

A STUDY OF THAI UNDERGRADUATE STUDENTS' CHINESE LANGUAGE LEARNING ANXIETY, ACHIEVEMENT, AND THEIR ANXIETY COPING STRATEGIES

BY

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Abstract

Theoretically, anxiety and coping strategies in learning a foreign language can have negative and positive impacts on learners' learning achievement. This study aimed to investigate: 1) Thai undergraduate students' Chinese language learning anxiety; 2) relationship between their Chinese language learning anxiety and achievement; and 3) their Chinese learning anxiety coping strategies. Mixed methods research was used to fulfil the first research objective, the quantitative research method for the second objective, and the qualitative research method for the third objective. The quantitative sample included a total of 302 students in their first, second, third, and fourth years enrolling in academic year 2022, which were selected through stratified random sampling, and 12 students were selected through purposive sampling for the qualitative sample. A questionnaire and structured interview questions made in Google Forms were the main research instruments. The quantitative data were analyzed by using mean, standard deviation and Pearson correlation coefficient, and thematic analysis for the qualitative data. The research results revealed as follows: 1) the first-year students had the highest anxiety level while the second, third and fourth-year students had a high anxiety level with the highest mean score of Chinese speaking anxiety; 2) Pearson correlation coefficient analysis showed a positive relationship between their learning anxiety and achievement with r (259) = 0.039, p>0.05, which contradicted the related theories; and 3) since the students lacked opportunities to practice Chinese in daily lives, extensive practices on their own and with native Chinese speaking teachers and friends either online or offline were most commonly used anxiety coping strategies, followed by Chinese media for Chinese language learning.

(Total 109 pages)

Keywords: Chinese Language Learning Anxiety, Achievement, Anxiety Coping Strategies, Thai Undergraduate Students

Student's Signature...... Thesis Advisor's Signature.....

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Chapter 1

Introduction

This chapter introduces background and significance of the research problem, the context of the study, the objectives, research questions, conceptual framework, definitions of terms and significance of the study.

1.1 Background and Significance of Research Problem

The globalization process, characterized by the rapid expansion of economic, political, and cultural exchanges, has substantially reinforced the interactions between nations. Language, as the most direct and significant means of expression, plays a crucial role in facilitating these interactions (Zhou, 2020). Following the societal and cultural transformations in 1966, China experienced remarkable economic growth. As China's economy continues to flourish, people from all corners of the globe have displayed a growing interest in acquiring knowledge about Chinese language and culture for various purposes. Consequently, in 1971, the United Nations formally designated Chinese as one of its official languages.

Thailand, a country in Southeast Asia, has established strong connections with China. This bond is evident in the statement "China and Thailand are one family," as well as the growing number of Chinese culture enthusiasts in Thailand who aspire to learn the Chinese language. Furthermore, the Thai government has actively supported its citizens in learning Chinese. In 1992, the government first proclaimed the policy

regarding Chinese language education and advocated for incorporating Chinese as a foreign language (CFL) into the daily curriculum of Thai schools (Su, 2017). As a result, Thai students now have the option to choose Chinese as an elective course.

The rise in the popularity of learning the Chinese language in Thailand has continuously propelled the growth of Chinese education in the country. As reported by People's Daily (2021), the Thai government has implemented a policy aimed at augmenting resources and support for Thai university students pursuing Chinese studies. This encompasses enhancing the number of available Chinese language courses and programs, as well as introducing scholarships for Thai students interested in studying in China. In a similar vein, China has actively encouraged and supported the advancement of Chinese instruction and learning in Thailand by dispatching a considerable cohort of over 20,000 volunteer Chinese educators to teach at more than 1,000 primary and secondary schools across the nation.

As of 2021, Thailand has established a total of 16 Confucius Institutes, 11 Confucius Classrooms, and over 2,000 large schools. Moreover, Chinese language courses are now being offered in primary and secondary schools, attracting a staggering number of over one million Chinese students in Thailand. It is worth noting that Chinese has emerged as the second most widely spoken foreign language in Thailand, a country that boasts a high concentration of Confucius Institutes and is witnessing rapid growth in Chinese language learning worldwide.

Nonetheless, Thai students often encounter obstacles when learning Chinese due to its intricate nature. Specifically, the dissimilarities between Chinese pronunciation and writing systems and their Thai counterparts pose challenges. Thai phonetics revolve around tones, whereas Chinese relies on a combination of vowel sounds and tones to differentiate phonemes. Consequently, Thai students struggle with

pronunciation, leading to anxiety when acquiring the language. For instance, phonemes like "sh," "ch," "zh," and "r" in Chinese have no equivalents in Thai, making it arduous for Thai learners to accurately or comprehensibly pronounce them (Jia, 2018). Additionally, Thai students commonly face difficulties with the tonal aspect of Chinese, as Thai language incorporates five tones while Chinese utilizes four tones. Ineffectual pronunciation during class or exams can evoke feelings of frustration and unease among Thai students.

In terms of writing systems, Chinese characters possess unique characteristics and differ significantly from Thai consonants. Due to the intricate structure and profound meanings associated with each character, Thai students must exert extra effort and devote more time to mastering Chinese characters. Moreover, an understanding of stroke order and adherence to writing standards are also crucial prerequisites for Thai students' proficiency in this area. According to Liu (2022), Thai students commonly encounter challenges related to handwriting, including untidy script, incorrect component placement, and recurring errors. However, if teachers excessively emphasize stroke order and writing standards during class, Thai students may lose interest and experience heightened anxiety in their pursuit of Chinese language proficiency. Consequently, some Thai students, even after a year of studying Chinese, lack confidence in writing Chinese characters and struggle to adapt to the learning demands associated with them. Moreover, within the classroom environment, they feel intimidated when faced with inquiries from their teachers (Cheng, 2018). The difficulties encountered in the areas of Chinese listening, speaking, reading, and writing often contribute to anxiety among Thai students as they engage in the process of learning Chinese within the classroom setting.

The challenges that Thai students encounter when learning Chinese in the classroom align with Gardner's (2010) concept of foreign language anxiety. He

suggests that language anxiety encompasses the unease felt by students in the language learning classroom and the anxiety they experience when using the language in their daily lives. The Socio-Educational Model of Second Language Acquisition (SLA) proposed by Gardner and MacIntyre (1993) emphasizes a negative correlation between language anxiety and language achievement. This implies that an increase in students' language anxiety can lead to a decrease in their learning achievements, while improvement in learning achievements can result in a reduction of their language anxiety. In essence, language anxiety plays a crucial role in the language learning process, necessitating learners to possess coping strategies for managing such anxiety.

In the Thai context, limited research has been conducted on Thai students' anxiety in learning Chinese language over the past decade. Only seven studies (Zhang, 2013; Tang, 2015; Meng, 2019; Zheng, 2021; Li, 2021; Sun, 2022; Xu, Zhang & Sukjairungwattana, 2022) have been found, indicating a lack of extensive investigation. Among these studies, Zhang (2013), Tang (2015), Meng (2019), and Li (2021) examined anxiety in Chinese language learning based on Horwitz, Horwitz & Cope's (1986) concept of foreign language learning anxiety. Sun (2022) explored this anxiety utilizing Krashen's (1982) "Affective Filter Hypothesis" and Tobias's "Three-Stage" model as theoretical frameworks, while Zheng (2021) and Xu et al. (2022) employed Gardner's (1993) "Socio-Educational Model". Five of these studies adopted quantitative research methods to investigate the causes and current state of anxiety in learning Chinese among Thai primary, secondary, and university students (Tang, 2015; Meng, 2019; Zheng, 2021; Sun, 2022; Xu et al., 2022). Overall, the findings indicated that learners at any stage of Chinese language learning were more or less susceptible to experiencing learning anxiety. However, these studies solely focused on exploring Thai language learners' anxiety in Chinese language learning without exploring its relationship with their learning achievements.

