

The Study of English Language Classroom Anxiety and Its Relationship with English Language Proficiency among Graduate Students in Thai Higher Education Institutions

¹Apirat Akaraphattanawong

²Arune Hongsiriwat

³Pateep Methakunavudhi

Faculty of Education, Chulalongkorn University, Thailand

Email: a.apirat@yahoo.com

Received July 17, 2021; **Revised** August 13, 2021; **Accepted** September 19, 2021

Abstract

This study aimed at investigating foreign language anxiety levels and the factors affecting the anxiety among Thai graduate students based on different ages, the field of study, and the type of higher education institution. It also examined the relationship between anxiety and language proficiency in the Thai context. Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) was administered to graduate students from four types of Thai Higher Education Institutions: public higher education institutions, 3 fields of education following The Office of the Higher Education Commission (OHEC) classification framework; Science and Technology, Health Science, and Social Science & Humanities. That leads to several 248 students. The results revealed that Thai graduate students had a moderate level of anxiety. The highest level of English language anxiety that the participants experienced while they were studying English was fear of negative evaluation. Results of the ANOVA and a series of follow-up Scheffe-adjusted t-tests have revealed that students in private universities have significantly higher average foreign language classroom anxiety levels than those in Rajabhat universities, while there was no meaningful difference in foreign language classroom anxiety between different age groups and fields of study. A Pearson correlation was performed to examine the relationship between English language classroom anxiety level and English language proficiency level. Results revealed a significant negative relationship between English language classrooms and English language proficiency, whereby the lower the language proficiency,

the higher the language anxiety, and the higher the language proficiency, the lower the language anxiety.

Keywords: English language classroom anxiety; FLCAS; English Language Proficiency; Thai higher education institutions; graduate student

Introduction

English has long been a great challenge for Thai graduate students since the majority of these students studied in Thai during their undergraduate education. Once the students are admitted to a graduate program, most faculty assume that the graduate students will be able to read, comprehend, and communicate their understanding of advanced professional research and literature, understand lectures and take notes, complete examinations, complete lab assignments in English. Some might be required to give a presentation in English to both Thai and English audiences, or produce either a thesis, a dissertation, and/or one or more publishable research papers in academic English as a criterion for completion of their graduate degrees. To function successfully in a university educational environment, graduate students are required and expected to have a high level of English competence. In case that the students do not meet the criteria through an approved test, TOEFL Score is less than 425 or IELTS score is less than 3.5 for instance, they are required to enrol in English language courses namely Reading and Writing in Academic Context for Graduate Studies, Speaking and Writing in Academic Context for Graduate Studies, Preparatory English for Graduate Students, or Essential English Grammar for Graduate Studies, etc. Furthermore, they must pass the courses before the examination of their thesis defence. Interestingly, it is not unusual for graduate students to have academic English competence, and basic English competence is not sufficient when undertaking graduate level reading comprehension, writing, and oracy.

Since the need for mastery in academic English, both spoken and written, in higher education, is becoming more significant in the 21st century, English language learners' perspectives, motivations, learning styles, learning strategies, or language anxieties are given more attention. Seemingly, it has been generally acknowledged that many individuals face intrapersonal difficulties in learning English language. Anxiety is one of them. Language anxiety has long been recognized as an obstacle in second or foreign language learning. In other words, language anxiety is a negative emotional state; therefore, it can have a negative impact on how to learn or acquire the target

language. Unfortunately, for many students, foreign language classes can be the most anxiety-inducing courses in their programs of study (Campbell & Ortiz, 1991). The results of a study on anxiety levels of graduate and undergraduate student showed that graduate students experienced greater levels of anxiety (Poyrazli & Kavanaugh, 2006). Woodrow (2006) claimed that language learning anxiety differed from other forms of anxiety and affected students learning outcome.

The term Foreign Language Anxiety came into existence after the work of Horwitz et al. (1986) who defined anxiety as “the feeling of tension, apprehension and nervousness associated with the situation of learning a Foreign Language”. The type of anxiety experienced by the students when learning a second or foreign language is state or situational anxiety, and it is not trait anxiety because the students experience this type of anxiety when they are in the classroom. This type of anxiety is transitory, and the students can overcome it with the passage of time (Spielberger, 1983; Abu-Rabia, 2004; Ezzi, 2012).

