English Speaking Anxiety of Thai EFL Undergraduate Students: Dominant Type, Level, and Coping Strategies
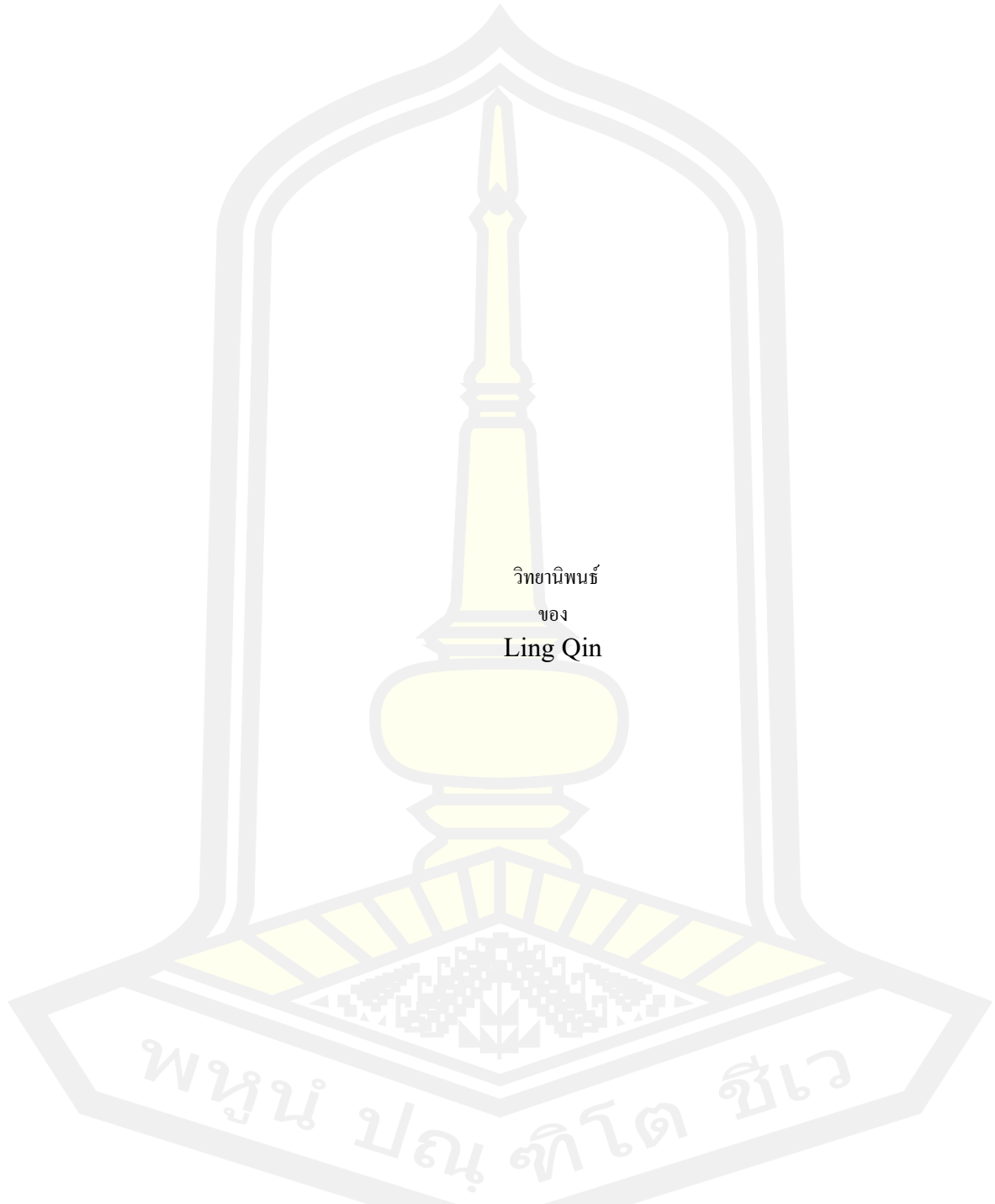
Ling Qin

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in English Language Teaching

May 2023

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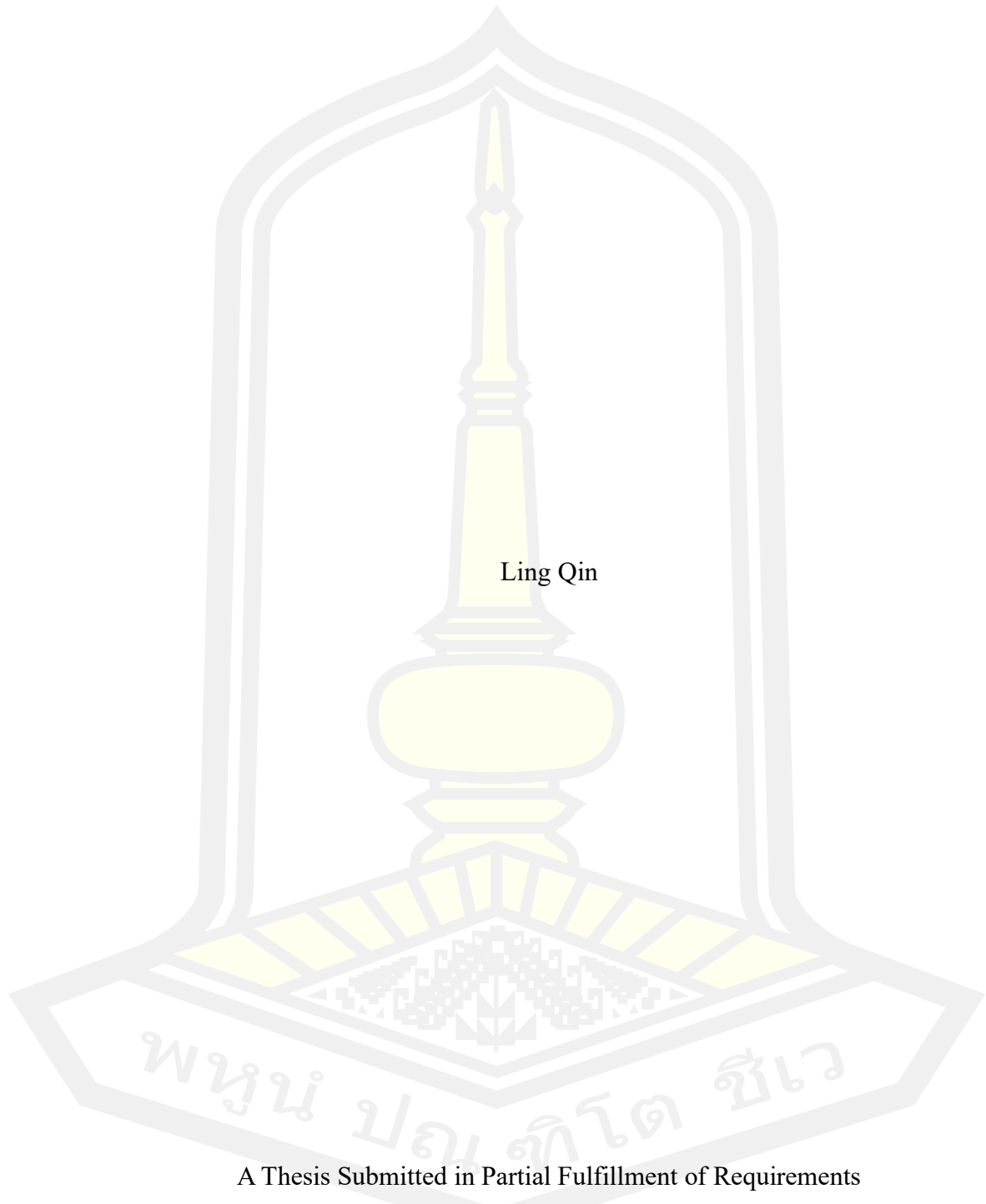
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The examining committee has unanimously approved this Thesis, submitted by Ms. Ling Qin , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

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ABSTRACT

This current study aimed to investigate the dominant type and level of speaking anxiety among Thai EFL undergraduate students. In addition, this study explored their strategies to cope with speaking anxiety. Fifty-six first-year English major students participated in the study. The research instruments included a questionnaire and a semi-structured interview. The Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire developed by Ozturk and Gurbuz (2014) was used to examine the dominant type and level of speaking anxiety. After the questionnaire, six students were purposively selected to participate in a semi-structured interview to explore their coping strategies when encountering speaking anxiety. The data obtained from the questionnaire were analyzed using frequency and percentage. Content analysis was used to analyze the data obtained from the semi-structured interview. The quantitative analysis showed that low self-confidence was the dominant type of speaking anxiety. Moreover, the finding showed that most of the participants experienced speaking anxiety at moderate level. Finally, the qualitative analysis indicated that Thai EFL undergraduate students used various coping strategies to reduce speaking anxiety, namely focusing their attention on other things, asking for help, preparing in advance, positive thinking, or using helpful tools. Pedagogical implications and recommendations for future research are also suggested.

Keyword : English Speaking Anxiety, Thai EFL undergraduate students, Causes, Levels, Coping Strategies

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to my family for providing me with support and continuous encouragement throughout my years of study and through the process of research. You were my drive to achieve the goal. Without them, I would not have come this far.

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CHAPTER I
INTRODUCTION

1.1 Background of the study

It is widely known that there are four skills in English learning. The skills are listening, speaking, reading, and writing. All these skills are correlated with each other (Asysyifa et al., 2019). Efrizal (2012) expresses that speaking is of great significance for people's interactions where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. Furthermore, Hornby (1995) defines speaking as the skill that the students will be evaluated upon most in their real-life situations. Bygate (1987) defines speaking as the production of auditory signals to produce different verbal responses in listeners.

Speaking skill has been very important to the success of human beings. Parmawati (2018) also states that speaking has been the most important skill in English language learning. Speaking is one of the essential skills that play a fundamental part in any language is speaking, particularly in English. Speaking is necessary for communication as we communicate with others, express our ideas, and exchange information through speaking (Quershi, 2010). Baker and Westrup (2003) state that learners who speak English very well can have a greater chance of better education, finding good jobs, and getting a promotion. Speaking skill enables individuals to produce sentences for real communication, in other words, they like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

Anxiety is one of the negative emotions that have the potential to distract students' learning efforts in learning English. Anxiety is one of the major individual learner variables that impact foreign language acquisition (Yaqiong, 2017:1). Indeed, anxiety can inhibit the learning process and harm language learning (Horwitz, Horwitz, &Cope, 1986; Young, 1991). Foreign language anxiety (FLA) has long been regarded as an important aspect of second/foreign language (SL/FL) learning (Horwitz, Horwitz & Cope,1986; MacIntyre & Gardner, 1991, 1994 a; Liu, 2016, 2018). FLA has a debilitating effect on the oral performance of speakers of English as a second language (Lindy, 2006). Anxiety is a critical emotional variable and should not be underestimated during the learning process. Horwitz, Horwitz, and Cope (1986:128)

defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." MacIntryre and Gardner (1994) note that foreign language learning anxiety is "an expression of apprehension and nervousness, generated in the process of foreign language learning, including speaking, listening, and learning." Finally, Ellis (1994) states "foreign language anxiety is a kind of situational anxiety, which is related to learning a second language and trying to communicate in a second language.

Speaking anxiety is one of the most serious problems in FLA (Basic, 2011). Wilson (2006) defines foreign language speaking anxiety as the feeling of fear that occurs when using the language orally. Mohammed & Sakka (2016) defines speaking anxiety as an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (such as sweating, tension, and increased pulse), doubt concerning the reality and nature of the threat, and self-doubt about one's capacity to cope with it. English speaking anxiety has witnessed an increasing development in second language acquisition (SLA). Speaking anxiety influences the students' self-confidence type it often makes them experience failure when unable to speak and express their knowledge. Speaking anxiety types learners have low confidence when interacting with other people, which can impact their evaluation in classroom settings. Brown (1994) adds that FLA is related to the sensation of uneasiness, self-doubt, apprehension, or worry. When language learners become highly anxious, the acquisition of a foreign language becomes unsuccessful.

Previous studies in the EFL context have investigated English-speaking anxiety in SLA. Chiu et al. (2016) investigated 114 English-major college students' foreign language speaking anxiety and found that worries about grammar and fears of making mistakes were the two biggest reasons for English speaking anxiety among the participants. It has shown that students experiencing speaking anxiety remain quiet and shy (Mwamba, 2005), they are hesitant to communicate and share what they have in mind (Faulin & Soefendi, 2013), and are uninterested in displaying their speaking ability in classroom interactions, and they feel unconfident and uncomfortable in the English classroom (Marzuki et al., 2016). Indeed, students can feel fearful of speaking

with their teachers or peers and are afraid to interact in all learning activities (Bastida Jr. & Yapo, 2019). For example, Lü (2007) revealed a negative relationship between English-speaking anxiety and English-speaking strategies in 116 first-year undergraduate students. Other research also shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Aida 1994, MacIntyre & Gardner 1991). Importantly, while foreign language speaking anxiety is common in EFL classrooms, teachers do not always identify anxious students and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation or low performance (Areti, 2009).

In recent years, a considerable number of studies have emerged on foreign language anxiety among Thai EFL learners (Punsiri, 2011; Khunnawut, 2011; Dueraman, 2013; Tanielian, 2014; Chinpakdee, 2015; Khaidzir,2015; Sankueana & Sucaromana, 2018; Palaleo & Sikrajang, 2018; Sampaothong & Simpson, 2019; Somchob & Sucaromana, 2022). These studies have focused on listening anxiety (Kittima, 2016), writing anxiety (Rungruangthum, 2011), and reading anxiety (Saengpakdeejit, 2009; Boonkongsaen, 2014; Kanyaporn & Pimsiri, 2017; Porkaew & Fongpaiboon, 2018), but very few studies have investigated English speaking anxiety among Thai EFL learners. One study investigated English language speaking-in-class anxiety, attitudes to speaking English in class and self-ratings of English-speaking ability, and perceived sources of this situation-specific anxiety in Thai EFL university students (Akkakoson, 2016). The findings indicated that speaking-in-class anxiety levels were moderate and students' positive attitudes towards speaking English in the classroom, whereas a negative rating for their spoken English ability. This illustrates that speaking anxiety obstructs students' improvement in their second language learning and acquisition. Moreover, Kalra & Siribud (2020) investigated public speaking anxiety problems faced by Thai EFL students from their own and the researchers' perspectives. The results revealed that anxiety leads to problems related to self-confidence, self-esteem, and risk-taking ability, and ultimately hampers proficiency in the foreign language. As a result, the students' personal, social, and academic contexts have been negative. These findings advance the pedagogical understanding of

anxiety-related public speaking in a foreign language issue and may be useful in the context of enhancing EFL learners' communication skills.

