

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter mainly focuses on a review of related literature in language anxiety. It consists of seven sections which are 1) anxiety, 2) language anxiety and foreign language anxiety, 3) foreign language anxiety theories 4) speaking anxiety in foreign language learners 5) measuring foreign language anxiety 6) other relevant anxiety, 7) previous researches in language anxiety, and 8) summary of the chapter.

#### **2.1 Anxiety**

##### **2.1.1 Definitions 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: 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: 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: 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: 485) states, “anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate”.

From the definitions above anxiety is the feeling not comfortable, worry, nervousness and excitement experienced when learning or using a second or foreign language.

### **2.1.2 Types of Anxiety**

There are many types of anxiety in foreign language learning and it can classify into 4 categories are trait anxiety, state or situation anxiety, communication anxiety and fear of negative evaluation.

**Trait anxiety** is the anxiety that concern with the personality characteristic of the individual's person anxiety as a reaction on situation ( Philips ,1992). Besides, 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).

**State (situational) anxiety** is the way that people are nervousness or tension at a particular moment in response to some outside stimulus (MacIntyre and Gardner, 1989). While, Speilberger's (1983) states that it is a situation-specific anxiety represents the probability of becoming anxious in a particular type of situation such as stage fright, test anxiety, math anxiety and language anxiety.

**Communication anxiety** is the way that people interact verbally (Daly, 1991).

**Fear of negative evaluation** is the way that people worry about or what others think of them (Horwitz, Horwitz, and Cope, 1986).

## **2.2 Language Anxiety and Foreign Language Anxiety**

### **2.2.1 Language Anxiety and Foreign Language Anxiety**

Many researchers have definitions on language anxiety and foreign language anxiety in different ways as follows;

MacIntyre et al (1998: 27) states that language anxiety is a form of situation-specific anxiety and it is the worry and negative emotional reaction aroused when learning or using a second language.

Oxford (1999) views the 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 is the important factors that can cause problems in language learning. 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, the anxiety is the way that person worries and has negative emotion through learning or learning second language and it may effect on language learning and ability to learn language.

According to Hilleson (1996), 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. Moreover, Horwitz, Horwitz and Cope (1991:31) give ideas that foreign language anxiety is a "distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning

arising from the uniqueness of the language learning process". Besides, 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 & Cope. 1986).

From the definitions of foreign language anxiety is that person has self-perception, belief, behavior, feeling on learning in second language in relate to classroom language learning or language learning process.

## **2.3 Foreign Language Anxiety Theories**

There are many theories relate to foreign language anxiety through different aspects. The three well-known theories of the foreign language anxiety are consisted of the three-part model of langue anxiety of Horwitz, Horwitz, and Cope: Horwitz, Horwitz, and Cope's (1986), the model of the Effects of Anxiety on Learning from Instruction Tobias' (1979) and Eysenck's (1979) Reconceptualisation of Anxiety.

### **2.3.1 Original Three-Part Model of Horwitz, Horwitz, and Cope's (1986)**

This model is related to the performance evaluation in an academic and social context. Horwitz, Horwitz, and Cope (1986) classify a specific syndrome into three anxieties which are communication apprehension, fear of negative evaluation and test anxiety.

**Communication apprehension** is a type of shyness characterized 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.

**Fear of negative evaluation** is defined as ‘apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively’ (Watson & 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 & Gardner. 1991).

**Test anxiety** is a type of performance anxiety stemming from a fear of failure’ (Sarason. 1978). 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.

To sum up the Horwitz, Horwitz, and Cope's Original Three-Part Model theories are classified on two perspectives of language anxiety. The first one is language anxiety as manifestation of other forms of anxiety. The second one is the language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. However, there are some 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.

### **2.3.2 Tobias' (1986) Model of the Effects of Anxiety on Learning from Instruction**

Tobias (1986) proposes a model of the effects of anxiety on learning from instruction and analyzed anxiety into three stages: input stage, processing stage, and output stage.

**The input stage** is 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. 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 is comprehension 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).

**The processing stage** is the second state that the learners' processes input or receive the information in the first state then group and store input. It involves the cognitive operations performed on the subject matter, i.e. organization, 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 & 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.

**The output stage** is the last stage that the learners attempt to use information that they have learned. 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 & 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.

