'Perceived' Speaking Ability

'Perceived' speaking ability	Good or Very good (n=13)		Fair (n=648)		Poor (n=302)		Comment	
Anxiety Category	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Significance Level**	**Pattern of Variation**
1)Communication Apprehension	2.27	.39	2.91	.44	3.23	.40	p<.01	P > F > VG
2) Test Anxiety	2.73	.83	2.78	.57	3.06	.59	p<.01	P > F
3) Fear of Negative Evaluation	2.26	.81	3.02	.59	3.48	.59	p<.01	P > F > VG

4.4.3 Variation in Students' Speaking Anxiety Degree CA, TA, and FNE

Categories according to Students' 'Perceived' Self-Personality

Table 4.9 demonstrates students' overall speaking anxiety in the CA, TA, and FNE categories varied significantly according to 'perceived' self-personality, classified into extrovert and introvert. The results reveal that the extroverted students reported having significantly higher anxiety in the three anxiety categories than did the introverted students.

Table 4.9 Variation in Students' Speaking Anxiety under the CA, TA, and FNE

Categories according to 'Perceived' Self-Personality

'Perceived' self-personality	Extrovert (n=151)		Introvert (n=812)		Comment	
Anxiety Category	Mean	S.D.	Mean	S.D.	Significance Level	Pattern of Variation
1) Communication Apprehension	3.22	.41	2.96	.46	p<.01	Ext > Int
2) Test Anxiety	2.98	.49	2.85	.61	p<.05	Ext > Int
3) Fear of Negative Evaluation	3.31	.58	3.12	.64	p<.01	Ext > Int

4.4.4 Variation in Students' Speaking Anxiety in the CA, TA, and FNE

Categories according to Students' Type of Academic Programme

The results of ANOVA in Table 4.10 below show no significant variations in students' speaking anxiety in all the three main anxiety categories: CA, TA, and FNE. Even though the students' speaking anxiety in these three categories did not vary significantly according to the type of academic programmes, the students studying in Business programme happened to report having slightly lower anxiety in the 3 main anxiety categories than did those studying in English Education and Humanities programmes with the mean scores of 2.97, 3.02, and 3.02 of CA; 2.85, 2.88, and 2.89 of TA; and 3.11, 3.18, and 3.18 of FNE respectively. All of which are considered as 'moderate' anxiety degree.

Table 4.10 Variation in Students' Speaking Anxiety under the CA, TA, and FNE

Categories according to Type of Academic Programme

Type of academic programme	Education (n=328)		Humanities (n=268)		Business (n=367)		Comment	
Anxiety Category	Mean	S.D.	Mean	S.D.	Mean	S.D.	Significance Level	Pattern of Variation
1) Communication Apprehension	3.02	.46	3.02	.45	2.97	.47	N.S.	–
2) Test Anxiety	2.88	.61	2.89	.56	2.85	.61	N.S.	–
3) Fear of Negative Evaluation	3.18	.65	3.18	.63	3.11	.63	N.S.	–

Note: N.S. = not significant

In summary, when the overall speaking anxiety in the three main categories based on the results of ANOVA was taken into account, a clearer picture of students' speaking anxiety in this level has been formed. The results with significant variations lead to discover that the three investigated variables including gender of the students, 'perceived' speaking ability, and 'perceived' self-personality are significantly related to RU students' overall speaking anxiety.

In an overall picture, female students reported more anxiety about speaking English according to communication apprehension than their male counterparts. The students perceiving their speaking ability as with 'poor', 'fair', or 'good or very good' and those who are introverted or extroverted reported more or less speaking anxiety according to the three main language anxiety category, i.e. communication apprehension, test anxiety and fear of negative evaluation. The results of ANOVA also showed that 'type of academic programme' was not significantly related to RU students' speaking anxiety.

The research findings of the present investigation show no strong association between either students' overall speaking anxiety or the anxiety in the CA, TA, and

FNE categories with the academic programmes. However, significant differences in students' individual speaking anxiety items were found to be related to this variable. These will be reported in the following Section (4.5).

4.5 Variation in Students' Speaking Anxiety

Section 4.4 has demonstrated the different degrees of speaking anxiety under the three categories including communication apprehension, test anxiety, and fear of negative evaluation. This section focuses on the results of the chi-square (χ^2) tests which were used to determine patterns of the significant variations in students' reported speaking anxiety at the individual anxiety level according to the four independent variables. The percentage of students' high degree of anxiety (always or almost always true of me/ usually true of) me and the observed chi-square (χ^2) value are used to demonstrate a significant variation.

What follow are the patterns of significant variations in students' individual speaking anxiety according to the four independent variables.

4.5.1 Variation in Students' Speaking Anxiety according to Gender

In this section, the individual speaking anxieties are emphasised regarding the variations in reported anxiety and the pattern of variation of speaking anxiety. For the purpose of research description, significant speaking anxiety items at the individual level are grouped based on the common characteristics they shared. Table 4.11 shows the results of chi-square (χ^2) tests with 10 speaking anxiety items which varied significantly in relation to the students' gender.

Table 4.11 Variation in Students' Speaking Anxiety According to Gender

1) **Feeling that the other students speak English better than one does.**

Gender	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Male	12.1	31.8	56.1	$\chi^2 = 9.08$	Female > Male
Female	9.8	22.0	68.2	$p < .05$	

2) Feeling anxious to speak without prior preparation.

Male	22.9	22.9	54.1	$\chi^2 = 9.43$	Female > Male
Female	13.9	21.6	64.5	$p < .01$	

3) One feels his/her heart pounding when being called on in language classes.

Male	30.6	22.9	46.5	$\chi^2 = 15.59$	Female > Male
Female	20.3	16.4	63.3	$p < .01$	

4) One getting nervous when being asked to answer questions without prior preparation

Male	24.8	33.1	42.0	$\chi^2 = 9.99$	Female >Male
Female	17.7	26.7	55.6	$p < .01$	

5) One never has self-confidence when speaking English in class.

Male	27.4	26.1	46.5	$\chi^2 = 10.16$	Female > Male
Female	16.6	29.5	53.8	$p < .01$	

6) Thinking that the other students are better at English than one is.

Male	22.9	33.1	43.9	$\chi^2 = 5.99$	Female > Male
Female	22.1	24.6	53.3	$p < .05$	

7) One gets nervous when not understanding what the teacher says in English.

Male	30.6	22.9	46.5	$\chi^2 = 6.37$	Female > Male
Female	21.3	25.4	53.2	$p < .05$	

8) One tends to tremble when being called to answer questions in class.

Male	37.6	22.9	39.5	$\chi^2 = 6.86$	Female > Male
Female	27.9	22.7	49.4	$p < .05$	

9) One feels uncomfortable speaking English in class even though he/she has good preparation.

Male	29.9	33.1	36.9	$\chi^2 = 6.87$	Female >Male
Female	25.4	26.3	48.3	$p < .05$	

10) Not being calm or relaxed using English in group discussions.

Male	44.6	43.9	11.5	$\chi^2 = 10.83$	Female >Male
Female	36.6	40.4	23.0	$p < .01$	

The results of the chi-square tests in Table 4.11 demonstrate the significant variation in students' individual speaking anxiety and pattern of the variation with respect to their gender. The results reveal a significantly higher percentage of female

than male students reported being anxious about speaking English in an English-speaking classroom in three aspects. These include: 1) poor listening or speaking skill; 2) prior preparation; and 3) response to anxiety.

With respect to speaking ability, a significantly higher percentage of female than male students reported being anxious thinking that other students spoke English better than they did (68.2% and 56.1%). They reported that they never had self-confidence when speaking English in class (53.8% and 46.5%) and they thought that other students were better at English than they were (53.3% and 43.9%).Additionally, they reported that they got nervous when they did not understand what the teacher said in English (53.2% and 46.5%).

In terms of prior preparation, a significantly higher percentage of female than male students reported being anxious when speaking without prior preparation (64.5% and 54.1%); and when being asked to answer questions without prior preparation (55.6% and 42.0%). Besides, they reported feeling uncomfortable speaking English in class even though they had prepared well (48.3% and 36.9%).

Regarding response to anxiety, a significantly higher percentage of female than male students reported that they felt their heart pounding when being called on in language classes (63.3% and 46.5%); tended to tremble when being called to answer questions in the class (49.4% and 39.5%); and were not calm or relaxed using English in group discussions (23% and 11.5%).

4.5.2 Variation in Students' Speaking Anxiety according to

their 'Perceived' Speaking Ability

This section presents the significant variations as well as the patterns of the variation in speaking anxiety. Table 4.12 demonstrates the results of chi-square (χ^2) tests, revealing 22 speaking anxiety items varied significantly in relation to the students' 'perceived' speaking ability.

Table 4.12 Variation in Students' Speaking Anxiety According to their 'Perceived' Speaking Ability

1) One gets panicked when speaking without prior preparation in language classes.				
'Perceived' Speaking Ability	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Poor	4.6	7.3	88.1		
Fair	11.6	10.2	78.2	$\chi^2 = 25.21$	P > F > VG
Good/Very good	30.8	23.1	46.2	$p < .01$	
2) Feeling that the other students speak English better than one does.					
Poor	6.0	11.9	82.1		
Fair	11.3	29.2	59.6	$\chi^2 = 75.08$	P > F > VG
Good/Very good	53.8	15.4	30.8	$p < .01$	
3) One gets worried when answering questions without prior preparation.					
Poor	10.6	10.6	78.8		
Fair	19.8	24.2	56.0	$\chi^2 = 71.11$	P > F > VG
Good/Very good	69.2	15.4	15.4	$p < .01$	
4) Worrying about the consequences of failing one's English class.					
Poor	10.9	10.9	78.1		
Fair	20.7	17.6	61.7	$\chi^2 = 47.99$	P > F > VG
Good/Very good	69.2	7.7	23.1	$p < .01$	

Note: P = Poor; F = Fair; VG = Very Good

Table 4.12 (Cont.) Variation in Students' Speaking Anxiety According to their 'Perceived' Speaking Ability

5) Forgetting what one has intended to speak.				
'Perceived' Speaking Ability	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Poor	6.0	16.2	77.8		
Fair	12.0	22.5	65.4	$\chi^2 = 28.78$ p < .01	P > F > VG
Good/Very good	23.1	53.8	23.1		

6) One feels his/her heart pounding when being called on in language classes.				
Poor	10.9	11.3	77.8		
Fair	26.7	17.7	55.6	$\chi^2 = 41.60$ p < .01	P > F > VG
Good/Very good	46.2	30.8	23.1		

7) Whether one will be worried in English class or not depends on the difficulty of the task assigned.				
Poor	5.6	18.9	75.5		
Fair	9.4	21.6	69.0	$\chi^2 = 14.26$ p < .01	P > F > VG
Good/Very good	30.8	23.1	46.2		

8) Feeling anxious to speak without prior preparation.				
Poor	10.3	14.2	75.5		
Fair	17.1	25.2	57.7	$\chi^2 = 39.86$ p < .01	P > F > VG
Good/Very good	46.2	30.8	23.1		

9) One never has self-confidence when speaking English in class.				
Poor	6.0	18.5	75.5		
Fair	23.1	33.8	43.1	$\chi^2 = 116.32$ p < .01	P > F > VG
Good/Very good	69.2	30.8	0		

10) Thinking that the other students are better at English than one is.				
Poor	13.6	17.9	68.5		
Fair	25.8	29.6	44.6	$\chi^2 = 53.15$ p < .01	P > F > VG
Good/Very good	46.2	30.8	23.1		

11) One feels anxious even if he/she is well prepared for English class.				
Poor	14.6	18.2	67.2		
Fair	21.8	27.3	50.9	$\chi^2 = 48.90$ p < .01	P > F > VG
Good/Very good	76.9	15.4	7.7		

Table 4.12 (Cont.) Variation in Students' Speaking Anxiety According to their

'Perceived' Speaking Ability

12) One gets nervous when being asked to answer questions without prior preparation.

'Perceived' Speaking Ability	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Poor	10.6	23.2	66.2		
Fair	22.4	29.5	48.1	$\chi^2 = 38.53$ $p < .01$	P > F > VG
Good/Very good	38.5	46.2	15.4		

13) One feels bad about his/her speaking ability when speaking English in the English class because his/her English is not good.

Poor	7.3	27.8	64.9		
Fair	26.5	40.9	32.6	$\chi^2 = 111.09$ $p < .01$	P > F > VG
Good/Very good	61.5	30.8	7.7		

14) Using English in a group discussion with unfamiliar students makes one tense and nervous.

Poor	15.9	20.9	63.2		
Fair	19.9	28.7	51.4	$\chi^2 = 13.11$ $p < .05$	P > F > VG
Good/Very good	30.8	23.1	46.2		

15) One feels his/her heart pounding when being called upon to answer questions in class.

Poor	13.6	23.8	62.6		
Fair	31.5	24.4	44.1	$\chi2 = 53.07$ $p < .01$	P > F > VG
Good/Very good	69.2	23.1	7.7		

16) One gets nervous when not understanding what the teacher says in English.

Poor	15.6	22.8	61.6		
Fair	25.2	26.1	48.8	$\chi^2 = 14.26$ $p < .01$	P > F > VG
Good/Very good	76.9	23.1	0		

17) One trembles when being called upon to answer questions in class.

Poor	16.9	21.5	61.6		
Fair	34.4	23.6	42.0	$\chi^2 = 52.70$ $p < .01$	P > F > VG
Good/Very good	76.9	7.7	15.4		

18) One feels uncomfortable speaking English in class even though they have good preparation.

Poor	16.2	22.2	61.6		
Fair	29.9	29.8	40.3	$\chi^2 = 54.81$ $p < .01$	P > F > VG
Good/Very good	69.2	30.8	0		

Table 4.12 (Cont.) Variation in Students' Speaking Anxiety According to their

'Perceived' Speaking Ability

19) One feels very nervous when talking informally with a new acquaintance.				
'Perceived' Speaking Ability	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Poor	22.5	28.8	48.7		
Fair	32.9	29.9	37.2	$\chi^2 = 18.77$ $p < .01$	P > F > VG
Good/Very good	53.8	30.8	15.4		
20) One usually does not feel relaxed when having an English-speaking test.				
Poor	29.8	23.8	46.4		
Fair	38.3	29.6	32.1	$\chi^2 = 18.82$ $p < .01$	P > F > VG
Good/Very good	30.8	38.5	30.8		
21) Feeling nervous to perform a speaking task irrespective of the level of task difficulty.				
Poor	22.8	31.8	45.4		
Fair	38.7	31.9	29.3	$\chi^2 = 33.73$ $p < .01$	P > F > VG
Good/Very good	53.8	30.8	15.4		
22) One feels that his/her English-speaking class moves so quickly that he/she is afraid of getting left behind				
Poor	23.2	32.8	44.0		
Fair	35.6	33.2	31.2	$\chi^2 = 24.13$ $p < .01$	P > F > VG
Good/Very good	46.2	46.2	7.7		

The results of the chi-square tests in Table 4.12 show the significant variations in students' speaking anxiety and pattern in relation to 'perceived' speaking ability. The results reveal a significantly higher percentage of students with the lower speaking ability than those with the higher ability reported being anxious about speaking English in a language classroom in four aspects. These include prior preparation; poor listening or speaking skill; response to anxiety; and task difficulty.

With regard to prior preparation, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported getting panicked when speaking without prior preparation in language classes (88.1%, 78.2%, and 46.2%); getting worried when answering questions without prior preparation

(78.8%, 56.0%, and 15.4%); feeling anxious when speaking without prior preparation (75.5%, 57.7%, and 23.1%); and getting nervous when being asked to answer questions without prior preparation (66.2%, 48.1%, and 15.4%). However, they also reported feeling uncomfortable speaking English in class even though they had good preparation (61.6%, 40.3%, and 0%).

Concerning poor listening or speaking skill, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported being anxious when other students spoke English better than they did (82.1%, 59.6%, and 30.8%) They also reported getting nervous when speaking English in class (75.5%, 43.1%, and 0%); thinking that others were better at English than they were (68.5%, 44.6%, and 23.1%); perceiving that their speaking ability was not good (64.9%, 32.6%, and 7.7%); and when not understanding what teachers said in English (61.5%, 48.8%, and 0%).

When taking the aspect of response to anxiety into consideration, we found that a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported being worried about the consequences of failing their English class (78.1%, 61.7%, and 23.1%); forgetting what they had intended to speak (77.8%, 65.4%, and 23.1%); feeling their hearts pounding when being called upon in English-speaking class (77.8%, 55.6%; and 23.1%); being tense and nervous when they used English in a group discussion with unfamiliar students (63.2%, 51.4%, and 46.2%); feeling their hearts pounding when being called upon to answer questions in class (62.6%, 44.1%, and 7.7%); trembling when they were being called upon to answer questions in class (61.6%, 42%, and 15.4%); being nervous while they were talking with a new acquaintance (48.7%, 37.2%, and 15.4%); not

feeling relaxed while they were having an English-speaking test (46.4%, 32.1%, and 30.8%); and being afraid of getting left behind because they thought their English-speaking class moved very quickly (44.0%, 31.2%, and 7.7%).

In terms of task difficulty, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported being worried in English class when the task assigned was difficult (75.5%, 69.0%, and 46.2%); However, they reported feeling nervous to perform a speaking task no matter how difficult or easy the task is (45.4%, 29.23%, and 15.4%).

4.5.3 Variation in Students' Speaking Anxiety according to their 'Perceived' Self-Personality

As we have seen in Sections 4.5.1 and 4.5.2, variations in students' individual speaking anxiety and the pattern of the variation related to gender and 'perceived' speaking ability were presented. This section focuses on the variation and pattern in relation to 'perceived' self-personality. Table 4.13 shows the significant results of chi-square tests.

Table 4.13 Variation in Students' Speaking Anxiety According to their 'Perceived' Self- Personality

1) Whether one will be worried in English class or not depends on the difficulty of the task assigned.				
'Perceived' Self-Personality	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Extrovert	3.3	17.2	79.5	$\chi^2 = 8.72$	Ext > Int
Introvert	9.5	21.4	69.1	$p < .05$	

2) Forgetting what one has intended to speak.				
Extrovert	6.6	15.2	78.1	$\chi^2 = 7.45$	Ext > Int
Introvert	11.0	22.0	67.0	$p < .05$	

3) Worrying about the consequences of failing his/her English class.				
Extrovert	11.3	15.9	72.8	$\chi^2 = 6.00$	Ext > Int
Introvert	19.6	15.3	65.1	$p < .05$	

4) Feeling anxious when speaking without prior preparation.				
Extrovert	6.0	21.9	72.2	$\chi^2 = 12.81$	Ext > Int
Introvert	17.1	21.8	61.1	$p < .01$	

5) One gets worried when answering questions without prior preparation.				
Extrovert	7.3	21.2	71.5	$\chi^2 = 13.19$	Ext > Int
Introvert	19.5	19.6	61.0	$p < .01$	

6) One feels his/her heart pounding when being called upon in language classes.				
Extrovert	11.9	16.6	71.5	$\chi^2 = 11.94$	Ext > Int
Introvert	23.9	17.6	58.5	$p < .01$	

7) One is tense and nervous when using English in a group discussion with unfamiliar students.				
Extrovert	15.2	17.9	66.9	$\chi^2 = 10.48$	Ext > Int
Introvert	19.5	27.7	52.8	$p < .01$	

8) One never has self-confidence when speaking English in class.				
Extrovert	7.3	27.8	64.9	$\chi^2 = 17.18$	Ext > Int
Introvert	20.4	29.2	50.4	$p < .01$	

9) One gets nervous when being asked to answer questions without prior preparation.				
Extrovert	14.6	21.2	64.2	$\chi^2 = 8.49$	Ext > Int
Introvert	19.7	28.9	51.4	$p < .05$	

10) One gets nervous when not understanding what the teacher says in English.				
Extrovert	15.2	24.5	60.3	$\chi^2 = 6.84$	Ext > Int
Introvert	24.3	25.1	50.6	$p < .05$	

Note: Ext = Extrovert; Int = Introvert

Table 4.13 (Cont.) Variation in Students' Speaking Anxiety According to their

'Perceived' Self- Personality

11) One trembles when being called upon to answer questions in class.					
'Perceived' Self-Personality	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
Extrovert	17.9	22.5	59.6	$\chi^2 = 13.44$	Ext > Int
Introvert	31.7	22.8	45.6	$p < .01$	
12) One tends to feel his/her heart pounding when being called upon to answer questions in class.					
Extrovert	15.2	25.8	58.9	$\chi^2 = 11.90$	Ext > Int
Introvert	28.4	23.9	47.7	$p < .01$	
13) One feels uncomfortable speaking English in class even though he/she has good preparation.					
Extrovert	15.9	25.8	58.3	$\chi^2 = 12.82$	Ext > Int
Introvert	28.1	27.7	44.2	$p < .01$	
14) Feeling nervous to perform a speaking task irrespective of the level of task difficulty.					
Extrovert	25.2	31.1	43.7	$\chi^2 = 8.88$	Ext > Int
Introvert	35.6	32.0	32.4	$p < .05$	

The results of the chi-square tests in Table 4.13 above illustrate the significant variation in students' individual speaking anxiety and the pattern of the variations in relation to personality type. The results reveal a significantly higher percentage of extrovert than introvert students reported being anxious about speaking English in a classroom in four aspects. These include task difficulty, response to anxiety, prior preparation, and poor listening or speaking skill.