Studies on speaking anxiety concerning the dominant type, level, and coping strategies among Thai EFL students remain rare, especially at the tertiary level. Therefore, the current study set out to investigate the dominant type and level of speaking anxiety among Thai EFL undergraduate students, and their coping strategies when facing English-speaking anxiety. The results of this study may help teachers in designing the process of English speaking classes and minimize English speaking anxiety to encourage students to enhance their English speaking ability and also provide broader pedagogical implications for EFL instructors.

1.2 Purposes of the research

English speaking anxiety is becoming increasingly common in second language acquisition (SLA) and is one of the most prevalent obstructions to language learning outcomes. Indeed, speaking anxiety affects the quality of an individual's communication and willingness to communicate (Young, 1991). Therefore, the current study aimed to investigate dominant type and level of speaking anxiety among Thai EFL undergraduate students, and explored their strategies for coping with this anxiety. The research questions that guided this study were as follows:

1. What is the dominant type of the participants' anxiety in speaking English?

2. What is the level of speaking anxiety of the participants?

3. What coping strategies do the participants use to manage their English-speaking anxiety?

1.3 Scope of the research

This current study investigated the dominant type and level of speaking anxiety and the coping strategies that Thai EFL undergraduate students used to manage English-speaking anxiety. This research was conducted at a public university located in the northeastern part of Thailand. The participants were 56 first-year undergraduate students who majored in English. All students were enrolled in a course titled English Listening and Speaking for Communication (ELSC). The objective of this course was to help students improve their listening and speaking skills which were necessary for effective communication.

The study used a combination of qualitative and quantitative methods. The research instruments included a questionnaire and a semi-structured interview. Ozturk & Gurbuz (2014) Foreign Language Speaking Anxiety Scale (FLSAS) was used to examine the dominant types and levels of Thai EFL undergraduate students. A semi-structured interview was used to explore how the participants cope with English-speaking anxiety. The duration of this study was two months.

1.4 Significance of the study

The results of this study yielded fruitful information for curriculum developers, syllabus designers, and later researchers in the field of English speaking anxiety. The findings helped teachers to stimulate students' interests to relieve English speaking anxiety and improve their speaking skills. This research guided for teachers to help students overcome their speaking anxiety, and enhance students' speaking ability.

1.5 Definition of terms

English Speaking Anxiety: English speaking anxiety can be divided into three main constructs including communication apprehension, low self-confidence, and fear of negative evaluation (Toubot et al., 2018).

Thai EFL undergraduate students refer to 56 first-year undergraduate students studying for their bachelor's degrees in English at a public university located in the northeastern part of Thailand. They enrolled in a course titled English Listening and Speaking for Communication (ELSC).

Dominant type refers to the highest percentage among of three types that contribute to foreign language speaking anxiety, including communication apprehension, fear of negative evaluation, and low self-confidence.

Level refers to the degree of speaking anxiety measured through the Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire.

Coping strategies refers to techniques the participants of the study used to cope with speaking anxiety.

1.6 Organization of the thesis

The current research consists of five chapters.

Chapter I introduces the research, including the background, purposes, scope, and significance of the study as well as the definition of key terms.

Chapter II outlines previous literature on English-speaking anxiety and presents the theoretical framework of the study.

Chapter III presents the research methodology of the current study, including the participants and setting, the research instruments, as well as the data collection and data analysis procedures.

Chapter IV displays the analysis of the research data in this study. The tables and descriptive elucidation are provided.

Finally, Chapter V presents a discussion, conclusions, implications, and limitations and provides recommendations for further research studies.
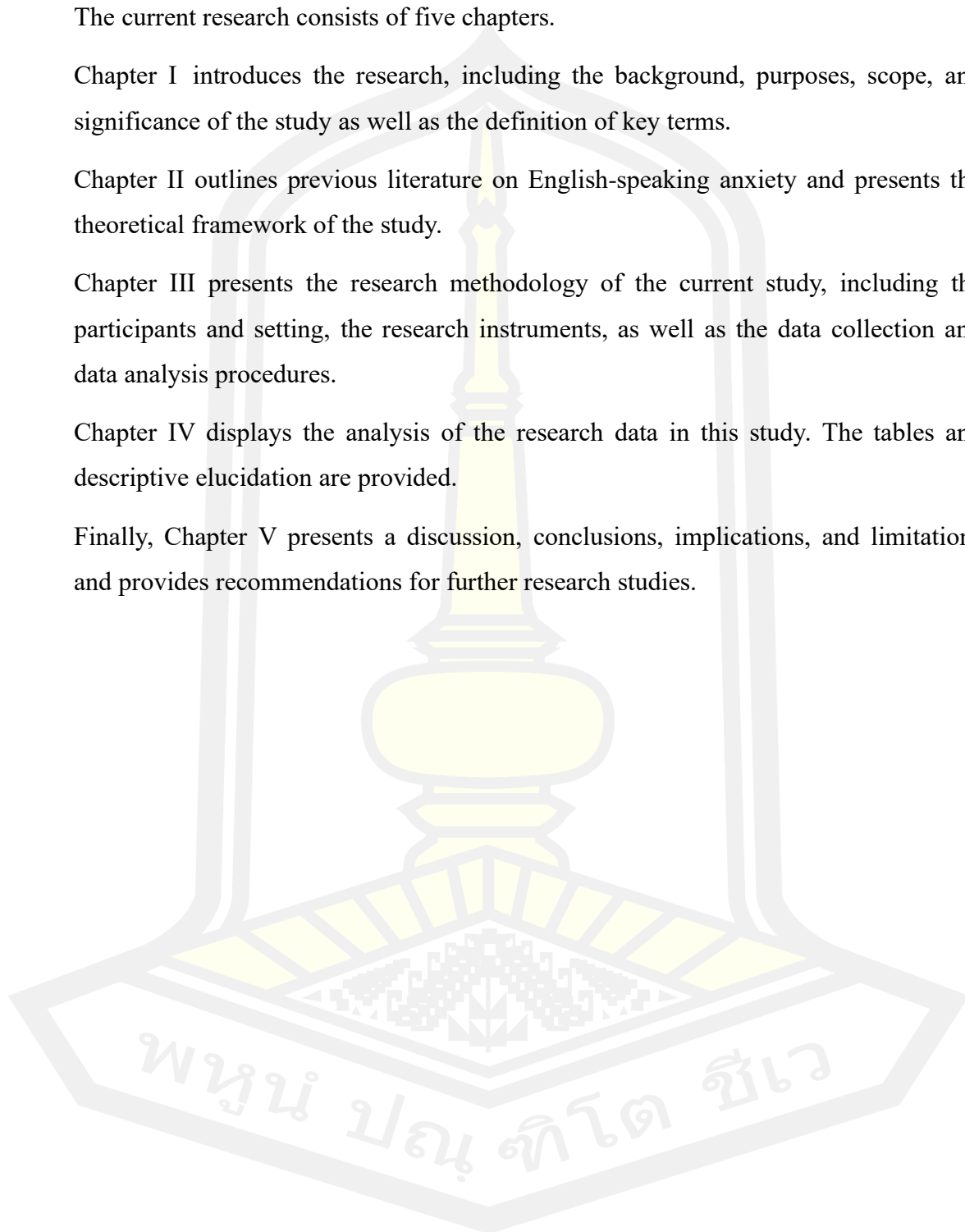
CHAPTER II
LITERATURE REVIEW

This chapter describes literature on English speaking anxiety. The first section provides a definition of speaking and the importance of speaking. The second part presents a definition of anxiety, and the third section focuses on Foreign Language Anxiety (FLA), including definitions, concepts, and types of FLA. Then, previous research on English speaking anxiety (ESA) and the theoretical framework of the study will be presented, which includes definitions of key terms of ESA, types of ESA, levels of ESA, ESA, coping strategies, and ESA in the Thai context. Finally, a summary of the chapter is provided.

2.1 Speaking

2.1.1 Definitions of Speaking

Speaking is very important in second language learning. There are a lot of definitions of the word "speaking" that have been suggested by researchers in language learning.

In Webster New World Dictionary, speaking is saying words orally, communicating by talking, making a request, and making a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two–way process including a true communication of opinions, information, or emotions. This top-down view regards spoken texts as the collaboration between two or more persons in the shared time and the shared context.

2.1.2 The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill type it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task better speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and stated that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools. Efrizal (2012) and Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people's interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

2.2 Anxiety

Anxiety has been defined as a sense of apprehension or doom in the middle of psychological reactions. (Carlson & Buskist, 1997; Horwitz; Horwitz & Cope, 1986; Young, 1991; Yaqiong, 2017:1). Anxiety is also one of the major individual learner variables and, therefore, it plays an important role in foreign language acquisition.

2.2.1 Definitions of Anxiety

Anxiety is a feeling of restlessness, nervousness, and unreliability. It reflects the psychological performance of the subject in the face of difficulties (Young, 1992) and can also refer to a feeling that occurs when an individual is threatened by a certain kind of personality (May, 1996). When people are anxious, they often experience sweating, shaking, and other physiological phenomena, such as heartbeat acceleration.

Scovel (1978) defined anxiety as an affective state, an uncomfortable emotional state, in which one discerns danger, feels powerless, and experiences tension in the face of an expected danger. According to Scovel (1978), anxiety can be classified into three

types: trait anxiety, state anxiety, and situation -specific anxiety. Trait anxiety is a stable feature of personality, an acquired behavioral disposition that leads an individual to perceive a wide range of non -dangerous situations as threatening (Spielberger, 1966). Spielberger (1966) defined state anxiety as an ephemeral and temporary characteristic of an individual's personality that varies in intensity and fluctuates over time. Individuals with situation-specific anxiety may consider a certain situation as anxiety provoking in certain environments (MacIntyre & Gardner, 1991). Anxious people often feel lose self-esteem and self-confidence and can become nervous and depressed when they are not fulfilled (Amold, 1999). Anxiety is also described as an unpleasant feeling of fear and concern (Davison, 2008).

2.2.2 The Importance of Anxiety

Anxiety is one of the most frequent mental disorders, anxiety is a vital aspect of human life. Moreover, anxiety produces a type of negative emotion when people are stimulated or threatened whether in life, work, or language learning. Anxiety is considered to be one of the most important affective variables affecting foreign language learning and has a significant impact on foreign language learners' language output, course grades, and teachers' assessments of student achievement (He & Wang, 2020).

2.3 Foreign Language Anxiety (FLA)

Foreign language anxiety (FLA) has long been regarded as an important aspect of second/foreign language (SL/FL) learning (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991, 1994a; Liu, 2016, 2018). Most foreign language researchers agree that anxiety plays a very important role in foreign language learning.

2.3.1 Definitions of Foreign Language Anxiety

According to Gardner (1985), foreign language anxiety is one of the most important personal types in the psychology of second language learning. Language anxiety is a complex psychological phenomenon. Horwitz and Cope (1986) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the

language learning process". MacIntyre and Gardner (1994) argued that foreign language anxiety is "a feeling of apprehension and fear associated closely with foreign language contexts including listening, speaking and learning." It has also been described as a reaction in which students feel threatened and that the outside world demands them to move beyond their foreign language level (Williams, 1991). This threatened psychological or physiological emotion interferes with the students' attention on certain tasks. The symptoms of foreign language anxiety include voice tone, feeling "frozen" when answering questions, not normal speaking, voice shifting, accelerated rhythm, forgetting words that have been learned, being speechless, and silence (Young, 1992).

Previous studies have argued that foreign language anxiety is considered to be the most common psychological type in language learning and teaching. This anxiety arises due to fear of negative evaluation, communication apprehension, test anxiety, and negative attitudes toward English class. Despite various definitions, it is now well-established that foreign language anxiety is a feeling of fear and apprehension when the learner speaks or performs a foreign language.

2.3.2 Types of Foreign Language Anxiety

Language anxiety includes state anxiety, trait anxiety, and situation anxiety. Anxiety can also be either facilitating or debilitating and can lead to positive and negative effects on learners. Within the foreign language classroom, foreign language anxiety can be categorized into communication apprehension, fear of negative evaluation, and test anxiety.

2.3.2.1 State Anxiety, Trait Anxiety, and Situation-Specific Anxiety

Anxiety has been divided into trait anxiety, state anxiety, and situation anxiety (MacIntyre & Gardner, 1991; Ellis, 1994). State anxiety refers to the tension and anxiety generated at a certain moment, and it is the product of the combination of trait anxiety and situation anxiety. State anxiety involves a smaller range, compared to trait anxiety. Trait anxiety is a stable emotion developed from one's personality (Spielberger, 1983). Eysenck (1979) argues that if a person's trait anxiety is more pronounced, then they are more likely to develop anxiety in different situations, and

vice versa. Studies have shown that people with trait anxiety are less likely to use cognitive strategies and are prone to impaired memory and escape behaviors. Despite many descriptions of the characteristics of trait anxiety in the literature, there still exists some disagreement about the nature of trait anxiety.

Situation anxiety refers to the anxiety caused by a specific situation or a given object. It can be understood as limiting trait anxiety in a given environment. This explanation is also similar to the environmental anxiety proposed by Chinese scholar Chen Hao (1996). In a foreign language situation, this type of anxiety is due to the learning environment of the learner. It is a relatively short state of anxiety that is easy to change. However, there is little understanding of what specifically triggers anxiety in different situations.

2.3.2.2 Facilitating versus Debilitating Anxiety

Foreign language anxiety can be divided into facilitating anxiety and debilitating anxiety based on whether it has positive or negative effects on language learning (Alpert & Haber, 1960). Facilitating anxiety is also called helpful anxiety as it can play a vigilant role in student learning. Studies have shown that this type of anxiety can enhance students' confidence in learning the language and encourage students to acquire better language skills. Facilitating anxiety can promote enthusiasm to engage in challenging new tasks and to finish tasks effectively. By contrast, debilitating anxiety can type learners to feel tension and fear, which can lead to avoidance-related behaviors.