### **2.3.3 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 (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) because it is suitable for the classroom process. Moreover, the three aspects are communication apprehension, test anxiety, and fear of negative evaluation. 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.

## **2.4 Speaking Anxiety in Foreign Language Learners**

### **2.4.1 The Importance of Speaking Skill**

Speaking is a skill that deserves cautious attention as much as literary skills in both first and second languages and 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 (Bygate. 1987).

Wilson (2006) gives an overview that speaking is one sources of anxiety in language learning. Many learners suffer from foreign language speaking anxiety, which can simply be defined as the fear of using the language orally. Moreover, Tanvee (2007) states that speaking anxiety is a very comprehensive way, considering several psychological and linguistic factors. 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 learners perceive that their speaking ability is not as good as their friends or native speakers. This can lead them to experience communication apprehension.

### **2.4.2 Foreign Language Speaking Anxiety**

There are many aspects that effects on foreign language speaking anxiety. It can classify into 4 aspects which are personal reasons, the learners' beliefs, teachers' manner, and teaching and testing produce.

#### **Learners' Personal Reasons**

Learner's personal reasons are related with a learner's self-assessment of ability and self-comparison to others. Learners usually evaluate their own capabilities in positive or negative attitude (Price, 1991). In the case of speaking, self-assessment of ability refers to self-perception of speaking ability, and it is considered to be a significant anxiety-provoking factor (Kitano, 2001). There were many researchers studied on foreign language anxiety and found that they had their different attitude. Price (1991) investigated the problem of foreign language anxiety on the learners' view by interviewing. The results revealed that the anxious students thought they lacked the necessary language aptitude, and that they were not satisfied by their performances in the class.

Moreover, MacIntyre et al. (1997) investigated the language anxiety on self-perceived competence. The participants were asked to complete a language anxiety scale and a modified version of a can-do test, which included some speaking, writing, reading and listening tasks in French. The findings indicated that the participants who declared higher anxiety showed poor performance on the tasks, and that the anxious students tended to evaluate their competence negatively. Besides, Kitano (2001) investigate the Japanese students through self-perceived speaking ability by using Self Rating Can-do Scales. The results showed that the students with lower self-perceived

speaking ability were more anxious than the students with higher self-perceived speaking ability (Kitano, 2001).

### **Learners' Beliefs**

The learners have a variety of beliefs in language learning. Some students may think that skills are more important than others in language learning. Ohata (2005a) states that learners may give more importance to the grammatical structures than pronunciation while some other learners may think that reading is the most important skill. Wang (1998) examined the Chinese learners' beliefs and it revealed that many of the participants believed that English is not a very difficult language to learn (medium difficulty), most of the participants believed in the importance of aptitude in language learning, but that they lacked the aptitude, and the majority of the participants thought that it was necessary to go to an English speaking country to learn the language better. Research has also shown that learners give more importance to their beliefs than what they are actually able to do in learning the language.

### **Teacher's Manner in the Classroom**

The roles of teachers teaching are affected on the student's anxiety though the foreign language learning. Cheng (2005) investigated the role of teachers' manner and characteristics in language anxiety. The results revealed that teachers who were friendly, relaxed and patient were found to reduce anxiety. However, teachers who give unexpected quizzes were found to be anxiety-provoking. In addition, being a poor communicator, unpredictable and rigid were some anxiety-provoking teacher characteristics. When the teacher ignores the efforts that some students make or only praises successful students, it can cause anxiety (Aydın, 2001). Moreover, Bekleyen (2004) studied the influence of teachers and peers on foreign language classroom

anxiety and found that the level of language anxiety increased due to negative teacher attitudes in the class.

### **Teaching and Testing Produce**

Speaking classes usually involve several different activities such as role plays, pair work or presentations that require learners to participate orally. Many researchers found that the learners feel anxious when they spoke in front of the teacher and the class. Moreover, Cheng (2005) indicated that speaking in front of the class was the major anxiety-provoking factor. In addition to public speaking activities, being called on by the teacher has been found to be another anxiety-provoking situation. Besides, Wörde (2003) investigated the participants' beliefs on foreign language anxiety, it was found that the participants did not want to be called on by the teacher. Koch and Terrell (1991) studied the techniques and activities that help to reduce anxiety in the class, and they found that the participants did not like being nominated by the teacher, and that they felt more relaxed in group and pair work activities.