Objectives

The primary objectives of this study are specifically described as follows:

1. to study English language anxiety level of Thai graduate students based on different age, field of study and type of higher education institution
2. to analyse the relationship between levels of anxiety and English language proficiency levels of Thai graduate students

Scope of Research

Theoretically, this study contributed to the field of English language education by exploring the English language anxiety among Thai graduate students. Other demographic variables, e.g., age, field of study and type of higher education institution were also studies. Practically, the English Language Anxiety Scale was used to measure English language learners' level of anxiety more precisely and help teachers better identify anxious learners and the sources of their anxiety, which, in turn, may help teachers and learners find ways to reduce their anxiety levels.

Literature Reviews

Horwitz et al. (1986) defined foreign language classroom anxiety as a subjective sense of tension, fear, uneasiness, and worry caused by the autonomous nervous system's activation. The source of foreign language anxiety includes communication anxiety, fear of negative evaluation, and test anxiety. To begin, communication apprehension is defined as a feeling of shyness, discomfort, or tension learners experienced in classroom speaking activities (Tóth, 2010; Marzec–Stawiarska, 2015). Second, fear of negative evaluation is described as “apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969). This happens when language learners believe their communicative skill is insufficient to orally perform a foreign language task; fear of negative evaluation arises when language learners are scared of people's (e.g., teachers, classmates) judgements about their errors, such as grammar or pronunciation errors. (Tóth, 2010). Finally, anxiety over academic evaluation is known as test anxiety. It is a dread of failing tests and an unpleasant experience retained by learners, whether consciously or unconsciously. Exams, quizzes, and other tasks intended to assess students' performance are the source of this anxiety (Wu, 2010). Students with this anxiety believe that no matter how hard they study for the test, they will not be able to pass it. This sensation may cause individuals to be apprehensive about taking the test.

Over the past decades, a certain amount of research on the role of foreign language anxiety in foreign language learning showed that anxiety influences language learning and production (Phillips, 1992; Zheng & Cheng, 2018). That is to say that foreign language anxiety not only affects students' attitude but is also considered to be detrimental to the performance of language learning. Young (1991) defined foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language”. According to Arnold (1999), language anxiety “ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom)”. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy, or they just want to flee the learning task. Regarding the previous phase of my study, there is a significant relationship found between English language classroom anxiety level and English language proficiency level of Thai graduate students, whereby as English language proficiency level increases, foreign language classroom anxiety level decreases.

Rationale

Determining the origins of foreign language anxiety give not just a better understanding of the nature of language anxiety, but also assist English teachers in finding appropriate and effective strategies to minimize anxiety in language classrooms, and to lessen the negative impact of foreign language anxiety. Personal and impersonal anxieties, learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, classroom procedures, testing, course level, language skills, motivation, proficiency, teachers, tests, and culture have all been identified as major sources of language anxiety in previous studies (Aydin, 2008; Young, 1991).

Furthermore, personality traits, parental pressure, inadequate English language proficiency, lack of preparation, teacher personality were also found as sources of foreign language anxiety (Jen, 2003). Teachers must give patience, support, and a stress-free classroom atmosphere in order to decrease pupils' emotional filters and allow for better language learning (Reyes & Vallone, 2008). Teachers' role in creating an anxiety-free classroom environment, showing patience, giving support to students in order to make them feel accepted and valued, is considered crucial to students' language acquisition and development. (Reyes & Vallone, 2008; Young 1990).