Ginsberg (1976) found that there is a strong negative correlation between the degree of English classroom anxiety and learning grades. However, anxiety did reduce to a certain extent when the learner's performance improved. This suggests that we need to encourage learners' confidence to relieve anxiety. While most agree that anxiety is a negative type in language learning, some believe that anxiety can improve one's performance and achievement to a certain degree (Alpert, Haber, 1960; Scovel, 1978). However, Horwitz (1990) proposed that facilitating anxiety may only occur when an easy language task is finished. Debilitating anxiety is often accompanied by negative emotions such as self-doubt and worry, which hinder the learning process (Scovel, 1978). Young (1992) also found that anxiety can make learners feel nervous and they

sometimes forget what they have learned and remain silent in the classroom. Indeed, several researchers argue that the most effective language acquisition requires that the learner experiences no anxiety; that is, there is no facilitating anxiety. Therefore, the extent to which foreign language anxiety is facilitating or debilitating anxiety is unclear.

2.3.2.3 Communication Apprehension, Test Anxiety, Fear of Negative Evaluation

Horwitz, Horwitz & Cope (1986) made a clear distinction between three elements of foreign language anxiety, which include fear of negative evaluation, communication apprehension, and test anxiety. McCroskey (1997) argues that communication apprehension is a manifestation of situation-specific anxiety and is defined as the anxiety or fear that a person produces when communicating with other people or groups of people. Those who experience a high degree of communication apprehension avoid communicating with others, while those who have a lower degree of communication apprehension are eager to communicate with others and actively participate in the classroom and class activities. Students experiencing communication apprehension often feel nervous and tremble when the teacher asks them questions. They are afraid of speaking without preparation and feel embarrassed in classes that require English oral production.

Test anxiety refers to the current anxiety due to the learner's fear or fear of the failure of the test results (Sarason, 1986). It is a sense of crisis that tends to lead to poor performance in the evaluation context and stems from the fear of failure in academic evaluation (Horwitz et al., 1986). Horwitz (1986) believes that test anxiety is most directly derived from fear of failure, and foreign language anxiety is generally manifested in the test situation. That is, students are worried about poor performance. Aida (1994) argued that the reason for anxiety during exams is that students have experience failure in past exams, and this type of anxiety in future exams. Indeed, negative thoughts can occur before or during the exam, and anxiety also produces negative effects in spoken English class. This fear of negative evaluation is defined by Watson and Friend (1969) as the fear of others' evaluation, the avoidance of evaluation situations, and the expectation that others would make negative evaluations of themselves.

The classification of Horwitz et al. (1986) has been widely used in the literature and has been developed into a scale called the Foreign Language Classroom Anxiety Scale (FLCAS). This scale measures foreign language anxiety, which provides a more scientific and effective basis for subsequent research. Specifically, this scale measures communication apprehension, test anxiety, fear of negative evaluation, and classroom anxiety.

2.4 English speaking anxiety (ESA)

Anxiety that occurs during oral learning and oral expression is referred to as speaking anxiety (Cuiwei Zou, 2019). In this study, English-speaking anxiety is defined as worry and fear of the spoken English situation, including both real or imaginary oral English interaction and performance.

2.4.1 Definitions of English-speaking Anxiety

Wilson (2006) defines foreign language speaking anxiety as the feeling of fear occurring when using the language orally. Britannica defines speaking anxiety as an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (such as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it (cited in Mohammed & Sakka, 2016). Finally, Mohammed & Sakka (2016) argue that speaking anxiety is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and worry. In short, foreign language speaking anxiety is a complex sense of apprehension and fear when using the language orally. Speaking anxiety often types students to have low-confidence when performing in front of others, which strongly impacts their self-confidence.

2.4.2 Conceptual framework of speaking anxiety

According to some scholars (Yan & Horwitz, 2008; Abdalaziz M. Toubot & Goh Hock, 2018), speaking anxiety is a hindrance to successful language learning as it curbs the English speaking learning process. Also, based on the related literature on speaking anxiety, a learner can be more anxious when making a formal speech although he or she has self-confidence in his or her capabilities since he or she has

experience handling similar cases whereby the situation is informal. Anxiety depends on how a learner perceives a task or situation and how important it is to him or her. Therefore, to find out how anxiety might affect a learner's performance, it is vital to focus on the sources of anxiety.

From the perspective of the previous studies on foreign language speaking anxiety and related theories, the advantage of communication apprehension, fear of negative evaluation, and self-confidence lies in their higher reliability and higher validity based on the foreign language speaking anxiety scale (FLSAS).

Based on the framework, the study adopted the research methods which was conducted in Abdalaziz M. Toubot's study. This approach is typified by the researcher putting forward a theory exemplified within a specific hypothesis, which is then put into the questionnaire. Following a series of observations and data analysis, conclusions can then be drawn concerning the hypothesis (Rovai et al., 2014). Specifically, it involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (e.g., Aliaga & Gunderson, 2000; Muijs, 2011; Williaman, 2011). Also, the questionnaire was quick and easy to score, required no special equipment, and gave a more complete comprehension of a learner's anxiety about English speaking. Therefore, to find out how anxiety might affect a learner's speaking performance, it is vital to focus on the types of English speaking anxiety which are discussed below.

2.4.2.1 Communication Apprehension

According to Aydin (2016) the degree of CA as a type of anxiety is based on EFL learners' levels of proficiency. That is to say, CA may be a main type of anxiety for EFL low proficiency learners while it is not a main type of anxiety for high proficiency learners. Moreover, learners who are affected by CA will feel more comfortable if they are in a larger group as a larger number of learners involved in an interaction make it possible for anxious learners to stay unnoticed at the back of the classroom. Besides, such learners incline to evade interaction and if they are required to give a speech they will opt for short answers using lots of gestures and their speech normally has lots of false starts and hesitation (Philips, 2009). To lessen EFL students'

CA, the focus should be on promoting students' level of willingness to communicate (Akdemir, 2016b).

2.4.2.2 Low Self-Confidence

The learning effect is closely related to L2 acquirers' personality types. Self-confidence is the most significant personality type. In this case, increased success is reported among those who possess strong self-confidence and a positive personal image (Du, 2009). Being adventurous, courage to converse in a foreign language, and gaining more are evident among those who possess enough self-confidence. On the other hand, those who lack self-confidence will lose out on practicing their target language as they would be afraid of making mistakes and feeling humiliated (Leong & Ahmadi, 2017).

Self-confidence is one of the personality types that highly correlates with anxiety. Judgments and self-evaluation of personal value and worth are some of the traits of self-confidence (Park & Lee, 2005). A language learner who considers himself or herself inadequate and limited in the target language will negatively affect the person's self-confidence. Conversely, speaking performance has a positive relationship with self-confidence (Zhang, 2001). In addition, the handling of target language tasks may be approached by those who are highly anxious leaders differently (Fallah, 2014). Classroom processes are highly correlated to anxiety and, by extension, self-confidence in the L2 classroom (Horwitz et al., 1986; MacIntyre & Gardner, 1991).

2.4.2.3 Fear of Negative Evaluation

Fear of negative evaluation (FNE) refers to the general evaluation done by other people in any situation. Learners who have a high level of fear towards negative evaluation are not always critical of themselves but once they interact with others they tend to avoid it by not participating in the interaction or making a very short and concise contribution (Gardner & MacIntyre, 1993).

Gregersen and Horwitz (2002) mentioned that FNE influences the behavior of learners directly during communication-oriented situations as they tend to limit their participation in any type of task that exposed them to peer or teacher evaluation. The

way a learner manages spoken interaction in L2 may be the foundation for other people to develop a generally negative view of a particular learner although he or she might be proficient in other language elements or skills. Nevertheless, problems with speaking skills can influence the entire image of a learner among his or her peers. Moreover, should a learner perceive that he or she cannot accomplish the same level of performance in speaking as he or she does in other skills, then the person does not make any effort during speaking-oriented tasks. Lack of practice and avoidance will deprive the learner of developing his or her oral skills. Thus the anxiety problem becomes even greater.

Therefore, anxiety is directly linked to specific situations and it affects learners irrespective of the time and place. This means that it may be temporary or permanent. There are different types and levels of speaking anxiety that can affect a learner's behavior differently. Thus, further research on the nature and effect of anxiety will enable some insights into the specific types which can determine the development of speaking anxiety.

2.4.3 Previous studies on types of English-speaking anxiety

Several studies have examined the types of speaking anxiety in EFL contexts around the world. Khaoula (2012) explored the types of foreign language speech anxiety in third-year students at Mohammed Khider Biskra University, and the effects of this anxiety on their speaking performance. The study used a questionnaire and found that most foreign language students tend to be anxious in speaking situations more than in other situations, such as listening, reading, and writing. Melouah (2013) also investigated the nature of the speaking anxiety experienced by first-year students of English at Saad Dahlab University of Blida. Through the use of quantitative methods, this study used Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale to measure the level of speaking anxiety exhibited by the participants. The findings suggested that foreign language speaking anxiety was pervasive among first-year LMD students and appeared to mostly stem from fear of interaction, error correction, language proficiency, low self-confidence, and self-esteem.

Ozturk & Gurbuz (2014) investigated the major types of foreign language speaking anxiety in pre-intermediate students of an English preparatory program at a state

Turkish university. The results demonstrated that most of the students perceive speaking as an anxiety-provoking type. It was also found that pronunciation, immediate questions, fears of making mistakes, and negative evaluation are the major types of EFL speaking anxiety. It was proposed that foreign language speaking anxiety is a separate phenomenon with its sources, aspects, variables, and effects on learners.

Cepon & Slavica (2016) investigated the main types of speaking anxiety in the context of business English (BE) instruction. In-depth interviews were conducted among BE instructors and learners at higher educational institutions in six countries in the Balkans. The study identified several types of speaking anxiety, the most crucial being the lack of knowledge in economics and the BE lexis as the carrier content in BE learning. Speaking without preparation in front of one's peers and problems with BE vocabulary acquisition or recollection were also types of anxiety. Interestingly, a quarter of the interviewees who considered themselves low anxiety when speaking general English were prone to elevated levels of speaking anxiety when performing complex speaking tasks in BE class, which require a degree of fluency in general English.

Anwari (2019) investigated the types of English language-speaking anxiety among EFL learners at Kandahar University. The findings ranked the types of anxiety during English speaking as follows: (1) I feel fear of making pronunciation mistakes, (2) I am afraid that my classmates will laugh at me when I speak English, and (3) I feel worried during performing communication orally. In addition, the following types were identified as negative effects of anxiety on learners: (1) Anxiety limits my speaking fluency, (2) Anxiety types me to become under pressure during the presentation, and (3) Anxiety decreases my oral performance and self-confidence.

Mobarak (2020) investigated the types of English Language Speaking Anxiety from Bangladeshi university students' perspectives. The FLSAS was used to measure the types of English speaking anxiety. The results from the study showed that all of the types presented in the questionnaire were responsible for the learners' English speaking anxiety. Additionally, the findings of the study revealed that fear of negative evaluation received the highest average followed by fear of the perception of others,

fear of communication, low self-esteem, and language proficiency types.

Yildiz (2021) used semi-structured one-on-one interviews and e-mail interviews to identify the types of English speaking anxiety in non-English major students. The results revealed that the situations that provoke speaking anxiety among non-English major academics can be grouped under five main themes: academics' English proficiency, academics' self-evaluation, learner behaviors, learner inadequacies, and cultural differences.

Finally, Loan (2022) explored the types of anxiety in learning English speaking skills in students and teachers at the College of Electro-Mechanics, Construction, and Agro-Forestry of Central Vietnam (CECAC). The data showed that the anxiety stemmed from the students themselves, their teachers, and other sources. Their anxiety was also shown to interfere significantly with their performance in speaking classes.

To summarize, there are many types of EFL learners' speaking anxiety, including individual, environmental, and educational types, as well as internal and external variables. The main types of speaking anxiety are individual types, such as proficiency, self-confidence, fear of grammar mistakes, fear of pronunciation mistakes, and attitudes toward English.

2.4.4 Previous Studies on Levels of English speaking anxiety

Previous studies in the EFL context have investigated levels of English speaking anxiety. Minying (2013) investigate the level of anxiety students in the 4th and 6th grades of elementary school feel while speaking. A modified version of the FLCAS study developed by Horowitz was used to collect the data. The questionnaire consisted of 18 questions to measure the students' anxiety when speaking English. The questionnaire results were analyzed using a statistical program. Students do suffer from anxiety when speaking in English. However, the level of anxiety differs based on previous or extra-curricular English studies. Another important type that influences anxiety levels is the motivation the students have to learn English.

Ewelina (2014) investigated the level of foreign language speaking anxiety among Polish EFL learners from the senior secondary school in Bochnia. foreign language speaking anxiety (FLSA) was measured to provide quantitative data. The results

showed that the level of foreign language speaking anxiety of the majority of the total sample was low.

Keong & Jawad (2015) examined the level of 20 Iraqi EFL Master students' speaking anxiety. The participants were studying at the English Language Studies Programme, Faculty of Social Sciences and Humanities of a Malaysian university. The findings indicated that the majority of EFL postgraduate students experienced moderate anxiety speaking in English specifically in academic settings.

Galti (2016) examined the students' level of speaking anxiety in a college of education in Nigeria. A questionnaire was used to collect data from 56 colleges of education students. SPSS was used to calculate the mean and the standard deviation. The result revealed that the students are experiencing a high level of anxiety. In addition, the most serious form of anxiety is reported to be the fear of negative evaluation.

Raja (2017) analyzed the reasons behind the anxiety level in undergraduate students of a public speaking class and recommend strategies to overcome this fear. This study entailed a quantitative research paradigm on a sample of 50 students using a convenience sampling technique from a reputable private sector business school in Karachi. The findings showed that students who fear public speaking can perform well if they use certain strategies to fight their fears. 75% of participants admitted their fear of public speaking and 95% of participants agreed that if proper counseling, instruction, and coaching are provided, this fear can be overcome.

Gürsoy & Korkmaz (2018) investigated the speaking anxiety levels of freshmen and prospective ELT teachers at a state university in Turkey. Designed as sequential mixed method research. The quantitative data was collected via a questionnaire from 117 participants, 10 of which were interviewed afterward. The results showed that prospective ELT teachers had a moderate level of speaking anxiety, and freshmen had a higher level of anxiety. There were significant differences between female and male prospective teachers as well as the type of high schools prospective teachers graduated from. It was also found that proficiency levels had a significant effect on the level of speaking anxiety and there was a negative correlation between them.

Miskam & Saidalvi (2019) determined the level of speaking anxiety among Malaysian undergraduate learners. The Foreign Language Speaking Anxiety Scale (FLSAS) was used to measure the level of students' speaking anxiety. 42 undergraduate learners from one of the public universities in Malaysia have been selected to participate in this study. Data collected through the questionnaire were analyzed using statistical analysis. The result of the study showed that undergraduates have English language-speaking anxiety to a certain level.