While, Phillips (1992) indicated that students with high test anxiety are less successful in language tests and slightly anxious students performed better than highly anxious students. Huang (2004) studied the relationship between learning motivation and foreign language speaking anxiety in a Taiwanese by using Foreign Language Speaking Anxiety Scale to 502 EFL. He found the relationship between foreign language speaking anxiety and gender, learners' time of starting to learn English. The results revealed that the female participants were found to be more anxious than male participants, and that the learners who started learning English in kindergarten tended to be less anxious than those who started to learn English in junior high school.

In addition, the learners who were more willing to study English after class were less anxious than those who were not.

## **2.5 Measuring Foreign Language Anxiety**

Measuring foreign language anxiety through speaking is designed by qualitative and quantitative methods. It depends on the purpose of the study (Aydın, 2001). The qualitative methods such as self-reports, diaries and interviews are usually preferred because they provide comprehensive data on how anxiety is experienced by learners (Aydın, 2001). Moreover, the most common instrument is the anxiety scale is the Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et al. (1986). This scale has 33 items, consisting of statements related to communication apprehension, fear of negative evaluation and test anxiety. The scale is in the form of a five point Likert scales in which the responses range from strongly agree to strongly disagree. Researchers measure anxiety by means of the FLCAS or its modified versions depending on the purposes of their studies. In order to investigate the relationship between anxiety and the four language skills, the statements in the FLCAS are usually modified or new scales are developed.

## **2.6 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.

### 2.6.1 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 & Schmidt. 2002). 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).

### **2.6.2 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 & 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), generalized 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 generalized audience arouses the most fear of negative evaluation.

## **2.7 Previous Studies Related to the Present Investigation**

### **2.7.1 Research in Language Anxiety in Thailand**

There were several researches on Language Anxiety in Thailand as follows.

Kittawee et al. (2012) examined the use of language learning strategies employed by high and low anxiety students, the frequency of language learning strategies, ability of high and low anxiety students, the relationship between the use of

language learning strategies and the levels of language anxiety by investigating 71 MBA students from Thonburi University in 2011. All of them were classified into two groups: high and low English ability students. There were three research instruments: SILL (Oxford, 1990) and FLCAS (Horwitz et al., 1986) and interview for indent details. The Cronbach's alpha reliability coefficient of the SILL questionnaires was 0.92 and 0.93 for the FLCAS questionnaires. The quantitative data was analyzed by mean, standard deviation, and Chi-square test. The main results showed that Low-anxiety students employed language learning strategies more frequently than high-anxiety students did, and use of language learning strategies was significantly correlated with language anxiety only in compensation strategies and affective strategies. However, language anxiety was not related to students' English ability. Keywords: Language learning strategies, Language anxiety, High and low English ability.

Sivatrakool (2012) investigated the causes of anxiety of foreign tourists and Thai guides through using English language, the relationships between anxiety in using English in this connection and the levels of efficiency evinced by Thai guides in these interactions. The researcher distributed 400 copies of a questionnaire and interviewed 16 Thai guides. The results showed that Thai guides had low levels of anxiety while using English interact with foreign tourists. The causes of anxiety stemmed from having to make preparations for dispensing information to foreign tourists, differences in habits and culture, accents, rapid speech, low levels of English skills, and not understanding the meaning of vocabulary items used by the tourists. In addition, age, educational level, and work experience affected the levels at which anxiety was manifested. The degree of efficiency in interacting with foreign tourists

was shown in commonalities in how anxiety was experienced by the guides under study. These commonalities involved physical, affective, cognitive and behavioral features. As such, these Thai guides reduced anxiety levels using methods of behavioral and cognitive control.

Tasee (2009) examined the feelings of anxiety, apprehension and nervousness of the second/foreign language learners in a language classroom when learning to speak. The study investigated the existence and degree of speaking anxiety experienced, relationship and patterns of variations of speaking anxiety in relation to gender, 'perceived' speaking ability, 'perceived' self-personality, and type of academic program, degree of speaking anxiety, how to reduce speaking anxiety of English major students at Rajabhat Universities. The research subjects were 963 Rajabhat University students majoring in English in the three programs which were English Education, Humanities, Business English, and 27 Rajabhat University lecturers in English. The research instruments were a speaking anxiety questionnaire and semi-structured interview. 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.