In terms of task difficulty, a significantly higher percentage of extroverted than introverted students reported that their anxiety depended on the difficulty of the speaking tasks assigned (79.5% and 69.1%). They also reported being nervous when they perform a speaking task irrespective of the level of task difficulty (43.7% and 32.4%).

Concerning the response to anxiety, a significantly higher percentage of extroverted than introverted students reported forgetting what they had intended to

speak when they felt nervous (78.1% and 67.0%); always being worried about the consequences of failing their English classes (72.8% and 65.1%); feeling their hearts pounding when being called on in language classes (71.5% and 58.5%); being tense and nervous when using English in a group discussion with unfamiliar students (66.9% and 52.8%); trembling when being called to answer questions in the classes (59.6% and 45.6%); and also feeling their hearts pounding when being called to answer questions in the classes (58.9% and 47.7%); being nervous when being asked to answer questions without prior preparation (64.2% and 51.4%). However, they reported being uncomfortable speaking English in class even though they had a good preparation (58.3% and 44.2%).

With respect to the prior preparation, a significantly higher percentage of extroverted than introverted students reported feeling anxious when they had to speak without prior preparation (72.2% and 61.1%); getting worried when answering questions without prior preparation (71.5% and 61%); getting nervous when being asked to answer the questions without prior preparation (64.2% and 51.4%). Additionally, they reported being more uncomfortable when speaking English in language classes (58.3% and 44.2%).

In relation to poor listening or speaking skill, a significantly higher percentage of extroverted than introverted students reported not being confident when speaking English in language classes (64.9% and 50.4%); or being anxious when they did not understand what their teachers said in English (60.3% and 50.6%).

4.5.4 Variation in Students' Speaking Anxiety according to their Type of Academic Programme

As we have seen in Sections 4.5.3, variations in students' individual speaking anxiety and the pattern of the variations related to type of personality were presented. This section presents the results of chi-square tests on the individual speaking anxiety regarding the variations in students' individual speaking anxiety in relation to type of academic programme (see Table 4.14).

Table 4.14 Variation in Students' Speaking Anxiety according to Type of

Academic Programme

1) One gets nervous when not understanding what the teacher says in English.				
Type of Academic Programme	Never or almost never true of me/usually not true of me	Somewhat true of me	Always or almost always true of me/ Usually true of me	Observed χ^2	Pattern of Variation
English Education	20.4	19.8	59.8	$\chi^2 = 13.38$ $p < .05$	EE > BE > Hu
Humanities	26.1	27.6	46.3		
Business English	22.6	27.8	49.6		
2) One feels that his/her English-speaking class moves so quickly that he/she is afraid of getting left behind.				
English Education	37.5	26.2	36.3	$\chi^2 = 14.26$ $p < .01$	EE > BE > Hu
Humanities	37.3	35.1	27.6		
Business English	30.8	38.1	31.1		

Note: EE means English Education; **BE:** Business English**; Hu:** Humanities

The results of the chi-square tests in Table 4.14 demonstrate the significant variation in students' individual speaking anxiety and the pattern of the variation in relation to type of academic programme. The results reveal a significantly higher percentage of students studying English Education (EE.) than those studying Business English (BE) and Humanities (Hu) programmes reported being anxious about speaking English in a classroom.

In terms of variation in English speaking anxiety, 2 out of 48 speaking anxiety items were found significantly different. A significantly higher percentage of students studying English Education programme than those studying Business English or Humanities programme reported being anxious when they did not understand what the teacher said in English (59.8%, 49.6%, and 46.3%). They also reported feeling anxious when they felt that their English-speaking class moved so quickly that they were afraid of getting left behind (36.3%, 31.1%, and 27.6%).

In sum, Section 4.6 focuses on the results of the chi-square (χ^2) tests which were used to determine patterns of the significant variations in students' reported speaking anxiety at the individual anxiety level according to the four independent variables. The next section will summarise what has been presented in this chapter.

4.6 Summary

This chapter demonstrates the students' reported speaking anxiety at different levels, i.e. overall reported levels of speaking anxiety, reported levels of speaking anxiety in the three main categories: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation, also reported speaking anxiety at the individual anxiety level. The highlights of the findings of the present investigation are summarised as follows:

1. As a whole, the Rajabhat University English major students' speaking anxiety was at the 'moderate' degree.

2. Female students reported being more anxious about speaking English than did their male counterparts.

3. Students with lower 'perceived' speaking ability reported being more anxious about speaking English than did those with higher 'perceived' speaking ability.

4. The extroverted students reported being more anxious about speaking English than did the introverted students.

5. Significant variations in students' reported speaking anxiety of communication apprehension were found in relation to students' gender, 'perceived' speaking ability, and 'perceived' self-personality while the significant variations in students' reported speaking anxiety of test anxiety and fear of negative evaluation were found in relation to 'perceived' speaking ability and 'perceived' self-personality.

6. Based on the results of the chi-square (χ^2) tests, significant variations in students' reported speaking anxiety were found in relation to all the four independent variables.

In conclusion, this chapter has presented the results of the quantitative analysis based on the questionnaire. The subsequent chapter will deal with the findings of the qualitative analysis which the data obtained through the interview technique.

CHAPTER 5

SPEAKING ANXIETY REPORTED BY RU STUDENTS

AND TEACHERS: QUALITATIVE DATA ANALYSIS

In Chapter four, the results of quantitative data analysis have been presented. This chapter reports the results of the qualitative data obtained through the student and the teacher interviews. The results after analysis of student interview data will be presented first, and then followed by the results of the teacher interview data analysis.

5.1 How were Semi-structured Interviews Conducted with Students and Teachers?

In order to find out what RU students majoring in English with a high anxiety degree and those with a low anxiety degree do to reduce their speaking anxiety and what language teachers do to help their students reduce the anxiety, the data obtained through semi-structured interviews conducted with students and teachers were qualitatively analysed. Firstly, the procedures for eliciting the information from the 43 students and 27 teachers are presented. This is followed by the analysis of the interview data. The chapter ends up with categories of student and teacher tactics for reducing speaking anxiety.

5.1.1 Semi-structured interviews conducted with students

Regarding the student semi-structured interviews, they were conducted in the second phase of data collection after the questionnaire was administered. The

interviews were carried out with 43 third-year students majoring in English in the three academic programmes. These included 15 students in English Education (2 males, 13 females), 16 in Humanities (3 males, 13 females), and 12 in Business English (12 females) from 11 different Rajabhat Universities (RUs). They were purposively selected to take part in the interview based on the level of their speaking anxiety measured by the speaking anxiety questionnaire, to achieve the particular purpose of the present investigation.

The interviews were conducted from mid August 2007 to mid December 2007. The main purpose of the student oral interviews was to elicit information about how students with high and low degrees of anxiety dealt with their speaking anxiety when they were performing their speaking tasks in English classes. The content of the interview questions emerged partly from a related literature review, available research works pertaining to the field of the present investigation and partly through the researcher's personal experience about speaking anxiety.

The student interview questions comprised altogether nine questions which can be summarised as follows:

Q1: an introductory part of the interview including brief information about the interviewer, purpose of the interviews, and brief information from the interviewees

Q2: an investigation of the interviewee's problematic language skill

Q3: an investigation of the speaking task usually assigned by the interviewees' teacher in the speaking class

Q4: an investigation as to the type of speaking task that the interviewees like the most

Q5: an investigation of the interviewees' feeling when performing a speaking task

Q6: an investigation as to the reasons why the interviewees have such feelings (according to the response to question 5)

Q7: an investigation of the interviewees' frequency of such feelings

Q8: an investigation of how the interviewees deal with their speaking anxiety

Q9: an investigation of what help the interviewees expect to get from their teacher.

5.1.2 Semi-structured interviews conducted with teachers

The semi-structured interviews were carried out with 27 teachers teaching English-speaking courses from 13 Rajabhat Universities: 18 Thai teachers (7 males, 11 females) and 9 non-Thai teachers (7 males, 2 females) with different years of experience in teaching English speaking classes ranging from 1 to 36 years. They were selected to participate in the interview on the basis of convenience and availability.

The interviews were conducted from mid August 2007 to mid December 2007. The main purpose of the teacher oral interviews was to elicit information about how the teachers helped their students reduce the anxiety. The content of the interview questions emerged partly from a related literature review, available research works pertaining to the field of the present investigation and partly through the researcher's personal experience about speaking anxiety.

The teacher interview questions consisted of 5 questions. The interviews were conducted to elicit information as to whether or not the teachers of English had done anything in order to help reduce their students' speaking anxiety. What follows is a summary of the interview questions:

Q1: an introductory part of the interview including giving brief information about the interviewer, purpose of the interviews, and brief information from the interviewees

Q2: an investigation of the type of speaking activity that teachers usually assign to their students

Q3: an investigation as to why the interviewees experience speaking anxiety

Q4: an investigation as to how the English teachers help reduce their students' speaking anxiety

Q5: an investigation of the interviewees on the most effective way to teach speaking skill

After the discussion about the oral interview process with the supervisor, the researcher sought permission to start collecting the data for the present investigation. This was done by asking for official letters approved by the Chair of School of English for the co-operation from 16 Rajabhat Universities (RUs) to be the subjects in the oral interviews. The letters were directly sent to the Deans of both Faculty of Education and Faculty of Humanities of the participating Rajabhat Universities. This is because, generally, the three academic programmes pertaining to the English programmes on offer were under the responsibility of either the Faculty of Education or the Faculty of Humanities. However, for some RUs, the official letters were sent directly to only the Dean of Faculty of Education since all the programmes were under the responsibility of this faculty.

The researcher spent the last two weeks of August 2007 preparing and producing materials for the interview data collection. The materials included interview timetable, interview guides, cassette tapes, and tape recorder for interview

recordings. These were prepared in advance and made ready before the actual interview.

The researcher started the data collection administering the questionnaire and conducting interviews from RUs in the Northeast, the North, the East, the West, the South, including those located in Bangkok. The semi-structured interviews took place the day after the RU students majoring in English completed the speaking anxiety questionnaire. In order to select students to take part in the interview phase, the researcher analysed the data obtained through the questionnaire in order to find out the students whose mean scores of questionnaire responses were the highest and the lowest in each programme. As a result, 43 students from 11 participating Rajabhat Universities were selected for the interviews. Contacting these students went smoothly since the researcher asked the participants for their names and telephone numbers in the phase of administering speaking anxiety questionnaire. Having done this, the researcher could contact them later for more information if necessary. Most of the students selected for the interview were cooperative since the researcher clearly informed them as to the purpose of the interview.

Regarding the interview process, having arranged the appointments with the participants, the researcher met them at the appointed time and informed them of the interview purpose again. Before the interview started, she asked them for permission to tape record the interview. All of the students assented willingly. However, some students seemed to be worried about the language to be used in the interview. They asked the researcher whether Thai or English would be used for the interview. To this point, the researcher allowed them to make a language preference. It appeared that the students felt relaxed knowing that they could use the language they preferred and

most of them chose Thai for the interview. Surprisingly, there was a female student who confirmed that she preferred to have the interview in English, so the researcher conducted the interview in English. This was not consistent throughout however. Mainly, she responded to the researcher's questions in English. Occasionally, she spoke in Thai when she could not formulate her answer in English.

Denscombe (2003) and Measor (1985) suggested that setting a relaxed atmosphere in which the students feel free to open up on the topic of an interview is necessary and asking the interviewee's name is one way to help build up a good relationship between the interviewer and the student, and instil trust and confidence while conducting the interview. In accordance with the suggestions, the researcher followed Denscombe and Measor's suggestions by addressing the students by their names or nicknames as they preferred. Through the researcher's observation, addressing the students by their names or nicknames was very helpful and the students reported that they felt less anxious when being interviewed. Generally, the students were very co-operative throughout the interview and at the end they kindly expressed their willingness to provide further information if the researcher needed.

On the whole, in the second phase of data collection, the student and teacher oral interviews were carried out as scheduled and went quite smoothly. Having finished the interview process, the researcher herself transcribed each recorded interview. It took the researcher one and a half months to finish the transcription. After that, the researcher started to analyse the data by conducting content analysis. The techniques of 'open and axial' coding were applied at this stage of analysis. Open coding was used to identify general categories of information contained in the responses. Then the categories were organised into related and meaningful groups of

data by using axial coding technique (Strauss and Corbin 1998). The data were analysed in response to the questions of how students with high and low anxieties coped with their speaking anxiety, and how the language teachers helped reduce that anxiety. The results are reported in Sections 5.3 and 5.4 respectively.

Following are the results of the student oral interviews reported by the students with high and low anxieties for reducing their speaking anxiety in English classes (in Section 5.3), and of the teacher interviews reported by RU teachers of English helping reduce their students' speaking anxiety (in Section 5.4). Each student was labelled with a code according to their degree of speaking anxiety and the order of being interviewed. Each teacher was labelled according to only the order of being interviewed. For example, **SH1** refers to a student with a high degree of speaking anxiety and he or she was the first student who was interviewed; **SL1** refers to a student with a low degree of speaking anxiety who was the first one to be interviewed; and **T1** refers to a teacher and he or she was the first one who was interviewed.

5.2 How did the Students with a High Degree of Anxiety and those with a Low Degree of Anxiety Reduce their Speaking Anxiety?

The inventory of speaking anxiety reduction for the present investigation emerged from the interview data in the second phase of data collection. The researcher analysed and classified the data based on what the interviewees reported doing in order to decrease the speaking anxiety. The findings revealed that students' tactics to reduce their speaking anxiety could be categorised into two main groups: *a group of tactics for reducing speaking anxiety with mental effects* which will be

referred to as mental effects reduction (MER), and *a group of tactics for reducing speaking anxiety with physical effects* which will be referred to as physical effects reduction (PER).

5.2.1 Tactics for reducing speaking anxiety with mental effects (MER)

The tactics under this category were those which were reported to be employed by 43 Rajabhat University third-year students majoring in English in the three programmes, i.e. English Education, Humanities, and Business English in order to reduce their speaking anxiety. These tactics are used for reducing speaking anxiety with mental effects. The ten tactics in this main category which the students reported include:

I. Mental Effects Reduction (MER)

  1. Relaxation (MER 1)

    MER 1.1 :　Taking a deep breath

    MER 1.2 :　Ignoring people in the speaking situation

    MER 1.3 :　Staying away from other students for a while before

               making a presentation

    MER 1.4 :　Expressing unworried feelings

    MER 1.5 :　Concentrating on something else

  2. Positive Thinking (MER 2)

    MER 2.1 :　Believing in one's ability

    MER 2.2 :　Familiarising oneself with the audience

    MER 2.3 :　Giving oneself mental support

    MER 2.4 :　Setting an ultimate goal

    MER 2.5 :　Not worrying too much about making mistakes when

               speaking English

5.2.1.1 Mental Effects Reduction (MER 1) : *Relaxation*

Relaxation refers to a pleasant activity which makes someone become calm and less worried (Cambridge, 2003). For the present investigation, it refers to ways in which the informants reduce their mental anxiety. Different students reported different ways to reduce speaking anxiety that could help them feel calmer and help them remember what they had intended to speak. Based on the informants' responses, *Relaxation was* employed in many forms:

- MER 1.1 : Taking a deep breath

As mentioned above, some students reported using different ways to reduce their speaking anxiety. One of those is taking a deep breath. The students reported that when they took a deep breath, they could calm down, had more confidence, went through their speaking tasks, felt more relaxed, had less tension, and could better remember whatever they had intended to speak. What they reported were:

SH13: *…When I'm nervous, I just stand still, take a deep breath, then I can calm down…*

SH4: *…I take a deep breath to cheer myself up. I feel better and have more confidence to speak…*

SH9: *…I come to terms with my speaking task and take a deep breath to build my confidence. This can help me get through my speaking task.*

SH23: *…I take a deep breath and smile to my classmates. When they give me a smile, I feel released and not scared…*

SH21: *…I take a deep breath and count from one to ten silently. This makes me feel more relaxed, not nervous and I can recall what I'd planned to speak.*

SL6: *…I take a deep breath, try not to be worried about of what is to be presented, and it becomes easier. When I do this frequently, I have fun and am less tense…*

SL8: *…I calm myself down, take a deep breath, and psych myself up. I say to myself, 'If I don't perform my speaking task, I won't get any mark'…*

SL3:   *…I take a deep breath and then I speak out. I speak whatever I like. I think speaking English is not a big thing. We can keep on practicing…*

SL15:   *…Before doing a presentation, I try to calm down, close my eyes, and take a deep breath to reduce my nervousness…*

- MER 1.2 : Ignoring people in the speaking situation

Besides taking a deep breath, it was reported that ignoring people in the speaking situation was another tactic for speaking anxiety reduction. Some students with both high speaking anxiety and those with low anxiety reported that this tactic could engender more confidence, make them feel more comfortable, and speak with less anxiety.

SH6:   *…Another thing is I am not interested in people around me. I pretend that I am alone in the room. It works and I feel I am more confident when speaking in front of my English class…*

SL12:   *…I try to calm down and concentrate on what I'm going to speak and not be interested in the classroom atmosphere. I speak as I think and don't care about making mistakes. It can help me feel comfortable…*

SL15:   *…and I think there is nobody else is in the classroom except me so I can speak with less worry…*

- MER 1.3 : Staying away from other students for a while before making a presentation

In order to reduce their speaking anxiety, a few students reported that they stayed away from other students in order to calm themselves down. This could help them not be nervous and so could complete the speaking presentation. They said:

SL13:   *…I try to be mindful and go to the toilet before I do a speaking task. After I do this, I don't feel nervous or embarrassed…*

SL5:   *…I try to calm down, thinking of nothing, and staying alone for a while until I feel relaxed. Then I go out to do my presentation in front of class…*

- MER 1.4 : Expressing unworried feelings

Some students reported that expressing unworried feelings could help them control their anxious situation and lead them to relaxed speaking:

SH19: *...I don't look at my friends' faces. What I do when I am speaking is I try to keep smiling and I keep calm my feelings down...*

SH24: *...just smile, do my best. When I smile, I feel like I can control my speaking situation...*

SH25: *...I try to calm down by looking out to a far distance and I feel more relaxed. I don't want my friends to know that I'm nervous...*

SL9: *...I try to be calm, think about good things and what I'm going to speak. I think being calm can help solve my problems and I feel more relaxed when speaking...*

SL2: *...I psych myself up , try to do my best, and try to control myself not to be nervous while speaking. If I can control the nervousness, I won't forget what I've prepared...*

- MER 1.5 : Concentrating on something else

Apart from taking a deep breath, ignoring people in the speaking situation, staying away from other students for a while before making a presentation, and expressing unworried feelings, a few students reported that concentrating on something else could lead them to have a better recall, more confidence, and good concentration.

SH5: *...I take a deep breath and count from one to ten silently in order to calm myself down. This helped me remember what I'd prepared...*

SH22: *...while I was speaking I was looking at my close friends. They cheer me up and I feel more confident and speak better...*

SL10: *...Mostly I try to be calm. When I speak, I look at my close friends. If my friends make a loud noise, I ask them to be quiets so that I can focus on my speaking...*

5.2.1.2 Mental Effects Reduction (MER 2) : *Positive Thinking*

Based on the information obtained through the student interviews, *Positive Thinking* is the other group of tactics that the students reported employing for speaking reduction concerning mental effects. This group of tactics involves ideas or opinions intended to change unpleasant or stressful situations for the better. As revealed through the interview data analysis, various interviewees' positive thoughts emerged. These include:

- MER 2.1 Believing in one's ability

Some students reported that belief in their ability could encourage them to be more assertive when performing speaking tasks and help them complete the tasks.