Methodology

Participants

The participants were graduate students, males and females, from 4 types of Thai Higher Education Institutions: public higher education institutions, private higher education institutions, Rajabhat universities, and Rajamangala universities of technology. The participants from each type of the institutions were selected following a stratified random scheme from 3 fields of study following The Office of the Higher Education Commission (OHEC) classification framework: Science and Technology, Health Science, and Social Science and Humanities. In brief, the total number of the participants was 248 graduate students. All participants are holding standardized English proficiency test scores which were interpreted in terms of the Common European Framework of References for Languages (CEFR) levels, (i.e., B1, B2, C1, C2, A1, and A2). The participants were also those who are enrolling in credit-bearing and compulsory English courses offered by their universities (e.g., Preparatory English for Graduate Students, Essential English Grammar for Graduate Studies). Due to confidentiality considerations, the participants were assigned pseudo-names such as, #1 or #16.

Instruments

The Foreign Language Classroom Anxiety Scale (FLCAS) was used in the study to measure learner anxiety in learning a foreign language. It was developed by Horwitz et al. in 1986 and was widely employed to investigate foreign language classroom anxiety in many studies (e.g., Horwitz et al., 1986; Lei, 2004; Zhao, 2007). Minor modifications were made to the instrument. For example, “foreign language” was changed to “English language”. The FLCAS was translated into Thai by an accredited translator and edited by the researcher so as to carry the meaning of the original instrument. Subsequently, the Thai version was given to two experienced EFL teachers who are Thai native speakers to translate back into English to confirm that the meaning has not been altered. In order to facilitate the participants’ understanding of the questionnaire items, this instrument was conducted in the participants’ native language, Thai, to avoid misreading and miscomprehension. A content validity index (CVI), using ratings of item relevance by three content experts was used to calculate the content validity. Internal consistency of the instrument was determined by using Cronbach’s alpha. The reliability coefficient analysis has demonstrated that the test has high internal consistency ($\alpha = .95$)

Data analysis

A between-groups nonexperimental design was used to analyse English language anxiety of the participants. The dependent variable was the level of English language anxiety, and the independent variables were age, field of study, and type of higher education. Means and standard deviations were used to describe the overall English language anxiety of the sample. For each independent variable, a one-way ANOVA was conducted to compare English language anxiety levels between the groups. To examine the relationship between English language anxiety and English language proficiency Pearson Correlation was used.

Results

Descriptive statistics were used to investigate the levels of English language anxiety of Thai graduate students. Table I illustrates the overall mean score of language learning anxiety was at a moderate level ($M = 3.27$, $SD = 0.757$). The highest level of English language anxiety that the participants experienced while they were studying English was fear of negative evaluation ($M = 3.46$, $SD = 0.877$), followed by communication apprehension ($M = 3.28$, $SD = 0.719$), and finally

test anxiety ($M = 3.19$, $SD = 0.804$). Among the 33 items of anxiety, the highest mean score were “9. I start to panic when I have to speak without preparation in English class” ($M = 3.94$), “10. I worry about the consequences of failing my English class. ($M = 3.70$)”, and “33. I get nervous when the language teacher asks questions which I haven’t prepared in advance.”, ($M = 3.68$) respectively.

Table 1: Mean and Standard Deviation of Language Learning Anxiety Level Descriptives Statistics

Sources of Anxiety	Min	Max	M	Mdn	SD	Anxiety Levels
Communication Apprehension	1.45	4.64	3.28	3.36	0.719	moderate
Test Anxiety	1.13	5.00	3.19	3.27	0.804	moderate
Fear of Negative Evaluation	1.14	5.00	3.46	3.57	0.877	moderate
Total of English Anxiety on Average	1.30	4.70	3.27	3.42	0.757	moderate

A one-way between-subjects ANOVA was run with types of higher education institution as the independent variable, and average foreign language classroom anxiety level as the dependent variable. Results of the ANOVA showed a significant difference between types of higher education institution (public, Rajabhat, Rakamangala, and private) on average foreign language classroom anxiety level; $F(3, 244) = 3.47$, $p = .017$.