Dellah et al., (2020) investigated university students' speaking anxiety in English oral presentations about their level of speaking anxiety. A set of questionnaires that consisted of 33 items was adapted from Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and distributed to 199 students from four different faculties in UiTM Melaka. The results indicated that the participants experienced moderate levels of speaking anxiety during English oral presentations due to fear or negative evaluation by their peers. Moreover, there was no statistically significant difference detected in terms of the students' programs and their level of speaking anxiety; however, the student's English proficiency did affect their level of speaking anxiety.

Sugiyati & Indriani (2021) investigated the level of EFL students' speaking anxiety. This study participated by 34 third-semester students of the English Department at Universitas Tidar. In collecting the data regarding the speaking anxiety level, the researchers used the Public Speaking Class Anxiety Scale (PSCAS) proposed by Yaikhong & Usaha (2012). The study found that 58.8% of students experienced a medium level of public speaking anxiety.

Taqwa et al., (2022) investigated the students' speaking anxiety levels. This study involved 62 students in the second semester of the English Education Department, UIN Syarif Hidayatullah Jakarta. The results showed that there were 8 students categorized with as very anxious level, 29 students with as anxious level, 23 students with as mildly anxious level, and 2 students with as relaxed level. Students with mildly anxious levels and very anxious levels were interviewed to probe for richer data.

Regarding the studies above, it can conclude that the level of speaking anxiety among students is relatively moderate even though it is presented in different languages and different situations. Therefore, it shows that speaking anxiety is not an unusual phenomenon that occurs in a foreign language and is inevitable in the context of a foreign language classroom.

2.4.5 Previous studies on English speaking anxiety and coping strategies

Genc et al., (2016) investigated the strategies used by Turkish EFL students using the Anxiety Coping Strategies Scale. The findings revealed that the majority of Turkish EFL learners, experienced foreign language speaking anxiety to various degrees and many also applied particular strategies to overcome their foreign language speaking anxiety, including resignation, preparation, peer seeking, relaxation, and positive thinking.

Widhayanti (2018) investigated the types that provoke students' speaking anxiety and their coping strategies to overcome speaking anxiety. This study found that some situations lead to students' speaking anxiety such as classroom procedures, student's beliefs, teacher's beliefs, self-perceptions, social environment, errors in society, topic understanding, and cultural differences. Students used memory and cognitive strategies to overcome their anxiety.

Hidayoza et al., (2019) aimed at measuring and identifying coping strategies and examine the correlation between the level of speaking anxiety and the use of coping strategies. The participants were English department debaters at Unit Kegiatan Bahasa Asing. The results showed that English department debaters experience a moderate level of speaking anxiety and peer seeking was the dominant coping strategy used to deal with anxiety.

Netta et al., (2020) also found that students applied several strategies to deal with their speech anxiety, including having adequate preparation and practice and using hand and body movements when delivering a speech. This study recommends that teachers promote such strategies to other EFL students so that they can overcome their fear of public speaking. Maharani & Roslaini (2021) investigated the coping strategies that

most students use to overcome speaking anxiety during online learning. Based on responses on closed- and open-ended questionnaires, it was found that the respondents mostly used the strategies of preparation, positive thinking, and peer seeking to cope with speaking anxiety in the context of online learning. Finally, Ramayani et al., (2022) found that most students were mildly anxious (58% of respondents) and test anxiety was the dominant type of anxiety experienced by the students (67% of respondents). The strategy used the most by students to overcome their anxiety in speaking was relaxation, followed by praying, drinking water, taking a deep breath, squeezing hands, imagining idols, and trying to calm down.

However, some students do not use active strategies and instead practice avoidance strategies to cope with their speaking anxiety (i.e., 'non-active strategy'; Lizuka, 2010; Spielmann & Randofsky, 2001). Students adopt this strategy due to their fear of committing mistakes and a tendency to have received negative feedback and assessment from others (Pappamihiel, 2002). Students using these non-active strategies tend to escape, avoid, withdraw, and inhibit speaking interactions.

Previous studies have argued that teachers who acknowledge student anxiety and attempt to ease this anxiety facilitate the opportunity for teacher-student transactions. Indeed, once students are comfortable, they are at ease and less bothered by their anxiety. As such, a supportive environment can facilitate the learning process and educators should therefore base their instructional decisions on their students' physiological reactions and experiences.

2.4.6 Previous Studies on English speaking anxiety in the Thai EFL Context

A plethora of studies has examined foreign language anxiety among Thai EFL students (Palaleo & Srikrajang, 2018; Sampaothong & Simpson, 2019; Somchob & Sucaromana, 2022). These studies have focused on listening anxiety (Kittima, 2016), writing anxiety (Rungruangthum, 2011), and reading anxiety (Saengpakdeejit, 2009; Boonkongsaen, 2014; Kanyaporn & Pimsiri, 2017; Porkaew & Fongpaiboon, 2018), while only a few studies have examined speaking anxiety. These studies are discussed in detail below.

Akkakoson (2016) investigated the English language speaking-in-class anxiety,

attitudes to speaking English in class and self-ratings of English-speaking ability, and perceived sources of this situation-specific anxiety. The participants were 282 Thai university students of English as a foreign language (EFL) studying English Conversation courses. The findings indicated the existence of speaking-in-class anxiety among Thai EFL students at a moderate level and students' positive attitudes toward speaking English in the classroom. More recently, Kalra & Siribud (2020) investigated public speaking anxiety problems faced by Thai EFL students and found that speaking anxiety affected self-confidence, self-esteem, and risk-taking ability, and ultimately hinders English proficiency.

Despite several previous studies on speaking anxiety in many countries, very little research has been conducted on English speaking anxiety in the Thai EFL context. More specifically, previous research has not yet examined how Thai students cope with their anxiety especially when speaking English. Given the influence of anxiety on language learning and performance, more emphasis should be given to anxiety-reducing methods in the teaching and learning context of higher education. Therefore, the present study will examine the types of speaking anxiety among Thai EFL undergraduate students and will explore how the students cope with their speaking anxiety. This study will use a case study conducted at a public university located in the northeastern part of Thailand.

2.5 Summary of the Chapter

Speaking anxiety is one of the most prevalent phenomena that obstruct language learning outcomes, and it may affect the quality of an individual's communication or willingness to communicate (Marzec-Stawiaraka, 2015). Previous research has shown that speaking anxiety among EFL students is widespread and students at different education levels experience anxiety due to foreign language-speaking classroom activities. It is, therefore, necessary to explore the dominant type and level of English speaking anxiety among EFL learners, especially in the Thai context. The current study aims to explore the types of undergraduate learners' English-speaking anxiety in a Thai EFL context and their coping strategies when experiencing English speaking anxiety.

CHAPTER III
RESEARCH METHODS

The current study investigated the dominant type and level of speaking anxiety among Thai EFL undergraduate students. It also seeks to explore their coping strategies when confronted with speaking anxiety. This chapter will explain the research methodology of the current study in detail, including the participants and setting, instruments, data collection, and data analysis procedures.

3.1 Research Design and Approach

The current study aimed to investigate the dominant type and level of speaking anxiety among Thai EFL undergraduate students, and explored their strategies for coping with this anxiety. As such, a mixture of qualitative and quantitative was used to collect data. Specifically, a questionnaire and a semi-structured interview were used in this study.

In this current study, a quantitative research approach was used to investigate the dominant type and level causing students' speaking anxiety. Quantitative research is usually regarded as a deductive approach to explaining an issue or phenomenon by gathering data in numerical form and analyzing it with the aid of mathematical methods (Rovai et al., 2014). This approach is typified by the researcher putting forward a theory exemplified within a specific hypothesis, which is then put to the test. Following a series of observations and data analysis, conclusions can then be drawn concerning the hypothesis (Rovai et al., 2014).

A qualitative research approach was used in the current study to explore students' coping strategies for speaking anxiety. Semi-structured interviewing is an important tool for gathering data in qualitative research (Eike, 2010). The purpose of a semi-structured interview was to obtain in-depth responses from interviewees to gain a deeper understanding of their own experiences. This type of interview combines the flexibility of an open-ended interview with specific research questions (Creswell, 2007) and allows the interviewees to express additional opinions and comments which may not have been captured by the questionnaire.

3.2 Participants and Setting

The participants were 56 first-year English-major students with mixed English language abilities. Participants were selected via purposeful sampling. The current study was conducted at a public university in the Northeast of Thailand. The participants were studying in an English program and taking a course titled English Listening and Speaking for Communication (ELSC). The course aimed to help students master the listening and speaking skills necessary for effective communication. The participants had two ELS courses a week with Thai EFL teachers. Each class typically lasted two hours, yielding four hours of ELS classes per week.

The participants used their Thai (L1) to communicate with others in school or outside of school. They typically speak English only during the course study, especially in the ELSC course. None of the participants had a living background in an English-speaking country. First-year students were selected for this study because they had entered the program and may feel overwhelmed and anxious, these students feel more anxious and have lower proficiency in speaking English than students in higher years. All the participants volunteered to take part in the study and the data was kept anonymous. The participants were informed of the purpose of the study.

3.2.1 Information about participants in the questionnaire

Fifty-six students participated in the questionnaire, with 40 female students and 16 male students. The age range of the participants was 18-19 years old. From the questionnaire responses, most of the participants were 19 years old (75.34%), and some were 18 years old (24.66%). All participants had learned English for more than ten years and had studied English for at least six years in primary school and six years in high school. These participants generally had fewer chances to speak English in their daily life. However, four participants also speak English very often.

3.2.2 Information about participants in the semi-structured interview

After the questionnaire, six first-year English-major participants with high, moderate, and low speaking anxiety levels (based on FLSAS scores) participated in a semi-structured interview. The information about the participants is described below:

The first participant, Chan Chai, is a female with high English speaking anxiety level. Although she has studied English for 11 years, she often felt very anxious about speaking English. She often felt very nervous, especially when the teacher asked questions during the English speaking class.

The second participant, Brooklyn, male, experienced in high English speaking level. He said that he liked reading English articles, especially learning English through newspapers, and he often listens to English songs to practice his English listening skills. But he said he had little opportunity to speak English in his daily life.

The third participant, Kanyalak, a female, experienced moderate English speaking level. She said she was frustrated with her spoken English skills. She was very envious of classmates with good oral English skills because it looks cool. She practiced her English speaking skills frequently, but she found that her progress was not obvious, and she still felt anxiety about English speaking.

The fourth participant, Sutina, is a female with moderate English speaking anxiety level. She has been learning English for more than ten years, but she didn't have many opportunities to speak English in her daily life.

The fifth participant, Oved, is a typical student with a low level of English speaking anxiety. He said that he usually participates in the school's English speech contests. In the beginning, he was particularly anxious about speaking English, because he always felt unconfident and felt that other students spoke better than him. But later on, he often encouraged himself to speak English and be more courageous in expressing himself. So now he felt that he is not afraid of speaking English.

The sixth participant, Nicola, with a low level of English speaking anxiety, She said she had many opportunities to speak English. Because her mother is an English teacher at a university. In daily life, her mother always uses various methods to practice her English speaking skills. She had many opportunities to communicate with her foreign friends, and she said that this was very helpful for her to improve her spoken English.

3.3 Research instruments

The study used a combination of quantitative and qualitative methods. Two research instruments were used in this study to investigate the dominant types and levels of participants' English speaking anxiety and explore their coping strategies when they face speaking anxiety. Specifically, a questionnaire and a semi-structured interview were used in this study. These instruments are described in detail below.

3.3.1 Questionnaire (Q1 & Q2)

Participants' background information, including age, gender, educational background, and the number of years studying the English language was collected using a questionnaire (Brown, 1995). Questionnaires allow the collection of data from a large number of participants in a short time and are very cost-effective when compared to face-to-face interviews (Knowles, 1980). In addition, they allow people to respond without fear or embarrassment, and the information collected can be easily summarized, analyzed, and reported (Knowles, 1980).

The Foreign Language Speaking Anxiety Scale (FLSAS) was also included in the questionnaire (Ozturk & Gurbuz, 2014). The FLSAS includes 18 items and was used to investigate the dominant types and levels of Thai EFL undergraduate students' anxiety in English speaking. The Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire which was adopted from Ozturk and Gurbus (2014) is not divided into types. Therefore, Toubot et al., (2018) conducted an Exploratory Type Analysis (ETA) to identify speaking anxiety types that type speaking anxiety. The ETA examines whether the 18 items questionnaire are all referring to one type or more than one type. Furthermore, speaking anxiety comprises communication apprehension, fear of negative evaluation, and low self-confidence, which forms around the speaking component in an English speaking class (Toubot et al., 2018).

The questionnaire was based on three constructs: communication apprehension, fear of negative evaluation, and low self-confidence. The respondents were asked to rate each item on a 5-point Likert scale ranging from ('strongly disagree' to 'strongly agree'). The questionnaire was comprised of four sections. The first section included questions related to the demographic information of the participants and the other

three sections were comprised of items from the FLSAS based on a five-point Likert Scale. These sections are described in detail below:

Section 1: Participants' background information

This section consisted of 5 questionnaire items that identified the participants' general background information, including gender, age, length of learned English, opportunities to speak English, and their level of English proficiency.

Section 2: Items Related to Communication Apprehension

This section consisted of 9 questionnaire items, which focused on the communication apprehension aspects of English speaking anxiety (e.g., I get nervous and confused when I am speaking in English classes.).

Section 3: Items Related to Low Self-Confidence

This section consisted of 4 questionnaire items on the low self-confidence aspects of English speaking anxiety (e.g., I don't feel confident when I speak English in classes.).

Section 4: Items Related to Fear of Negative Evaluation

This section consisted of 5 questionnaire items, which focused on the fear of negative evaluation and pragmatic aspects of English speaking anxiety. (e.g., I am afraid that my English teacher is ready to correct every mistake I make.)

3.3.2 Semi-structured interview (Q3)

In the current study, a semi-structured interview was used to explore the participants' coping strategies when they faced speaking anxiety. After completing the FLSAS questionnaire, the total scores were calculated. Based on these scores, 6 students were selected to participate in the semi-structured interview. A score of 72 or higher reflected a high level of speaking anxiety, whereas a score ranging from 54-72 reflected a moderate level of speaking anxiety, and a score less than 54 indicated a low level of foreign language speaking anxiety (Ozturk & Gurbuz, 2014). Two students from each level were randomly selected for the semi-structured interview.