SH7: *…I tell myself that I have to show off more, not be shy among my friends, and believe in my own ability. I must be able to do it because my friends can pass the speaking task...*

SL5: *…I believe I can perform this speaking task because my friends can. It won't be too difficult for me to get through it. If they can go through it, why can't I? I always have such an idea when I have to present or perform speaking tasks...*

SL18: *…I am confident and believe that I can do my speaking task smoothly. In my experience, if one can pass the first speaking experience, then the others that follow become less difficult...*

SL10: *…I think what I have prepared is alright because I did it carefully. I feel confident and less nervous when speaking...*

- MER 2.2 : Familiarise oneself with the audience

Some students reported that familiarity with the audience could help them with speaking anxiety. They reported that they would feel more comfortable if they thought the audience were their close friends or family members.

SH22: *…While I was speaking in front of class, I pretended I was talking with my close friends. That makes me less tense because when I talk with friends, I never feel nervous...*

SH15: …*When I am speaking in front of a class, I imagine that I'm talking
with my close friends. They give me a smile and I feel more confident…*

SH6: …*I imagine that I am talking to myself and no one is with me. I always
concentrate on my script more than the audience…*

SL13: …*When I speak I imagine all the audience to be my family members then I
can speak more comfortably…*

- MER 2.3 : Giving oneself mental support

Giving oneself mental support especially before a speaking task was another

tactic reported by a few students. They reported that this tactic which was inspired by

their classmate inspired could encourage them to go through the speaking task.

SH9: …*I told myself that I could do it and perform the speaking task because some
of my friends had done it…*

SL9: …*I think great concentration can reduce problems occurring. In my case, if
I can clear my head, I can remember what I have prepared, and can
perform my speaking task…*

- MER 2.4 : Setting an ultimate goal

A few students reported they set an ultimate goal in order to encourage

themselves before a speaking presentation. They said:

SH10: …*I told myself that I must be able to do this speaking presentation. This
will give me a better future and I don't want to let people down, the people
who believe in me…*

- MER 2.5 : Not worrying too much about making mistakes when speaking

English

Apart from belief in one's ability, being familiar with the audience, giving

themselves mental support, and setting an ultimate goal, not worrying too much about

making mistakes when speaking English was also reported as being used by a student

in order to cheer himself up. He reported:

SL14:   *…when my friends are performing a speaking task, I can find some mistakes. This makes me think probably mine would be the same as other friends'. Everyone can make some mistakes, so I would not be nervous when speaking…*

5.2.2 Tactics for reducing speaking anxiety with physical effects (PER)

The tactics under this category were those which were reported to be employed by RU students majoring in English in order to reduce their speaking anxiety. These tactics are used to reduce speaking anxiety with physical effects. The two tactics in this category which the students reported employing to reduce the anxiety include:

II. Physical Effects Reduction (PER)

   1. Preparation (PER 1)

      PER 1.1 : Rehearsing and memorising the prepared speaking scripts

            of tasks

      PER 1.2 : Studying hard to get a clear understanding

   2. Asking for Assistance (PER 2)

      PER 2.1 : Asking for help from classmates

      PER 2.2 : Asking for help from teachers

5.2.2.1 Physical Effects Reduction (PER 1): *Preparation*

The first group of tactics which was reported for speaking anxiety reduction with physical effects is '*Preparation*'. These tactics are concerned with the interviewees' attempts to achieve their speaking tasks. Three sub-categories in the group can be classified into two groups:

- PER 1.1 : Rehearsing and memorising the prepared speaking scripts of tasks

A lot of students reported that rehearsing and memorising the prepared speaking scripts of tasks resulted in their better pronunciation, more confidence, and better memory of what to present:

SH20:   ...I practice speaking a lot before speaking presentation. I always practice speaking my presentation script in front of a mirror because I can see my face, my gesture when I'm speaking. I will practice until I can speak smoothly. I feel confident if I can remember all the script...

SH12:   ...I often practice speaking English or talking in English with my friends when we are out of class. We have fun speaking English among our close friends. When I'm performing my speaking task, it's like I'm practicing with my friends...

SH17:   ...I practice speaking a lot. Nobody can help us if we don't practice speaking ourselves. Before performing my speaking task, I have to practice many times, talking to myself in a quiet place. This can help me lower my nervousness...

SH15:   ...I try to be well-prepared and at my best, pronouncing difficult words and understanding the contents of what I'm going to present. If I fully understand what to present, I can do it confidently...

SH1:   ...I would prepare my speaking presentation beforehand but sometimes I can't remember all of my script. I'm an easily forgetful person so I have to practice many times. I practice with my close friends. We take turns doing our speaking tasks...

SH14:   ...before my speaking presentation, I would recite the script of the presentation. When it's nearly the presentation time, I would stop and listen to my friend presenting. This can help me calm down and I can concentrate on my speaking script...

SH8:   ...the night before a speaking presentation, I stay up very late because I want to be well-prepared for the presentation. I think practicing at night before the day of the speaking task can help me better remember my presentation script...

SH25:   ... I recite a lot by asking my friend to listen to my speaking and give me some suggestions for improving my speaking. If I practice by myself, I won't know my mistakes and where I should correct. I'm not good at speaking English, so I have to practice a lot. My teacher has said my English is better than when I was at the beginning of the speaking course...

SH24:   *…I always prepare what is to be presented carefully. Without practicing, I definitely can't perform my speaking task. Practice is very important for me. I like practicing by myself first until I'm fluent at speaking, I will speak for my friends and ask them to help me with my mistakes. So, when speaking in front of class, I feel less anxious…*

SL4:   *…I try to recite my presentation script many times until everything is in my head and I remember words as many words as I can. We always practice individually and then in pairs with our close friends and then in front of class. Mostly I can go though my speaking task but I will speak better if I prepare many times…*

SL1:   *…I have to make sure that everything is prepared very carefully because I don't want to do it a second time. I think all of my friends have practiced before the actual performance. As far as I've been studying a speaking course, I've found most of my friends can perform their speaking task quite well. There are very few students who do the task a second time…*

- PER 1.2 : Studying hard to get a clear understanding

Besides rehearsing and memorising the prepared speaking scripts of speaking tasks, some students reported that they also studied hard to get a clear understanding of what they had to present:

SH18:   *…I study very hard in order to understand and remember what I'm going to present. This is the first step.. Then I check pronunciation of difficult words for me, practicing pronouncing according to a dictionary. Finally, practicing speaking without looking at the script prepared…*

SL17:   *…I prepare my speaking task very well in advance and study a lot in order to understand contents of what to present. If I don't understand clearly, I don't feel confident to perform…*

5.2.2.2 Physical Effects Reduction (PER 2): *Asking for Assistance*

Besides the group of *Preparation* tactics, the other group of tactics that a few students with a low level of speaking anxiety reported using in order to reduce their speaking anxiety with physical effects is the group of '*asking for assistance.* '*Asking for Assistance*' refers to help that the students asked for from their classmates or teachers in order to help them with their speaking task difficulty.

This speaking reduction category is obviously different from the three mentioned earlier, i.e. relaxation, positive thinking, and preparation in that the students did not reduce their speaking anxiety by themselves, rather other people did. The following tactics, classified into two groups, are what the students' classmates or teachers did in order to help them with their speaking task difficulty:

- PER 2.1 : Asking for help from classmates

A few students reported that their classmates could establish their confidence by giving them some comments on their speaking practice:

SL11: *…I practise my speaking task by myself and then ask my friends to give me comments about my speaking. After that I practise as they have suggested. I feel more confident when performing my task in front of class…*

- PER 2.2 : Asking for help from teachers

Based on the interview data, there were a few students who reported asking for help from their teachers when they made some mistakes and needed correction:

SL12: *…I speak out what I think and I don't care if it is correct or not because my teacher would correct some mistakes I make. Moreover, I believe I can go through the speaking task smoothly because I have practised speaking many times and I can remember everything. I love speaking course…*

What has been presented deals with tactics the students with both high degrees and low degrees of anxiety reported employing to reduce their speaking anxiety. The next section (5.3) focuses on what language teachers do in order to help their students diminish their speaking anxiety.

5.3 How did Language Teachers Help their Students Reduce the Speaking Anxiety?

Based on the interview data analysis, the findings revealed that teachers' strategies for helping students to lessen their speaking anxiety could be categorised into two main groups: Mental-Related Assistance (MRA) and Knowledge-Based Assistance (KBA). The former refers to things teachers of English have employed in order to lower their students' apprehensive feelings or emotions whilst performing a speaking task. The latter involves activities teachers have employed so as to increase their students' knowledge in order for them to successfully complete their speaking tasks. The following are the two main categories previously mentioned and their subcategories:

I. Mental-Related Assistance (MRA)

MRA 1 : Creating warm and relaxed classroom atmosphere

MRA 2 : Establishing a teacher-student rapport

MRA 3 : Asking students not to show unpleasant manners to their
classmates

MRA 4 : Not blaming students in front of their friends

MRA 5 : Decreasing the seriousness degree of speaking-course regulation

MRA 6 : Allowing students to use Thai

MRA 7 : Giving students an ample amount of time to prepare themselves for
a speaking task

MRA 8 : Building up student confidence

MRA 9 : Encouraging students to speak out

MRA 10 : Setting a suitable place for students to perform a speaking task

MRA 11 : Giving students the second chance to perform a speaking task

MRA 12 : Using prompts to help students complete their speaking tasks

MRA 13 : Giving students mental support

MRA 14 : Introducing speaking strategies to students

II. Knowledge-Based Assistance (KBA)

KBA 1: Offering students an extra tutorial course

KBA 2: Teaching students grammar and pronunciation

KBA 3: Supplying students with useful materials for their English

improvement

KBA 4: Asking more successful students to help their less successful peers

5.3.1 Mental-Related Assistance (MRA)

This group of tactics the teachers employed to lessen the student speaking anxiety does not result directly in the students' speaking ability improvement. Rather, it can help them directly with their apprehension which can lead to the students' poor speaking performance. The tactics reported under this category are:

- **MRA 1 : Creating warm and relaxed classroom atmosphere**

When the informants were asked what they did to help reduce their students' speaking anxiety, many of them reported doing different things to help their students to cope with the anxiety. With respect to '*creating warm and relaxed classroom atmosphere'*, one participant emphasised its importance saying that,

T13:   *…We [teachers] have to be sure that the classroom atmosphere is not serious for students to study. It should be relaxed and casual'…*

One way to create warm and relaxed classroom is '*making a joke*'. The joke that the teachers reported making could be relevant to either the teachers themselves,

or student action that could make the students feel relaxed. One of the informants

reported that,

T1:   *…I'm a very challenging person. I'm a very challenging teacher so if like that*
        I usually joke with them and then they will just laugh. And then I just don't
        know they feel just comfortable and then things just go smoothly. But
        sometimes it takes time, not all but some…

Another participant also mentioned that making fun of a particular person or

situation could make the students feel relaxed. She said,

T5:   *…You know I don't want to force them. That's the most important thing. I*
        specify I make jokes, joke about myself for something. And everybody Sabai
        Sabai (Thai language which means 'comfortable').

Besides making a joke which shows the teachers' sense of humour in their

attempt to create a warm classroom atmosphere, *interacting with students in a friendly*

manner to establish good rapport between the teacher and the students was reported.

One participant said,

T2:   *…Come on. Let's go. Sit down, sit down. Let's talk. O.k. now would you like to*
        try again? Because they get anxious and nervous. And some of them get very
        nervous even though they do it all the time for me. They still get nervous. O.k.
        I understand. So I talk to them like one on one, one on one o.k. I don't shout at
        them in front of their friends; they might not look good o.k...

Another participant pointed out that talking informally with students should be

promoted. He posited that it could encourage them to talk in the classroom. He reported,

T3:   *…At least, a casual talk between a student and a teacher should be done. If we*
        talk with him or her informally and we don't make him or her feel
        embarrassed when they make a mistake, that student would come and talk with
        us. It would help him study in class…

Another participant also suggested that teacher-student understanding could make

a better understanding and solve all the problems the students encountered. In addition,

like T26, he stated that the relaxed classroom atmosphere should be created because it

may support better learning or motivate students to perform their speaking tasks.

T26:   *...we have a language clinic. When students come to see us at the clinic, we discuss and solve their problems. I think understanding between teachers and students could solve the student problems. Where there is understanding, there is no problem... The classroom atmosphere should be as relaxed as it could be. Things will be easy if the classroom is relaxed...*

- **MRA 2 : Establishing a teacher-student rapport**

Based on data analysis, it shows that not only did the informants create relaxed and warm classroom atmosphere but also created out of class teacher-student rapport. Regarding the latter, one participant reported that it could help lessen student speaking anxiety since the good rapport between teachers and students could lead the students to have more confidence when talking with teachers. She reported that,

T14:   *...I think out of class interaction or relationship between a teacher and students can help them reduce their speaking anxiety such as greeting them in the morning. If there are some gaps in relations, the students don't have confidence when talking with the teacher or other people. To the question of how to decrease students' speaking anxiety, I can say that it also depends on the teacher personality like whether it is kind or not. Besides, not only the input but also classroom atmosphere should be provided for them...*

One participant mentioned student-teacher interaction or attending supplementary academic activities should be promoted. She said,

T23:   *...sometimes the role of a teacher should be changed. It should be informal when they are not in a language class. Talking with them on what they are interested in asking them to join in extra academic curricular activities of our program provided...*

- **MRA 3 : Asking students not to show unpleasant manners to their classmates**

Taking a close look at the interview data analysis, the researcher found that one participant mentioned '*Asking students not to show unpleasant manners to their classmates*'. Even though this participant did not explain the reason why he discouraged his students from doing that, it might be explained that such behavior

might make their classmates feel embarrassed which could result in their speaking

less than usual. What the participant reported was,

T13:   *…another point is not concerning the teacher but the students' peers.*
       They should not mock each other when speaking English…

- **MRA 4 : Not blaming students in front of their classmates**

The data revealed that one of the informants reported that he did not discredit

or blame his students in front of their classmates. He said,

T2:   *…O.k. I understand. So I talk to them like one on one, one on one, o.k. I don't*
       shout at them in front of their friends. They might not look good. O.k. You
       can talk one on one with them...

- **MRA 5 : Decreasing the seriousness degree of speaking-course**

regulation

In this regard, one participant reported decreasing the degree seriousness of

speaking-course regulation by making speaking lessons more enjoyable. He said,

T7:   *…I think the teacher should not be serious. He should make his lesson*
       enjoyable and have a sense of humour as well.…I told my students,
       'You don't need to be scared. You have to practise a lot. If you don't, you will
       not understand things and cannot talk to anybody in English…

- **MRA 6 : Allowing students to use Thai**

One informant reported that he allowed his students to use the first language

so that they could get the exact meaning of what the teacher was speaking in English.

The first language was used to translate what the students could not understand

clearly in English. He said,

T6:   *…O.K. I give one instruction and they look at each other. The most*
       intelligent person in class asked, 'What is he saying?' Then they used Thai to
       check their understanding with their friends. So I just translate in Thai. I get
       like that sometimes. It saves time. I don't want to explain it in English just
       sometimes I do that…

- **MRA 7 : Giving students an ample amount of time to prepare themselves for a speaking task**

One participant stated that he gave his students an ample amount of time to prepare themselves before performing a speaking task. He said that,

T23:   *…I give my students some time for their script draft. That is I have them write the script for speaking once or twice before practicing speaking. They practice by following a model or via e-learning which is occasionally workable. But the good point is the students are not shy when speaking and they can respond to the conversation as much as they like…*

- **MRA 8 : Building up student confidence**

Through the interview data analysis, the findings revealed that some informants built their students' confidence differently, such as checking their speaking scripts before performing a speaking task, praising students for their successful performance, giving students an opportunity to talk with their teacher, pushing students to speak out, not being worried about language accuracy, and offering to help if students have any problems at all. These informants reported that,

T27:   *…if students are anxious, I tell them to speak for me to check if what they speak is correct or not. If not I'll correct it. I've found that their performance is better and they have more confidence to perform speaking tasks.' and '…I try to lower students' tension. Sometimes I have a small talk with them and then ask if they have any problems. With this, they tell me what and why they don't understand…*

T21:   *…I'll praise my students. When they do something correct then you tell them what they have done is correct. Praise their effort and if they make mistakes never tell them in front of the other students. It's much better to take them aside privately and have a talk with them over what they have done wrong…*

T12:   *…Uh so the other thing I try to do is to make my business classes very warm, relaxed. I don't correct errors; it's about fluency. Mainly the first is to develop their confidence and English fluency. They don't have confidence they won't speak. They're worried, they won't speak. So it's to develop a classroom where as much as possible they're not worried about speaking. And I give them an opportunity to have a conversation with me…*

T8:   *…so we should gradually encourage our students, guide and tell them that speaking English is not as difficult as they think. First, you should speak out what you think. Ignore some flaws such as vocabulary, grammar, or structures just say it. Don't be worried because your teachers would definitely correct them. We focus on communication or if we can understand what you have said or not. With the encouragement, the students were likely to be more confident and could do a better job. It can be said that our priority was that we focus on the students' self confidence in speaking and then the communication….We express ourselves both physically and mentally including supplementing instructional text so that we can adjust the students' attitude about practicing speaking English…*

T6:   *…So those students, they are very far from being confident. Yeah but I just tell them it's o.k. don't worry just try to say it. If you can't say it, I would translate for you. Don't worry. I always tell them I haven't beaten anyone yet…*

- **MRA 9 : Encouraging students to speak out**

Three of the informants reported that they tried to encourage students to speak out. It is obvious that most of them reported encouraging the students to speak by suggesting doing lots of practice, or to pay less attention to some grammar rules. The following are what they reported:

T22:   *…before the students perform a speaking task in front of class, I'll have them practice reading with me until they can do it. Then I let them read by themselves. I try to encourage them to perform a speaking task in front of the class. I'd like them to be more confident first. If grammar were focused at this stage, they might not have spoken out…*

T15:   *…I gradually encourage them to improve their confidence by having them do more practice for a better accurate speaking performance both in and out of class…*

T17:   *…Mostly the students are worried that their English proficiency is not good and they do not sound confident about their speaking. I gear them up by telling them that daily practice is very important. They have to practice every day and then one day they will acquire it…*

- **MRA 10 : Setting a suitable place for students to perform a speaking task**

One way to help reduce their students' speaking anxiety, one participant reported that in the case of pair work activity, she had her students practice or

perform the task at their desks rather than in front of class. She said,

T25:   *…If it is a pair work presentation, I will not have them do it in front of the class. They can do it at their desks while I walk around and listen to their conversation…*

- **MRA 11 : Giving students the second chance to perform a speaking task**

After a sympathetic talk with students with speaking anxiety, one participant gave them an opportunity to re-perform tasks. He stated that,

T2:   *…You can talk one on one. You can get them to calm down and then they come and try again. Fine…*

- **MRA 12 : Using prompts to help students complete their speaking tasks**

One participant reported that he helped students who were struggling with their speaking performance so as to enable them to continue with their speaking task. He asked some questions in order to bridge what they had performed or what they could not recall at that time. He said,

T18:   *…in the case of the students stop speaking, I would help them, give them more content or prompt them so that they can continue with their speaking. I sometimes reinforce them for speaking…*

- **MRA 13 : Giving students mental support**

Two informants reported "giving students mental support" to reduce student speaking anxiety by sharing their past language learning experience with the students. They said,

T7:   *…Moreover, I told my students, "I was not shy to speak with foreigners or I don't care if I was considered crazy talking with Farang. I listened to and imitated their pronunciation…*

T13:   *…I told them about my past experience that my English was quite poor when I lived abroad earlier. I practiced it for more than three years. After that it*

became better as I had been practicing it. This can cheer them up for the reason that at least their teacher's English was not as good as it is now. It seems to affect the student's learning. It is likely that they feel relaxed with their studying and the barrier between the teacher and the students has been lessened...