Table 2: Mean and Standard Deviation of Language Learning Anxiety Level ANOVA – FLCAS

	Sum of Squares	df	Mean Square	F	p
Type of HEI	5.83	3	1.944	3.47	0.017
Residuals	136.83	244	0.561		

* $p < .05$

A series of follow-up Scheffe-adjusted t-tests have revealed that students in private universities ($n = 26$, $M = 3.55$, $SD = 0.62$) has significantly higher average foreign language classroom anxiety level than those in Rajabhat universities ($n = 25$, $M = 2.88$, $SD = 0.78$); $t(244) = 3.161$, $p = .020$. There was no significant difference between the remaining pairs, including public university ($n = 167$, $M = 3.30$, $SD = 0.76$) and RJ university; $t(244) = 2.584$, $p = .086$, public

university and Rajamangala ($n = 30$, $M = 3.28$, $SD = 0.75$); $t(244) = 0.130$, $p = .999$, public university and private university; $t(244) = 1.571$, $p = .482$, Rajabhat university and Rajamangala; $t(244) = 1.951$, $p = .286$, and Rajamangala and private university; $t(244) = 1.333$, $p = .621$.

Table 3: Post Hoc Comparisons – Types of Higher Education Institution Comparison

Type of HEI	Type of HEI	Mean Difference	SE	df	t	pscheffe
Public	– Rajabhat	0.4149	0.161	244	2.584	0.086
	– Rajamangala	0.0193	0.148	244	0.130	0.999
	– Private	–0.2481	0.158	244	–1.571	0.482
Rajabhat	– Rajamangala	–0.3956	0.203	244	–1.951	0.286
	– Private	–0.6630	0.210	244	–3.161	0.020*
Rajamangala	– Private	–0.2674	0.201	244	–1.333	0.621

Note. Comparisons are based on estimated marginal means

Of the 248 participants, there are 210 participants in the 20–30 years old group ($M = 3.29$, $SD = 0.754$); 28 participants in the 31–40 years old group ($M = 3.42$, $SD = 0.705$); nine participants in the 41–55 years old group ($M = 2.75$, $SD = 0.851$); and one participant in the more than 55 years old group ($M = 2.06$). Since there was just only one participant in the more than 55 years old group, the variance in this group cannot be determined. Therefore, the researcher has decided to exclude the data from this group. A one-way between-subjects ANOVA was then run on remaining 247 participants with the age of the students as the independent variable, and average foreign language classroom anxiety level as the dependent variable. Results showed no meaningful difference in foreign language classroom anxiety between different age groups; $F(2, 244) = 2.70$, $p = .069$.

Table 4: Mean and Standard Deviation of Language Learning Anxiety Level ANOVA – FLCAS

	Sum of Squares	df	Mean Square	F	p
Age	3.05	2	1.527	2.70	0.069
Residuals	138.12	244	0.566		

* $p < .05$

The participants were also grouped into three groups in terms of fields of study following The Office of the Higher Education Commission (OHEC) classification framework, including Science and Technology ($n = 81$, $M = 3.22$, $SD = 0.66$); Health Science ($n = 101$, $M = 3.37$, $SD = 0.82$); and Social Science and Humanities ($n = 66$, $M = 3.21$, $SD = 0.77$). A one-way between-subjects ANOVA was performed and no meaningful difference in foreign language classroom anxiety level between different fields of educations; $F(2, 244) = 1.34$, $p = .264$, was found.

Table 5: Mean and Standard Deviation of Language Learning Anxiety Level ANOVA – FLCAS

	Sum of Squares	df	Mean Square	F	p
Fields of Study	1.54	2	2	1.34	0.264
Residuals	141.12	245	245		

* $p < .05$

The Relationship between English language classroom anxiety and English language proficiency

A Pearson correlation was performed to examine the relationship between English language classroom anxiety level and English language proficiency level. Results indicated a moderately negative correlation, $r = -0.462$, $p < .001$, whereby as English language proficiency level increases, foreign language classroom anxiety level decreases.

Table 6: Results of Correlation between English Language Classroom Anxiety and English Language Proficiency

Correlation Matrix			
		FLCAS	Proficiency
FLCAS	Pearson's r	–	
	p-value	–	
Proficiency	Pearson's r	–0.462***	–
	p-value	< .001	–

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The result proven that students who have low English language proficiency level achieve high anxiety levels. Consistently, previous research has discovered a correlation between high levels of anxiety and poor academic performance (Soler, 2005; McCraty, 2007). Similarly, El-Anzi (2005) found a positive correlation between high levels of academic success and low levels of language anxiety.