Each interviewee was asked to answer three questions about speaking anxiety and their coping strategies. The semi-structured interview was conducted face-to-face and

the Thai language was used to ensure the participants felt comfortable expressing their opinions and were able to clearly express their views. A Thai native speaker conducted the interview, who was a master's student in the ELT program at Mahasarakham University. During the interview, each interviewee answered three questions. Interviews were transcribed verbatim and translated into English. All the transcriptions were returned to the respondents for verification. All contents of the interview were recorded with the permission of the interviewees.

Students were asked to answer the following interview questions:

1. Could you tell me how you feel when you have speaking anxiety?

2. What conditions make you feel anxious about speaking?

3. Tell me about the coping strategies you use to handle speaking anxiety.

3.4 Data collection procedures

The researcher received comments from three experts to verify the reliability and validity of the questionnaire. Then the questionnaire was tried out with 50 first-year undergraduate students to obtain the reliability of the questionnaire. The data collection began after testing the reliability and validity of the research instruments.

The data collection procedure was conducted face-to-face, through the FLSAS questionnaire and the semi-structured interview. The research procedure followed eight steps. First, ethical approval for this research was obtained from the university and then the English program director was contacted to explain the purposes of the study, the research procedure, and the types of participation. The target participants' email addresses were obtained and the researcher asked permission from the instructor of the Listening and Speaking for Communication (ELSC) course before coming to her/his class to distribute a questionnaire during recess time. During the class, the researcher explained the purposes of the study and questionnaire details to the participants in the class. The questionnaire together with the instructions and consent forms was distributed to the participants and the participants completed the questionnaire in 20 minutes.

The total scores from the FLSAS were calculated and the data were analyzed by SPSS. Six participants with high, moderate, and low speaking anxiety levels (based on FLSAS scores) participated in a semi-structured interview. Each interview lasted approximately 10 minutes.

3.5 Data analysis

The quantitative data was collected through the FLSAS which consisted of 18 items. The instrument utilized the 5-point Likert scale for each item used to collect data.

For the first research question which pertained to types of speaking anxiety, the frequencies and percentages of responses to each item were obtained and they formed the basis of the analysis. Toubot et al., (2018) conducted an Exploratory Type Analysis (ETA) to identify speaking anxiety types that type speaking anxiety. To better obtain three types scale, the result of ETA indicated that there were three types among the 16 items as the two items were deleted which are 'I get nervous when I don't understand every word my English teacher says' and 'I tremble when I know that I am going to be called on in English speaking classes'. These two items belonged to the CA type, so after deleting from the original 9 items, there were 7 items related to the CA type left for data analysis.

As for the second research question, the total score based on the answers to each item given by each respondent on the Likert scale was tabulated. Hence, for each respondent, the total score for the original 18 items ranged from 18 to 90 (one point for each item equals 18 points of minimum score in total, whereas five points for each item equals 90 of maximum score). Following Ozturk and Gurbuz (2014) a total score of more than 72 reflected a high level of speaking anxiety, whereas a total score ranging from 54-72 reflects a moderate level of speaking anxiety, and a total score of less than 54 indicated a low level of foreign language speaking anxiety.

For the third research question, the data from the semi-structured interview was analyzed through content analysis. A translator translated the interview content from the Thai language to English. Firstly, the researcher was familiar with the data and transcribed data, reading and re-reading them, noting down initial ideas. Secondly, coding interesting features of the data systematically across the entire data set,

collating data relevant to each code initially. Then, the researcher collated codes into potential themes, gathering all data relevant to each potential theme. inferred the interview content, summarized and coded the theme, and understood the subjective ideas of the interviewees. Next, ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. Finally, the researcher combined and classified the data and summarized it in detail.

3.6 Summary of the Chapter

This research aimed to investigate the dominant type and level of Thai EFL undergraduate students' anxiety and to explore their coping strategies when they experienced speaking anxiety. The chapter outlines the methodology of the current study, including participants and setting, research instruments, the data collection procedure, and data analysis. The next chapter will present the results of the study.
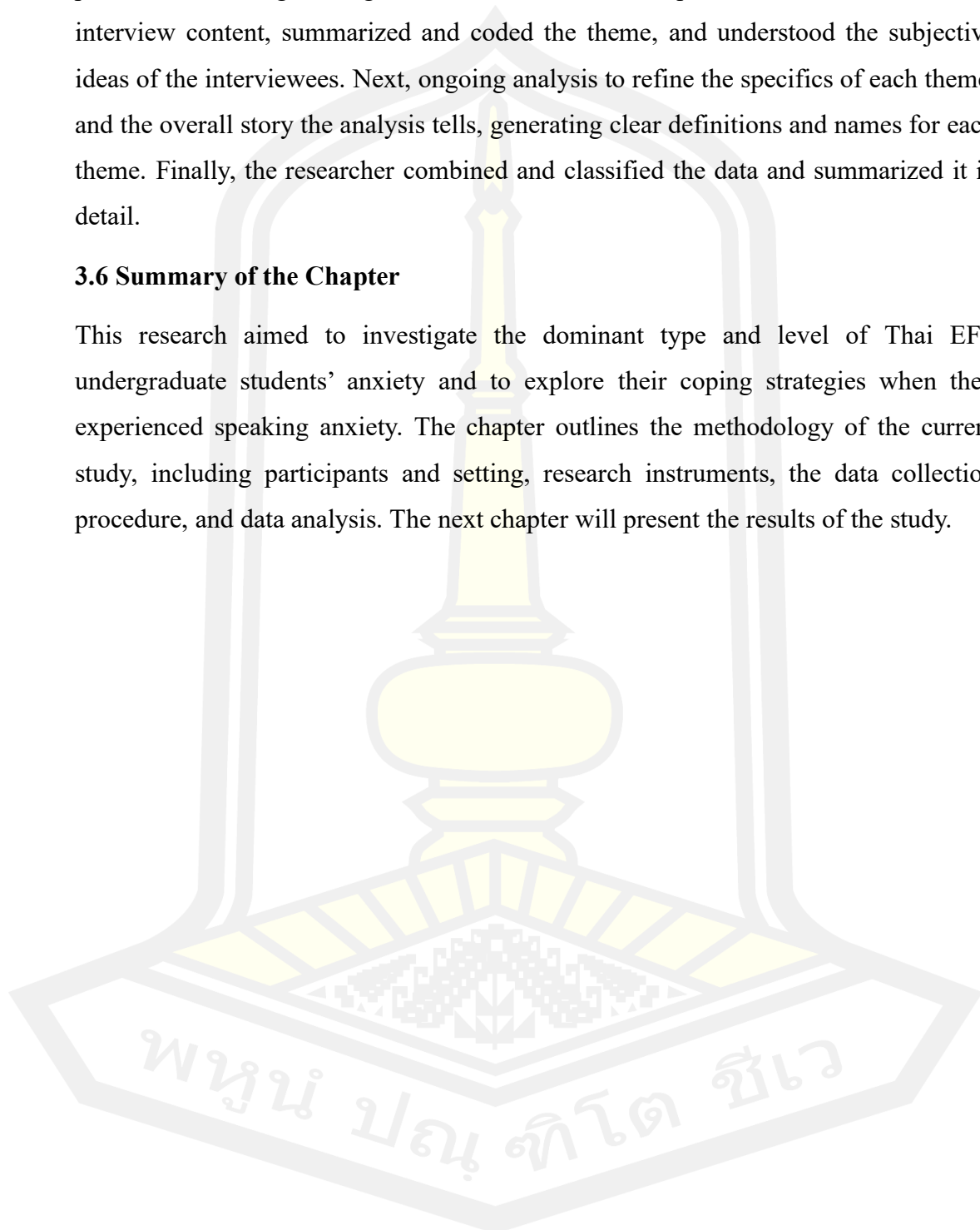
CHAPTER IV
RESULTS

4.1 Introduction

This chapter presents results from the questionnaire and semi-structured interviews about the research questions outlined in chapter one:

What is the dominant type of the participants' anxiety in speaking English?
What is the level of speaking anxiety of the participants?
What coping strategies do the participants use to manage their English-speaking anxiety?

First, the results on the dominant type and level of speaking anxiety among Thai EFL undergraduate students are described, followed by the results on the coping strategies used. The chapter is divided into four sections, including the dominant type of English speaking anxiety (4.2), the level of English speaking anxiety (4.3), students' coping strategies for speaking anxiety (4.4), and a summary of the chapter (4.5).

4.2 Dominant type of English speaking anxiety

This section addresses Research Question 1: *What is the dominant type of the participants' anxiety in speaking English?* Three types of speaking anxiety were assessed including communication apprehension, fear of negative evaluation, and low self-confidence (Toubot et al., 2018).

4.2.1 The average of the strongly agree and agree on alternatives for the three types

From the quantitative data, it can be found that many types lead to speaking anxiety of the participants, namely: low self-confidence, communication apprehension, and fear of negative evaluation. Table 1 showed the dominant type of speaking anxiety among Thai EFL undergraduate students. It can be seen from the table that the dominant type leading to Thai EFL students' speaking anxiety is low self-confidence with 33.5 %.

Table 1 The average of the strongly agree and agree alternatives for the three types

No.	Types	Average (%)
1	Low self-confidence	33.5
2	Communication apprehension	32.43
3	Fear of negative evaluation	32.4

Table 1 was arranged in descending order which illustrated that the highest average is LSC type 33.5 followed by CA type with an average of 32.43. The lowest average is FNE type which is 32.4. The results indicated that the majority of the students 33.5 experience low self-confidence. Also, the results refer that low self-confidence as the dominant type of speaking anxiety among 56 first-year English major undergraduate students.

4.2.2 Low Self-confidence

The first part of the questionnaire focuses on low self-confidence and its contribution to speaking anxiety. Self-confidence is one of the personality types that highly correlates with speaking anxiety (Park & Lee, 2005). Figure 1 presents the percentage of students who chose 'agree' and 'strongly agree' on the four items related to self-confidence.
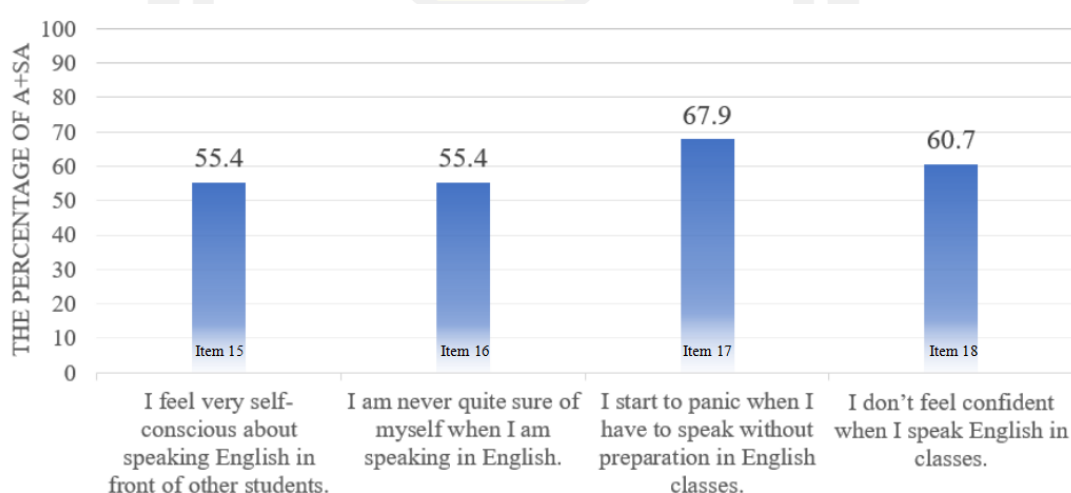
Figure 1 Percentage of A+SA for Low Self-confidence Items

Figure 1 illustrates that participants feel anxious and experience speaking anxiety due to their lack of self-confidence. More specifically, 55.4% of the participants feel very self-conscious about speaking English in front of other students (item 15). Similarly, 55.4% of the participants agreed that they are never quite sure of themselves when they speak English (item 16). More than half of the participants (67.9%) reported that they start to panic when they have to speak without preparation in English classes. This item scored the highest, indicating that it is a leading type of speaking anxiety due to low self-confidence. Moreover, 60.7% of the participants did not feel confident when they speak English in classes.

4.2.3 Communication Apprehension

The second part of the questionnaire investigated the dominant type of speaking anxiety, with a focus on the communication apprehension aspect (Toubot et al., 2018). An ETA was conducted to identify speaking anxiety types. Participants were asked to rate each item on a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. Figure 2 presents the percentage of the participants who responded 'agree' and 'strongly agree' on the seven items related to communication apprehension.
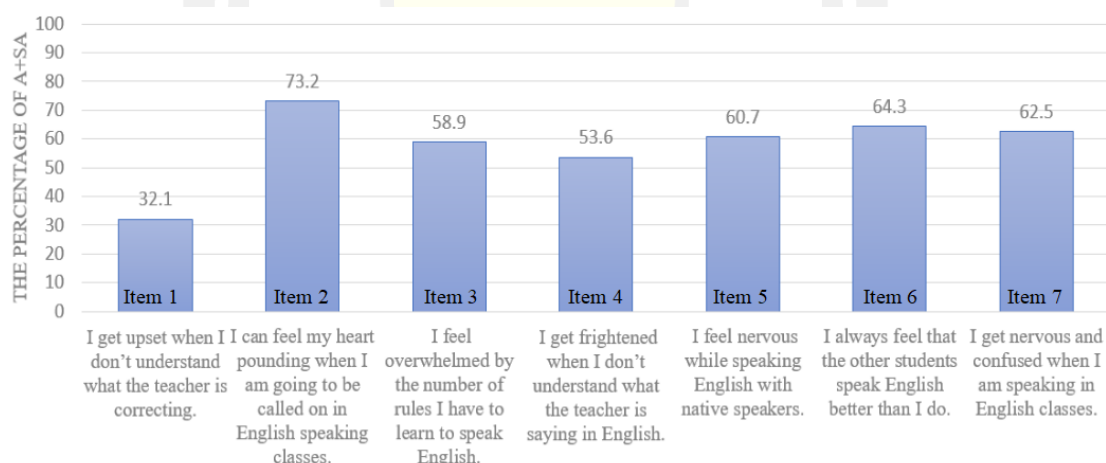
Figure 2 Percentage of A+SA for Communication Apprehension Items

The responses obtained from the first-year English major students demonstrates that 32.1% of the participants agreed that they are upset when they don't understand what the teacher is correcting (item 1) and 73.2% of participants felt their hearts pounding in English speaking classes (item 2), which scored the highest level of agreement.