Boonreung(2008) studied the levels of learners' anxiety through gender and the factors affecting their anxiety in studying English for Communication course of 400 fulltime freshmen. A survey method by rating scale questionnaire was employed and data was analyzed to acquire Frequency, Percentage, Mean, Standard Deviation, F-test and Multiple Linear Regression. The findings of this research showed 1) there is an average level of students' anxiety for those who attended English for Communication. Considering each aspect, speaking shows the most anxious, followed by general aspect and listening at medium. The least anxious is teaching-learning at medium. 2) Students with different genders both in total and each aspect shows no difference of anxiety in studying English for Communication with the significance at the .05 level except for female students had more anxious than male students with the significance at the .05 level. They are anxious to grammatical use for speaking and

lacks of confidence in speaking and 3) factors affecting their anxiety being the anxiety predictors shows that variables for the equation prediction are GPA, students living, and students living with parents that could be written as 5.10 ( $R = .051$ ) for the prediction of anxiety. Students with increasing a good GPA, students living alone, and students living with parents tend to lessen their anxiety.

Vitchayapaiboon (2008) investigated the levels of anxiety of Prathomsuksa 6 students through English speaking abilities in Banpongsai School in academic year 2007, Muaklek District, Saraburi Province. The experimental instruments were 6 lesson plans of group dynamic method. Each lesson plan was implemented for 3 hours of teaching. For the total of the data collecting instruments were multiple choices of English achievement test, English speaking test and English language learning anxiety test. The research procedures comprised of testing achievement, students' speaking abilities and anxiety before and after learning through 6 lesson plans of group dynamic method. The data obtained were analyzed by using mean, standard deviation and t-test. The findings indicated that the achievement of Prathomsuksa 6 students learning through group dynamic method of teaching increased less than 70 percents standard criteria the .01 level. Moreover, the results showed that the achievement of Prathomsuksa 6 students learning through group dynamic method of teaching increased more than prior learning with significantly statistics at .01 level and English speaking abilities of Prathomsuksa 6 students learning through group dynamic method of teaching increased more than prior learning with significantly statistics at .01 level. Besides, the English language learning anxiety of Prathomsuksa 6 students learning through group dynamic method of teaching increased more than prior learning with significantly statistics at .01 level.

Chairinkam(2006) set the purposes of the research to compare the students' English listening speaking ability and anxiety before and after being taught through activities focused on communication strategies. The target group was Mathayom Suksa 3 students taking English 33101 during the second semester of the academic year 2005 at Phayaopittayakom School, Phayao. The research instruments consisted of 10 lesson plans, an English listening-speaking ability test and a questionnaire on anxiety. The data obtained were analyzed by mean and standard deviation with SPSS program for windows (Version 11). The findings were as follows: 1. Students' English listening-speaking ability was increased at good level after being taught through activities focused on communication strategies. 2. Students' anxiety was decreased on moderate level after being taught through activities focused on communication strategies.

Sa-nguanpong (2007) examined the language anxiety in English anxiety in English classrooms hindering the Thai student's proficiency. Not only the correlation between anxiety level and English final grade was examined by Foreign Language Classroom Anxiety Scale (Horwitz et.al., 1986), but also methods for reducing the anxiety and English learning preferences were sought out. The study was accomplished by distributing questionnaires to 82 first year students at vocational certificate level studying in the Hotel and Tourism program in the second semester of academic year 2006, at Thai-Australian Technical Collage. The findings of the study show 52.4% of the participants were high anxious learners. The negative effect of anxiety on the English proficiency is verified by the finding of this study with significantly negative correlation coefficient ( $r = -.259$ ,  $p = .019$ ). The commonest anxiety that the participants feel was negative evaluation by friends and teachers. The

favorite method the participants agreed it could reduce their anxiety was to think that error is a natural part of foreign language learning. Moreover, the participants preferred to do class activities in a group, play language games and would like the English teachers to have a friendly relationship with them.

### **2.7.2 Research on Speaking Anxiety in Foreign Countries**

There are many research studies in speaking anxiety in differences ways. Some of them investigate language anxiety and foreign language speaking anxiety.