- **MRA 14 : Introducing speaking strategies to students**

Some informants reported that they told their students about the nature of second language learning emphasising that making mistakes was a common thing and correct pronunciation was not necessary. They also suggested that the students not to be overly serious about these points. These informants reported,

T26: *...the first basic thing learning English is to inform students that it is a common thing to make a mistake when speaking another language. We should not focus on it too much as it is unavoidable. People in class are your friends, nobody blame you when you make a mistake...*

T17: *...definitely, I tell my students that something like presenting a report is not supposed to be done highly seriously. I gave them mental support telling them that speaking English is not a difficult thing. You should practice gradually and continuously...*

T13: *...I told my students not to be scared and it doesn't matter if they cannot pronounce words correctly. I also told them not to worry about it since English is not our first language and the mistakes we make can be improved...*

T16: *...I break it down into very small manageable stages and also show them that it doesn't matter if somebody makes mistakes. Making mistakes is all part of learning. And when I make mistakes, it makes it easy for them to accept their mistakes and they don't feel so shy ...*

T19: *...They are shy of performing those activities before the others. So I only to encourage them and they come out of it. Some of them come out of it and they pick up my lesson well. What I do is I tell them English is not their language. They are learning, and nobody learning a new language does not make mistakes. Learning has mistakes, as part of it, so they have to make mistakes to learn. It doesn't matter how many times they make mistakes. We shouldn't tire. We should keep on. I'll them not to fear making mistakes or pronouncing the words wrongly and I can give them an example of myself when I speak Thai words. I tell them they are words in Thai. Sometimes I pronounce the words wrong...*

5.3.2 Knowledge-Based Assistance (KBA)

What has been presented in Section 5.3.1 is a group of tactics regarded as affective condition-related assistance reported by teachers of English to help reduce the students' speaking anxiety. In this Section (5.3.2), the tactics in this group deal with what the teachers reported doing in order to help or guide students to improve their speaking ability.

- **KBA 1: Offering students an extra tutorial class**

One participant reported that he enhanced his students' speaking skill by setting a tutorial class and allowing them to practise speaking as they like. He said,

T20: *…Well, we can have a tutorial course. We can practise. For example they can come and see me on an individual basis and we can practise until they feel comfortable. And we can practise on the tape uh.. We can record privately and then I give them recommendations. And they can try again to practise until they are more comfortable but I do understand public speaking even in your own languages it's difficult. So it takes as long as it takes…*

- **KBA 2: Teaching students grammar and pronunciation**

To help their students reduce speaking anxiety, two informants stated that they taught them grammar and how to pronounce words correctly. They said,

T11: *…I taught them more English grammar and how to pronounce words correctly. I think teachers should soften their serious personality. I mean act in a relaxed manner…*

T15: *…Moreover, for an accurate pronunciation, the teacher himself should pronounce the words and have the students model it …*

- **KBA 3 : Supplying students with useful materials for their English improvement**

Besides giving students out-of-class tutorials and teaching them to pronounce words correctly, supplying students with some useful instructional materials was reported by a participant. What he said was:

T9:   *…yeah if the students are anxious they come to see me, I usually help them. I give them CD to practice at home. If they have problems I encourage them to come to my office, ask me questions. Sometimes they might come sometimes they might not but I leave that up to them. So, yeah partly because I'm helpful to them and sometimes they can e-mail me too. So that's a help…*

- **KBA 4 : Asking more successful students to help less unsuccessful peers**

One participant reported that he asked students who were competent at speaking English to help those who were less so. He said,

T21:   *…In class work, I will pair a weak student with a strong student but in order for them to practise, and ask for help. I won't make an assessment.*

What has been presented in Sections 5.4 focuses on what the language teachers do so as to help their students reduce speaking anxiety. The next section will summarise the results of the qualitative data from both the student and teacher interviews.

5.4 Summary

This chapter highlights tactics that third-year Rajabhat University students majoring in English reported using to deal with their speaking anxiety, and how language teachers helped reduce their students' speaking anxiety. The main findings of the present investigation are summarised as follows:

- Both students with high and low degrees of speaking anxiety reported using almost exactly the same tactics to cope with the anxiety. The tactics can be classified into two main groups, i.e. a group of tactics for reducing speaking anxiety with mental effects and a group of tactics for reducing the anxiety with physical effects.

With regard to reducing speaking anxiety with mental effects, the typical way they use to reduce speaking anxiety pertains to 'relaxation', such as taking a deep breath, concentrating on something else instead of their speaking tasks, pretending to disregard people when performing a speaking task, paying no attention to the audience and so on. Besides making themselves calm and relaxed, the students view things relevant to the speaking context in a positive way. Examples are, believing in their speaking ability, regarding the audience as their close friends or family members, encouraging themselves by setting an ultimate goal for their lives, and thinking that performing a speaking task is not a big thing.

Concerning tactics for reducing speaking anxiety with physical effects, 'preparation' and 'asking for assistance' are reported being used to achieve the speaking tasks. To prepare themselves for speaking tasks, the students rehearse and memorise prepared speaking scripts of tasks and study hard to get a clear understanding of what they should perform. Apart from the preparation, they also ask for help from other people, such as asking their friends to give them comments and suggestions after their speaking performance to improve their speaking or to correct their pronunciation.

- Tactics that most of the English teachers used in order to help reduce their students' speaking anxiety are mental-related assistance and knowledge-based assistance.

In terms of mental-related assistance, what the teachers did in order to lower their students' apprehensive feelings include creating warm and relaxed classroom atmosphere; establishing a close teacher-student rapport; asking students not to show unpleasant manners to their classmates; not blaming students in front of their

classmates; decreasing the degree of speaking-course regulation seriousness; allowing students to speak Thai; giving students an ample amount of time to prepare themselves for a speaking task; enhancing student confidence; building up students to speak out; setting a suitable place for students to perform speaking tasks; giving students a second chance to perform a speaking task; using prompts to help students complete their speaking tasks; giving students mental support; and introducing speaking strategies to students.

With regard to knowledge-based assistance, in order to increase students' knowledge to improve their speaking ability achievement, the teachers offered the students an extra tutorial course; taught students grammar and correct pronunciation; supplied students with useful materials for their English improvement; and asked more successful students to help less successful ones.

In conclusion, this chapter focuses on the results of qualitative analysis based on the students and the teachers' semi-structured interviews. In chapter 6, a summary of research findings and will be discussed and then the implications, contributions, and limitations will also presented. Finally, the conclusions of the present investigation will be provided.

CHAPTER 6

SUMMARY OF RESEARCH FINDINGS,

DISCUSSIONS AND CONCLUSION

The main purpose of this last chapter is to present the principal findings of the present investigation in response to the research questions posed earlier in Chapter 3. This is followed by a discussion of the findings, and the implications arising from the research for the teaching and learning of English for Rajabhat University students. Then the contributions of the present investigation to related areas are considered. Finally, the limitations of the present investigation and proposals for future research are presented.

6.1 Introduction

In Chapter 4, the researcher has systematically attempted to identify speaking anxiety in language classrooms reported by 963 undergraduate students majoring in English at Rajabhat Universities through the speaking anxiety questionnaire; percentage of students reporting high, moderate, and low anxiety degrees; and the anxiety category contributing the most to the students' speaking anxiety. Significant differences in students' speaking anxiety have also been taken into consideration.

For a better understanding of certain patterns of significant variations in students' speaking anxiety and other apparent significant differences related to independent variables, i.e. student's gender, student's 'perceived' speaking ability,

student's 'perceived' self-personality, and type of academic programme, and discussions are presented in Section 6.3.

Chapter 5 has explored how students with a high degree of speaking anxiety and those with a low degree of the anxiety dealt with the speaking anxiety, together with how language teachers helped alleviate their students' speaking anxiety. The significant findings in the investigation were obtained through semi-structured interviews.

6.2 Summary of the Research Findings

The present investigation has reported on the research findings of students' anxiety about speaking English. These findings also give responses to the research questions and are discussed further below.

6.2.1 Research Question 1: Do Rajabhat University students majoring in English experience speaking anxiety in their classrooms? If yes, what is the degree of speaking anxiety?

In response to Research Question 1, based on the holistic mean score, the research findings demonstrate, as a whole, that Rajabhat University students majoring in English reported that they experienced English speaking anxiety in their classrooms at the 'moderate' degree of speaking anxiety.

Concerning the speaking anxiety items responded to by RU students majoring in English, the mean score of each item was considered as 'low', 'moderate', or 'high' based on the criteria as shown below:

1. Students' speaking anxiety mean scores ranging from 1.00 to 2.59 were considered as 'low' anxiety degree.

2. Students' speaking anxiety mean scores ranging from 2.60 to 3.39 were considered as 'moderate' anxiety degree.

3. Students' speaking anxiety mean scores ranging from 3.40 to 5.00 were considered as 'high' anxiety degree.

Based on the findings of the present investigation, the descriptive analysis shows the mean scores of the speaking anxiety items in terms of the three main categories which are summarised as follows:

- **'High Anxiety' about Communication Apprehension Items**

	Mean Score
1. One tends to get panicked when speaking without prior preparation in language classes.	3.99
2. One tends to forget what he/she has intended to speak when getting nervous	3.79
3. Whether one will be worried in English class or not depends on the difficulty of the task assigned.	3.74
4. One tends to feel anxious when speaking without prior preparation.	3.61
5. One gets worried when answering questions without prior preparation.	3.60
6. One feels his/her heart pounding when being called on in language classes.	3.51
7. Using English in a group discussion with unfamiliar students makes one tense and nervous.	3.47
8. One never has self-confidence when speaking English in class.	3.44
9. One tends to get nervous when being asked to answer the questions without prior preparation.	3.42
10. Even if one is well prepared for English class, one feels anxious about it.	3.40

- **'Moderate Anxiety' about Communication Apprehension**

		Mean Score
1.	One gets nervous when not understanding what the teacher says in English.	3.33
2.	One tends to feel his/her heart pounding when being called upon to answer questions in class.	3.30
3.	One feels bad about his/her speaking ability when speaking English in the English class because his/her English is not good.	3.29
4.	One feels uncomfortable speaking English in class even though he/she has good preparation.	3.25
5.	One tends to tremble when being called to answer questions in class.	3.24
6.	One feels very nervous while talking informally with a new acquaintance.	3.12
7.	One feels nervous when performing a speaking task irrespective of the task difficulty.	3.00
8.	One is tense and nervous using English in group discussions.	2.99
9.	One is frightened when not understanding what the teacher is saying in English.	2.97
10.	One tends to get nervous and confused when doing speaking tasks in class.	2.94
11.	One gets nervous when speaking English with foreigners.	2.89
12.	One does not feel confident when speaking English in class.	2.88
13.	Generally, one is not comfortable using English when participating in group discussions.	2.87
14.	One dislikes using English in group discussions.	2.84
15.	One is afraid of using English to talk informally.	2.82
16.	One is not calm and relaxed using English in group discussions.	2.80

- **'Moderate Anxiety' about Communication Apprehension (Cont.)**

Mean Score

17. One does not feel very relaxed when speaking English informally with a new acquaintance.	2.66
18. One has a fear of using English to express his/her opinion informally.	2.66
19. One does not like to get involved in group discussions in English.	2.61
20. One feels more tense and nervous in his/her English class than in other classes.	2.61
21. One feels uncomfortable when speaking English in front of his/her classmates. .	2.61

- **'Low Anxiety' about Communication Apprehension**

1. One does not feel comfortable interacting with foreigners.	2.57
2. Generally, one is very tense and nervous when speaking English informally.	2.56
3. One understands why some students get sick of English-speaking classes.	2.49
4. One feels nervous when speaking English with someone he/she is familiar with.	2.41
5. One does not like his/her English-speaking classes.	1.71
6. One is not willing to take extra classes.	1.58

- **'Moderate Anxiety' about Test Anxiety Items**

1. One usually does not feel relaxed when having an English-speaking test.	2.99
2. One is afraid that his/her English teacher will correct every mistake he/she makes when having an English-speaking test.	2.95
3. One worries about making mistakes when having an English-speaking test.	2.86
4. The more one studies for the English test, the more confused he/she gets.	2.67

- **'High Anxiety' about Fear of Negative Evaluation Items**

	Mean Score
1. One always feels that the other students speak English better than he/she does.	3.74
2. One always worries about the consequences of failing his/her English class.	3.67

- **'Moderate anxiety' about Fear of Negative Evaluation Items**

1. One always thinks that the other students are better at English than he/she is.	3.38
2. One feels that his/her English-speaking class moves so quickly that he/she is afraid of getting left behind.	3.07
3. One worries about making mistakes when speaking English.	2.83
4. One is afraid that the other students will laugh at himself/herself when speaking English.	2.74
5. One feels embarrassed to volunteer answers in his/her English class.	2.64

6.2.2 Research Question 2: Of the three main anxiety categories, i.e. communication apprehension, test anxiety, and fear of negative evaluation, which aspect is most likely to cause speaking anxiety for the students?

In response to Research Question 2, the research findings reveal that among the three main anxiety categories related to language anxiety (communication apprehension, test anxiety, and fear of negative evaluation), fear of negative evaluation was found most likely to cause the students of English speaking anxiety. Based on the descriptive analysis, the findings demonstrate that the mean scores of fear of negative evaluation, communicative apprehension and test anxiety were 3.15, 3.00 and 2.87 which are regarded as 'moderate' degree of speaking anxiety.

6.2.3 Research Question 3: Does the students' speaking anxiety degree vary significantly according to certain variables? (students' gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme) If so, what are the patterns of the variation?

In response to Research Question 3, an attempt has been made to examine the variation in students' speaking anxiety according to the four independent variables. These include students' gender, students' 'perceived' speaking ability, students' 'perceived' self-personality, and students' type of academic programme. The findings based on the results of the chi-square (χ^2) tests in the students' speaking anxiety in relation to each of the variables can be summarised as follows:

6.2.3.1 Overall Speaking Anxiety according to the Four Independent Variables: Gender, 'Perceived' Speaking Ability, 'Perceived' Self-Personality, and Type of Academic Programme

When gender of the students was taken into consideration, the findings based on the analysis of variance (ANOVA) reveal significant variations in the students' overall speaking anxiety in association with this variable. The significant variation shows that female students reported being more anxious about speaking English than did their male counterparts.

In terms of 'perceived' speaking ability, the findings reveal significant variations in students' speaking anxiety, as a whole, in relation to this variable. The significant variation demonstrates that students with lower speaking ability reported being more anxious about speaking English than did the students with higher speaking ability.

Regarding the students' 'perceived' self-personality, the findings based on the analysis of variance (ANOVA) also show significant variations in students' speaking anxiety, as a whole, in association with this variable. The significant variation shows that the extrovert students reported being more anxious about their speaking English than did the introvert ones.

In respect of type of academic programme, the findings reveal no significant variations in students' overall speaking anxiety in relation to this variable.

6.2.3.2 Speaking Anxiety Involving the Three Language Anxiety Categories: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation according to the Four Independent Variables

The results of the descriptive analysis demonstrate different speaking anxiety degrees related to the three language anxiety categories including communication apprehension, test anxiety, and fear of negative evaluation. However, the anxiety degree related to the three categories was considered as 'moderate'. When the four independent variables were taken into consideration, the results of ANOVA reveal significant variations in students' speaking anxiety related to the variables.

In respect of gender, the results of the ANOVA analysis show that a significant variation in students' speaking anxiety dealing with communication apprehension was found in association with this variable, with female students reporting being more anxious about speaking English than did male students. No significant differences between male and female students were found according to test anxiety and fear of negative evaluation.

In terms of 'perceived' speaking ability, the results of the analysis reveal that significant variations in students' speaking anxiety involving the three language anxiety categories were found in relation to the students' speaking ability perception. The results of post-hoc Sheffé tests reveal that the students with lower 'perceived' speaking ability reported experiencing more speaking anxiety in their English class than did those with higher 'perceived' speaking ability.

Regarding 'perceived' self-personality, the ANOVA results show that significant variations in students' speaking anxiety involving the three language anxiety categories were found in association with this variable with the extrovert students reporting experiencing more speaking anxiety than did the introvert students.

In respect of type of academic programme, the ANOVA results reveal no significant variations in students' speaking anxiety involving the three language anxiety categories in relation to this variable. Even though the students' speaking anxiety in these three categories did not vary significantly according to type of academic programmes, the students studying Business programme happened to report slightly lower anxiety in the 3 main anxiety categories than did those studying in English Education and Humanities programmes.

6.2.3.3 Discrete Speaking Anxiety according to the Four Independent Variables: Gender, 'Perceived' Speaking Ability, 'Perceived' Self-Personality, and Type of Academic Programme

- **Gender**

The results of the chi-square (χ^2) tests demonstrate the significant variation in students' individual speaking anxiety and pattern of the variation according to their

gender. The results reveal a significantly higher percentage of male than female students reported being anxious about speaking English in an English-speaking class in three aspects. These include: 1) poor listening or speaking skill; 2) prior preparation; and 3) response to speaking anxiety.

With respect to poor listening or speaking ability, a significantly higher percentage of female than male students reported being anxious that other students spoke English better than they did. They reported that they never had self-confidence when speaking English in class and they thought other students were better at English than they were. Additionally, they reported that they got nervous when they did not understand what the teacher said in English.

In terms of prior preparation, a significantly higher percentage of female than male students reported being anxious when speaking or when being asked to answer questions without prior preparation. Besides, they reported feeling uncomfortable speaking English in class even though they had good preparation.

Regarding response to speaking anxiety, a significantly higher percentage of female than male students reported that they felt their heart pounding when being called on in language classes; tended to tremble when being called to answer questions in the class; and were not calm or relaxed using English in group discussions.

- **'Perceived' Speaking Ability**

The results of the chi-square (χ^2) tests show the significant variations in students' individual speaking anxiety and pattern in relation to 'perceived' speaking ability. The results reveal a significantly higher percentage of students with the lower speaking ability than those with the higher ability reported being anxious about

speaking English in a language classroom in four aspects. These include: 1) prior preparation; 2) poor listening or speaking skill; 3) response to speaking anxiety; and 4) task difficulty.

With regard to prior preparation, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported getting panicked when speaking without prior preparation in language classes; getting worried when answering questions without prior preparation; tending to feel anxious to speak without prior preparation; and getting nervous when being asked to answer questions without prior preparation. However, they also reported feeling uncomfortable speaking English in class even though they had good preparation.

Concerning poor listening or speaking skill, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported feeling that other students spoke English better than they did; never having self-confidence when speaking English in class; thinking that others were better at English than they were; perceiving that their speaking ability was not good; and getting nervous when they did not understand what teachers said in English.

When taking the aspect of response to speaking anxiety into consideration, we found that a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported being worried about the consequences of failing their English class; tending to forget what they had intended to speak; feeling their hearts pounding when being called on in English-speaking class; being tense and nervous when they used English in a group discussion with unfamiliar students; feeling their hearts pounding when being called on to answer questions in class; trembling when they were being called to answer questions in

class; being nervous while they were talking with a new acquaintance; not feeling relaxed when they were having an English-speaking test; and being afraid of getting left behind because they thought their English-speaking class moved very quickly.

In terms of task difficulty, a significantly higher percentage of students with lower speaking ability than those with higher speaking ability reported being worried in English class when the assigned task was difficult. However, they reported feeling nervous to perform a speaking task no matter how difficult or easy it is.

- **'Perceived' Self-Personality**

The results of the chi-square (χ^2) tests illustrate the significant variation in students' individual speaking anxiety and the pattern of the variations in relation to personality type. The results reveal a significantly higher percentage of extrovert than introvert students reported being anxious about speaking English in a classroom in four aspects. These include task difficulty, response to speaking anxiety, prior preparation, and poor listening or speaking skill.

In terms of task difficulty, a significantly higher percentage of extrovert than introvert students reported that their anxiety depended on the difficulty of the speaking tasks assigned. On the contrary, they also reported being nervous to perform a speaking task no matter how difficult or easy the task was.

Concerning the response to speaking anxiety, a significantly higher percentage of extrovert than introvert students reported forgetting what they had intended to speak when they felt nervous; always being worried about the consequences of failing their English classes; feeling their hearts pounding when being called on in language classes; being tense and nervous when using English in a group discussion with unfamiliar students; trembling when being called on to answer questions in the

classes; and also feeling their hearts pounding when being called to answer questions in the classes; being nervous when being asked to answer questions without prior preparation. However, they reported being uncomfortable speaking English in class even though they had the good preparation.

With respect to the prior preparation, a significantly higher percentage of extrovert than introvert students reported tending to feel anxious to speak without prior preparation; getting worried when answering questions; or getting nervous when being asked to answer questions without prior preparation. Additionally, they reported being uncomfortable when speaking English in language classes.