More than half of the participants (58.9%) felt overwhelmed by the number of rules they have to learn to speak English (item 3). This was noticed when the participants' responses to items 5, 7, and 4 with a percentage of 60.7%, 62.5%, and 53.6%. Most of the students felt nervous and confused when speaking English with foreigners or in English speaking classes (60.7%) and also felt frightened when they don't understand what the teacher is saying in English (62.5%). The results also showed that two-thirds of the students were pressured by their peers when faced with speaking anxiety and that they always feel that the other students speak English better than them (64.3%).

4.2.4 Fear of Negative Evaluation

The third part of the questionnaire aimed to examine the extent to which fear of negative evaluation (FNE) contributes to speaking anxiety. Figure 3 shows the percentage of students who chose 'agree' and 'strongly agree' on the five items related to FNE.
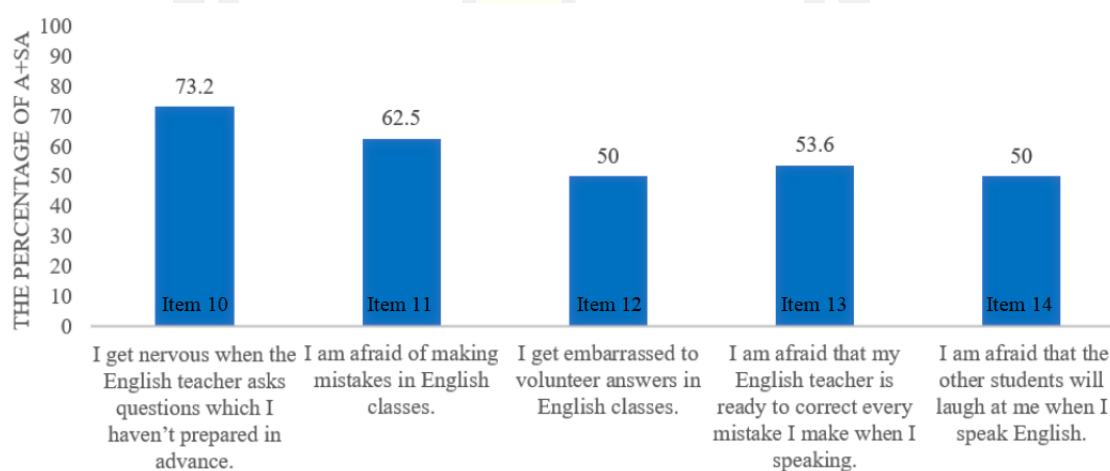
Figure 3 Percentage of A+SA for Fear of Negative Evaluation Items

As shown in Figure 3, 73.2% of participants experienced nervousness when the English teachers asks questions that they had not prepared for in advance (item 10). This item was the most prevalent anxiety-provoking type in FNE. The results also indicated that 62.5% of participants agreed that they were afraid of making mistakes in English speaking classes (item 11). Half of the participants agreed that it embarrassed them to volunteer to answer in English classes (item 12) and 53.6% of participants were afraid that their English teacher will correct every mistake they

make when they speak (item 13). Finally, 50% of the participants reported being afraid that other students will laugh at them when they speak English (item 14).

4.3 Level of English speaking anxiety

This section answers Research Question 2: *What is the level of speaking anxiety of the participants?* The results from the FLSAS questionnaire on the levels of speaking anxiety experienced by the participants are shown in Table 2.

Table 2 Respondents' levels of speaking anxiety

Level of speaking anxiety		Number of respondents	Percentage
Low	(Total score of less than 54)	9	16%
Moderate	(Total score between 54 and 72)	28	50%
High	(Total score of more than 72)	19	34%
	Total	56	100%

The results presented in Table 2 revealed that most of the first-year English major undergraduate students experienced speaking anxiety at a moderate level, with half of the students experiencing a moderate level of speaking anxiety.

4.4 Students' coping strategies for speaking anxiety

The current study also explored students' strategies for coping with speaking anxiety. This section aims to answer Research Question 3: *What coping strategies do the participants use to manage their English-speaking anxiety?* Semi-structured interviews were conducted with six participants to obtain in-depth information on strategy use.

4.4.1 Semi-structured interview results

Previous studies have found that when students encounter speaking anxiety, they use different coping strategies to reduce this anxiety. In the current study, half of the interviewees reported that they reduced speaking anxiety by focusing their attention on other things. Two of the interviewees said that they ask for help from their teachers or classmates and two prepared the content of the class in advance or used positive thinking to reduce speaking anxiety. One of the interviewees also used helpful tools to reduce speaking anxiety. These themes are discussed in detail in the following

sections.

Focus attention on other things

The first coping strategy used by half of the Thai EFL undergraduate students to deal with English speaking anxiety was focusing their attention on other things. Students reported that they feel relaxed when they focus their attention on other things as illustrated in the statements below:

Participants	Excerpts
Brooklyn	Interview Excerpt 1 *"When I feel anxious about speaking, I don't pay too much attention to my feelings. I can turn my attention to other things, and I will become more confident. For example, when I am anxious about speaking, I will drink water, take a deep breath, and try to calm myself down. As long as I maintain this state, I will have the confidence and strength to speak English."*
Sutina	Interview Except 2 *"When I experience speaking anxiety, I usually do not focus all my attention on what I wanted to say, not to think about the English classroom. I usually think about other things which are not related to the English speaking class."*
Nicola	Interview Excerpt 3 *"When I am in English speaking anxiety, I will think about something relaxed. I start imagining myself in a white landscape like a forest or beach, or by recalling a warm scene..., this will reduce my speaking anxiety."*

Asking for help

The second most common reply was "Asking for help". That is, when a student encounters English speaking anxiety, they will seek help from others to reduce their speaking anxiety. One-third of the students reported using this strategy. The statements below from Kanyalak and Oved indicate that, when they encounter speaking anxiety, they will seek help from different people, which may be teachers,

friends, or classmates.

Participants	Excerpts
Kanyalak	Interview Excerpt 1 *"When I feel anxious about speaking, I will ask my classmates or friends for help, and ask them to give me the advice to reduce speaking anxiety. My English teacher gave me a lot of suggestions to help me avoid unnecessary anxiety and depression"*
Oved	Interview Except 2 *"When I experience speaking anxiety, I will communicate with my group members about speaking anxiety. Especially, I usually ask students who are good at speaking about some effective ways to overcome speaking anxiety, it helps me a lot."*

Preparing in advance

One-third of the students also identified "Preparing in advance" as a coping strategy to deal with English speaking anxiety. Preparing in advance provides the students with the opportunity to compose their outline of what to say and how to deliver their message. Two students cited preparing in advance beforehand for English speaking class to reduce their English speaking anxiety:

Participants	Excerpts
Chan chai	Interview Excerpt 1 *"I will prepare the content of the English class in advance, I usually practice it as much as possible before the presentation, after practicing this many times, I will feel more and more proficient, so I will not feel anxious about English speaking ."*
Sutina	Interview Except 2 *"I also preview what the teacher will say in class. When I need to answer a question, I often rehearse it myself many times. This will not only allow me to form a good habit, but also improve myself, so I will not feel anxious about speaking."*

Positive thinking

Another strategy that the EFL learners adopted to deal with English speaking anxiety was "positive thinking", which was reported as being greatly beneficial. Positive thinking includes students expressing themselves in classes, establishing a good learning motivation, being self-confident, and encouraging themselves. Students reported that, when using this strategy, they do not avoid the problem of speaking anxiety but rather face the problem directly and positively. The following statements illustrate the use of positive thinking as a coping strategy:

Participants	Excerpts
Brooklun	Interview Excerpt 1 *"When I face English speaking anxiety, ... keep calm and believe in myself, and I try to encourage myself to speak more and more..., it is a very useful strategy for me to overcome speaking anxiety".*
Nicola	Interview Except 2 "*I am looking forward to every English speaking class*, *if I want to reduce anxiety faster, I need to try to express myself in the classroom."*

Using helpful tools

Another coping strategy for English speaking anxiety is "Using helpful tools", such as books, dictionaries, or online resources. For example, one participant stated the following:

Participants	Excerpts
Oved	Interview Excerpt 1 "*I use an English dictionary to reduce speaking anxiety, be type sometimes I can't understand the grammar or vocabulary. When I get the answers from the dictionary, I know how to answer the teacher's questions, so I don't feel anxiety about speaking.*"

4.5 Summary

This chapter presents the results obtained from the questionnaire and semi-structured interviews. The results indicate that English speaking anxiety is a prevalent obstruction to language learning outcomes. The types of this anxiety were revealed in the current study as well as the levels of speaking anxiety experienced among Thai EFL undergraduate students, and the strategies used to cope with this anxiety. The next chapter will discuss these results and will present the conclusions and recommendations of this study.
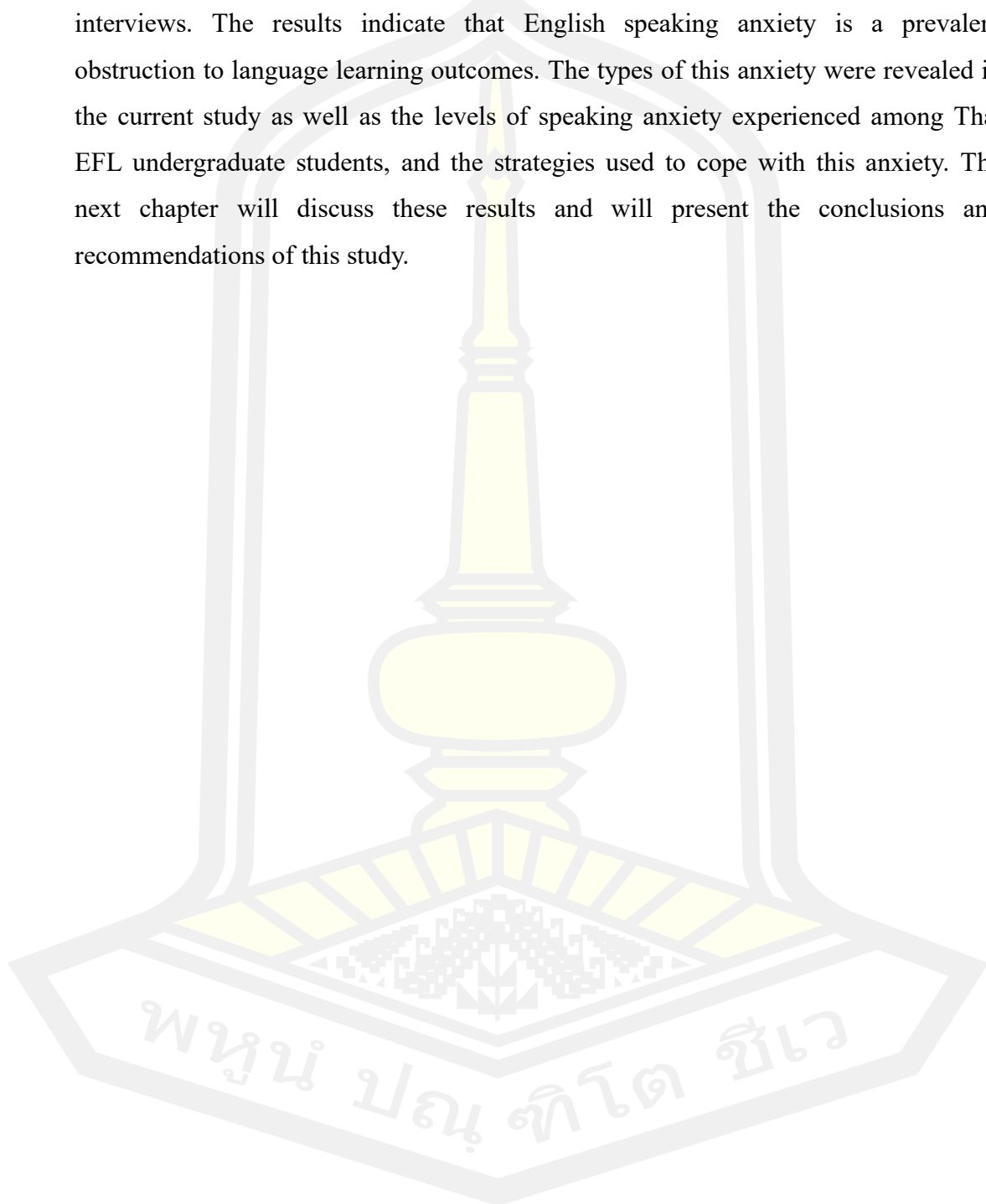
CHAPTER V
DISSCUSSION AND CONCLUSION

This chapter discusses the research findings in the context of the current literature and the limitations of the current study. Recommendations for further research are also provided.

5.1 Dominant type of Thai EFL undergraduate students' speaking anxiety

The quantitative data of the current study showed that there were many types of English speaking anxiety among Thai EFL undergraduate students, including communication apprehension, fear of negative evaluation, and low self-confidence. The results refer that low self-confidence is the dominant type of speaking anxiety among 56 first-year English major undergraduate students.

5.1.1 Low self-confidence

The results showed that students felt anxious and experienced speaking anxiety due to their lack of self-confidence. Indeed, low self-confidence was the dominant type of speaking anxiety of the participants in the current study, which is consistent with Park and Lee (2005) who claimed that low self-confidence is one of the personality types that highly correlates with speaking anxiety, because some students do not want to speak or say more, in the single training, the teacher always lets a student alone in front of other students and teachers for language practice, so that the student in the eyes of the public, which further increases their tension, for a long time, their English speaking anxiety will slowly breed. Eventually form a habitual English speaking anxiety, which leads to a lack of self-confidence. Many different conditions lead students to have low self-confidence when speaking English. For example, during the semi-structured interviews, three interviewees reported that a lack of grammar and vocabulary, communicating with strangers, and not preparing in advance will lead them to experience low self-confidence. The excerpts below support this claim:

> "I don't feel confident because when the teacher asks me to answer questions in class. I often feel low self-confidence because of my lack of vocabulary and grammatical mistakes" (Oved).

"Every time I talk to a stranger, I feel like I'm going to blush and my heart beats faster. Because I can't speak to strangers confidently" (Brooklyn).

"I think it is very important for me to prepare what I need to say in advance. When I prepare what I need to say in my presentation in advance, I will feel confident. Otherwise, I would be so anxious that I would not know what to say" (Chan Chai).