Two of the above mentioned studies utilized a mixed-method approach to examine the occurrence of Chinese language anxiety among Thai students. Firstly, Zhang (2013) conducted a study at Prince Songkla University in Thailand to explore the levels of classroom anxiety and oral anxiety among Chinese undergraduate learners at different academic stages (freshman, sophomore, junior, and senior). The findings indicated that these students exhibited higher levels of anxiety in oral situations compared to classroom settings. However, as students continued to study and practice Chinese, their oral anxiety gradually diminished. Secondly, Li (2021) conducted a survey involving 200 Thai middle and high school students to investigate their anxiety levels related to various aspects of learning Chinese as a non-native language, including input, output, processing, being questioned, exam-taking, and oral achievement. The outcomes revealed that the students' overall anxiety level slightly exceeded the average level, with output anxiety being the most prominent among the different types of anxiety assessed.

Anxiety plays a crucial role in Chinese language learning and can directly or indirectly affect students' learning achievement (Wang & Du, 2020), which refers to the level of knowledge or skills gained through the learning process. Over the past decade, only two studies conducted by Zhang (2021) and Xu et al. (2022) have explored the connection between anxiety and achievement in Chinese language learning among Thai learners. The former assessed the learning achievement of Thai primary school students by analyzing their midterm examination results. The latter measured the learning achievement of Thai university students by considering self-evaluation and vocabulary test scores in the Chinese language subject. Both studies revealed a consistent finding that anxiety experienced by Thai students during Chinese language learning was negatively correlated with their learning achievement. This indicates that higher levels of anxiety were associated with lower levels of achievement in the acquisition of the Chinese language.

Although the aforementioned seven references examined various student groups in Thailand, it is evident that the majority of Thai students encounter anxiety when learning the Chinese language, which can potentially hinder their learning achievement. This implies that students with higher levels of anxiety are more likely to have lower learning achievement. Thus, it becomes essential to identify suitable coping strategies that can effectively address students' anxiety in Chinese language learning. It is of utmost importance to discover appropriate coping mechanisms for learning anxiety, as they can effectively alleviate students' anxiety, enhance learning efficiency, lead to favorable learning results, and ultimately improve academic achievement. Nevertheless, within the Thai context, there is a lack of research specifically focusing on coping strategies for learning anxiety in Thai students studying Chinese. Only three studies were found in relation to learning anxiety coping strategies in the context of learning EFL (i.e., Akkakoson, 2016; Prasansri, 2020; Wilang, 2022).

Akkakoson (2016) conducted a survey on anxiety coping strategies among 88 non-English major undergraduate students at a Thai university and found that the most commonly used strategy when facing anxiety was social coping strategies. Prasansri (2020) found that students with high learning achievement and those with low learning achievement had different preferences in their choice of coping strategies. Wilang (2022) identified these 12 coping strategies: preparation, relaxation, positive thinking, peer support, resignation, seeking teacher's help, translation, self-talk, task-focused attention, lesson review, and metacognition. These results can imply that different students choose various coping strategies to cope their anxiety, and it is not possible to design a fixed questionnaire framework to investigate students' learning anxiety coping strategies. Conducting open-ended interviews with Thai students can yield more direct insights into the strategies they employ.

In the realm of Chinese language acquisition among Thai students, numerous scholars have conducted studies on various factors that impact the Chinese language learning achievement of Thai learners, including their level of motivation (e.g., Li, 2020; Han, 2021; Du, 2021), as well as their attitudes towards learning (e.g., Cai, 2018; Tian, 2019; Sun, 2020). However, research specifically focusing on anxiety related to Chinese language learning in a Thai context is scarce, and there has been no investigation on anxiety and achievement among Thai undergraduate students majoring in Chinese, nor their strategies for coping with learning anxiety. Moreover, a recent study conducted by Cao and Tananuraksakul (2023) found that sophomore, junior and senior undergraduates' motivation levels did not correlate with their learning achievement although they were assumed to be motivated intrinsically by the nature of taking Chinese as a major subject at Rangsit University. The lack of opportunities to use Chinese outside the classroom was identified as a potential cause. Therefore, it is crucial to examine their anxiety levels in Chinese language learning and its association with their learning achievement, as well as the way in which they cope with their learning anxiety.

1.2 The Study Context

Thai undergraduate students who are studying Chinese at Rangsit University were specifically chosen due to the university's longstanding offering of a Chinese major to Thai undergraduate students since 1999. It is also recognized for its exceptional quality of Chinese language education, standing out among other private schools in Thailand. According to the official website of Rangsit University (2022), undergraduate students majoring in Chinese are required to meet specific score requirements of HSK or the Chinese Proficiency Test in each year of their study. In their first year, students must pass HSK level 3 with a score of 180 or higher. For

students in their second, third and fourth year, the target is HSK level 4, with a minimum score of 180 required in the second year, and 220 in the third and fourth years. If students achieve a score of 240 points or above in the total score of 300 in that level, it indicates that they have high achievement in Chinese language learning. All students are required to take the HSK test officially at the same time at the end of each academic year. The HSK scores were used to measure the participants' learning achievement in this study. Other related research also use HSK scores (Zhao, 2020), apart from mid-term exam scores (Zheng, 2021).

1.3 Research Objectives

The objectives were to study the following:

- 1.3.1 Thai undergraduate students' Chinese language learning anxiety;
- 1.3.2 relationship between Thai undergraduate students' Chinese language learning anxiety and their achievement; and
- 1.3.3 That undergraduate students' Chinese language learning anxiety coping strategies.

1.4 Research Questions

- 1.4.1 What was the Chinese language learning anxiety of Thai undergraduate students?
- 1.4.2 Was there a relationship between Thai undergraduate students' Chinese language learning anxiety and their achievement?
- 1.4.3 How did Thai undergraduate students cope with their Chinese language learning anxiety?

1.5 Conceptual Framework

In this study, anxiety and achievement in learning Chinese language learning are the key variables which are interconnected. The utilization of Krashen's (1980) Affective Filter Hypothesis and Gardner and MacIntyre's (1993) socio-educational model of Second Language Acquisition (SLA) suggests that Chinese language learners with a low level of anxiety perform and learn better than those with a high level. The Thai undergraduate students' levels of anxiety in learning Chinese can influence their learning achievement. Their anxiety may be high or low. If they have high anxiety, they may receive low scores on the HSK test, which indicates its negative relationship with learning achievement, and vice versa. The relationship between these two variables and the way in which they cope with their anxiety is shown in Figure 1.1

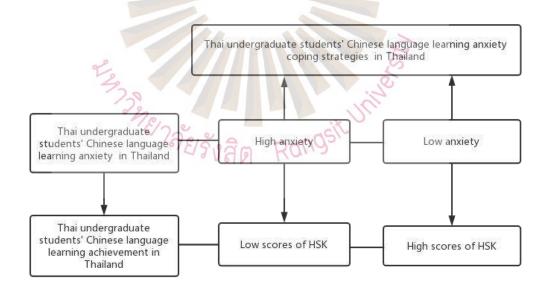


Figure 1.1 Conceptual Framework

1.6 Definition of Key Terms

Anxiety in Chinese Language Learning

Anxiety in Chinese language learning refer to the negative emotions such as tension, uneasiness, and worries that the Chinese major students experience during the process of learning Chinese language skills in listening, speaking, reading, and writing in Chinese classes.