In relation to poor listening or speaking skill, a significantly higher percentage of extrovert than introvert students reported not being confident when speaking English in language classes; or being anxious when they did not understand what their teachers said in English.

- **Type of Academic Programme**

The results of the chi-square (χ^2) tests demonstrate the significant variation in students' individual speaking anxiety and the pattern of the variation in relation to type of academic programme. The results reveal a significantly higher percentage of students studying English Education (EE) than those studying Business English (BE), and Humanities (Hu) programmes reported being anxious when speaking English in a classroom.

In terms of variation in students' speaking anxiety, 2 out of 48 speaking anxiety items were found significantly different. A significantly higher percentage of students studying English Education programme than those studying Business English or Humanities reported being anxious when they did not understand what their teacher

said in English. They also reported feeling that their English-speaking class moved so quickly that they were afraid of getting left behind.

6.2.4 Research Question 4: What do students with a high anxiety degree and those with a low anxiety degree do to reduce their speaking anxiety?

In response to Research Question 4, the research findings based on qualitative analysis demonstrate that to reduce their speaking anxiety, Rajabhat University students with either a high or low degree of speaking anxiety reported using similar tactics for reducing the speaking anxiety. The major findings have been classified into two major groups: a group of tactics for reducing speaking anxiety with mental effects and a group of those for reducing speaking anxiety with physical effects.

- *Tactics for reducing speaking anxiety with mental effects*

Tactics for reducing speaking anxiety with mental effects refer to ways the students use to reduce their mental anxiety. The tactics can be classified into two subcategories, namely *relaxation* and *positive thinking*. The former involves ways in which the students use to reduce their mental anxiety such as taking a deep breath, ignoring people in the speaking situation, or staying away from other students for a while before making a presentation. The latter deals with ideas or opinions intended to change unpleasant or stressful situations for the better. Examples are belief in one's ability, familiarising oneself with the audience or giving oneself mental support.

- *Tactics for reducing speaking anxiety with physical effects*

The other group of tactics for reducing speaking anxiety deals with what the students explicitly do to reduce their speaking anxiety. The tactics can be classified into two subcategories, namely *preparation* and *asking for assistance*.

The first group of physical anxiety-reduced tactics is *preparation*, i.e. the students' attempts to achieve the speaking tasks which include: 1) rehearsing and memorising the prepared speaking scripts of tasks, and 2) studying hard to get a clear understanding of what to perform.

The other group of physical anxiety-reduced tactics is *asking for assistance*. It refers to asking other students to help with a speaking task. Examples are asking for help from classmates or from teachers.

6.2.5 Research Question 5: What do language teachers do to help their students reduce their speaking anxiety?

In response to Research Question 5, the research findings based on qualitative analysis have been classified into two main categories, i.e. *mental-related assistance* and *knowledge-based assistance.* The former refers to techniques teachers of English use in order to lower their students' apprehensive feelings or emotions while the latter involves activities teachers use in order to develop their students' knowledge necessary for their speaking improvement.

- *Mental-Related Assistance*

The tactics under this group deal with activities that the teachers have employed in order to lessen their students' speaking anxiety. Examples are, creating a warm and relaxed classroom atmosphere; establishing a teacher-student rapport; asking students not to show unpleasant manners to their classmates; not blaming students in front of their classmates; decreasing the degree seriousness of speaking-course regulation; allowing students to use Thai; giving students an ample amount of time to prepare themselves for a speaking task; building up student confidence; encouraging students to speak out; setting a suitable place for students to perform a

speaking task; giving students the second chance to perform a speaking task; using prompts to help students complete their speaking tasks; giving students mental support; and introducing speaking strategies to students.

- *Knowledge-Based Assistance*

The tactics under this type of speaking-anxiety reduction refer to how the teachers improve their students' knowledge necessary for their speaking ability development. What the teachers reported doing for their students are offering students an extra tutorial course; teaching students grammar and pronunciation; supplying students with useful materials for their English improvement; and asking more successful students to help less successful peers.

6.3 Discussion of the Research Findings

As seen previously in the responses to the research questions, the relationship between speaking anxiety at different degrees reported by 963 Rajabhat University students majoring in English and the four variables has been described, this section deals with the discussion of the research findings in relation to the independent variables investigated. The discussion is presented regarding the possible explanations for what has been discovered. The patterns of significant variations in reported speaking anxiety will be presented and followed by possible reasons hypothesised by the researcher as to where significant differences in reported speaking anxiety to each variable become apparent. However, it should be noted that we are not certain that these hypotheses can be the definite explanation for what has been discussed. What follows are further discussions of the findings in relation to the four variables.

6.3.1 Overall Picture of Anxiety about Speaking English of Rajabhat

University Students Majoring in English

The potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education (Horwitz, 2000). MacIntyre and Gardner (1991b, p. 86) state that "language anxiety is experienced by learners of both foreign and second language and poses potential problems because it can interfere with the acquisition, retention and production of the new language". The findings of the present investigation reveal that the RU students majoring in English reported experiencing speaking anxiety at the 'moderate' degree. Even though this was reported, we do not know how individual reactions can vary. For example, they may avoid speaking in class, postpone their work, skip a language class or behave in the ways that the students with high speaking anxiety probably do.

Regarding teaching/learning English in the Thai context, the Thai Educational Department states that at present, the goal of English language teaching in Thailand is focused on finding more information in education and business especially on communication in international forums with confidence and positive attitudes towards foreign culture and language (Thakhong, 2003). In addition, students should be able to use English to gain more information on the topic of their interests. Therefore, in order to attain this goal, they should learn not only the cognitive knowledge but also improve their language skills and language in practical communication. Speaking, one of the language skills is significant for people who want to communicate in real life situations and business and it could enhance reading and writing skills (Prasongporn, 2004). However, it is regarded as a complicated skill and it takes time to practise, comprehend and memorise. On the whole, the present investigation findings reveal

that a lack of prior preparation caused a high percentage of the students' high anxiety about speaking English. This is consistent with Horwitz et al.'s (1986) findings which demonstrate that nearly fifty per cent of the research subjects reported being panicked when they had to speak without preparation in language class. Hughes (2002) hypothesises that even the most advanced students are at a loss when they are trying to take part in spontaneous, informal conversation in a new language. Consequently, prior preparation which could engender confidence in speaking is essential for students, especially for those with less English proficiency. They may struggle with an English-speaking performance due to lacking of preparation.

Apart from prior preparation, speaking tasks designed for teaching speaking skill might partially be a source of speaking anxiety. Regarding task difficulty, Ur (1996) states that it is difficult to design and administer classroom activities that develop students' ability to express themselves through speech. This may be because, according to Ur (1996), speaking seems intuitively the most important of all the four language skills, i.e. listening, speaking, reading and writing: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing. The findings of the present investigation reveal that a great percentage of RU students majoring in English reported worrying about task difficulty. They reported that their apprehension depends on the difficulty of the task assigned.

6.3.2 The Anxiety Category most likely to Cause Speaking Anxiety for RU Students Majoring in English

Based on the data analysis, among the three anxiety categories, i.e. communication apprehension, test anxiety, and fear of negative evaluation, the

findings of the present investigation reveal that fear of negative evaluation is most likely to cause English speaking anxiety for RU students.

The possible explanations for the findings concern with four aspects: 1) the nature of foreign language classes; 2) risk-taking; 3) students' personality; and 4) opportunity of communication. Regarding the nature of foreign language classes, Horwitz et al. (1986) suggested that students' fear of negative evaluation is aroused by the nature of the foreign language classroom where their performances are continually evaluated by the teacher who plays the dominant role in the class. This is supported by Walker's (1997) view suggesting that a classroom is extra evaluative because teachers tend to focus on the syntactical and phonological correctness of the learners' speech as well as, or more than, the message of the speech. In addition, as generally known, in Thailand, English learning is a compulsory tested subject and takes place in a formal setting where evaluation is strongly tied to performance. Therefore, anxiety is likely to continue to flourish.

With respect to testing, there may be more than one way to measure students' level of speaking ability such as asking for the students' perceptions of their own speaking ability or making use of their grades in their previous courses. A test which is one type of measurement is "an instrument designed to elicit a specific sample of an individual's behaviour" (Bachman, 1990, p. 20) or "a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 1994, p. 252; 2004, p. 3). It is the most common way of gathering information for teachers to give a subjective estimate of learners' overall performance (Ur, 1996). Regarding speaking tests, sometimes, testing second language speaking is a much more difficult piece of work than testing other second language 'abilities', 'competencies', 'skills' or

'capacities' (Fulcher, 2003). He notes that this is perhaps because speaking is related to practical matters and lasts for only a short time.

In typical language classes at Rajabhat Universities, teachers of English are likely to undertake more 'formative' than 'summative' English-speaking tests. Based on the teacher interviews for the present investigation, most of them reported that they normally set more than five speaking tests during a semester. Similar to the purpose of tests in general, the purpose of the English-speaking tests was not to evaluate an overall aspect of the students' knowledge. Rather, it was to enhance a teaching/learning process. Even though it seems that the teachers have paid more attention to the 'formative' test, a 'summative' test was also set at the end of a particular course. Through the 'summative' test, the teachers can summarise how proficient the students are or how much progress they made toward the end of the course. According to Rajabhat University rules and regulations, students have to re-take the course they failed within the specific time set by Rajabhat Universities. For some students, test failure might be a sensitive issue because they might feel ashamed of themselves, discouraged to re-take another course, or pay another tuition fee for re-enrolment. However, it could be presumed that no matter what type of test students take, they are prone to be apprehensive because they must meet the requirement of the courses they study. Therefore, it is inevitable that students may experience fear of negative evaluation and are likely to be anxious in language testing settings.

With regard to risk-taking, Brown (1994, p. 140) states that "language learners have to be able to 'gamble' a bit, to be willing to try out guesses about the language and take the risk of being wrong". Some students will not take the risk of making mistakes in speaking practice in language classes or speaking for a test. This might be

because they fear that they would lose their image, fail their language classes, or be laughed at if they make mistakes. The student fear of looking ridiculous or of negative evaluation from listeners is a risk-taking factor. Cohen (1990) states that successful speakers are willing to talk and also to make errors. In this regard, Guiora, Beit-Hallahmi, Brannon, Dull, and Scovel (1972) contend that an adult language learner must develop a new ego for each foreign language learned and must be willing to appear foolish because errors are inevitable during the language learning process. Besides, Williams and Burden (1997) affirm that a person will avoid risk-taking situations or initiating conversation in the second language if they have a negative self-concept as a language learner. If they feel positive about themselves, they are likely to engage in situations which involve risks and to seek out opportunities to use the language.

Based on the interview data for the present investigation, some students reported being worried about their English proficiency and were afraid that they could not make themselves understood when they spoke English. This could imply that a lack of language proficiency might be a possible cause of students' risk-taking that could result in the students' fear of negative evaluation.

In terms of students' personality, Kitano (2001) regards fear of negative evaluation as a personality trait, i.e. the state of some individuals to become anxious at any situation. She states that students with fear of negative evaluation seem to be ready to experience anxiety in language classroom. This probably includes speaking anxiety and it is quite difficult to eliminate such a trait. In addition, the trait could impact in other ways, such as student reluctance to take part in class activity, skipping a speaking class, or dropping out from the speaking course. Regarding students'

personality, it will be discussed in detail later under the section of individual speaking anxiety regarding students' 'perceived' self-personality.

Lastly, in respect of opportunity of communication, Thai students learn English as a foreign language and they use English mainly in their language classes. Furthermore, they rarely have opportunities to use English in their daily life or communicate with native speakers. The less they communicate with other people in English, the less they improve their speaking skill. If the students cannot improve their speaking skill, they might be stressed in a language class. According to Tobias's (1986) model, the arousal of anxiety may interfere with the students' cognitive performance at any one or all of the three learning stages, i.e. input, processing, and output. At the output stage, anxiety can influence the quality of second language communication. Even though the learners have prepared themselves, they may forget what they had intended to speak. This occurs because the anxiety presence acts as a disruption to the retrieval of information (MacIntyre, 1999). In addition, Tang (2005, cited in Na, 2007) notes that if learners have opportunities to communicate with native speakers, it could promote learners' confidence when using English in public including in the English class setting.

6.3.3 Speaking Anxiety and Gender of Students

At present, very few previous empirical research works in the field of language anxiety have been carried out to investigate the relationship between the speaking anxiety and gender of learners. In addition, there are conflicting results among the studies of past research works into the relationship between anxiety and speaking or communication skill. Some found that females reported being more anxious about speaking foreign/second language than males (e.g. Mejias, Applbaum,

Applbaum, and Trotter, 1991; Yiamsawat, 2004), while others found that males reported being more anxious than females (e.g. Campbell, 1999; MacIntyre, Baker, Clement, and Donovan, 2003).

The findings of Campbell's (1999) study revealed that a greater percentage of male students felt anxious about speaking in the intensive language courses than did their female counterparts. Similarly, MacIntyre et al. (2003) found that boys in grade nine reported greater anxiety than did their girl counterparts. On the contrary, Mejias et al.'s (1991) and Yiamsawat's (2004) findings revealed that female students reported experiencing overall communication apprehension more than male students did. The findings of the present investigation revealed that female students generally reported being more anxious about speaking English than their male counterparts. .

Nyikos (1990), discussed gender differences in L2 learning in light of the influence exerted by socialisation on memorisation processes and the findings in L2 learning support the notion that there are differences in how males and females learn L2. With regard to gender difference in language learning, Brown (1994) suggests that women appear to use language that expresses more uncertainty (hedges, tag questions, rising intonation on declaratives, and so on) than men, suggesting less confidence in what they say.

A possible explanation for the present investigation findings might involve motivation and culture. With regard to motivation, Johnson (2001) suggests that 'motivation' is related to gender difference. Motivation refers to "an inner drive, impulse, emotion or desire that moves one to a particular action" (Brown, 1987, p. 114). There are two kinds of motivation, i.e. integrative and instrumental motivation. Integrative motivation is a motive which is employed when learners wish

to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society. The other, instrumental motivation involves learning in order to acquire a language to achieve some other goals. Additionally, Brown (2000) also categorises motivation in terms of source of motivation. The sources are intrinsic and extrinsic. Intrinsic motivation is the motion which generally comes from within oneself while extrinsic motivation is the motivation which comes from other people. Stern (1991) states that perhaps female students appear more confident of parental support for language learning. That is, parents/teachers might anticipate that female students should do better because they perceive language learning as a female subject. In other words, the parents or the teachers are likely to regard learning languages as suitable for girls, while the boys are encouraged in the direction of subjects such as electronics and mechanics. Once female students recognise that they are expected to do well, they will try to do their best in order to make a positive impression when speaking English. In this regard, Gregersen and Horwitz (2002) state that people who are highly concerned about the impressions that others form of them are likely to behave in ways that rarely initiate conversation and so interact minimally. In other words, they were afraid of being evaluated negatively.

Besides motivation, culture might be explained to support the finding that female students reported being more anxious than male students. It is generally acknowledged that in Thai culture women are expected to be timid, neat, and polite. These traits could affect female students' speaking in an English class. That is, they have been afraid of going against cultural norms by speaking up. Consequently, when they have to perform a speaking task, their performance is rarely without anxiety of

some kind. Through this researcher's experience, female students pay greater attention and take their lessons more seriously than do the male students. This seriousness may cause further speaking anxiety in female students. Therefore, that female students reported being more anxious than did male students might be related to motivation and culture.

6.3.4 Speaking Anxiety and Students' 'Perceived' Speaking Ability

In addition to student gender and personality, 'perceived' speaking ability has also been found significantly related to the students' speaking anxiety. The findings of the present investigation demonstrate that the students with lower 'perceived' speaking ability reported being more anxious about speaking English than those with higher 'perceived' speaking ability. This is consistent with Kitano's (2001) findings revealing that students in Japanese courses felt more anxious in their FL classroom when they perceived their own speaking ability poorer than did their peers and native speakers of Japanese. One of the previous research works on language anxiety in relation to self-perception of speaking ability was conducted by Onwuebuzie, Bailey, and Daley (1999). The findings revealed that perceived scholastic competence could predict foreign language anxiety. However, in Pribyl et al.'s (2001) study, the evidence indicated the negative relationship between public speaking anxiety or communication apprehension and English ability that was theorised to exist was not supported.

In respect of the competence perception, even though the findings of MacIntyre, Noels, and Clément's (1997) study did not explicitly indicate the influence of speaking perception over speaking anxiety, they pointed out that the competence perception in foreign/second language can be biased by language anxiety.

Language learners who are highly anxious about communication tend to perceive their communication competence lower than it is rated by a neutral observer. Therefore, it could be possible that some of the subjects for the present investigation might have underestimated their actual speaking ability.

When looking closely at the findings of the present investigation on variation in students' individual speaking anxiety according to self-perception of speaking ability, we found that the top three issues that the students with higher speaking ability were worried about were: 1) speaking without prior preparation in language classes; 2) task difficulty; and 3) discussing in group with unfamiliar students, while the students with low speaking ability were also anxious about: 1) speaking without preparation; 2) other students' better oral proficiency; and 3) answering questions without prior preparation. We could see that speaking without preparation is the common factor that students with both high and low self-perception of speaking ability reported being anxious about.

Regarding prior preparation, Johnson (1995) suggests that time to prepare for speaking tasks is important because language learners can spend the time asking for assistance from others, reviewing ideas, or rehearsing what they are going to perform. Menzel and Carrell (1994) find that the quality of L1 classroom speech performances correlated positively with total preparation time, and time rehearsing silently and out loud. Based on the interview data of the present investigation, all participants reported that they could not perform their speaking tasks unless they prepared themselves. They also reported that the preparation engendered confidence in their speaking and could lower their nervousness. Songsriri (2007) states that students' confidence in language learning, especially speaking, is one of the main factors to inspire students

to reach their goals. In her study, she found that confidence in language learning made the students brave enough to keep going in activities whenever they met tough situations. In this regard, it is more likely that the participants regard 'confidence' as 'ability to perform a speaking task'. Therefore, it might be assumed that 'prior preparation' could promote better performances.

The second issue, task difficulty, was reported by the students with self-perception of high speaking ability as a source of speaking anxiety. A task, regarding language learning, refers to anything that learners are given to do in the language classroom to further the process of language learning (Williams and Burden, 1997). They note that the grading of tasks is a particularly complex issue because many different elements contributing to task difficulty overlap and influence each other. It is also difficult to determine what is easier or more difficult as it will vary from person to person and from one situation to another. However, Hewstone and Stroebe (2001) noted that familiarity of learning tasks affects evaluation apprehension that may lead learners to a deterioration of performance or high level of performance. In a common English speaking-class practice, as can be seen in the Thai learning context, it is relatively difficult to provide a suitable task to fit an individual student since a class usually consists of mixed-proficiency students. Any task which is judged 'comfortable' or 'easy' by some students could be also judged 'stressful' or 'difficult' by others.

In terms of worry about other students' better oral proficiency, the findings reveal the students with a self-perception of low speaking ability fear being less competent than other students or being negatively evaluated by their classmates. The fear might cause undesirable reactions. To illustrate, they might do something

showing that they do not want to attend classes, such as skipping class, not participating in any class activities, or sitting somewhere in the classroom to avoid teachers calling on them. Bailey (1983) proposes that competitiveness can lead to anxiety when language learners see themselves as less proficient than others. Young (1991) considers that learners who start out with a low self-perception of their ability in L2 are the most likely to be anxious in the classroom. Based on the present investigation findings, we could see that the students who perceived their speaking ability as 'high' did not concern themselves as to whether or not other students spoke English better than they did. However, those who perceived their speaking ability as 'low' did. In other words, it is likely that the students with high self-perception of speaking ability were more confident in their speaking skill than those with low self-perception of speaking ability. In this regard, Naiman, Frölich, Stern, and Todesco (1978) state that good language learners are not necessarily those to whom a language comes very easily; but those who have persevered, have overcome frustration, and have achieved a satisfactory level of achievement after many trials and errors. The less confident students might have been unwilling to speak in their language classes due to loss of their self-esteem which is found positively related to oral performance (Brown, 1994).