Several other studies have also found that low self-confidence is one of the important types of English learners' speaking anxiety (Maclntyre & Gardner, 1991; Brown, 2001; Park & Lee, 2005; Du, 2009; Riasati, 2011; Leong & Ahmadi, 2017). That is, influenced by their personality, students are reluctant to open their mouths and communicate in English. On the one hand, she was afraid to speak out and raise her hand to answer the teacher's questions. On the other hand, she was afraid to communicate in English in group discussions. Therefore, consistent with previous studies, the current results demonstrated that students feel anxious and experience speaking anxiety due to their lack of self-confidence while speaking English because English speaking requires learners to have higher self-confidence and be able to communicate easily in every situation (Tsiplakides et al., 2009; Wen Huang, 2014; Sadighi & Dastpak, 2017; Rajith & Alamel, 2020; Suparlan, 2021). These results are consistent with earlier findings that self-confidence is the dominant type of English-speaking anxiety (Gregerson & Horwitz, 2002; Ozturk & Gurbuz, 2014; Mecroskey, 2015; Akdemir, 2016a; Aydin, 2016; Toubot et al., 2018). This indicates that low self-confidence is the dominant type of English speaking, which provides further help for good communication during English speaking.

On the contrary, previous studies (Mas, 2016; Mohamad et al., 2018) found that the intrinsic motivation of English majors to improve their English speaking is stronger than that of other majors. Especially in top universities, some students are demanding too much, and the goal is not in line with the actual English level and difficult to reach in a short time, thus generating a high level of anxiety, which is consistent with Krashen's affective filtering hypothesis holds that excessive anxiety acts as an emotional filter and will have a negative impact on language acquisition.

In summary, self-confidence is the dominant type of Thai EFL English learners in English and communication, and it is often greater than other subjective and objective factors. Self-confidence is the most important promotion mechanism for English speaking. Moreover, current findings suggest that the more confident the learner, the more proficient they become in learning the target language.

5.2 Level of speaking anxiety among Thai EFL undergraduate students

The quantitative data of the current study showed that most of the participants experienced a moderate level of speaking anxiety, with half of the students experiencing moderate speaking anxiety. The reason why most students are a moderate level of speaking anxiety may be that they have few opportunities to speak English, have not learned English for a long time, are not fluent in English, or are not confident in speaking English. (Young, 1991; Melouah, 2013). Two interviewees, who experienced a moderate level of speaking anxiety, stated that they feel fear when experiencing speaking anxiety, and one interviewee reported feeling dizzy.

Previous studies have also found that most learners experience a moderate level of speaking anxiety (Horwitz & Peplau, 1989; Melouah; 2013; Azizifar et al., 2014; Toubot et al., 2018; Sugiyati & Indriani, 2021). That is, in-class group discussion, the teacher asks the students to discuss in English, and the students will spontaneously discuss in their mother tongue (L1), aiming to temporarily translate the discussion results before the group report, and then read according to the text, rather than integrate the discussion content in English. Also, under the influence of long-term bad learning habits, students ignore the opportunity of speaking practice, coupled with their inertia, and lack of enough practice, and speaking level is difficult to improve. Therefore, consistent with previous studies, the current results demonstrate that most Thai EFL undergraduate students experienced moderate levels of speaking anxiety. This study provides empirical evidence to support previous studies that English speaking anxiety is the most important for students to enhance their English speaking (Toubot et al., 2018; Sugiyati & Indriani, 2021).

In summary, English speaking anxiety plays a important role in English learning. Once students have moderate level of anxiety, it will inevitably weaken students learning motivation, which will lead to students not being able to better conduct second language acquisition, and even more serious in English speaking.

5.3 Coping Strategies for speaking anxiety

As shown in the qualitative data, the participants use various coping strategies to reduce speaking anxiety, including focusing their attention on other things, asking for help, preparing in advance, positive thinking, or using helpful tools. Half of the students reduce speaking anxiety by focusing their attention on other things. One-third of the participants ask for help from their teachers and classmates, prepare the content of the class in advance, or try their best to express themselves to reduce speaking anxiety. One of the participants also used helpful tools to reduce speaking anxiety. The excerpts below illustrate the coping strategies that participants use to reduce speaking anxiety:

> "I often prepare the content in advance before speaking, practice as much as possible. It will make me feel relaxed" (Chan Chai).

> "I will tell my friends or teachers, tell them that I am frustrated and anxious in the speaking class, ask them for help, and ask them to give me the advice to help me avoid unnecessary speaking anxiety and depression" (Kanyalak).

> "When I face speaking anxiety, I will focus my attention on other things, such as thinking about what I ate today, thinking about the beautiful scenery, drinking more water, and so on. I will also reduce speaking anxiety by trying to express myself in class" (Nicola).

> "When I have speaking anxiety, I will seek help from my classmates or use Google Translate to solve them. I will try my best to overcome speaking anxiety" (Oved).

Kondo & Young (2004) described five-dimensional coping strategies: (1) preparation, (2) relaxation, (3) positive thinking, (4) peer thinking, and (5) resignation. The use of helpful tools (e.g., books, dictionary, and internet resources) have also been reported in the literature as a strategy employed by students to overcome their speaking anxiety (Maquidato, 2021). Relaxation appears to be very helpful to most anxious ESL students and diverting their attention to other things can help them feel more relaxed. Positive thinking is also a very common strategy whereby students encourage themselves to speak in the English-speaking class and try to express their ideas to teachers and classmates, which is conducive to their motivation. Indeed, when motivation is established, self-confidence also improves. Peer thinking is another strategy that can be used to "lighten the load" or decrease the burden to complete learning tasks in L2. Students can ask their classmates for help, and there are many opportunities for students to discuss ideas and share ideas during this process. In the current study, none of the participants reported using resignation-based strategies such as sleeping or giving up (Kondo & Young, 2004).

Overall, consistent with earlier findings on English speaking anxiety, the results indicated that the participants used different coping strategies to reduce their speaking anxiety, including focusing their attention on other things, asking for help, preparing in advance, positive thinking, or using helpful tools. This study provides empirical evidence to support previous studies that different coping strategies can be used to reduce English speaking anxiety during English speaking (Tesalonika, 2013; Genc et al.,2016; Fujii, 2017; Hidayoza et al., 2019; Maquidato, 2021; Ramayani et al., 2022). That is, when anxiety appears, students can try to change their thinking, so that they do not think about those annoying current events, but think about some things and scenes that let them relax and become happy. Also, shifting their attention can relieve anxiety well. In addition, less contact with some things that make them emotional, listen to more pleasant, soothing music, and let themselves relax. Besides, to ease speaking anxiety, students prefer to make a reasonable plan and have good preparation in advance. They can be a systematic comprehensive review of knowledge points, solid grasp, improved level, can be confident to cope with speaking anxiety and other bad emotions that can be relieved naturally. Moreover, students

believe that in English speaking, if conditions permit, they should try to win the care and support of family members, friends, and classmates, which is of great significance to find out the root cause of speaking anxiety and relieving and eliminate anxiety.

To sum up, English learners adopt various forms of coping strategies to handle speaking anxiety, which indicates that in English speaking, if learners can use appropriate ways to deal with their anxiety, it will have a positive impact on the development of speaking ability and skills of English learners.

5.4 Conclusion of the current study

The current study investigated the dominant type and level of speaking anxiety among Thai EFL undergraduate students and explored their strategies for coping with this anxiety. The study concluded that there are three types of speaking anxiety among Thai EFL undergraduate students namely communication apprehension, fear of negative evaluation, and low self-confidence. Indeed, low self-confidence was the dominant type of speaking anxiety of the participants in the current study. In addition, it was found that most Thai EFL first-year English major students reported a moderate level of speaking anxiety. Finally, Thai EFL undergraduate students use various coping strategies to overcome speaking anxiety, namely focusing their attention on other things, asking for help, preparing in advance, positive thinking, and using helpful tools. Therefore, the current study can provide a better understanding of how university students cope with English speaking anxiety and highlights that educators must refine their pedagogical methods to reduce students' speaking anxiety.

5.5 Implications

5.5.1 Implications for future studies

This study was conducted in the EFL context of Northeastern Thailand. Therefore, it is necessary to conduct a similar study nationwide to gain a more thorough understanding of Thai EFL learners' speaking anxiety. Indeed, research on speaking anxiety in Thailand is relatively scarce, and more studies are needed to better understand the relationship between speaking anxiety and other relevant variables

such as age, attitude, learning style, and personality type.

5.5.2 Implications for Practices

The current results offer useful and insightful guidelines for researchers, English for curriculum developers, and teachers to help students overcome their English speaking anxiety. Indeed, the results can provide some practical suggestions for English teachers to conduct English speaking communication activities in an attempt to reduce anxiety and improve learning outcomes, as detailed in the following sections.

5.5.2.1 Improving Students' Self-confidence

There are four methods that teachers can use to improve students' self-confidence in speaking. Those methods are role-play, small group discussion, storytelling, and songs. Role-play helps students to engage in the class and to build interaction with each other. Small group discussion is also particularly useful for increasing students' vocabulary. Moreover, storytelling is also helpful in improving students' self-confidence in speaking, especially for passive students. Finally, songs can also be used by teachers to encourage students who were not confident in speaking and can help students' pronunciation.

5.5.2.2 Reducing Students' communication apprehension

Two methods can be used to reduce students' communication apprehension in speaking classes. First, teachers need to create a comfortable atmosphere to reduce students' communication apprehension and train their English speaking ability. Second, teachers should consciously take the initiative to understand and recognize the students' psychological state. They should guide students to reduce communication apprehension by accepting its existence but not avoiding or being afraid of this apprehension. The students should be encouraged to treat their apprehension positively and use it as a source of motivation.

5.5.2.3 Overcoming Students' Fear of negative evaluation

Teachers can also adopt effective, timely, and reasonable error correction strategies. Correcting the mistakes of individual students in public can type embarrassment and

anxiety and affect their language output. Teachers should therefore ensure that mistakes and errors and noted and explain at appropriate times using appropriate methods. For example, indirect error correction helps students cultivate their ability to self-discover language errors and reduce their English speaking anxiety.

Moreover, teachers should actively guide students to build their self-confidence and not be afraid of making mistakes. Students should be told that every mistake is a key point to success and should be taught to consciously incorporate positive coping strategies to face English speaking anxiety, such as developing a plan to overcome learning anxiety, reading in the morning, taking the initiative to answer the teacher's questions in class.

### 5.5.2.4 Pedagogical Suggestions on coping strategies

English teachers need to understand that the improvement of English speaking competence relies heavily on providing positive opportunities for students to speak in class. English teachers should try to create a less anxiety-provoking and more supportive and friendly environment for students to practice their speaking skills. Ideally, this environment should be relaxed and allow students to be self-confident. Teachers should try their best to ease the students' speaking burden, encourage students, boost their confidence in speaking English, reduce their psychological burden, and prevent them from falling into a cycle of self-deprecation. Together, these elements will foster a relaxed and comfortable learning environment.

5.6 Limitations for the current research

The current study aimed to investigate the dominant types and levels of speaking anxiety among Thai EFL undergraduate students, and to identify the strategies used to cope with this anxiety. Some limitations of this study must be acknowledged. First, the participants in this study were limited to 56 students from the same grade at one university. Therefore, the conclusions drawn from the results are limited by the small sample size and the results may not be generalizable to EFL learners in other contexts. Second, the semi-structured interview questions explore only the perspective of the learners, without the perspective of the English teacher.