Discussion

The purpose of the study was to study the English language anxiety level of Thai graduate students based on age, field of study, and type of higher education institution, and to determine whether there was a significant correlation between levels of anxiety and English language proficiency levels among Thai graduate students. The overall mean score of language learning anxiety was found at a moderate level. The results indicated the existence of moderate levels of English language anxiety in most of the graduate students. As fear of negative evaluate was ranked the highest score among other variables, and so as item #9 “I start to panic when I have to speak without preparation in English class” that scored the highest, this result indicated that students are normally nervous when they need to speak the language in the classroom. Many of them were afraid of making mistake in front of their classmate which might make their classmate think that they are not proficient in English. Besides, this can possibly lead to feeling of humiliation as their ability are underestimated. This has caused widespread unease amongst graduate students in language classroom and is supported by previous studies as will be discussed subsequently.

Jones (2004) said that language learners feel afraid because of “a fear of appearing awkward, foolish and incompetent in the eyes of learners, peers or others” which its origin in “the fear of making mistakes and attracting the derision of classmates”. Furthermore, language anxiety is an apprehension of saving face in some cultures. Jackson (2002) who discovered that these Chinese university students' lack of engagement in an English class was due to fear of making mistake, fear of losing face, anxiety about speaking in big groups, and anxiety about being the center of attention. In brief, the findings are in line with some previously studies including Kurtus (2001), and Zhou et al. (2004) who reported that students are frightened of making mistakes because they are concerned that if they do, their friends will laugh at them, and they will receive negative feedback from the others.

Students' mistakes and their fear of being judged by their classmates or their teacher are the sources of anxiety that make them uncomfortable when learning English orally. Sparks & Ganschow (1991) also mentioned that language anxiety may be induced by a variety of factors, including a lack of proficiency in the target language as well as limited knowledge and understanding of subject matter. Overall, it is possible that it is related to the linguistic challenges that English language learners encounter when learning and utilizing the language.

Regarding English language anxiety in terms of type of higher education institutions, the result revealed that students in private universities has significantly higher English language anxiety level than those in Rajamangala universities. The total number of private higher education institutions under control of the office of Higher Education commission (OHEC) in Thailand has sharply increased to 72 in 2021. As a result of rapidly ageing population, Professor Dr. Suchatvee Suwansawat chairman of the Council of University Presidents of Thailand reported that the number of students at some private universities fell by 70% (Mala, 2019); the dramatic fall indicates that universities are facing significant challenges to remain efficient and survive financially making many of the institutions offer alternative levels of higher education to students who need to study advanced degrees, and also relax the eligibility criterion for admissions. Klaewthanong & Phayrkkasirimwin (2010) added that because the domino effect of basic education standards has a direct impact on graduate quality, as a result, university lecturers must deal with a significant amount of responsibility in order to enhance their teaching quality and student's learning experience. Pinyosunun, Jivaketu & Sittiprapaporn (2006) studies problems in using English language of graduate students in private universities that found that writing and speaking were the most difficult skills which is due to their low language proficiency, errors in sentence arrangement, grammatical structure, punctuation, and struggling when delivering an oral presentation.

This study also demonstrated that there was significant relationship between students' English language anxiety and English language proficiency; the lower the language proficiency, the higher the language anxiety, and the higher the language proficiency, the lower the language anxiety. Researchers agreed that high levels of anxiety are linked to low academic performance; Von Wörde (2003) discovered that anxiety and final foreign language grade had a strong negative relationship, and that anxiety might have negative impacts on learner's language learning experience. Alsowat (2016) analysis showed that language anxiety and language proficiency have a significant negative correlation, according to factors associated to foreign language anxiety

(grammar, speaking, writing, reading and GPA). Others expressed that a high degree of anxiety is linked to poor academic performance (Mazzone et al., 2007; Whitaker Sena et al., 2007). Research done by Awan et al. (2010) showed a similar result, demonstrating a negative relationship between language anxiety and student success. It shows that as one's anxiety level increases, the academic achievement decreases.