Achievement in in Chinese Language Learning

Achievement in Chinese language learning refer to the knowledge or skills attained at a certain level through the process of learning, which measure by HSK scores of the Chinese major students enrolled in the academic year 2022.

To pass HSK1 and HSK2, students need to score at least 120 out of 200 marks. Achieving over 160 marks indicates a high level of proficiency.

To pass HSK3 to HSK6, students need to score at least 180 out of 300 mark. Achieving over 240 marks indicates a high level of proficiency.

Language Learning Anxiety Coping Strategies

Learning anxiety coping strategies refer to the strategies that Thai undergraduate students used to overcome anxiety during the process of learning Chinese.

Thai Undergraduate Students

Thai undergraduate students refer to undergraduate students majoring in Chinese in their first, second, third and fourth year at Rangsit University enrolled in 2022 academic year.

1.7 Significance of the Study

The current study investigated the factors that impact students' anxiety levels in the process of learning the Chinese language. Additionally, it explored different strategies employed by individuals in coping with their anxiety in a Thai educational setting. Of notable significance, the findings from this study present researchers with valuable insights and empirical evidence, thereby facilitating further examination into the phenomenon of Chinese language learning anxiety. Moreover, these findings enable a deeper understanding of the anxiety experiences faced by students, ultimately enabling them to effectively and joyfully enhance their proficiency in Chinese language learning.



Chapter 2

Literature Review

The literature review in this chapter clarifies some definitions and theories that related in this study, namely anxiety and achievement in learning Chinese as a foreign language. And some related studies in recent years are summarized.

2.1 Teaching and Learning Chinese in Thailand

Thailand, being a crucial hub for economic and cultural exchange, maintains strong economic and cultural ties with China. Enhancing this association further is the exponential rise of China and the ever-growing cooperative efforts between the two nations. Consequently, there is an escalating demand for Chinese language proficiency in Thailand. This is particularly evident in the business sector, where an increasing number of Thai companies strive to engage with Chinese enterprises. Consequently, Thai businessmen necessitate a certain level of Chinese communication proficiency (Wei, 2015). Parallel to the economic aspects, cultural exchange flourishes due to the longstanding history and shared traditions between Thailand and China. Consequently, cultural interactions between the two nations are becoming more frequent. Many Thais possess a profound interest in Chinese culture and recognize learning the Chinese language as a vital means of comprehending Chinese culture (Feng, 2014). These dual aspects fuel the advancement of Chinese language education and learning in Thailand, while fortifying the educational cooperation between China and Thailand. The Thai government places a significant emphasis on the acquisition and education of the

Chinese language as a crucial means for fostering cultural exchanges with China. In pursuit of this objective, the government has allocated substantial resources towards the promotion and advancement of Chinese language education. As per the report from People's Daily (2021), Thailand has established a total of 16 Confucius Institutes and 11 Confucius Classrooms, spanning across 2,000 major educational institutions and featuring widespread Chinese language courses in both primary and secondary schools. The number of Thai students engaging in Chinese language studies has surpassed one million. With the aim of enhancing the quality of Chinese language instruction, numerous Thai schools have commenced the recruitment of Chinese teachers. To date, more than 20,000 volunteer educators specializing in Chinese language teaching have been deployed to over 1,000 primary, secondary, and high schools in Thailand, as reported by Zhang (2021). These educators not only possess exceptional proficiency in teaching the Chinese language, but they also serve as adept ambassadors of Chinese culture, particularly in terms of customs and traditions, thereby augmenting the interest of Thai students towards the study of the Chinese language.

In order to enhance the comprehension of Chinese language among Thai students, Chinese teaching volunteers actively explore teaching approaches that are better suited for them. Over the years, there has been a prolific amount of research conducted in Thailand regarding the teaching of Chinese language. This encompasses various methodologies such as direct teaching methods (Wang, 2020), game-based teaching methods (Yin, 2020), role-playing teaching methods, oral communication methods (Hou, 2020), output-focused teaching methods (Chen, 2020), situational teaching methods (Yao, 2021), teaching methods focusing on chunks of language (Wang, 2021), and task-based teaching methods (Zang, 2020). Consequently, these approaches play a significant role in Chinese language education as they facilitate better understanding of Chinese among Thai students while fostering cultural exchange

between the two nations.

To ensure the quality of Chinese language education for Thai students, the Thai government has explicitly designated Chinese language courses for grades 4-6 in primary school as optional, with a minimum of two hours per week focusing on enhancing students' listening and speaking skills. Chinese language courses in junior high school are also optional, requiring a minimum of four hours per week to improve students' listening, speaking, reading, and writing abilities. In high school education, Chinese language courses are divided into majors and electives, requiring a minimum of 4-6 hours per week for the Chinese language major. Additionally, Chinese language courses are compulsory in some Chinese schools, mandating a minimum of 6 hours per week to comprehensively enhance students' Chinese language proficiency for further education or employment purposes (Li, 2021). Furthermore, several universities offer various Chinese language courses such as basic, intermediate, and advanced oral, reading, writing, and cultural courses (Zhao, 2020), catering to students at different levels and with diverse demands. With these extensive offerings, students can choose the most suitable course to effectively learn Chinese.

Although Chinese education has made significant strides in Thailand, its development has inevitably led to certain challenges. One of the primary issues lies in the insufficiency of effective teaching resources and a standardized teaching approach that fails to cater to the actual needs of students (Xie, 2018). Additional concerns have been raised by Li (2020) regarding the state and requirements of Chinese instruction in Thailand, including curriculum design and instructional material utilization, the proficiency of students and teachers, as well as the motivation and attitude of Chinese learners. Li (2020) discovered that Thailand lacks a unified and standardized curriculum while facing issues with ill-suited teaching materials. Furthermore, there exist significant disparities among students' abilities, and due to a shortage of Chinese

teaching personnel and their struggles to readily adapt to cultural differences between China and Thailand, the quality of instruction remains inconsistent, resulting in subpar academic outcomes for some students.

Scholars have provided insightful recommendations to address the existing issues in Chinese education in Thailand. For instance, Wang (2021) proposed the implementation of an online platform for sharing information on Chinese teaching in Thailand. This platform would focus on individual teaching points and serve as a solution to the weaknesses of the current incomplete Chinese education system, as well as the lack of communication between private and other Chinese schools in Thailand. He emphasizes that this platform would ensure the continuity of Chinese education, aid Chinese teachers in their instructional endeavors, and facilitate the recording and monitoring of students' Chinese language learning progress. Similarly, Li (2020) proposed the standardization of the Chinese teaching syllabus and curriculum standards across Thailand, aiming to unify the teaching materials used at all educational stages. And he highlights the need for enhanced training programs for Thai Chinese teachers. Moreover, Li (2021) suggests that diversifying learning resources is vital for improving students' learning achievement and fostering their interest in learning. Furthermore, leveraging the influential role of Confucius Institutes in cultural exchange is crucial in deepening Thai Chinese language learners' understanding of Chinese language and culture. This approach would allow Thai students to embark on their Chinese language learning journey with enthusiasm and freedom from anxiety.

Learning Chinese is a complex and intricate process that encompasses various domains of affective, cognitive, and psychomotor, all of which contribute differently to the overall learning experience. The impact of anxiety and the techniques implemented to deal with it play a crucial role, as they ultimately shape the outcome of

learning.