5.7 Recommendations for future research

Future studies may wish to increase the number of participants and include additional geographical locations (e.g., north, east, and south Thailand). This would provide a better representation of speaking anxiety among Thai EFL learners. Second, it may be useful to conduct a similar study from the perspective of English teachers or syllabus designers. Some other issues related to speaking anxiety remain to be further studied. The relationship between English-speaking anxiety and other variables such as age, attitude, learning style, and personality type could also be examined.
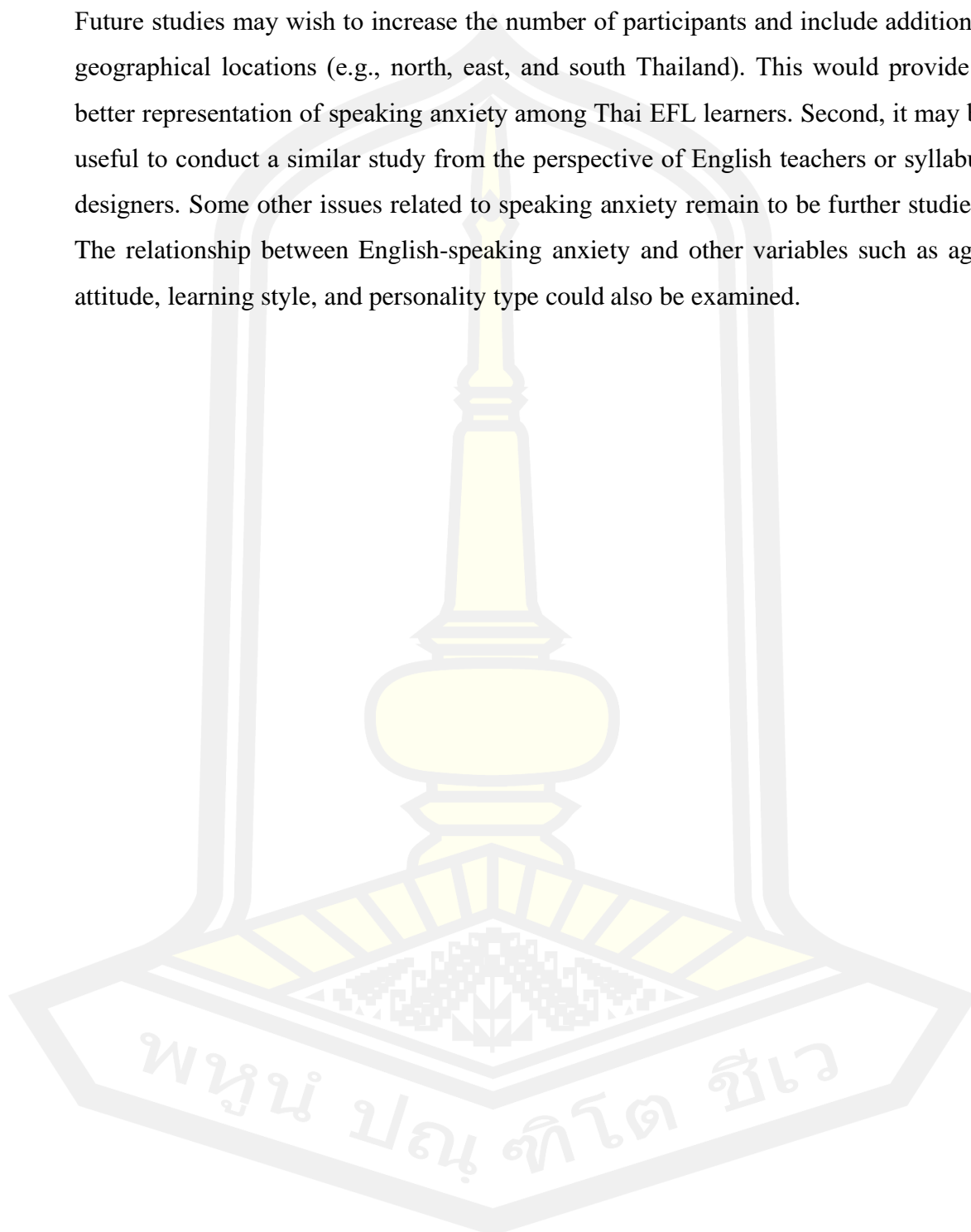
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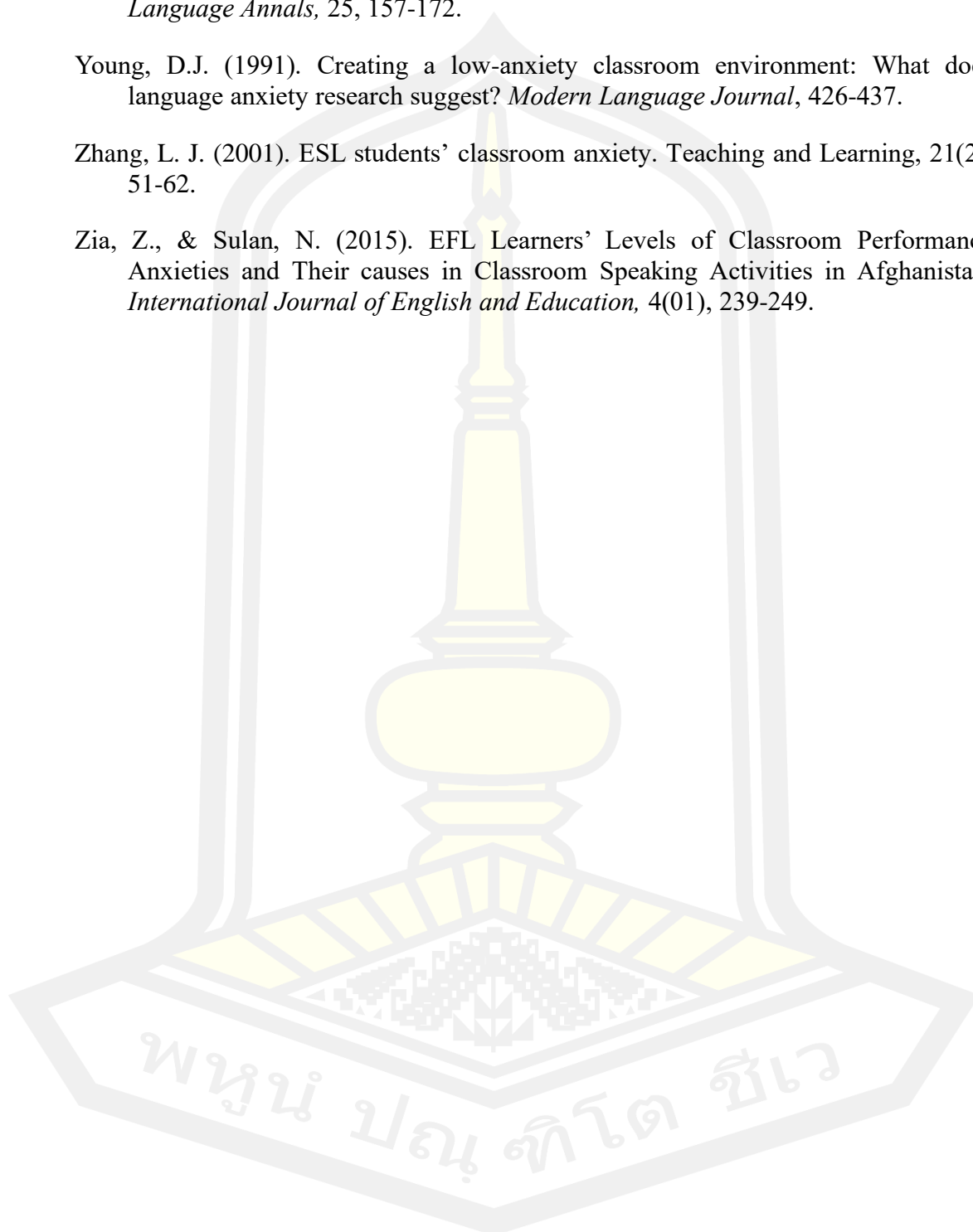
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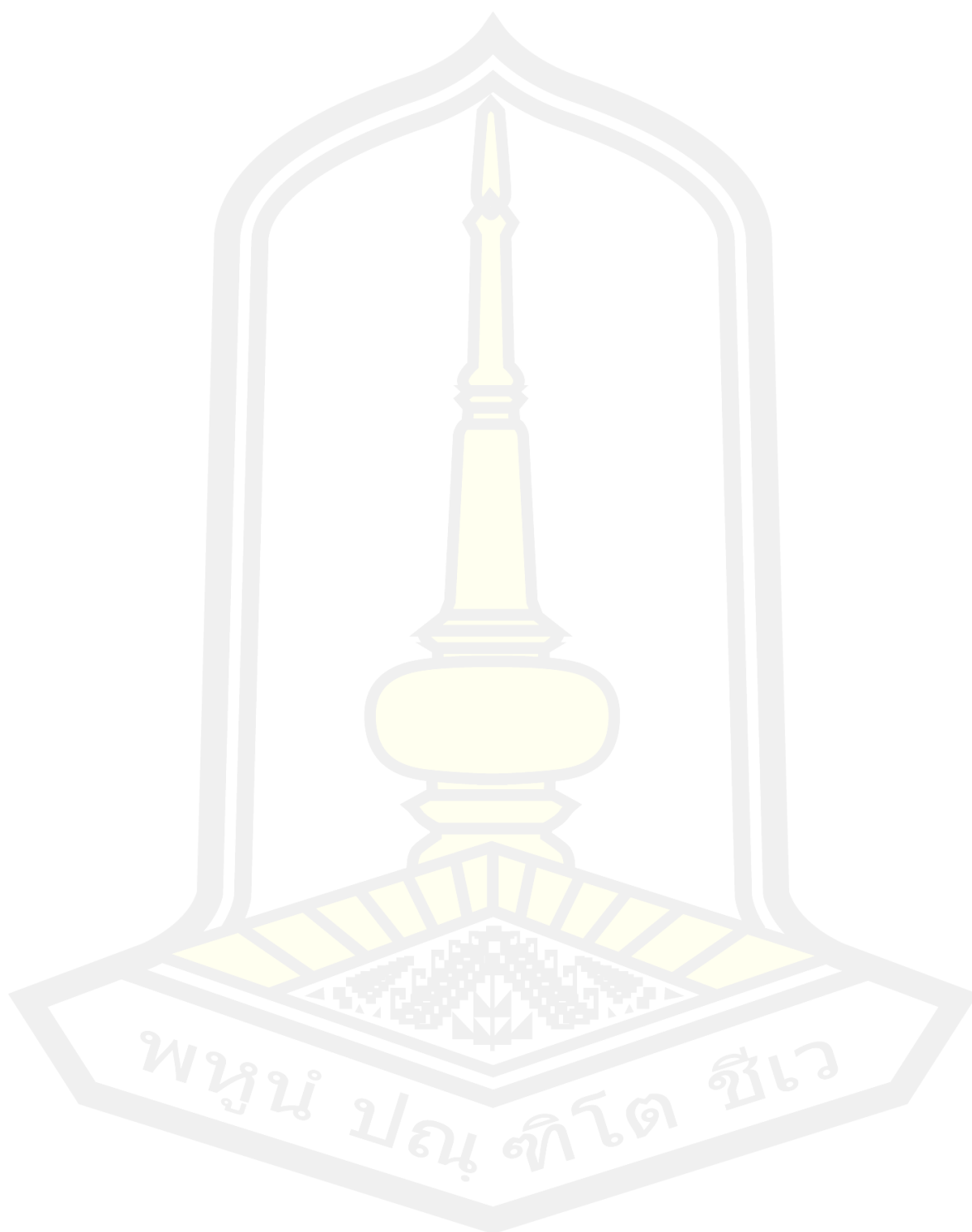
Appendix A：Foreign Language Speaking Anxiety Scale (FLSAS)

The following 18 statements represent some of the anxiety experiences you may have related to speaking English. Please select the answer that best describes your actual situation and fill in the brackets after the question according to the meaning of the numbers. There is no right or wrong answer, just reflect your own feelings and thoughts. Thank you very much for your participation.

5= Strongly agree   4= Agree   3= Neutrally   2= Disagree   1= Totally disagree

Your information:

Gender: Male ☐   Female ☐   Other _____

Age:

Length of Learned English: _____   Years

The chance of speaking English: Very often ☐ Often ☐ Generally ☐
Less ☐ Never ☐

English proficiency level: High ☐   Moderate ☐   Low ☐

Section 1: Items related to Communication Apprehension

| Items	Score
1. I get upset when I don't understand what the teacher is correcting.	
2. I can feel my heart pounding when I am going to be called on in English speaking classes.	
3. I feel overwhelmed by the number of rules I have to learn to speak English.	
4. I get frightened when I don't understand what the teacher is saying in English	
5.I feel nervous while speaking English with native speakers.	
6. I always feel that the other students speak English better than I do.	
7. I get nervous and confused when I am speaking in English classes.	
8. I get nervous when I don't understand every word my English teacher says	
9. I tremble when I know that I am going to be called on in English speaking classes	

Section 2: Items related to Fear of Negative Evaluation Cause

Items	Score
10. I get nervous when the English teacher asks questions which I haven't prepared in advance.	
11. I am afraid of making mistakes in English classes.	
12. I get embarrassed to volunteer answers in English classes.	
13. I am afraid that my English teacher is ready to correct every mistake I make when I speaking.	
14. I am afraid that the other students will laugh at me when I speak English.	

Section 3: Items related to Low Self-Confidence

Items	Score
15.I feel very self-conscious about speaking English in front of other students	
16.I am never quite sure of myself when I am speaking in English	
17.I start to panic when I have to speak without preparation in English classes	
18. I don't feel confident when I speak English in classes.	
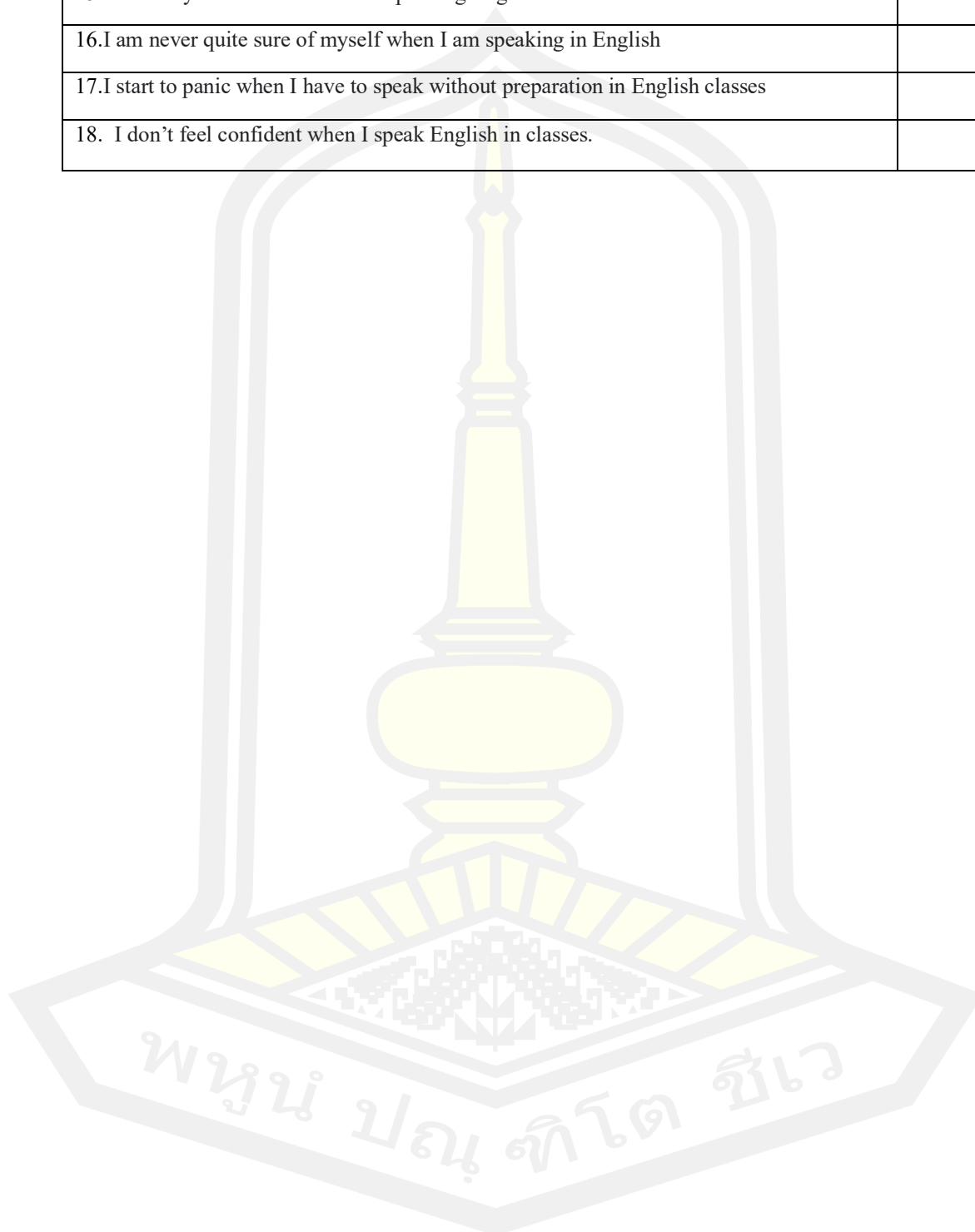
Appendix B: A semi-structured interview on coping strategies of English speaking anxiety

Q1: Could you tell me how you feel when you have speaking anxiety？

Q2: What conditions make you feel anxious in speaking?

Q3: Tell me about the coping strategies you use in order to handle speaking anxiety

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