Conclusion

Language anxiety has been found to be closely connected to how learners view the language learning process, their perceptions of themselves and how they should perform in every communicative setting, and the linguistic barriers they experience while learning English. The results of this research project have shown that Thai graduate students experience medium levels of language classroom anxiety. Fear of negative evaluation was found to be the major source of foreign language classroom anxiety among Thai graduate students. Theoretically, students in language classes are afraid of receiving unfavorable comments not just from their peers but also from their teachers (Watson & Friends, 1969). As stated by Price (1991), language learners are apprehensive about performing in class because of feedback from others in the room, particularly instructors and peers. They become more uncomfortable and unable to perform effectively in class if they are aware that others are watching them. Simultaneously, students are attempting to avoid potentially threatening circumstances in a language lesson, since the fear of negative evaluation revolves mostly around error corrections (Von Wörde, 2003). As a result, students grow increasingly upset, particularly when errors are corrected before they have time to completely formulate a response. Moreover, their English language proficiency can be a factor to predict their foreign language classroom anxiety. As the negative relationship between foreign language classroom anxiety and English language proficiency indicates that the lower their English language proficiency the students have, the higher the English language anxiety they experience.

A greater understanding of language anxiety can assist students and teachers in recognizing a student's level of comfort in order to avoid feelings of anxiety and provide instructional interventions (e.g., instructional or practical guideline to reduce anxiety, anxiety coping strategies, tailored programs) whenever necessary to maximize learning. As a result, it is critical to place a person's language learning in his or her own individual context, while also recognizing and analyzing his or

her language anxiety and encouraging enjoyment and positive attitude towards language learning (Dewaele & Alfawzan, 2018).

Recommendation

There has been a resurgence of interest in foreign language learning in relation to the anxiety problem in recent years. One of the most difficult challenges teachers have in foreign language classes is dealing with students' language anxiety. Teachers should play a major role in order to help students to overcome this problem.

First, instructors need create a friendly atmosphere inside classrooms. When dealing with anxious students, language instructors have two options: first, they may assist students learn to cope with the present anxiety-provoking scenario; and second, they can make the learning environment less stressful. Individualized instruction, appropriate learning and testing should be offered when needed to ensure excellent language education. Teaching methods, instructional behaviours should be adjusted according to findings of research on language anxiety in order to enable the second option. To improve students' language acquisition at an optimal level, meaningful but less anxiety-provoking activities and tasks should be used. In addition, the difficulty level of classroom contents should be suitable to motivate and challenge students' language development that is to establish a productive learning environment in which students may study and apply the language in real-life circumstances yet minimize the arousal of unwelcome anxiety.

Second, rather than being a cause of anxiety, exam and test should be used to facilitate learning. Authentic assessment and evaluation should be considered since it correctly measures the levels of the required abilities and improves the validity and reliability of tests and exams themselves. Third, English language department directors and curriculum developers must accept responsibility for providing well-designed and current syllabuses and textbooks that meet students' needs and preferences. And finally, since there was a significant negative relationship between language anxiety and language proficiency, it is critical to promote and support students in avoiding foreign language anxiety, as higher levels of anxiety have a negative impact on students' language proficiency and achievement.

Regarding the recommendations for further research, it would be useful to extend the current findings by examining the relationship between English language anxiety and other predictive variables found in other research, i.e. student's self-perception, competitiveness, perfection, etc.,

needs to be further explored, especially within the context of Thai and Asian students. It would be useful to see if other contextual factors, such as teaching methodology, teacher role, changes in foreign language classroom anxiety over the language courses, have an impact on the perceived level of anxiety among students. In addition, instructional behaviours of Thai teachers should also be examined since many research have linked instructional behaviour to a greater degree of foreign language anxiety, such as discouraging comments and harsh or unpleasant manner in correcting students' grammar or other linguistic errors.