Research conducted by Sönmez (2017) emphasizes the significance of the affective domain in the process of acquiring a new language. This research demonstrates that the levels of anxiety experienced by learners can have a substantial influence on their motivation and emotional well-being. When anxiety levels are high, it can result in a decrease in enthusiasm for language acquisition, rendering learners more susceptible to experiencing negative emotions like frustration and fear, as noted by Horwitz et al. (1986). Moreover, these elevated anxiety levels can also impair the cognitive processing abilities of learners.

The cognitive domain encompasses learning abilities primarily associated with mental (cognitive) processes, including knowledge acquisition (Hoque, 2016). Within the cognitive domain, anxiety can hinder cognitive functions essential for language acquisition, such as memory and attention (MacIntyre & Gardner, 1989). This implies that as students' emotional characteristics decline, their learning achievement (cognitive-psychomotor) also diminishes, and vice versa (Sönmez, 2017).

Psychomotor domain refer to particular physical functions, involuntary reactions, and interpretive motions (Hoque, 2016). They encompass the physical aspects of language acquisition, including the formation of characters and the correct pronunciation. The presence of anxiety can manifest itself physically, resulting in difficulties with pronunciation and handwriting, which are essential skills for Chinese proficiency. Nonetheless, effective coping strategies can alleviate these challenges that arise from anxiety and enhance overall achievement. For instance, engaging in regular pronunciation practice and calligraphy exercises have been proven to mitigate anxiety-related issues and enhance overall achievement (Prasansri, 2020).

A strong and favorable correlation was discovered between cognitive and psychomotor, as well as the affective domain (Sönmez, 2017). Hence, these three areas play crucial roles in the process of acquiring proficiency in the Chinese language. Anxiety has the potential to significantly impact these areas, however, by employing appropriate coping strategies, learners can augment their experience of language acquisition and ultimately enhance their learning achievement.

2.2 Anxiety in Chinese Language Learning

Foreign language learning anxiety has been a subject of academic attention since the 1970s. Numerous experts in the realms of linguistics and education have carried out a range of investigations and discovered that apprehension associated with acquiring a foreign language plays a pivotal role in language learning. Theories in their endeavors have predominantly focused on researching anxiety in the context of English language acquisition as a foreign language (EFL).

In 1973, Brown initially proposed that anxiety, self-esteem, and confidence collectively influence language learners' success in the field of foreign language learning. In 1982, Krashen proposed in the "Affective Filter Hypothesis," asserting that motivation, assurance, and anxiety are significant emotional factors impacting the acquisition of a foreign language. However, subsequently, Horwitz et al. (1986) officially proposed "Foreign Language Learning Anxiety," and described anxiety as a subjective feeling of tension, worry, nervousness, and apprehension related to the activation of the autonomic nervous system, which is one of the basic elements of human emotion. So the language anxiety can be considered a feeling of concern, tension, or fear that arises when learning a foreign language. The Socio-educational Model of Second Language Acquisition (SLA), proposed by Gardner and MacIntyre

(1993), suggests that various factors, such as preceding influences, individual disparities, and the language acquisition environment, impact the outcomes of learning a second language (L2). Additionally, motivation, anxiety, and learning strategies are viewed as the three crucial components of individual disparities in SLA. In 2010, Gardner further proposed that language anxiety encompasses both the anxiety experienced by students in the language learning classroom and the anxiety they encounter while employing the language in their everyday lives. Notably, students may experience heightened general anxiety upon entering the language learning classroom. This language anxiety exhibits a negative correlation with language learning achievement. Regardless of these diverse theoretical frameworks, the detrimental effects of Foreign Language Anxiety (FLA) on the acquisition of a second language have been extensively validated.

Later on, Horwitz et al. (1986) devised the Foreign Language Classroom Anxiety Scale, which is presently the most extensively employed scale for measuring anxiety in second language learners. The FLCAS scale comprises of 33 items and primarily examines students' communication apprehension, test anxiety, and fear of negative evaluation in foreign language classrooms. Communication apprehension denotes a type of shyness characterized by the unease or fear felt when communicating with others. Test anxiety mainly refers to the anxiety students undergo before an examination due to their fear of failing. Students with high levels of anxiety may be well-prepared and have good learning achievement, but they may underperform in specific exam situations, leading to unsatisfactory results, intensifying their anxiety for future exams, and creating a cycle of negativity (Zhao, 2020). Fear of negative evaluation involves the apprehension of how others perceive oneself, the inclination to avoid situations involving evaluation, and the anticipation of negative evaluations from others. The remaining 29 questions are related to typical challenges encountered in listening, speaking, reading, writing, language memory, and language processing

speed. Additionally, the scale has been increasingly employed in research on learning English as a foreign language in other countries (Lestari, 2019, Lo et al., 2021, Fajri & Hikmah, 2018). However, as the Chinese language continues to develop, in the Thai context, numerous scholars have utilized this scale for learning Chinese as a foreign language (Zhang, 2013, Tang, 2015, Li, 2021) and found it to be equally applicable. They discovered that high anxiety may hinder achieving high learning achievement, while low anxiety is believed to lead to result in high achievement.

Foreign language learning anxiety is not only classified into the aforementioned three categories. Other scholars, such as Tobias (1989) and Ellis (1994), have also categorized it. Tobias (1989) distinguished language learner anxiety into three distinct types: input anxiety, processing anxiety, and output anxiety. When encountering unfamiliar knowledge for the first time, foreign language learners commonly experience a sense of unease, which is a frequent manifestation of input anxiety in the initial stage. Processing anxiety refers to the fear and discomfort learners face when they are processing and assimilating new knowledge. On the other hand, output anxiety is the uneasiness that learners encounter when they are required to apply the knowledge they have acquired. Ellis (1994) classified anxiety into three types based on the potential environmental factors that can induce anxiety: trait anxiety, state anxiety, and situational anxiety. Trait anxiety is a long-term condition that arises from an individual's psychological state and is greatly influenced by their personality traits, which are challenging to modify. Once established, anxiety becomes arduous to eliminate. The second type, state anxiety, is primarily caused by the individual's living and working environment. Lastly, situational anxiety is a temporary form of anxiety. These three types of anxiety are interconnected, with positive correlations existing between the first two types, and situational anxiety emerging when the two types of anxiety intertwine.

In addition to the categorizations of anxiety in second language acquisition, several other researchers, specifically Young (1991) and MacIntyre (1999), have identified various potential origins of language anxiety. The former suggested that anxiety could be divided into four groups. Firstly, anxiety may stem from personal factors and interpersonal connections, such as low self-confidence, limited competitiveness, fear of communication, absence of team members, and poor perception of one's own abilities. Secondly, unrealistic beliefs and goals held by certain learners, like aiming to become a fluent foreign language speaker within a specific timeframe, can also serve as a major cause of language anxiety. Thirdly, teachers' flawed instructional methods and beliefs can contribute to students' frustration and concern, for instance, teaching materials that are excessively difficult or placing excessive emphasis on learners' academic achievements. Lastly, the interaction between teachers and learners can also trigger anxiety. For instance, if a teacher excessively focuses on pronunciation, grammar, and sentence accuracy, and consistently corrects students' errors in front of the entire class, it can create a feeling of anxiety and fear among students about future speaking tasks, leading to frustration and reluctance to express themselves. While considering these various factors, the latter concluded that the "most significant and exclusive source" of anxiety is the fear of speaking a foreign language in the presence of peers.