Alshahrani et al. (2015) investigated foreign language anxiety on 146 males and 114 female sixth grade Saudi Students in public schools in the Southern Region of Saudi Arabia. This study aims to investigate the level of FLA and the impact of gender differences among EFL elementary school students by using foreign language classroom anxiety scale (FLCAS) and interviewing. Statistical package for social science (SPSS) was used to analyze the data. T-test was used to compare the level of foreign language anxiety among male and female students. The findings of the quantitative and qualitative data went in parallel. They showed that FLA was moderate among our participants. They also revealed that gender difference did not play a significant impact on anxiety towards foreign language learning. Furthermore, some pedagogical implications and recommendations were provided to enrich early age EFL teaching in Saudi Arabia and to overcome the negative effects of anxiety among foreign language learners.

Naghadeh et al. (2014) studied the relationship between anxiety and speaking of English as a second language on Iranian English major students of Payame Noor University. The study was conducted on a sample of 62 male and female English major students from Payame Noor University. This study attempts to identify potential

sources of anxiety relevant to the student' affective needs or concerns in Payame Noor University through the use of foreign language classroom anxiety scale (FLCAS) questionnaire and interview. As the findings indicate, there is a significant inverse relationship between anxiety and speaking English as a second language.

Zhiping et al. (2013) investigated the international students suffer on anxiety and explore how they cope with their fear and anxiety when speaking English in class. The study also examines teachers' perspectives and reactions towards learners' anxiety and investigates the students' perspectives of teachers' reaction to their feelings of anxiety. Horwitz's et al. (1986) categorization of variables that lead to foreign and second language anxiety is used as the theoretical framework. Data collection involves observations and interviews of 8 international postgraduate students of a Malaysian university and data was analyzed through discourse analysis. Findings indicate that Nigerians generally are not anxious of speaking. Differently, Iranians and Algerians suffer more from anxiety as a result of fearing negative evaluation and communication apprehension. The conclusions point out that the lecturers' strategies and students' reactions to their strategies are not related to cultural backgrounds but to affective filters and learning skills common to all human beings.

Keywords: anxiety, speaking English, coping strategies, international students.

Basic (2011) studied the language system in English lessons in schools. Basic examined how a teacher can encourage students to communicate orally but also to learn why the phenomenon is not dealt with more in schools. The study is mainly based on literature but also contains an interview with two upper secondary teachers. It is found that speaking anxiety inhibits students from speaking which has a negative effect on their oral skills. The study also shows that speaking anxiety is not a



prioritized problem in schools, a reason can be that speaking anxiety is not seen as a problem concerning language teaching since it can be considered as a social difficulty. Nevertheless, since oral proficiency is a big part of the English course in the Swedish upper secondary school, speaking anxious students have a harder time mastering the goals for education than other students. In order to encourage speaking in a classroom it is important to strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally.

Abdullah, Lina and Rahman (2010) investigated the perceptions of students towards the feeling of anxiety they experienced when speaking in University Technology Malaysia. The objectives of the study were to investigate students' anxiety level towards speaking English as a second language and to identify the types of speaking activities that caused high anxiety level among the students. Communication apprehension, fear of negative evaluation and general feeling of anxiety were among the factors studied in the research. The instrument used for the study was adapted from Horwitz's (1983) Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire consists of 32 items, each one on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree". The data obtained were analyzed using SPSS version 10.0 Windows and were represented in the form of descriptive statistics which include percentages and mean. Results from the study show that students experienced moderate level of anxiety.

Keramida (2009) studied the language speaking in Greece by providing strategies for reducing foreign language speaking anxiety to teachers. The results reported that the students' fear of negative evaluation from their peers and perception of low ability. Using qualitative research, it presents a classroom-based case study

which aims at examining the characteristics of anxious students with a view to implementing classroom interventions to reduce foreign language speaking anxiety. The effectiveness of these interventions is also presented and evaluated, and the pedagogical implications of the findings are discussed.

Landström (2009) studied the feeling of anxiety through the tasks in the classroom by using Foreign Language Anxiety concepts which were developed by Horwitz et al.(1986). In this study, the anxiety levels of a class of Chinese senior middle school students taking an English class have been measured. The levels were measured according to the Foreign Language Anxiety Scale, developed by Horwitz et al. (1986). 59 informants participated in the study. The data were analyzed to find which factors invoke the most anxiety. To gather qualitative data and gain further insight, two sets of group interviews were performed. The results show that a majority of the students suffer from anxiety in class. Teacher-generated anxiety seems to be the most provoking factor according to the analysis.