New Knowledge

Based on the research findings, it is possible to conclude that foreign language anxiety does not need any “special therapy,” but it does need language teachers to take a cautious approach in order to grasp and correctly recognize this phenomenon in students. Then it is time to put innovative approaches to work, concentrate on enhancing learning experience in a learning-friendly environment. Language teachers must employ instructional approaches and anxiety-reduction techniques that are relevant to their cultural background and learning context in order to create low-anxiety foreign language classrooms where English language acquisition may thrive.

References

- Abu-Rabia, S. (2004). Teachers' Role, Learners' Gender Differences, and FL Anxiety Among Seventh-Grade Students Studying English as a FL. *Educational Psychology*, 24(5), 711–721. DOI:10.1080/0144341042000263006
- Alsowat, H. H. (2016). Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA. *European Scientific Journal, ESJ*, 12(7), 193. DOI:10.19044/ESJ.2016.V12N7P193
- Arnold, J. (1999). *Affect in Language Learning*. Cambridge: Cambridge University.
- Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal*, 30(1), 421–444.
- Awan, R., Azher, M., Anwar, M. N., & Naz, A. (2010). An Investigation of Foreign Language Classroom Anxiety and its Relationship with Students' Achievement. *Journal of College Teaching and Learning*, 7(11), 33–40.

- Campbell, C. M., & Ortiz, J. (1991). *Helping Students Overcome Foreign Language Anxiety: A Foreign Language Anxiety Workshop*. In E.K. Horwitz & D.J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications* (Pp. 153–168). Englewood Cliffs, New Jersey: Prentice Hall.
- Dewaele, J-M., & Alfawzan, M. (2018). Does the Effect of Enjoyment Outweigh that of Anxiety in Foreign Language Performance?. *Studies in Second Language Learning and Teaching*, 8(1), 21–45. DOI:10.14746/sslt.2018.8.1.2
- El-Anzi, F. O. (2005). Academic Achievement and its Relationship with Anxiety, Self-Esteem, Optimism, and Pessimism in Kuwaiti Students. *Social Behavior and Personality: An International Journal*, 33(1), 95–104. <https://doi.org/10.2224/sbp.2005.33.1.95>
- Ezzi, N. A. A. (2012). The Impact of Gender on the Foreign Language Anxiety of the Yemeni University Students. *International Journal of Applied Linguistics & English Literature*, 1(2), 65–75. <https://doi.org/10.7575/ijalel.v.1n.2p.65>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Jackson, J. (2002). Reticence in Second Language Case Discussions: Anxiety and Aspirations. *System*, 30(1), 65–84. DOI:10.1016/S0346-251X(01)00051-3
- Jen, C. (2003). *Anxiety in English Language Classrooms: An Investigation of Taiwanese Secondary School Students' Foreign Language Anxiety in Four Classroom Contexts* (Master's thesis). University of Bristol, UK.
- Jones, J. (2004). A Cultural Context for Language Anxiety. *EA Journal*, 21(2), 30–39.
- Klaewthanong, T., & Phayrkkasirimwin, N. (2010). Is Knowledge Management Performance in Thailand's Educational Institutions Really the Path to Success. *Parichart Journal*, 23(1), 71–81.
- Kurtus, R. (2001). *Overcome the Fear of Speaking to Group*. Retrieved from <http://www.school-for-champions.com/speaking/fear.htm>
- Lei, X. (2004). Survey on Undergraduates' English Learning Anxiety in Class and Implications on English Teaching. *Foreign Languages and Literatures*, 79, 46–51.
- Mala, D. (2019, January 4). *Thai Universities Struggle to Keep up*. Bangkok Post. Retrieved June 5, 2021, from <https://www.bangkokpost.com/thailand/general/1604990/thai-unis-struggle-to-keep-up>