The aforementioned established theories concerning foreign language anxiety have also been applied to investigate the Chinese learning context. For instance, in Thailand, the majority of Thai learners encounter challenges while studying Chinese in a classroom setting. Sun (2022) examined anxiety levels in Chinese language learning among high school students, employing Krashen's "Affective Filter Hypothesis" and Tobias's "Three-Stage" model as theoretical frameworks. The study discovered that students generally experienced moderate to high levels of anxiety during online Chinese speaking and listening classes. Zhang (2013), Tang (2015), Li (2021), and

Meng (2019) utilized Horwitz et al.'s (1986) model of foreign language anxiety and the FLCAS to explore anxiety in Chinese language learning among Thai students. Similarly, Zheng (2021) and Xu et al. (2022) employed Gardner and MacIntyre's (1993) Socio-educational Model of SLA to investigate anxiety in Chinese language learning among Thai primary and university students. Their research consistently indicated that Thai students encountered varying degrees of anxiety when acquiring Chinese. These findings align with Gardner's (2010) assertion that the difficulty of foreign language learning can trigger language anxiety in students both within the language learning classroom and during their daily interactions or specific language purposes.

Thai students studying Chinese may feel overwhelmed when it comes to their listening, speaking, reading, and writing abilities. This is mainly because they face challenges in pronunciation and the complex writing system. For instance, Chinese is a tonal language, unlike Thai, making it difficult for Thai students to accurately pronounce tones when speaking Chinese (Jia, 2018). Moreover, the structure and strokes of Chinese characters are far more intricate compared to the linear Thai alphabet system. Chinese characters have specific stroke order rules, such as writing from top to bottom and left to right (Liu, 2022). Consequently, Thai students often experience heightened anxiety during Chinese language learning due to these difficulties, which can significantly affect their overall performance in listening, speaking, reading, and writing in Chinese.

In this study, the concept of anxiety in Chinese language learning is defined based on Horwitz (1986) as negative emotion such as tension, uneasiness, and worries that Thai undergraduate students experience during the process of learning Chinese language skills, including speaking Chinese, listening, reading, and writing. The Online Chinese Language Anxiety Scale (OCLAS) that Xu et al. (2022) further

developed based on Luo's (2015) was used for this study. He revised the 5-Likert scale questionnaire to the 4-Likert scale to evaluate learners' levels of anxiety in Chinese speaking, listening, reading, and writing during their online studies. It consisted of 16 items, categorized into four subscales. The choice of Xu et al. (2022) scale was motivated by its suitability for Thai undergraduate students majoring in Chinese, focusing specifically on anxiety experienced in the online learning environment. However, it is important to note that the original study included only 90 students from three universities, without providing specific details regarding the universities involved. Thus, the present study employed Xu et al. (2022) questionnaire, replacing the term "online study" with "Chinese," to investigate the listening, speaking, reading, and writing anxiety experienced by Thai undergraduate students majoring in Chinese at Rangsit university.

2.3 Achievement in Chinese Language Learning

The challenges encountered during the development of Chinese education in Thailand have prompted scholars to acknowledge that in order to comprehensively promote the learning of Chinese, attention should not only be focused solely on Chinese language instruction but also on enhancing the learning accomplishments and effectiveness of Thai Chinese language learners.

Numerous scholars have offered their own definitions and perspectives on "learning achievement" through research. For instance, in Zhang's (2005) investigation, it is posited that "learning" pertains to the ongoing process in which individuals constantly engage in practicing or gaining experience, leading to enduring transformations in their behavior or potential. Meanwhile, "achievement" encompasses three meanings. First, it signifies an individual or group who, through their own

endeavors, can successfully attain the ultimate goal established initially. Second, it denotes an individual or group attaining a certain level of triumph in a specific domain (e.g., winning an accolade) or degree (e.g., obtaining a certification). Lastly, it encompasses the scores attained in terms of learning accomplishment.

Zaitolakma et al. (2018) define learning achievement as the level of knowledge or skills attained through the learning process. Learning achievement reflects the ability to evaluate a person's language proficiency in English reading, conversation, listening, and writing. These four basic skills are equally important, and students must lay a solid foundation in all of them as they use each of these abilities in their learning. Tanah (2009), on the other hand, believes that in the learning process, learning achievement refers to the level of mastery of the textbook by the student. Learning achievement in the learning process can be measured through exams based on the knowledge and skills possessed by students. Although learning achievement is a way to measure students' abilities, teachers or graders can evaluate the degree of academic achievement attained by students through scores, but scores alone are not the way to assess students' learning achievements. This approach can only serve as a reference.

Thailand is a country that attaches great significance to the acquisition of the Chinese language, and the evaluation of Chinese language proficiency has also garnered significant attention. There exist multiple methodologies to determine the extent of Thai students' language proficiency, which include the HSK proficiency levels (Sun, 2022; Cao & Tananuraksakul, 2023), grade point average or GPA (Wang, 2018; Zhou, 2019), mid-term and final exam scores in Chinese language courses (Cai, 2018; Du, 2020; Zheng, 2021), as well as self-assessment and Chinese vocabulary tests (Xu et al., 2022). These research findings further substantiate Gardner's (1985) socio-educational model, which posits that second language acquisition and learning are primarily influenced by factors such as intelligence, linguistic competence, attitude,

motivation, and anxiety.

The Chinese Proficiency Test, also known as HSK (2023) as stated on its official website, is a language examination for Chinese organized by the Confucius Institute Headquarters in China. The comprehensive HSK test evaluates candidates' competence in Chinese listening, reading, and writing skills. The examination format encompasses multiple-choice questions, fill in the blank questions, and essay questions. The levels of the exam range from HSK1 to HSK6, with HSK1 being the lowest level and HSK6 denoting the highest proficiency. Specifically, the HSK examination assesses listening, reading, and writing abilities. The listening segment focuses on testing candidates' comprehension of Chinese through daily life, study, and work-related conversations. The reading section evaluates candidates' reading skills by assessing their ability to understand and effectively utilize Chinese sentence structures in both professional and personal contexts. Lastly, the writing segment examines candidates' mastery of writing Chinese characters accurately, including the ability to write characters, fill in missing characters, and select the correct characters.

Candidates have the flexibility to choose from various levels of HSK exams based on their individual circumstances, each level having different exam schedules, question types, and levels of difficulty. Typically, the exam scores serve as a benchmark and proof of proficiency in learning Chinese. However, certain schools lack formal requirements for students' HSK exams, and the high cost associated with these exams often becomes a challenge for families, making it difficult for most students to participate in the HSK exam (Du, 2020). Consequently, some schools evaluate students' Chinese language proficiency through GPA or performance in mid-term and final exams.

GPA is an important indicator for measuring students' learning achievement. But

there are some limitations to using GPA or mid-term/final exam scores to measure students' Chinese language achievement. This is because different schools and course settings may have different grading criteria, thus GPA or exam scores may not fully reflect students' actual achievement level. They can only help students gain a better understanding of their learning achievement in a specific semester or course (Zahra & Seyedeh, 2015). Therefore, in the case of students who are studying Chinese as a major or in formal job recruitment, HSK proficiency level or scores are generally more recognized and valued.

In this study, the viewpoint of Zaitolakma et al. (2018) is more endorsed, that learning achievement refers to the knowledge or skills achieved through the learning process. Learning achievement is reflected in one's ability to be evaluated in the four basic language skills of second language reading, speaking, listening, and writing, to determine their language achievement. As students use each of these four abilities in their learning, they must establish a solid foundation in all of them. In this study, learning achievement is defined based on Zaitolakma et al. (2018) as the knowledge or skills attained at a certain level through the process of learning which relies on the HSK scores in line with the target university's requirement.