Zgutowicz (2009) investigated the effects language anxiety has on ESL students' decisions to speak English in the ESL and mainstream classroom. Data collection instruments include Pappamihel's (2002) English Language Anxiety Scale (ELAS) and qualitative investigations of language anxiety via individual interviews of middle school students in the sixth grade. ELAS results indicate levels of language anxiety in the mainstream and ESL classes, although language anxiety is significantly higher in mainstream classes. Student reports on the ELAS indicate higher levels of anxiety for female students, although language anxiety for males may be more moderate. Causes of language anxiety about speaking via student interviews vary, including peer humiliation, talking in front of native speakers, pronunciation concerns,

and classroom environment. Uses of ELAS and recommendations for using this instrument as gathering data via interviews are discussed. Overall suggestions and recommendations for those involved in the educating/training students with language anxiety are discussed.

Woodrow (2008) studied the oral performance of speakers of English as a second language by focusing on the conceptualization of second language speaking anxiety, the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. The participants in this study were advanced English for academic purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities (N = 275). The second language speaking anxiety scale (SLSAS) was developed for the study. This instrument provided evidence for a dual conceptualization of anxiety reflecting both oral communications within and outside the language learning classroom. The scale was validated using confirmatory factor analysis. The analysis indicated second language speaking anxiety to be a significant predictor of oral achievement. Reported causes of anxiety were investigated through interviews. The results indicate that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit. There was an indication from the study that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups.

Chan & Wu (2004) investigated foreign language anxiety of EFL elementary school students in Taiwan. The population of this study was all fifth graders in 205 elementary schools of Taipei County. The researchers used stratified purposeful

sampling and cluster sampling to select 18 classes from the total nine educational districts. All the 601 students from the 18 classes were the participants answering the questionnaires. In order to have a further understanding of the students' foreign language anxiety, 18 high-anxious students were selected as the interviewees according to their scores in the questionnaires. In addition, all the 9 English teachers were interviewed, too. In this study, questionnaires, interviews, classroom observations, and document collection were applied as instruments. The results were as follows. First, the analysis of the questionnaires showed that the foreign language anxiety tendency of elementary school EFL students was quite obvious. Six variables of English learning experience were found that might affect learners' anxiety level. The result corresponded to that of the previous studies, in which there was a significant negative correlation between foreign language anxiety level and English learning achievement. Second, through a combinational analysis of multiple data sources, we found that low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents were the five sources of language anxiety. Third, tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers were the five anxiety-provoking situations. Fourth, both teachers and students in this study thought that the balance of instructional languages helped lower foreign language anxiety. Finally, the study revealed that teachers' awareness of foreign language anxiety is insufficient. Based on the findings in this study, suggestions of reducing foreign language anxiety were given to teachers, students, and parents. The implications of this exploratory study include encouraging teachers to enrich their awareness of foreign language anxiety, carefully dealing with anxiety-provoking situations,

encouraging teachers' use of more comprehensible input, encouraging students' participation in additional English activities, encouraging students to share their anxiety experiences, and encouraging parents' involvement in their children's English learning. Based on the findings and implications of this study, students, teachers, and parents can increase their awareness of foreign language anxiety. Accordingly, better ways of dealing with foreign language anxiety can be adopted, and an enjoyable and effective language-learning environment can therefore be developed.

Young (1990) investigated the anxiety and speaking from the students' perspective by using a questionnaire to collect data. The study is designed to identify sources of anxiety over speaking in the foreign language was administered to 135 university-level beginning Spanish students and 109 high school students. The questionnaire had three sections: the first one asked students to agree or disagree with twenty-four items related to language anxiety; second section asked students to indicate their level of anxiety regarding certain in class practices; the third section asked learner to identify instructor characteristic and instructor practices that helped reduce language anxiety. The result of the analysis of data suggest, among other things, that speaking in the foreign language is not exclusively the source of students anxiety, but that speaking in front of class is. Furthermore, the instructor's relaxed and positive error-correction attitude can greatly reduce language anxiety. Additional suggestions for reducing language anxiety are offered.

## **2.8 Summary of the Chapter**

In conclusion, Chapter Two is shown the anxiety, language anxiety and foreign language anxiety, foreign language anxiety theories, speaking anxiety in foreign language, measuring foreign language anxiety, the language anxiety research in upcountry and Thailand. Next, Chapter Three illustrates the research methodology in this research.