- Mazzone, L., Ducci, F., Scoto, M.C. ... et al. (2007). The Role of Anxiety Symptoms in School Performance in a Community Sample of Children and Adolescents. *BMC Public Health*, 7(347). <https://doi.org/10.1186/1471-2458-7-347>
- McCraty, R. (2007). *When Anxiety Causes Your Brain to Jam, use Your Heart*. Institute of Heart Math. Heart Math Research Center, Institute of HeartMath, Boulder Creek, CA.
- Marzec-Stawiarska, M. (2015). *Investigating Foreign Language Speaking Anxiety Among Advanced Learners of English*. In M. Pawlak, & E. Waniek– Klimczak (Eds.), *Issues in Teaching, Learning and Testing Speaking in a Second language* (pp.103–120). Berlin: Springer.
- Pinyosunun, A., Jivaketu, T., & Sittiprapaporn, W. (2006). Problem in Using English of International Graduate Students of Private Universities in Thailand. *Huachiew Chalermprakiet Uni. J.*, 18, 21–30.
- Phillips, E. M. (1992). The Effects of Language Anxiety on Student oral Test Performance and Attitudes. *The Modern Language Journal*, 76(1), 14–26. <https://doi.org/10.2307/329894>
- Price, M. L. (1991). *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*. In E. K. Horwitz, & D. J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice–Hall.
- Poyrazli, S., & Kavanaugh, P. R. (2006). Marital Status, Ethnicity, Academic Achievement, and Adjustment Strains: The Case of Graduate International Students. *College Student Journal*, 40(4), 767–780.
- Reyes, S. A., & Vallone, T. L. (2008). *Constructivist Strategies for Teaching English Language Learners*. Thousand Oaks, CA: Corwin Press.
- Sparks, R. L., & Ganschow, L. (1991). Foreign Language Learning Differences: Affective or Native Language Aptitude Differences?. *Modern Language Journal*, 75(1), 3–16. <http://dx.doi.org/10.1111/j.1540-4781.1991.tb01076.x>
- Spielberger, C. D. (1983). *Manual for the State–Trait–Anxiety Inventory: STAI (form Y)*. Palo Alto, CA: Consulting Psychologists Press.
- Soler, K. U. (2005). *The Relation among Depression, Anxiety, Memory, and Attention in A Sample of College Students with Learning Difficulties*(Ph.D. Dissertation, Department of Psychology). Carlos Albizu University.

- Tóth, Z. (2010). *Foreign Language Anxiety and the Advanced Language Learner: A Study of Hungarian Students of English as a Foreign Language*. Newcastle: Cambridge Scholars Publishing.
- Von Würde, R. (2003). Students' Perspectives on Foreign Language Anxiety. *Virginia Community College System*. 8(1), 1–15.
- Watson, D., & Friend, R. (1969). Measurement of Social–Evaluative Anxiety. *Journal of Consulting and Clinical Psychology*, 33(4), 448–457. <https://doi.org/10.1037/h0027806>
- Whitaker Sena, J. D., Lowe, P. A., & Lee, S. W. (2007). Significant Predictors of Test Anxiety Among Students with and Without Learning Disabilities. *Journal of Learning Disabilities*, 40(4), 360–376. <https://doi.org/10.1177/00222194070400040601>
- Woodrow, L. (2006). Anxiety and Speaking English as a Second Language. *Regional Language Centre Journal*, 37(3), 308–328. DOI:10.1177/0033688206071315
- Wu, K. (2010). The Relationship Between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, 3(1), 174–191.
- Young, D. J. (1990). An Investigation of Students' Perspectives on Anxiety and Speaking. *Foreign Language Annals*, 23(6), 539–553.
- Young, D. J. (1991). Creating a Low–Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?. *The Modern Language Journal*, 75(4), 426–437. <https://www.jstor.org/stable/329492>
- Zhao, N. (2007). A Study of High School Students English Learning Anxiety. *The Asian EFL Journal*, 9(3), 22–34.
- Zheng, Y., & Cheng, L. (2018). How Does Anxiety Influence Language Performance? From the Perspectives of Foreign Language Classroom Anxiety and Cognitive test Anxiety. *Language Testing in Asia*, 8(13), 1–19. <https://doi.org/10.1186/s40468-018-0065-4>
- Zhou, N. et al. (2004). *How English as a Second Language Affects Chinese Students Giving Presentations During Class in U.S* (Master of Education). Marietta College.