In this study, the perspective advocated by Zaitolakma et al. (2018) holds greater support, stating that learning achievement pertains to the knowledge or competencies acquired during the learning process. An individual's learning achievement is demonstrated through their ability to demonstrate proficiency in the four fundamental language skills of reading, speaking, listening, and writing in a second language, which are used as determining factors for assessing their language achievements. It is imperative for students to establish a strong foundation in all these four skills as they engage in their learning journey. Accordingly, in this study, learning achievement is defined based on Zaitolakma et al. (2018) as the knowledge or skills attained at a

certain level through the process of learning which relies on the HSK scores in line with the target university's requirement.

According to the official website of Rangsit University (2022), undergraduate students majoring in Chinese are obliged to fulfill specific HSK score prerequisites in order to fulfill the graduation requirements. In their inaugural academic year, students must attain a minimum score of 180 or higher in HSK level 3. As for students in their second to fourth academic years, the benchmark is HSK level 4, with a required minimum score of 180 in the second year and 220 in the third and fourth years. Attaining a score of 240 points or above in the overall score of 300 at that level indicates exceptional proficiency in Chinese language learning. Refer to Table 2.1 for comprehensive HSK information.

Table 2.1 The Standard of HSK

The Level of HSK	Full Score	Required Score	Low Level	High Level
HSK1	200	≥120	120-160	≥160
HSK2	200	≥120	120-160	≥160
HSK3	300	≥180	180-240	≥240
HSK4	300	≥180 panosi	180-240	≥240
HSK5	300	≥180	180-240	≥240
HSK6	300	≥180	180-240	≥240

Source: HSK official website, 2023

The HSK scores attained by the Thai participants were utilized to gauge the correlation between their anxieties and the achievement of Chinese language, regardless of whether it yielded positive or negative results.

2.4 Learning Anxiety Coping Strategies

Recognizing the prevalent psychological phenomenon of learning anxiety can assist learners in better handling negative emotions during the learning process. For language learners, effectively coping with anxiety is pivotal for achieving success in language acquisition. Numerous scholars have provided definitions for the term "learning anxiety coping strategies." As an illustration, Lazarus and Folkman (1984) defined coping as the efforts made by an individual in cognitive and behavioral aspects. Moreover, anxiety coping strategies encompass various approaches to regulate emotions, behaviors, cognitions, psychophysiology, and environmental factors in response to everyday stressors (Rodriguez & Marmol, 2019). In this particular study, learning anxiety coping strategies refers to one or more behaviors, psychological reactions, or coping strategies taken by individuals when facing anxiety in learning, in order to manage anxiety effectively, promoting psychological equilibrium and stability.

It is evident that students with different levels of anxiety or varying cognitive processes tend to adopt distinct anxiety coping strategies. Consequently, numerous scholars have proposed diverse frameworks for anxiety coping strategies. For instance, Oxford and Crookall (1989) classified these strategies into six categories: memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, emotional strategy, and social strategy. Furthermore, another extensively used framework is put forward by Kondo and Yang (2004), which comprises of five major anxiety-coping strategies for FL learning: preparation, relaxation, positive thinking, peer seeking, and resignation.

In the past decade, there was a lack of research on strategies to cope with learning

anxiety in Chinese language learning in Thailand, and only three research articles focused on anxiety in learning EFL. Two scholars utilized the framework proposed by Oxford and Crookall (1989) to explore coping strategies for anxiety in learning EFL among adult learners in Thailand. Akkakoson (2016) noted that social strategies were the most frequently used techniques. Furthermore, Prasansri (2020) discovered that high speaking ability students employed both cognitive and metacognitive strategies, while low speaking ability students relied on affective strategies to reduce anxiety during English oral presentations. Moreover, Wilang (2022) conducted a survey involving 140 university students in Thailand to identify 12 coping strategies for dealing with English learning anxiety. These strategies include including preparation, relaxation, positive thinking, peer support, resignation, asking teacher's help, translation, self-talk, being focused on a task, lesson review, and metacognition. It can be observed that individuals employ different anxiety coping strategies.

However, due to the limited literature available in Thailand, the researcher conducted a review of Chinese literature from the past decade. This review discovered that the majority of the literature on strategies for coping with language learning anxiety in China focused on the learning EFL and primarily provided suggestions from the perspective of teachers on how to alleviate students' anxiety in English learning. There were only a few studies that specifically examined students' coping strategies for English anxiety (e.g., Han, 2016; Cao, 2021; Sun, 2021; Sun, 2022; Wang, 2023), or concentrated on coping strategies for anxiety in specific skills, such as writing (Li et al., 2021), listening (Wu, 2013), and speaking (Zhou, 2021). However, Li et al. (2021) only conducted interviews with a small sample of five non-English major students and did not provide in-depth explanations of the strategies used by these students; they simply mentioned that students would regulate their anxiety through self-adjustment. The literature by Wu (2013) and Zhou (2021) solely offered recommendations from the perspective of teachers to assist students in reducing their anxiety in learning EFL.

Additionally, Wei (2013) conducted interviews with 25 college students of the Bouyei ethnic group from five different colleges in the southern and southwestern regions of Guizhou Province, China. The findings revealed five categories of coping strategies for anxiety in EFL classrooms reported by the participants: preparation, seeking help from peers, relaxation, resignation, and positive thinking. These findings largely coincide with the framework proposed by Kondo and Yang (2004).

Based on the aforementioned literature, it is evident that there exists a substantial research gap regarding coping strategies for dealing with learning anxiety in Chinese language learning, both in Thailand and China. This highlights the importance for researchers to dig deeper into this field. Moreover, it is imperative to personalize the learning anxiety coping strategies utilized by language learners, taking into account that each individual has unique anxiety levels and coping styles. Therefore, the selection and adjustment of coping strategies should be approached with caution, considering the specific circumstances of each individual. Consequently, it is advisable to avoid employing fixed questionnaires that require students to choose predetermined answers. Instead, conducting face-to-face interviews would yield a more comprehensive understanding of the strategies they employ. Consequently, this study will employ interviews as the investigative method to explore the coping strategies for Chinese language learning and the associated anxiety among undergraduate students enrolled at a private university in Thailand.

2.5 Related Studies

2.5.1 Previous Research into Anxiety in Chinese Language Learning

With the growing international prominence of the Chinese language, a rising

number of Thai individuals have embarked on the journey of learning Chinese. Nonetheless, there is a dearth of research on Thai students' acquisition of Chinese, particularly regarding the correlation between anxiety and achievement in Mandarin proficiency. In the last ten years, studies examining English language learning in Thailand have been more prevalent (e.g., Sampaothong, 2019; Nomnian, 2019; Hadi, 2021; Puntularb, 2021; Guzman, 2022) compared to investigations concerning anxiety in Chinese language acquisition. Two studies were discovered which utilized Thai primary school students as research subjects.

Firstly, Tang (2015) chose a sample of 125 Thai primary school students who were learning Chinese as the main subjects of the study. The FLCAS scale was employed to examine their levels of communication apprehension, test anxiety, fear of negative evaluation, and the correlation between their anxiety levels in the Chinese classroom and their Chinese learning abilities. The researcher discovered that Thai primary school students experienced the highest levels of anxiety in terms of teacher behavior and communication apprehension. Specifically, these students believed that the most anxiety-inducing behavior exhibited by teachers was their failure to allow sufficient thinking time after asking questions. When required to answer questions, students felt extremely nervous and anxious. Regarding communication apprehension, students reported feeling considerable anxiety when using Chinese to interact with others or express their own thoughts. Furthermore, the study revealed that female students exhibited a higher tendency for classroom anxiety in comparison to their male counterparts. Additionally, as students grew older, their levels of test anxiety and teacher behavior anxiety increased.