6.3.5 Speaking Anxiety and Students' 'Perceived' Self-Personality

Through the extensive review of research work in the area of language anxiety, no research works have been shown to investigate the relationship between learners' speaking anxiety and their personality, especially those traits involving extroversion and introversion. Based on the findings of the present investigation, the extrovert students reported having significantly higher speaking anxiety than the

introvert students. The highest percentage of students reported being anxious about task difficulty and forgetting what they had intended to speak. Therefore, both are the most likely to be the causes of English speaking anxiety.

With regard to students' personality, a relationship between the extrovert learners and language learning has been found. Lightbown and Spada (1999) note that it is often argued that an extrovert person is well suited to language learning; however, research findings do not always support this conclusion. In this regard, Cook (1997) notes that probably an outgoing or sociable person learns a second/foreign language better than a reserved or shy person. However, Ellis (2001) points out that the relationship between personality variables and L2 learning is not yet clear. There is some evidence showing that extrovert learners are advantaged in the development of the kind of language associated with basic interpersonal communication skills. He also suggests that extrovert learners may be more likely to participate actively in oral communication. According to the preceding relationships, it might be more likely that the extrovert students experience anxiety when performing a speaking task less than the introvert students. However, in the present investigation, the findings reveal that the extrovert students experienced more speaking anxiety than did the introvert ones. In other words, the extrovert students who are generally presumed to actively take part in their speaking class activities without anxiety were more anxious than the introvert students.

A possible explanation for the present investigation findings might involve behaviour associated with extroversion such as talkativeness, responsiveness, and gregariousness. Eysenck and Chan (1982) identify extroverts like parties, have many friends and need excitement; they are risk-takers, lively and active. According to these

behaviors identified, in terms of language learners, it is more likely that the extrovert learners have more opportunities to communicate with other persons more than the introvert learners who are related to their inner world or enjoy being by themselves. Even though extrovert learners are sociable when talking with other people, they might desire to set a good impression. Therefore, they try to do their best when speaking with others and this might contribute to speaking anxiety. In this case, the anxiety seems to be more 'facilitating' than 'debilitating'. That is, such anxiety is likely to be helpful for learners' language improvement.

6.3.6 Speaking Anxiety and Type of Academic Programme

In the present investigation, type of academic programme is classified into three main types, i.e. English Education, Humanities, and Business English. To date, no past empirical research works have been carried out to explore the relationship between students' speaking anxiety and type of academic programme at the tertiary education level. The findings of the present investigation show, as a whole, no significant differences between students' speaking anxiety and type of academic programme. In other words, there were no strong associations between speaking anxiety and this variable.

As mentioned earlier in Section 3.3.4, the specific objectives of each programme are different depending on each programme vision towards the students' future career. The different objectives result in different curricula and learning conditions such as contents, instructional methods, or learning activities. These might create a basic distinction related to students' anxiety at speaking English. Based on the findings of the present investigation, it might be tentatively hypothesised that type of academic programmes are not related to students' speaking anxiety due to the

nature of the three programmes. That is, they are language-oriented and the students studying the three programmes, presumably, share a common language preference. It has been assumed that they prefer studying a language to course content since, regarding the latter, they could study in their first language. In addition, the number of English courses that the students study according to individual programmes is more or less the same in total. In other words, the period of studying time could probably establish a student familiarity and lower their apprehension when performing a speaking task.

Another possible explanation for the tentative conclusion is students' motivation. Ellis (1994) defines motivation as "the effort which learners put into learning an L2 as a result of their need or desire to learn it." In learning a language, motivation seems to play an important role among language learners (Williams and Burden, 1997). They state that learners differ markedly in their need to achieve or to be successful. Similarly, Brown (1994) also affirms that a learner will be successful with the proper motivation in second language learning. The motivation in language learning can be either 'integrative' or 'instrumental'. For the present investigation, according to the student interviews, most of the informants in the three programmes seem to have 'instrumental' motivation. They said they chose English as their major subject because they anticipated that they would get a higher-earning career after their graduation.

A closer look at students' individual speaking anxiety reveals that more than half of the students in the English Education programme and almost half of those in Business English and Humanities programmes reported being anxious when they did not understand what their teachers said in English. In other words, poor listening skill

might be one of the sources contributing to their speaking anxiety. Concerning learning to listen to a new language, Underwood (1989) states that language learners often encounter problems when they attempt to listen to a new language. However, the problems are not experienced by all students, nor are they experienced to the same degree by students from different backgrounds. She also notes that the students whose culture and education includes a strong storytelling and oral communication tradition are generally 'better' at listening than those from a reading and book-based culture and educational background. Besides the students' culture and education background, features of spoken language based on either stress or intonation or rhythm and tone could affect the language learners' listening. Therefore, according to Underwood's notes, it is possible that RU students encountered the listening problem due to their book-based culture and rhythm and tone language features. With respect to specific problems that language learners may encounter when learning to listen include three issues: 1) lack of control over the speed at which speakers speak; 2) listeners' limited vocabulary; and 3) inability to concentrate.

Firstly, for language learners, one of the difficulties with listening comprehension is controlling the speed of language delivery. Normally, we cannot control others' speaking speed because it is their nature. While listening to a speaker, the learners are so busy working out the meaning of one part of what they hear that they miss the next part. Therefore, it is easy to fail to understand all of what the speaker has said and this can result in their frustration.

Secondly, as a listener, a language learner has to do their best to follow what a speaker is saying because choice of vocabulary is under the speaker's control. For language learners, it is not likely that they completely understand what the speaker

has spoken. Sometimes, they can guess the meaning of the unknown word from its context. However, for learners who cannot guess the meaning, it can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the follow on speech. It is believed that the tendency to stop listening and concentrate on the immediate problem results when learners have been taught their English in a way which has given more emphasis to accuracy than fluency. In other words, the way that has emphasised on the mastery of the forms of language than its use.

Lastly, inability to concentrate in listening work is also a major problem. Students may feel overloaded with information which could make them tired of the listening. Even a short break in attention can impair students' ability to understand what a speaker says. In addition, a topic of speaking is a factor that can induce the listeners' concentration on the speaking. However, sometimes, even when the topic is interesting, the listeners feel tired of listening because they need to make a greater effort than is useful to follow every word they hear.

6.4 Implications of the Research Findings for the Teaching and Learning of English for Rajabhat University Students Majoring in English

As summarised in the previous section in response to the research questions, the research findings reveal: 1) a relationship between gender of the students, student's 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme and overall reported degrees of speaking anxiety, reported

speaking anxiety in three main categories, and reported speaking anxiety at the individual level; 2) how the students with a high degree of speaking anxiety and those with a low degree reduce their speaking anxiety; and 3) how language teachers can help the students reduce their speaking anxiety. Some implications for the teaching and learning of English for Rajabhat University students are presented as follows:

1. Arising out of the research findings, it appears that a number of English major students studying in the three programmes, which are English Education, Humanities and Business English, at Rajabhat Universities experienced anxiety in speaking English at a 'moderate' level. Language teachers should acknowledge the existence of the anxiety and should seek ways for its effective reduction. Suitable strategies to reduce the anxiety should be applied to each individual student as they are likely to have different manifestations of the speaking anxiety.

In order to help the students cope with the speaking anxiety, the researcher for the present investigation would like to propose the following:

1.1 Language teachers should help students learn to cope with existing anxiety-causing situations and create a relaxed classroom atmosphere. Krashen's Affective Filter Hypothesis contends that when a language learner is placed in a stressful or unfavorable learning environment, an 'affective filter' such as shyness, nervousness and the anxiety is raised, which prevents the learner from acquiring language (Johnson, 2001). This hypothesis suggests that language teaching should be made informal and in a relaxing fashion by using some techniques such as relaxation exercises, advising on effective language learning strategies, encouraging students to think positively for academic success, forming support groups for discussing concerns and difficulties encountered in language learning, or seeking out students who have

successfully defeated speaking anxiety and have them share their experience with other students.

   1.2 Teachers should encourage students to take a risk when speaking English and occasionally discuss the importance of making mistakes. It is necessary to tell students that they are not expected to be fluent in speaking English like a native speaker, but they can gain competence in a given time. Moreover, some agreements should be formed with the students to help them to establish more confidence in speaking, by suggesting to them not to be too sensitive about errors and mistakes as even native speakers can sometimes make mistakes too. For instance, teachers should tell the students that they should focus on the message or what the students are trying to communicate to the audience not on the grammar or correct pronunciation, because then they have to think of meanings and correctness at the same time. If the students focus only on the meaning, it seems that they have less anxiety than when they have worry about the grammar.

   1.3 Apart from the aforementioned techniques, teachers themselves should act more like a facilitator helping students to learn, and be less like a controller. This can make them feel more comfortable when speaking in class. They should spend more time and effort helping these students minimise their speaking inhibitions, and help establish more confidence. For instance, they might talk with students when meeting them outside of the classroom. This would create a trust between teachers and students which can lead to enhanced rapport and confidence to speak the target language in class. If the students are confident in themselves, they will be on their way to speaking successfully, with better fluency and accuracy.

1.4 The findings of the study might inspire language teachers to pay more attention to their students' affective background. If they found that their students experienced speaking anxiety, they might help them before some serious problems occur and cause the students negative effects or attitude on language learning. With a better understanding of this affective construct, the caring teachers could identify anxious students and help their students reduce or minimise the anxiety. Besides this, the teachers might review their teaching practice to see whether or not they cause any anxiety to their students or if they can do anything to help their students feel happier in the classroom. To do this, they might adjust instructions or seek other ways to promote the students' successful speaking.

2. Among the three language anxiety categories, i.e. communication apprehension, test anxiety, and fear of negative evaluation, the findings of the present investigation revealed 'fear of negative evaluation' was found to be the main cause of speaking anxiety for the students. Based on the data obtained through the teacher interviews, most the teachers of English reported that they evaluated the students' speaking performance themselves. Mostly, the students were not allowed to get involved in grading their peers' performance. They could take part in the speaking evaluation however by giving comments to their peers after they finished speaking. In this regard, 'peer evaluation' might be an option in a speaking course. The students' speaking anxiety might be decreased if their peers could take part in the speaking evaluation. Some students reported that they would like this because their peers are in the same age group and they understand each other. This could imply that they were afraid that their teachers might evaluate their performance at a lower level than their

friends. Therefore, 'peer evaluation' is probably one way of reducing students' speaking anxiety.

3. Based on the emergent findings of student interviews, 'Relaxation' was the strategy most frequently reported being used to reduce the students' speaking anxiety. This could shed some light on teaching speaking skill in terms of speaking-task design. Language teachers might take the aspect of student relaxation into account when designing lessons pertaining to speaking activities. These might involve formal to less formal activities, yet meaningful tasks, with the aim of student participation in the activities as well as competition being there for fun and enjoyment. In terms of the content of the speaking lessons, as suggested by some students with a high degree of speaking anxiety in the interviews for the present investigation, the content should be interesting, easy to understand, and partly be in a game format. With the understanding of language anxiety, language programme planners would be able to provide language courses with interesting lessons and less anxiety-carrying content that enable the students to forget that they are in a language class. This results in more effective learning.

4. Another result arising out of the research findings deals with how the students with a high and low degree of speaking anxiety lessen the anxiety. The findings revealed the tactics which both groups of students used to cope with their speaking anxiety were not different. In other words, they utilised similar ways to reduce their speaking anxiety. The most popular speaking anxiety reduction tactic reported by the students is concentrating, or psyching themselves up before performing a speaking task. In this regard, language teachers might introduce this tactic to other students who might have never used it to reduce their speaking anxiety.

5. Training courses for language teachers focusing on ways to reduce speaking anxiety should be provided in order to make the teachers aware of this issue. They should be encouraged to take more responsibility to emphasise the psychological nature of language learning. This could be introduced by the education authority providing some training courses aimed at developing teachers' understanding of student behavior in foreign language communication. Regarding giving the students knowledge, teachers should recognise how important speaking anxiety is and its impact on the students' performance. In this regard, it is assumed that using the anxiety construct only is inadequate to understand the total role that psychology plays in language learning. Other psychological constructs such as motivation, self-esteem, attitude, and so on should be taken into consideration as well.

The implications on the basis of the finding of the present investigation are not exhaustive. Language teachers can offer various ways of speaking-anxiety reduction based upon their observation in their language classrooms. It can be said that in the long run, whatever is done in the classroom to make students feel good about themselves as language learners is important. The most important thing is if students recognise their anxieties, they will be able to identify anxiety-provoking situations in more realistic ways and eventually choose to approach rather than avoid these situations.

6.5 Contribution of the Present Investigation

The present investigation has made some significant contributions in the field of language anxiety mainly focused on speaking anxiety. It has revealed Rajabhat University students majoring in English reporting the existence of speaking anxiety as

a whole and in detail. It identified ways that the students with a high degree of speaking anxiety and those with a low degree cope with the anxiety, including methods the language teachers employed to help their students alleviate the anxiety. As previously stated in Chapter 2, no research work concerning speaking anxiety has been carried out with English major students studying at Rajabhat Universities. Therefore, this present investigation can be regarded as the first relatively large-scale study in this field in relation to the variables taken into account. The significant contributions based on the findings of the present investigation can be characterised as follows:

1. As we have seen previously in Chapter 2, there has been very little research dealing with speaking anxiety or communication anxiety carried out with Thai students especially at the tertiary level. On the contrary, they were conducted with definite groups of high school students with different variables . Unlike previous studies, this present investigation has been a large-scale study and it has proposed a broader investigation relating to the relationship between students' anxiety about speaking English and their gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic programme.

2. The present investigation has identified techniques that the students with a high and a low degree of speaking anxiety used to deal with their speaking anxiety, and ways language teachers used to help alleviate their students' speaking anxiety. The findings of this study might inspire language teachers to have a better understanding, pay more attention to their students' frustration with oral performance, and spend more effort helping them minimise it. Additionally, language teachers can make use of the findings on speaking anxiety reduction to allay their students' anxiety

to create confidence leading to success in speaking English. For instance, if teachers recognise student personality, they can provide appropriate learning activities for them. Communicative teaching focusing on group participation or social know-how might be appropriate for extrovert students while academic teaching emphasising individual learning and language knowledge might be suitable for introvert students.

 3. The present investigation used mixed methods, that is, quantitative and qualitative ones to elicit the information regarding speaking anxiety reported by English major students from Rajabhat Universities. The former was applied through a speaking anxiety questionnaire in order to find out the degree of the student speaking anxiety. The latter was conducted by interviewing two groups of students, i.e. students with a high degree of speaking anxiety and those with a low degree of the anxiety to gain an understanding of how they manage to lessen this anxiety. In addition, the interview technique was also conducted with language teachers in order to ascertain how they helped their students alleviate the speaking anxiety in language classes. The processes used in the present investigation could be a guide for other researchers interested in the same area to apply it to their further work.

 4. The present investigation results serve as a guide for language teachers in terms of illuminating their understanding of students' speaking apprehension through the learners' perspective. In addition, they also provide insights into how educators can develop strategies to decrease speaking anxiety among learners. With the findings revealed, it is hoped that the present investigation would shed some light on the area of speaking anxiety and initiate a dialogue about it between language teachers, students, and those who are involved in language learning. In addition, what is worth suggesting is that speaking anxiety reduction requires cooperative efforts of both language teachers and students.

6.6 Limitations of the Present Investigation and Proposals for Future Research

The present investigation has been valid and valuable in dealing with the primary research questions, which are, to prove the existence of English speaking anxiety amongst Rajabhat University students majoring in English, and to examine variation patterns, and to explore relationships between the anxiety and student's gender, 'perceived' speaking ability, 'perceived' self-personality, as well as 'type of academic programme'. Heppner and Heppner (2004) state that when conducting research, all studies have limitations. Much as the previous research, the present investigation also has some limitations as will be presented. Certain limitations have been apparent, and areas for possible future research should be taken into consideration:

1. Even though the researcher for the present investigation elicited the informants' responses about how they reduced their speaking anxiety, there might have been something missed, such as some visible signs of nervousness which could be observed in a classroom setting. In this regard, the researcher realised that classroom observation may enable a researcher to discover and observe behaviour of the students before and whilst performing a speaking task in language classes which could confirm the interview responses. Other methods of data collection such as, classroom observation or student diaries should have been included in the present investigation. In addition, according to Stern (1991), classroom observation would assist in the view that there are certain personality characteristics which are helpful or detrimental to successful language learning.

2. Another limitation was the present investigation participants. All of them were third-year students majoring in English at Rajabhat Universities. It would be

more beneficial if the participants were selected from different types of universities and years of study. To do this, other findings relevant to speaking anxiety reduction might emerge from these different participants with the hope that it would be more generalisable to a larger group of Thai university students.

Apart from types of university and years of study, another issue is worth noting here. That is the Thai education system is classified into two types: basic and higher education levels. As previously stated, the present investigation was conducted with university students or at the higher education level. According to the findings, even though they have been studying English for many years, they still experience speaking anxiety. It could be implied that the students at the basic education level might also have experienced speaking anxiety at a high degree since their English learning experience was less than that of the university students. Hence, to get the whole picture of Thai students' anxiety about speaking English, students at the basic education level could be participants for further research.

3. As can be seen, the present investigation focused on exploring the existence of the participants' speaking anxiety, and the findings revealed that the students experienced speaking anxiety at different levels. However, it could be possible that they also experienced anxiety with other types of English learning skills. Therefore, the anxiety involving other English learning skills such as listening, reading, or writing should have been investigated as well.

6.7 Conclusion

The present investigation has contributed to the field of speaking anxiety in terms of its existence, speaking anxiety reduction reflected on by language learners and

language teachers, and the investigated variables. One of the major contributions of the present investigation has been the techniques which the students applied in order to lessen their speaking apprehension. Based on the data analysis, it seems that students' limited solution to lessen their speaking discomfort is doing concentration exercises, giving themselves self-support, preparing the contents of what is going to be performed; and asking for help from friends or teachers. Therefore, language teachers should act as facilitators in the language classroom. What they can do has been stated, i.e. creating warm and relaxed classroom atmosphere; teaching students fundamental knowledge; encouraging students to build more confidence and not to worry about making mistakes; sharing their language learning past experience with their students and so on.

Of the four variables investigated, two variables, i.e. 'perceived' speaking ability and 'perceived' self-personality have rarely been taken into consideration by other researchers in the area of speaking anxiety. Regarding types of academic programme classified as English Education, Humanities, and Business English, no past research work has been carried out by any researchers in this field of study.

Lastly, the researcher has suggested some implications arising out of the research findings for the teaching and learning of English for Rajabhat University students majoring in English. In addition, the limitations of the present investigation and some proposals for future research have been proposed. Even though the present investigation has provided a contribution to the area of speaking anxiety, there is a need for further research in this area for a better understanding and to seek further methods to reduce speaking anxiety. By reducing students' speaking anxiety, their speaking skill would be improved and their language learning capability would be enhanced.

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APPENDIX A

A Sample of Student Interview Script

(The translated version)

Interviewer: **Panida Tasee**

Interviewee: **SH16**

Date: **22ⁿᵈ November 2007**

Time: **10: 30 hours**

Place: **Rambhaibarnni Rajabhat University, Chanthaburi, Thailand**

……………………………………………………………………………

Me : Good afternoon.

SH16 : Good afternoon.

Me : How are you today?

SH16 : I'm fine, thank you. And you?

Me : Fine, thank you. **Q1Could you introduce yourself?**

SH16 : I'm Orachai Muennathee. I'm a third year student in the Education faculty, majoring in English.

Me : Can you tell me your nickname?

SH16 : It's 'Chun'.

Me : Can I call you 'Chun'?

SH16 : Yes, you can.

Me : Thanks. It's easy to remember. Well, why did you choose English as your major?

SH16 : I would like to be a teacher and my parents also would like me to be a teacher. When I first came here, I didn't know what to learn, so I decided to study an instruction-oriented programme. I think it would be easier to find a future career.

Me : In your high school, what programme did you study?

SH16 : I chose an art-oriented programme.

Me : So, that means you have studied some English courses. Do you like them?

SH16 : Not exactly.

Me : Um..why did you decided to take English as your major subject.

SH16 : I don't like English because I think my English teacher at high school was not good at English. The reason why I chose to study English is because it will make it easier to find a job.

Me : O.k. **Q2 Among the four skills, listening, speaking, reading, and writing, which one do you think the most difficult for you?**

SH16 : It seems to be listening… listening and speaking.

Me : Why do think speaking is difficult for you?

SH16 : Because I don't know which word to use. I have limited vocabulary.

Me : Do you study English-speaking courses with Thai or Non-Thai teachers?