Second, Zheng (2021) carried out a survey regarding the motivation and anxiety levels of 164 Thai primary school students who were learning the Chinese language. The questionnaire was adapted from the International AMTB version of Gardner's

(2004) survey, measuring students' nervousness, pressure, and anxiety in Chinese language learning. The findings revealed that students displayed a slightly elevated level of uneasiness when using the Chinese language for learning purposes. Furthermore, there was a notable correlation between the students' language anxiety during Chinese language learning and their overall achievement in the subject.

Three additional studies involving Thai junior and senior high school students as participants have been identified. Initially, Meng (2019) utilized the FLCAS scale to examine the anxiety levels related to Chinese language acquisition teenage new Thai Chinese immigrants. The study explored eight categories of anxiety, namely anxiety when being questioned, speaking anxiety, listening anxiety, test anxiety, anxiety about making mistakes, self-evaluation, attitude toward Chinese classes, and other learning anxiety. The study ranked and analyzed the average anxiety levels for each category of anxiety in Chinese language learning. The conclusion was that the average anxiety level when being questioned was the highest, while the lowest was anxiety when speaking outside of class. This indicates that students are afraid of being questioned by their teachers in class and are concerned about not using Chinese correctly when answering questions. However, the author did not consider learning achievement in this study.

Second, Li (2021) conducted a survey among 200 middle and high school students from Longsa School in Thailand who were learning Chinese. The survey focused on aspects such as input, output, processing anxiety, as well as anxiety arising from questioning, exams, and oral communication. Findings from the study indicated that the students experienced a moderately high overall level of anxiety, with output anxiety being the most prominent among various types of anxiety. Specifically, anxiety induced by exams was the highest, followed by anxiety stemming from Chinese speaking activities, while anxiety related to questioning ranked third. In

contrast, anxiety linked to Chinese input was generally low, though anxiety associated with reading was higher compared to that of listening. During interviews, students mentioned that teachers' unfriendly expressions could also contribute to anxiety in the process of learning Chinese. The study further highlighted that students' anxiety in Chinese language learning arises from diverse aspects, extending beyond the classroom and including exams and teachers' non-supportive facial expressions.

Third, Sun (2022) examined the overall anxiety levels among high school students at Potisarnpittayakorn School in Thailand during online Chinese listening and speaking classes, utilizing Krashen's "Affective Filter Hypothesis" and Tobias's "Three-Stage" model. The study revealed that students generally experienced moderate to high levels of anxiety in online Chinese listening and speaking sessions, with no instances of extreme anxiety observed. Gender-wise analysis highlighted that female students exhibited significantly higher anxiety levels compared to their male counterparts in online Chinese listening and speaking. Students who had a longer duration of Chinese language study tended to display lower anxiety levels. Among different HSK levels, students in the 3-4 range demonstrated the highest anxiety levels. It is worth mentioning that when students had high or low levels of anxiety, they used coping strategies more frequently, but the effectiveness of coping strategies was not significant. Students' ways of coping with anxiety and attitudes in online Chinese listening and speaking classes were generally positive, indicating that student anxiety in Chinese language learning is common, but students may not adopt appropriate measures to eliminate or reduce anxiety. Therefore, it is necessary for teachers to guide them correctly.

Two additional studies involving Thai university students were discovered. Initially, a study conducted by Zhang (2013) at Prince Songkla University in Thailand examined Chinese language learners across various academic levels, including

freshman, sophomore, junior, and senior students. The findings revealed that students experienced higher levels of anxiety during speaking activities compared to classroom-based tasks. And students tended to be less vocal during their speaking classes. Surprisingly, Thai students did not exhibit significant anxiety due to making mistakes or receiving correction from their teacher; rather, they were more prone to anxiety resulting from self-evaluation. When considering individual differences among students, the study observed that as Thai students grew older and accumulated more experience studying Chinese, their speaking anxiety intensified.

Second, Xu et al. (2022) utilized the Socio-educational Model of Second Language Acquisition (Gardner & MacIntyre, 1993) to conduct a survey among 90 online learners of Chinese language at various stages of their academic journey from three universities in Thailand. However, the study did not explicitly specify whether these universities were public or private institutions. The primary objective of the research was to investigate the influence of learning motivation, anxiety, and learning strategies on the participants' achievements in learning Chinese. The study revealed that anxiety emerged as the most consistent element impacting the participants' success in Chinese language acquisition, followed by learning strategies and motivation. Additionally, the researchers employed the Online Chinese Language Anxiety Scale (OCLAS) to assess the participants' anxiety levels, and the results indicated that their anxiety exceeded the average level. The data obtained from self-evaluations and Chinese vocabulary tests demonstrated that anxiety in Chinese language learning exerted a relatively marginal influence on learning achievements. Nonetheless, it is worth mentioning that the study did not comprehensively analyze potential disparities between students attending public and private universities.

2.5.2 Previous Studies about Relationship between Anxiety and Achievement in learning Chinese as a Foreign Language

Previous research conducted in the English as a foreign language (EFL) setting has demonstrated a connection between anxiety and students' learning achievement. Sener (2015) conducted a study revealing a decline in participants' spoken English scores alongside an increase in their English learning anxiety. This finding suggests that students experiencing higher levels of anxiety may struggle to express themselves effectively, leading to lower scores. Additionally, Chen (2022) conducted a survey among high school students and identified various factors contributing to language anxiety, including classroom teaching anxiety, communication apprehension, achievement anxiety, and fear of negative evaluation after surveying high school students. Among these factors, communication apprehension demonstrated the strongest correlation with English achievement, with all anxieties exhibiting significant differences and correlations with students' achievement in English. The scholar's conclusion further supports the notion that higher anxiety levels are associated with lower learning achievement, while lower anxiety levels are correlated with higher learning achievement. Persoan Rangsit

This conclusion further affirms the research findings of Shu, 2017, Kui, 2016 and Li, 2015, and other researchers, who have also established a link between anxiety in learning EFL and students' learning achievement. These studies suggest that anxiety in EFL learning can detrimentally affect students' achievement by undermining their confidence in the learning process. However, these litterateurs also found that moderate learning anxiety may help improve students' learning achievement. Therefore, appropriate anxiety management may be beneficial.

Within the realm of acquiring the Chinese language, anxiety assumes a significant

role in determining achievement as a contributing learner factor. Previous investigations have revealed that heightened levels of anxiety in the process of learning Chinese can have a detrimental impact on students' achievement. The intensity of anxiety exhibits a correlation with the level of accomplishment in Chinese language acquisition. Notably, within the Thai setting, only two studies have been conducted thus far that explore the relationship between anxiety and achievement in the context of Chinese language learning. These two studies are credited to Zheng (2021) and Xu et al. (2022).

Firstly, Zheng (2021) employed mid-term examination scores as a metric for assessing the anxiety levels and learning progress of learners in the Chinese language. The findings revealed an inverse association between anxiety and learning achievement, indicating that higher levels of anxiety corresponded to lower levels of learning achievement. Nevertheless, this study possesses two notable limitations. Firstly, mid-term exams can merely capture the learners' Chinese language proficiency and anxiety levels at a specific moment in time, failing to account for long-term fluctuations. Secondly, potential biases may exist in the mid-term examination process, such as the uneven difficulty of test papers, which could potentially influence the outcomes. Consequently, future research endeavors could incorporate diverse measurement techniques such as detailed analysis of examination scores, evaluation of classroom performance, and survey questionnaires to gain a comprehensive understanding of learners' anxiety in Chinese language learning and its impact on their learning achievement.