SH16 : With an Australian teacher.

Me : Do you mean this term?

SH16 : Yes.

Me : How about your past English study?

SH16 : I also studied with a foreign teacher when I was in the first year.

Me : And do you think there are differences between Thai and non-Thai teacher instructions?

SH16 : Yes, there are. For example, when I study with non-Thai teachers, I can learn the accent and have a chance to practice listening. It's different from the way in which Thai teachers teach in that they always translate into Thai while teaching English. In fact, it cannot give a deep understanding as with the foreign teachers.

Me : So, with whom would you like to study speaking courses?

SH16 : If I can make a choice, I will study with non-Thai teachers because I can practice many things like pronunciation, listening, or guessing meanings.

Me : Um..**Q3 In your speaking class, what kind of activity does your teacher normally assign for students?**

SH16 : Mostly, it is individual activity. He gives us a topic to prepare outside the class in order to speak in front of class.

Me   : **Q4 What kind of speaking activities do you like the most?**

SH16 : I like speaking with my friend when I practice in the classroom but when I have to speak in front of class I like to speak individually.

Me   : Can you tell me why do you like different speaking activities?

SH16 : I think speaking in class is like we are practicing. We need someone to practice with because he can tell me if I speak correctly or not. I have fun when I practice with my friend. Nobody notices us because everyone is busy with practising. When I speak in front of class, I have to concentrate on my speaking. I will forget what I have prepared if I listen to others. I want to keep on speaking until I finish what I have prepared.

Me   : Does he give you some time for the preparation?

SH16 : Yes, he does. Normally, he gives us two-topics a week and we have three studying periods a week.

Me   : Is that enough for you to prepare yourself for a speaking task?

SH16 : I think it is enough but the topics should not be broad.

Me   : Well, after your speaking task, normally, who evaluates it?

SH16 : My teacher.

Me   : How does he evaluate?

SH16 : In fact, he gives us comment and points out our flaw like mispronouncing something like this.

Me   : Have your friends ever evaluated your speaking or given you comment?

SH16 : Yes, they have.

Me   : If your friends could evaluate your speaking, would you like them to do that?

SH16 : It's a good idea because I think we understand each other and have something in common.

Me   : O.k. and **Q5 how do you feel when speaking English in front of class?**

SH16 : I feel excited.

Mw   : **Q6 Why are you excited?**

SH16 : I'm afraid that my friends will not understand me. Moreover, I will forget what I prepared because everybody in the class is looking at me.

Me : **Q7 How often are you excited when speaking in front of class?**

SH16 : Not often because I have normally prepared well before speaking. Even though I have prepared, I tend to get excited when speaking in front of my classmates and my teacher.

Me : So you mean you get excited every time you speak in front of the class?

SH16 : Not exactly. If we have a good preparation, we will have more confidence.

Me : How do you feel when you do not prepare well?

SH16 : I'm scared.

Me : What are you scared of?

SH16 : I'm afraid that my friends and my teacher wouldn't understand what I am going to say.

Me : All right. Can you compare your feelings of speaking in front of class when you were in the first year and in the third year?

SH16 : Oh I was very scared when I was in the first year but I feel less nervous now I'm in the third year because I am more familiar with my friends.

Me : Can you tell me your feelings showing that you feel scared?

SH16 : If I hold a piece of paper, it will tremble and I cannot control it. I don't dare to have eye contact with my friends. I think it will be o.k. when I can concentrate on my notes.

Me : **Q8 If you are very worried about performing an English speaking task, what do you do to reduce the worry?**

SH16 : Through my experience, I prepare myself as well as I can. When I'm in front of the class, I think I'm speaking to my friends and my teacher, not srangers.I don't know. I don't care if what I speak everything correctly because I know that my teacher would certainly correct the mistakes and give me advice. With this, I feel better and am less excited and nervous.

Me : Do you always use this strategy to deal with your anxiety?

SH16 : Yes, I do.

Me : Does it work?

SH16 : It does.

Me : Now I understand what you do to reduce the anxiety.

SH16 : Just think that we are talking with our friends. That's it.

Me   : Um…**Q9 what would you like you teacher to do to help you reduce the speaking anxiety?**

SH16 : What would I like my teacher to do? I think what he has done is great. He corrects our mistake, and creates friendly atmosphere. This makes me at ease when talking with my teacher.

Me   : Do you have anything to add ?

SH16 : Nothing.

Me   : Thank you very much for your useful information.

SH16 : You're welcome.

…………………………………..

APPENDIX B

A Sample of Teacher Interview Script

(The translated version)

Interviewer: **Panida Tasee**

Interviewee: **T2**

Date: **30th August, 2007**

Time: **13:30 hours**

Place: **Sakon Nakhon Rajabhat University, Sakon Nakhon, Thailand**

……………………………………………………………………………………………….

Me : Good afternoon.

T2 : Good afternoon.

Me : (**Q1**) **Could you introduce yourself, please?**

T2 : My name is Joe or George. I am from America from the Northeast and have been here in Thailand for about 16 years. I have been teaching in Thai government schools for 3 years now. O.k. I've tried everything from my Prathom level Mattayom, college and now university. So I've learned a little bit experience. O.k? My degree is a bachelor in environment in English o.k. which I've completed on line about three years ago through a university in Massachusettes. Before I came here I worked in the U.S. air force. I was here in Thailand, thirty-six years ago in Nakon Phanom in the Northeast. I came back. I like Thailand o.k. It's very beautiful. People are very friendly very nice o.k? So that's why I would like to come back here because people smile all the time. American people don't smile. That's all I wanted. I'd like to feel good and happy all the time. I wasn't happy in the U.S. so I came back here.

Me   : O.k. thanks. Mainly do you teach speaking courses?

T2   : Well I've tried everything, o.k? I've tried speaking courses, reading courses, listening courses and writing courses. I've taught special courses for the police, hospitals and many other groups. The majority have been speaking courses taught to a degree level o.k?

Me   : And now this semester, are you teaching speaking courses?

T2   : Yes, yes I'm teaching speaking 3, 1 2 3 most of mine are speaking I have 7 different classes this term and I've tried to make the students speak more. I've done some writing classes but most of them are a presentation or getting up to perform an assignment in the class. Yeah most of them are speaking, o.k?

Me   : So how many periods per class per week?

T2 :   Each class. Three periods a week. I have two hours

Me   : Do you think that's enough time?

T2   : Yeah?

Me   : Suitable for them?

T2   : Sometimes for some classes, for other classes no. It's not enough. They need more.

Me   : You mean according to the students' ability?

T2   : Right, right. They need more and I think it is like I said I've been here quite a while in government schools o.k? Yeah the basic, the English basic is not there o.k. They don't have it o.k. And it's not the schools' fault or teachers' faul, o.k? It's a national fault because teachers who are not qualified are teaching English. It could be teachers who science or something like that and have to teach English as well. So it's not their fault.

Me   : O.k. **(Q2) normally in your class what kind of activities do you assign to the students?**

T2   : I usually design them depending on the size of the class because some of my classes have, like, 80 students and to do like a presentation for 80 students for three hours is impossible not enough time o.k? So usually I assign group work activitie For example, last Tuesday my students had to

do a group presentation on how to prepare some food, for public speaking class, o.k? Then afterwards, they had to present how to make a cook book with their favourite recipe. And this week, I told them to go ahead to present their recipe and they did very good. What I need is everyone to speak . It's not just one do the whole presentation and everybody just stand, no. I don't allow that. They all have to take a turn speaking so I can hear their voice and their accent.

Me   : Mostly do you set the topic for the students or the students can set…..

T2   : The basic topic yes o.k. like food o.k. They have to design what they gonna do o.k. or like my tourism class that I have. I have three sets tourism classes mostly speaking that's what I want them to do because they get the Thai very well but the English they don't. So I have them in a group and some will be guides some will be tourists and the next time they reverse roles. So I get them to practice a lot o English o.k.?

Me   : Do you give the students some time to prepare in advance before they do this in advance?

T2   : Sometimes sometimes .o.k. This is your homework and you prepare for next week. Other times o.k. we do it in the lesson. I say, "Now I'll give you 15 minutes, get a partner, and prepare the dialogue o.k.".

Me   : So how do they feel?

T2   : I think they enjoy it and they are having fun with it. They like it especially when they do a very good job. And their pronunciation is almost perfect and I tell them. Do you want me to flatter you? Honestly I don't lie to them because I wouldn't do that to the students ok. I say, "The action is beautiful. Thank you". They get so excited. If I say, "The action is not good." Oh Ajarn… You have to try harder. Can we do it again? No. Can we do it again please? O.k. go, sit down and try again and come back o.k. I'll give them another chance.

Me   : **(Q3) Have you found any students anxious speaking English in class? Why do they have such a feeling?**

T2   : Some of them some of them are but not all. O.k. not all.

Me   : How do they express their feelings?

T2 : Ah… they're ahead of time practicing in the class o.k. They come early so I know that they are anxious and they want to do the best they can o.k. And most of them really want to do well. That I guess you will have in any class 30 % who excel, and 30% below par. Everybody else is in between. Usually other ones who come very early excel o.k. But I would say on the whole the majority in my class know how to present their work. The majority of the students who come early are excited to do it. They're ahead of time. They're excited to do it.

Me : So do you think 'excited' and 'anxious' are the same?

T2 : No they are not really. They are not the same but they should go hand in hand. Being anxious o.k. is something like well I want to get it done and over. o.k. Being excited is a good feeling o.k? It should be. I don't know much about my students.

Me : **(Q 4) If you find some students with speaking, how do you help them reduce the anxiety?**

T2 : Ah… well I know that when they start the anxiety, they stutter on words. Come on, let's sit down, sit down. Let's talk. O.k. now would you like to try again? Because they're anxious, they get nervous. And some of them get very nervous even though they do it all the time for me. They still get nervous. O.k. I understand. So I talk to them like one on one, one on one o.k. I don't shout at them in front of their friends, they might not look good o.k. You can talk one on one. You can get them to calm down and then they try again. Fine.

Me : It works?

T2 : Sometimes not 100% because not everybody succeed. So sometimes I have to sort of like mock. And I have some voice, big tough voice in my class. It might get it a laugh from them. They like that o.k? But they listen to me and we enjoy the class. We have a good class. They do very well.

Me : And at the very beginning of the course in the middle and at the end of the course do their anxieties level change?

T2 : Yes at the beginning their anxiety is very high and just it goes down gradually through the end of the year. Like now my classes, they're afraid

of foreigners o.k. And it's very difficult to be faced with foreigners. Oh my god we have a foreigner teaching so their anxiety is very high, high. And uh sure as it goes on through the term their anxiety level comes way down towards the end of the year they're just like o.k. you are one of us. Yeah that's all I want.

Me   : It's because of the time with you in class or because of the practice?

T2   : I think maybe it has something to do, maybe a little bit with the attitude of the teachers, o.k., the attitude of the students o.k. the ability to understand the students, o.k., the ability to be able to analyse their anxieties and how to deal with them, o.k. So we can't say just one thing. It's many things.

Me   : So in your opinion do you think Thai teachers care much about psychology?

T2   : Some do some don't that I've seen o.k? It depends. Some teachers just don't care about the students at all. Well I'm not that way. I care about my students. In my class, they're my kids like they're my own children. To do the best, sometimes I have to yell at them. If I have to hit them, I will, to get the best out of it. But I never hit them hard. The boys, I do. The boys I do because I pretend to be tough. I smack them around and they smack me around O.k. hard. That's o.k.

Me   : I'm going to talk about the evaluation.

T2   : Uh ah.

Me   : So how often do you evaluate their performance? Every week? Or……

T2   : I try to do it almost every other week

Me   : Every other week?

T2   : Right. I have a verbal exercise for them to do in class. Every other week they can get points, o.k. depending on the topic, depends on the demand of the topic. I try to evaluate them often to see how they are progressing o.k?

Me   : So only you evaluate the students' performance?

T2   : Yeah

Me   : The students don't evaluate their friends' performance?

T2   : No….that's something new because it's not normal but I'll try it.

Me	: Uh that means you have never asked their peers to give comments when their friends finish?
T2	: Sometimes, sometimes I say how do you feel about what they said? How do you feel about their presentation? Of course they always say oh it's great it's great.
Me	: Because they are friends.
T2	: Right right o.k. So it's not a true evaluation as such o.k. they might be thinking the same that I'm thinking. Well the pronunciation was good on some of the words o.k. but it was good, a pretty good presentation overall.
Me	: Could you tell me about your criteria you use to grade the students' speaking ability?
T2	: I grade them on, on kind of very difficult to say. It's like I see what they are at the very beginning of the year o.k. Example I had one student last year, last term and I asked them, "Good morning. How are you?" Huh. Oh boy! We had a problem. It's gonna be tough. And other students in the classroom, the same,very small classes too. Fortunately, I spent time with a couple o.k with a boy and a girl. By the end of the year this boy was speaking English very well and not shy. And I say it was one thousand per cent of improvement o.k. So he got grade A.
Me	: So you can recognise every student in your class?
T2	: Oh yeah. I don't know their names but know their faces o.k. Some of my classes have, like, sixty students and I try to remember everybody every week. But I might go a couple of weeks and, wait a minute, hey, he hasn't been for the last two weeks. He hasn't been here. When has he been? Don't lie to me, tell me the truth. You know if you lie me I won't help you. Tell me the truth, no problem. We'll work it out. I have good repport with students like that.
Me	: In your opinion, (**Q5**) **What is the most effective way to teach speaking?**
T2	: Speaking?....... The most successful way to teach speaking?
Me	: Yeah

T2	:	Ah…. it's like you're hands on. It's like to learning to speak. It's like learning to use the computer. You're hands on because learning to speak you must actually speak.
Me	:	But as a teacher how can we help them?
T2	:	Ah… I help them. I do a lot of role plays.
Me	:	Role plays.
T2	:	Right. A lot of role plays in my class almost every class. O.k. We do role plays almost very class.
Me	:	Yeah your role plays can be done in pair or in group so most………….
T2	:	Sometimes like in my tourism class o.k. we will do a role play three of you are guides, three of you are tourists. Now carry on conversation o.k. the tourists have many questions o.k. so that means all of the tourists have to ask the questions and the three guides here o.k. have to answer because it's a big group, big group of tourists o.k. So they do it. And sometimes it's just one on one . Or like a telephone conversation telephone conversation I have one person over here and one person over there. They can't look at each other.
Me	:	Uh… if they want to speak out but they don't know the vocabulary that they need to use……..
T2	:	I tell them use Thai and English mixed I don't care. If they don't understand then I wanna know, and then I help them understand. So I know what they want to say in English and the couple words that they're not sure, I let them say in Thai. Then I want them to learn those words in English. I don't care if they say the words right or wrong. Just say it. The more you practice the words, the better you are going to be. In conversation, you can take all the grammar and throw it away. The bottom line is you understand what I am saying and I do understand what you say. Then no problem. Communication is understanding between two people.
Me	:	Anything else?
T2	:	No. That's all. I hope I can help, o.k.
Me	:	Thank you very much for your co-operation and experiences.

T2 : No problem if I can help you. Anytime, don't hesitate to call me. Call the university and I'm happy to help you with anything o.k. regarding special program for you something like that. No problem we can talk

Me : Thank you very much.

………………………….

APPENDIX C

Questionnaire on Factors Affecting English Major Students'

Anxiety about Speaking English (the Thai version)

แบบสอบถาม

เรื่อง ปัจจัยที่เกี่ยวข้องกับความวิตกกังวลในการพูดภาษาอังกฤษ

ของนักศึกษา วิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยราชภัฏ

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แบบสอบถามฉบับนี้แบ่งออกเป็น 3 ส่วน คือ

ส่วนที่ 1: ข้อมูลของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ

ส่วนที่ 2: แบบสอบถามเรื่องความวิตกกังวลในการพูดภาษาอังกฤษ จำนวน 48 ข้อ

ส่วนที่ 3: แบบวัดพฤติกรรม จำนวน 20 ข้อ

ส่วนที่ 1 ข้อมูลของนักศึกษา

โปรดกาเครื่องหมาย ☒ ในช่องที่กำหนดให้หรือกรอกข้อความที่เป็นจริงของนักศึกษา

1. ชื่อ ☐ นาย ☐ นางสาว_____ นามสกุล_____ _
   2. โปรแกรมวิชา
       ☐ การศึกษา   ☐ ธุรกิจ   ☐ ศิลปศาสตร์
   3. มหาวิทยาลัยราชภัฏ _____
   4. ประสบการณ์การเรียนรายวิชาการพูดภาษาอังกฤษ:
       ☐ 1 รายวิชา ☐ 2 รายวิชา   ☐ 3 รายวิชา
   5. โปรดประเมินความรู้ความสามารถด้านการพูดภาษาอังกฤษของนักศึกษาว่าอยู่ในระดับใด
       ☐ ต้องปรับปรุง   ☐ พอใช้   ☐ ดี
6. เหตุผลที่นักศึกษาประเมินความรู้ความสามารถด้านการพูดภาษาอังกฤษของตนเองดังคำตอบข้อที่ 5

ส่วนที่ 2

แบบสอบถามเรื่องความวิตกกังวลในการพูดภาษาอังกฤษ
ของนักศึกษา วิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยราชภัฏ

คำชี้แจง: แบบสอบถามนี้มี 4 หน้า จำนวน 48 ข้อ โปรดอ่านและพิจารณาว่านักศึกษาเห็นด้วยกับ
ข้อความที่กำหนดให้หรือไม่ ข้อความบางข้ออาจคล้ายกับข้อความอื่นๆแต่นักศึกษาไม่ต้องกังวลใน
เรื่องนี้ เพียงแต่ให้นักศึกษาตอบอย่างรวดเร็วโดยใช้ความคิดครั้งแรกของนักศึกษาในการเลือก
ระดับของคำตอบ แล้วให้ทำเครื่องหมาย ✓ ลงในช่องว่างที่สอดคล้องกับความคิดเห็นของ
นักศึกษา คำตอบที่นักศึกษาเลือกตอบจะไม่มีการตัดสินว่าถูกหรือผิด และจะไม่มีผลกระทบใดๆต่อ
การเรียนและผลการเรียนของนักศึกษาแต่อย่างใด

นักศึกษามีความเห็นต่อข้อความที่กำหนดให้อยู่ในระดับใด

"ไม่ใช่หรือค่อนข้างไม่ใช่"หมายความว่า ข้อความนั้นเป็นแทบจะไม่จริงเกี่ยวกับคุณ

"โดยปกติ...ไม่ใช่" หมายความว่า ข้อความนั้นเป็นจริงเกี่ยวกับคุณน้อยกว่าครึ่ง

"มีส่วน...ใช่" หมายความว่า ข้อความนั้นเป็นจริงเกี่ยวกับคุณประมาณครึ่ง

"โดยปกติ...ใช่" หมายความว่า ข้อความนั้นเป็นจริงเกี่ยวกับคุณมากกว่าครึ่ง

"ใช่หรือค่อนข้างใช่" หมายความว่า ข้อความนั้นเป็นจริงเกี่ยวกับคุณเกือบจะเสมอ

ตัวอย่าง :

ข้อความ	ความคิดเห็น				
	ไม่ใช่หรือค่อนข้างไม่ใช่	โดยปกติไม่ใช่	มีส่วนใช่	โดยปกติใช่	ใช่หรือค่อนข้างใช่
O. ในชั่วโมงเรียนภาษาข้าพเจ้าจะตื่นเต้นตกใจมากเมื่อต้องพูดโดยไม่ได้เตรียมตัวล่วงหน้ามาก่อน				✓	

แบบสอบถามเรื่องความวิตกกังวลในการพูดภาษาอังกฤษ
ของนักศึกษา วิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยราชภัฏ

ข้อความ	ความคิดเห็น				
	ไม่ใช่ หรือ ค่อนข้าง ไม่ใช่	โดย ปกติ ไม่ใช่	มีส่วน ใช่	โดย ปกติ ใช่	ใช่หรือ ค่อนข้าง ใช่
1. ในชั่วโมงเรียนภาษาอังกฤษข้าพเจ้าจะตื่นเต้นเมื่อต้องพูดโดยไม่ได้เตรียมตัวล่วงหน้า					
2. ข้าพเจ้ารู้สึกหัวใจเต้นแรงขึ้นเมื่อจะถูกเรียกชื่อในชั่วโมงเรียนภาษาอังกฤษ					
3. ในชั่วโมงเรียนภาษาอังกฤษ ข้าพเจ้ารู้สึกกังวลเมื่อต้องตอบคำถามที่ไม่ได้เตรียมตัวล่วงหน้า					
4. ข้าพเจ้ารู้สึกไม่มั่นใจภาษาอังกฤษของตัวเองเลยขณะที่พูดภาษาอังกฤษในชั้นเรียน					
5. ข้าพเจ้ามักจะรู้สึกตื่นเต้นและตัวสั่นเล็กน้อยเมื่อรู้ว่าจะถูกเรียกชื่อในชั่วโมงเรียนภาษาอังกฤษ					
6. ข้าพเจ้าเต็มใจถ้าต้องเรียนภาษาอังกฤษเพิ่มเติมเป็นพิเศษ					
7. ข้าพเจ้ารู้สึกอึดอัดที่ต้องพูดภาษาอังกฤษต่อหน้าเพื่อนๆ					
8. ข้าพเจ้ามักกระวนกระวายที่ต้องพูดโดยไม่มีการเตรียมตัวมาล่วงหน้า					
9. เมื่อข้าพเจ้ารู้สึกประหม่าข้าพเจ้ามักจะลืมสิ่งที่ตั้งใจจะพูด					
10. ข้าพเจ้ารู้สึกใจเต้นแรงเมื่อถูกเรียกให้ตอบคำถามในชั่วโมงเรียนภาษาอังกฤษ					
11. ข้าพเจ้ารู้สึกประหม่าและสับสนเมื่อทำกิจกรรมที่เกี่ยวกับการพูดภาษาอังกฤษในชั้นเรียน					
12. ข้าพเจ้าจะประหม่าเมื่ออาจารย์ถามคำถามที่ข้าพเจ้าไม่ได้เตรียมตัวมาล่วงหน้า					
13. เมื่อข้าพเจ้าไม่เข้าใจสิ่งที่อาจารย์พูดเป็นภาษาอังกฤษข้าพเจ้าจะรู้สึกตกใจ					

ข้อความ	ความคิดเห็น				
	ไม่ใช่หรือค่อนข้างไม่ใช่	โดยปกติไม่ใช่	มีส่วนใช่	โดยปกติใช่	ใช่หรือค่อนข้างใช่
14. ข้าพเจ้าไม่เข้าใจว่าทำไมบางคนรู้สึกเบื่อหน่ายเมื่อเรียนวิชาภาษาอังกฤษ					
15. ข้าพเจ้าไม่รู้สึกประหม่าเมื่อต้องพูดภาษาอังกฤษกับชาวต่างชาติ					
16. ถึงแม้ว่าข้าพเจ้าได้ศึกษาบทเรียนภาษาอังกฤษมาล่วงหน้าแล้วแต่ข้าพเจ้าก็ยังคงวิตกกังวล					
17. ข้าพเจ้าไม่ชอบเรียนวิชาภาษาอังกฤษ					
18. ข้าพเจ้ามีความมั่นใจเมื่อต้องพูดภาษาอังกฤษในชั้นเรียน					
19. ข้าพเจ้ารู้สึกเครียดและประหม่าในการเรียนวิชาภาษาอังกฤษมากกว่าวิชาอื่นๆ					
20. เมื่อข้าพเจ้าไม่เข้าใจภาษาอังกฤษที่อาจารย์พูดข้าพเจ้าจะรู้สึกกังวล					
21. ข้าพเจ้ารู้สึกสบายใจเมื่อได้มีโอกาสพบปะพูดคุยกับชาวต่างชาติ					
22. ไม่ว่ากิจกรรมการพูดจะยากหรือง่ายเพียงใดข้าพเจ้ายังคงรู้สึกกังวลที่ต้องพูดเป็นภาษาอังกฤษ					
23. ความรู้สึกวิตกกังวลของข้าพเจ้าขึ้นอยู่กับความยากง่ายของกิจกรรมการพูดที่ได้รับมอบหมาย					
24. เมื่อต้องพูดภาษาอังกฤษในชั้นเรียนข้าพเจ้ารู้สึกว่าความสามารถในการพูดภาษาอังกฤษของตัวเองแย่					
25. ถึงแม้ว่าข้าพเจ้าได้เตรียมตัวมาเป็นอย่างดีแต่ข้าพเจ้ายังคงรู้สึกกังวลเมื่อต้องพูดภาษาอังกฤษในห้องเรียน					
26. ข้าพเจ้าไม่ชอบใช้ภาษาอังกฤษในการอภิปรายกลุ่ม					
27. โดยทั่วไปแล้ว ข้าพเจ้ารู้สึกสบายใจที่ใช้ภาษาอังกฤษในการอภิปรายกลุ่ม					

ข้อความ	ความคิดเห็น				
	ไม่ใช่หรือค่อนข้างไม่ใช่	โดยปกติไม่ใช่	มีส่วนใช่	โดยปกติใช่	ใช่หรือค่อนข้างใช่
28. ข้าพเจ้ารู้สึกเครียดและประหม่าเมื่อใช้ภาษาอังกฤษในการอภิปรายกลุ่ม					
29. ข้าพเจ้าชอบมีส่วนร่วมในการอภิปรายกลุ่มที่ใช้ภาษาอังกฤษ					
30. การใช้ภาษาอังกฤษในการอภิปรายกลุ่มกับนักศึกษาที่ข้าพเจ้าไม่คุ้นเคยนั้นทำให้ข้าพเจ้าเกิดความเครียดและกังวล					
31. ข้าพเจ้าไม่รู้สึกเครียดเมื่อใช้ภาษาอังกฤษขณะเข้าร่วมกิจกรรมกลุ่ม					
32. ข้าพเจ้ารู้สึกประหม่าขณะที่พูดคุยอย่างไม่เป็นทางการกับคนที่เพิ่งรู้จักกัน					
33. ข้าพเจ้าไม่กลัวที่จะใช้ภาษาอังกฤษเพื่อแสดงความคิดเห็นอย่างไม่เป็นทางการ					
34. โดยปกติแล้วเมื่อข้าพเจ้าพูดภาษาอังกฤษอย่างไม่เป็นทางการ ข้าพเจ้าจะรู้สึกเครียดและกังวล					
35. ข้าพเจ้ารู้สึกผ่อนคลายขณะที่พูดภาษาอังกฤษอย่างไม่เป็นทางการกับคนที่เพิ่งรู้จักกัน					
36. ข้าพเจ้ากลัวที่ต้องใช้ภาษาอังกฤษเพื่อแสดงความคิดเห็นอย่างไม่เป็นทางการ					
37. ข้าพเจ้าไม่รู้สึกประหม่าเมื่อใช้ภาษาอังกฤษสนทนากับคนที่คุ้นเคย					
38. เมื่อต้องสอบพูดภาษาอังกฤษ ข้าพเจ้าไม่รู้สึกกังวลว่าจะพูดผิดหรือพูดถูก					
39. ในขณะที่กำลังพูดภาษาอังกฤษอยู่นั้น ข้าพเจ้ากลัวว่าอาจารย์จะแก้ไขข้อผิดพลาดทุกอย่างที่เกิดขึ้น					

ข้อความ	ความคิดเห็น				
	ไม่ใช่ หรือ ค่อนข้าง ไม่ใช่	โดย ปกติ ไม่ใช่	มีส่วน ใช่	โดย ปกติ ใช่	ใช่หรือ ค่อนข้าง ใช่
40. โดยปกติแล้วข้าพเจ้าไม่รู้สึกเครียดเมื่อสอบพูด ภาษาอังกฤษ					
41. ยิ่งข้าพเจ้าเตรียมตัวเพื่อสอบพูดภาษาอังกฤษมาก เท่าไร ข้าพเจ้าก็ยิ่งสับสนมากขึ้นเท่านั้น					
42. ข้าพเจ้ารู้สึกว่าเพื่อนร่วมชั้นเรียนพูดภาษาอังกฤษ ได้ดีกว่าข้าพเจ้า					
43. ข้าพเจ้ากลัวว่าเพื่อนร่วมชั้นเรียน จะหัวเราะเยาะเมื่อ ข้าพเจ้าพูดภาษาอังกฤษ					
44. ข้าพเจ้ารู้สึกอายที่จะตอบคำถามในชั่วโมงเรียนวิชา ภาษาอังกฤษโดยที่อาจารย์ไม่ได้เรียกให้ตอบ					
45. ข้าพเจ้าคิดเสมอว่าเพื่อนร่วมชั้นเรียนมักจะเรียน ภาษาอังกฤษเก่งกว่าข้าพเจ้า					
46. ข้าพเจ้ามักจะกังวลเกี่ยวกับผลของการสอบภาษา- อังกฤษไม่ผ่าน					
47. ข้าพเจ้ารู้สึกว่าชั่วโมงเรียนภาษาอังกฤษผ่านไปอย่าง รวดเร็วจนทำให้ข้าพเจ้ากลัวว่าจะเรียนไม่ทันเพื่อน					
48. ข้าพเจ้าไม่วิตกกังวลว่าจะพูดผิดเมื่อต้องพูดภาษา อังกฤษ					

ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

_____

_____

_____

ขอบคุณมากค่ะที่ให้ความร่วมมือในการตอบแบบสอบถามเป็นอย่างดี

APPENDIX D

Questionnaire on Factors Afffecting English Major Students' Anxiety about Speaking English (the translated version)

Questionnaire

**Factors Affecting English Major Students'
Anxiety about Speaking English**

ఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌఌ

This questionnaire is divided into 3 sections:

Section 1: The Student Profile   6   items

Section 2: The Speaking Anxiety Questionnaire   48   items

Section 3: The Self-Personality Perception Test   20   items

Section 1

Student Profile

Directions: Please make a ☒ in the box or fill your factual information in the spaces provided.

> 1.Name ☐ Mr. ☐ Miss_____ Surname_____
> 2. Programme
>   ☐ English Education   ☐ Business English   ☐ Humanities
> 3. Rajabhat University : _____
> 4. Your Speaking English Course Experience:
>   ☐ 1 course   ☐ 2 courses   ☐ 2 courses
> 5. Please indicate the level of your English speaking ability
>   ☐ poor   ☐ fair   ☐ good
> 6. You assess your level of your English speaking ability as you answer
>   in No. 5 because _____

Section 2

Speaking Anxiety Questionnaire

Directions: Read each statement carefully and put a (✓) in the space provided that best indicates the degree to which each statement applies to you by marking whether you think it is (1) never or almost never true of me, (2) usually not true of me, (3), somewhat true of me (4) usually true of me or (5) always or almost always true of me. There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly, and just record your first impression. Your information is only used in this research and will be kept confidential. It will have no affect on your course work or course grades.

Please indicate the degree you respond to the statement provided

"**Never or almost never true of me**" means that the statement is very rarely true of you.

 "**Usually not true of me**" means that the statement is true less than half the time.

"**Somewhat true of me**" means the statement is true of you about half the time.

"**Usually true of me"** means the statement is true more than half the time.

"**Always or almost always true of me**" means the statement is true of you almost always.

Example:

Statement	**Opinion**				
	Never or almost never true of me	**Usually not true of me**	**Somewhat true of me**	**Usually true of me**	**Always or almost always true of me**
0: I tend to get panicked when I have to speak without preparation in language class.		✓			

Statement	Opinion				
	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
1) I tend to get panicked when I have to speak without preparation in language classes.					
2) I feel my heart pounding when I'm called on in language classes.					
3) I get worried when I have to answer the questions without prior preparation.					
4) I never have self-confidence when speaking English in class.					
5) I tend to tremble when called upon to answer questions in class.					
6) I am willing to take extra classes.					
7) I feel uncomfortable when speaking English in front of my classmates.					
8) I tend to feel anxious to speak without prior preparation.					
9) When I feel nervous, I tend to forget what I have intended to speak.					
10) I tend to feel my heart pounding when called upon to answer questions in class.					
11) I tend to get nervous and confused when doing speaking tasks in class.					
12) I tend to get nervous when asked to answer the questions without prior preparation.					

Statement	Opinion				
	Never or almost never true of me	**Usually not true of me**	**Somewhat true of me**	**Usually true of me**	**Always or almost always true of me**
13) I am frightened when I don't understand what the teacher is saying in English.					
14) I don't understand why some students get sick of English classes.					
15) I don't get nervous when speaking English with foreigners.					
16) Even if I am well prepared for English class, I feel anxious about it.					
17) I don't like studying English.					
18) I feel confident when speaking English in class.					
19) I feel more tense and nervous in my English class than in my other classes.					
20) I get nervous when I don't understand what the teacher says in English.					
21) I feel comfortable interacting with foreigners.					
22) I feel nervous to speak English no matter how difficult or easy a speaking task is.					
23) Whether I will be worried in English class or not depends on the difficulty of the task assigned.					
24) I feel bad about my speaking ability when speaking in the English class because my English is not good.					
25) I feel uncomfortable speaking English in class even though I have good preparation.					

Statement	Opinion				
	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
26) I dislike using English in group discussions.					
27) Generally, I am comfortable using English while participating in group discussions.					
28) I am tense and nervous using English in group discussions.					
29) I like to get involved in group discussions in English.					
30) Using English in a group discussion with unfamiliar students makes me tense and nervous.					
31) I am calm and relaxed using English in group discussions.					
32) While talking informally with a new acquaintance, I feel very nervous.					
33) I have no fear of using English to express my opinion informally.					
34) Ordinarily I am very tense and nervous when speaking English informally.					
35) When speaking English informally with a new acquaintance, I feel very relaxed.					
36) I am afraid of speaking English aloud in an informal talk.					
37) I do not feel nervous when speaking English with someone I'm familiar with.					
38) I don't worry about making mistakes when having a speaking English test.					

Statement	Opinion				
	Never or almost never true of me	**Usually not true of me**	**Somewhat true of me**	**Usually true of me**	**Always or almost always true of me**
39) While having an English speaking test, I am afraid that my English teacher will correct every mistake I make.					
40) I usually feel relaxed during tests in my English class.					
41) The more I study for the English test, the more confused I get.					
42) I always feel that the other students speak English better than I do.					
43) I am afraid that the other students will laugh at me when I speak English.					
44) I feel embarrassed to volunteer answers in my English class.					
45) I always think that the other students are better at English than I am.					
46) I always worry about the consequences of failing my English class.					
47) I feel that my English class moves so quickly that I am afraid of getting left behind.					
48) I do not worry about making mistakes when I speak English.					

Additional Comments

Any comments or suggestions? If so, please write here

_____

_____

_____

APPENDIX E

แบบวัดพฤติกรรมเก็บตัว / แสดงตัว
ของนักศึกษา วิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยราชภัฏ

คำชี้แจง: แบบวัดพฤติกรรมฉบับนี้มีจำนวน 1 หน้า 20 ข้อ โปรดอ่านและพิจารณาว่านักศึกษาเห็น
ด้วยกับข้อความที่กำหนดให้หรือไม่ แล้วให้ทำเครื่องหมาย ✓ ลงในช่องว่างที่สอดคล้องกับความ
คิดเห็นของนักศึกษา คำตอบที่นักศึกษาเลือกตอบจะไม่มีการตัดสินว่าถูกหรือผิด และจะไม่มี
ผลกระทบต่อการเรียนและผลการเรียนของนักศึกษาแต่อย่างใด

นักศึกษามีความเห็นด้วยหรือไม่เห็นด้วยต่อข้อความที่กำหนดให้
"ไม่เห็นด้วย" หมายความว่า นักศึกษาไม่เห็นด้วยกับข้อความที่กำหนดให้
"เห็นด้วย" หมายความว่า นักศึกษาเห็นด้วยกับข้อความที่กำหนดให้

ตัวอย่าง

ข้อความ	ความคิดเห็น	
	ไม่เห็นด้วย	เห็นด้วย
0: ข้าพเจ้ากระตือรือร้นที่จะทำงาน	✓	

ข้อความ	ความคิดเห็น	
	ไม่เห็นด้วย	เห็นด้วย
1. ข้าพเจ้ากระตือรือร้นที่จะทำงาน		
2. ข้าพเจ้าชอบพูดเป็นอย่างมาก		
3. ข้าพเจ้ามักจะคิดออกมาดังๆ		
4. ข้าพเจ้าหาทางแก้ปัญหาโดยการพูดคุยกับคนอื่นๆ		
5. ข้าพเจ้าชอบอยู่กับผู้คนเป็นอย่างมาก		
6. ข้าพเจ้าอาจจะชอบอยู่คนเดียวบางเวลาแต่ข้าพเจ้าก็รู้ว่าการอยู่กับคนอื่น ก็สำคัญ		
7. ข้าพเจ้าชอบเป็นศูนย์กลางของความสนใจ		
8. ข้าพเจ้าไม่รีรอที่จะแลกเปลี่ยนข้อมูลส่วนตัว		
9. ข้าพเจ้าพัฒนาความคิดโดยการพูดคุยปรึกษาหารือกัน		
10. ถ้าข้าพเจ้าไปงานสังคมระดับใหญ่ข้าพเจ้าต้องการอยู่ในงานนานเท่าที่ จะนานได้		
11. ถ้าข้าพเจ้ามีปัญหาข้าพเจ้าไม่รีรอที่จะพูดคุยกับคนอื่นเพื่อปรึกษา ปัญหานั้นๆ		
12. ข้าพเจ้าชอบใช้เวลาอยู่ร่วมกับคนอื่น		
13. ข้าพเจ้าชอบทำงานเป็นหมู่คณะ		
14. ข้าพเจ้าเป็นคนเปิดเผย ชอบออกสังคม กระตือรือร้น และไม่เก็บตัว		
15. คนทั่วไปเห็นว่าข้าพเจ้าเป็นคนเปิดเผย ชอบออกสังคม กระตือรือร้น และไม่เก็บตัว		
16. ข้าพเจ้าทนได้กับเสียงดังและที่ที่มีผู้คนเยอะแยะมากมาย		
17. ข้าพเจ้ารู้สึกกระชุ่มกระชวยโดยการกระทำ ผู้คน และ สิ่งต่างๆ		
18. ข้าพเจ้าสามารถทำสิ่งต่างๆได้มากมายโดยไม่มีข้อแม้ใดๆ		
19. ข้าพเจ้าทำความรู้จักผู้คนได้ง่าย		
20. ข้าพเจ้ามีบุคลิกอย่างเดียวกันกัน ไม่ว่าจะอยู่กับคนอื่นหรืออยู่คนเดียว		

ขอบคุณมากค่ะที่ให้ความร่วมมือเป็นอย่างดี ☺

APPENDIX F

Self-Personality Perception Test

Directions: Read each statement carefully and put a (✓) in the space provided that best applies to you by marking whether you agree or disagree to the statements. Please remember that there are no right or wrong answers. Your information is only used in this research and will be kept confidential. It will have no affect on your course work or course grades.

Do you agree or disagree to the statement provided?

"Agree" means you agree to the statement provided.

"Disagree" means you disagree to the statement provided.

Example:

Statement	Opinion	
	Disagree	**Agree**
O: I am eager to do things.	✓	

Statement	Opinion	
	Disagree	**Agree**
1. I am eager to do things.		
2. I like talking a lot.		
3. I often think out loud.		
4. I figure things out by talking about them with other people.		
5. I prefer to do things at once.		
6. I may like to be alone part of the time, but knowing when I'll be with people is very important.		
7. I like to be the center of attention.		
8. I share personal information easily.		
9. I develop ideas through discussion.		
10. If I go to a large social function I want to stay there as long as possible.		
11. If I have a problem I am quick to turn to others to share it.		
12. I like to spend time with people.		
13. I like working in team.		
14. I am expressive, outgoing, enthusiastic, and uninhibited.		
15. Others see me as expressive, outgoing, enthusiastic, and uninhibited.		
16. I tolerate noise and crowds.		
17. I am energised by action, people, and things.		
18. I can do lots of things without any conditions.		
19. I can make friends easily.		
20. I tend to be the same in public and in private.		

Thank you very much for your kind co-operation. ☺

CURRICULUM VITAE

Panida   Tasee is a lecturer at the Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand. She earned her B.Ed. in English from Srinakharinwirot University, Patumwan campus in 1985, and M.Ed. in English from Maha Sarakham University in 1997. She started teaching English to Thai university students after she obtained her M.Ed. Her main research interest lies in language anxiety and foreign language learning. She is also interested in teaching methodology and how to enhance students' language skills.