Secondly, Xu et al. (2022) employed self-evaluation and vocabulary assessments to gauge the anxiety experienced by Chinese language learners and their learning achievemen. Self-evaluation serves as a prevalent approach to examine learners' cognitive abilities and confidence in their Chinese proficiency. On the other hand,

vocabulary assessments offer an objective means to measure learners' actual proficiency level. These findings corroborate the research discoveries of Zheng (2021). Nonetheless, it is important to acknowledge certain limitations of this study. Firstly, self-evaluation, by its nature, is subjective and susceptible to personal attitudes and societal expectations. Secondly, although vocabulary assessments can reflect learners' vocabulary mastery, they might not fully encompass their achievements in learning Chinese as a foreign language, particularly in listening and speaking skills. Therefore, future research should incorporate additional assessment methods, such as oral and listening tests, for a more comprehensive understanding of learners' anxiety in Chinese language learning and their overall learning achievemen. Based on the aforementioned studies, it can be inferred that utilizing the HSK proficiency levels as a measure of students' Chinese language achievements would be both suitable and widely acknowledged.

The impact of anxiety on students' Chinese language learning cannot be disregarded. Research conducted by scholars has indicated that anxiety can interfere with the equilibrium between two attention systems, with a process driven by stimulation excessively driven by objectives, resulting in individuals frequently directing their attention towards external stimuli unrelated to their goals. Consequently, this impedes task-related activities (Eysenck et al., 2007, Derakshan & Eysenck, 2009). Furthermore, relevant experiments have provided evidence that anxiety typically exerts a negative influence on learning achievement, constraining learners' potential and impeding cognitive functioning, thereby decelerating the learning process and establishing a detrimental cycle. In severe instances, anxiety can even result in the cessation or regression of learning activities.

Foreign language learning anxiety is a crucial concern for Thai students, whether they are studying English or Chinese. This anxiety can impede learners and directly or indirectly impact their learning achievement (Wang & Du, 2020). In the case of Chinese language learning, substantial anxiety levels can unfavorably influence learners' achievement, leading to a decrease in their overall learning achievement. However, it is important to note that not all students will encounter this circumstance. The variation in students' personal backgrounds can result in different levels of anxiety, which in turn can have varying degrees of impact on their achievement. Hence, conducting a comprehensive study on the correlation between anxiety and learning achievement among various groups of Chinese language learners in the Chinese language learning context is necessary.

2.5.3 Related Studies of Learning Anxiety Coping Strategies

In the past ten years, there has been a lack of research on how Thai learners cope with anxiety in Chinese language learning, and only three research articles have been found on anxiety in learning EFL. Initially, Akkakoson (2016) conducted a qualitative study aiming to explore the strategies employed by 88 students in intact classes when speaking English in the classroom. Participants were required to complete an interview form, and the collected data was analyzed using Oxford's (2003) framework for classifying language learning strategies. The findings from the student interviews revealed a diverse range of anxiety-coping strategies, including social, affective, meta-cognitive, compensatory, cognitive and memory-related strategies. Among these, social strategies were identified as the most commonly employed. Additionally, two categories of less frequently used strategies were identified, namely cognitive strategies and memory-related strategies.

Second, Prasansri (2020) employed a combination of research methods and adjusted the questionnaire and interview questions originally developed by Akkakoson (2016). This was done with the purpose of examining the efficacy of anxiety-reducing

strategies utilized by by Thai adult EFL students when presenting orally in the context of a Career English for International Communication (CEIC) program at a prestigious university in Thailand. The study identified six distinct categories of anxiety-reducing strategies based on the framework proposed by Oxford and Crookal (1989): Social, Affective, Meta-cognitive, Compensatory, Cognitive, and Memory-related strategies. The study revealed that proficient speakers employed both cognitive and meta-cognitive strategies, whereas less proficient speakers relied on affective strategies to alleviate anxiety during English oral presentations.

Third, Wilang (2022) employed a quantitative approach to examine the phenomenon of anxiety in English language acquisition among 140 students enrolled at a science and technology university located in the northeastern region of Thailand. Moreover, a qualitative method was utilized to explore the coping strategies implemented by a subgroup of fourth-year students. Upon being requested to document their experiences pertaining to particular anxiety-inducing situations, the participants identified and employed a diverse array of coping strategies. Overall, 12 coping strategies were identified such as preparation, relaxation, positive thinking, peer support, resignation, asking teacher's help, translation, self-talk, being focused on a task, lesson review, and metacognition.

2.5.4 Conclusion

Based on the classification and summary of pertinent literature, it can be concluded that research on anxiety in Chinese language learning not only aims to comprehend the state and causes of anxiety among Thai students, but also employs various theories and scales to investigate different forms of anxiety experienced by Thai students in their Chinese language learning studies. However, the number of scholars conducting profound research on anxiety in Chinese language learning among

Thai students is scant, with fewer than ten studies conducted in the past decade. Consequently, the theories and scales used in these studies are relatively scattered. Furthermore, among these studies, only two of them have explored the correlation between anxiety in Chinese language learning and learning achievement. Additionally, both of these studies did not utilize official HSK test scores as a measure of learning achievement in Chinese language learning, and they did not specifically focus on students from private universities in Thailand for a comprehensive investigation.

Furthermore, throughout the past decade, no research has been discovered on strategies to overcome anxiety in Chinese language learning in Thailand. Only three research articles have been identified regarding anxiety in EFL learning. Therefore, the exploration and investigation of anxiety and achievement in learning Chinese as a foreign language and their anxiety coping strategies at a private university in Thailand is an innovative topic that merits further investigation and study.



Chapter 3

Research Methodology

This chapter mainly explains the methodology of the study which includes research design, population and sample, research instruments, research ethics consideration, data collection and data analysis.

3.1 Research Design

This study has three research questions. To address the first research question, a mixed methods approach was employed, encompassing both quantitative and qualitative methodologies, namely the utilization of questionnaires and structured interviews. This approach is deemed appropriate as quantitative data acquisition is more efficacious in establishing a comprehensive overview of Thai students' anxiety levels in Chinese language learning. Conversely, qualitative data serves to substantiate and augment the findings derived from quantitative data by incorporating the perspectives and subjective opinions of research participants. Ultimately, this integration renders the data more comprehensive and reliable in nature (Zhang & Li, 2020).

The second research question was addressed using a quantitative research approach to explore the correlation between anxiety levels among Thai undergraduate students and their achievement in Chinese language learning. Additionally, a qualitative research method was employed to answer the third research question,

dealing with anxiety during their Chinese language learning.

3.2 Population and Sample

The population included a total of 403 Thai undergraduate students (N=403) majoring in Chinese at Rangsit University during the academic year 2022, which consisted of 139 first-year students, 101 second-year students, 80 third-year students, and 83 fourth-year students.

3.2.1 Sample

For quantitative data collection, a stratified random sampling method was employed. This method consisted of two steps. Firstly, the entire population was divided into homogeneous strata, as suggested by Rufai and Ilker (2021). Secondly, random samples were selected from each stratum. In the study, the total population consisted of 403 individuals, which were further divided into four groups.

To ensure the validity of the samples, Yamane's (1967) simplified formula, a statistical method for determining sample size, was utilized. This formula takes into account a confidence level of 95%, a precision level of 5%, and the overall population size represented by N. The sample size is denoted by n, and the allowable error rate, represented by e, is commonly set at 0.05 or 0.01. The formula is as follows:

$$n = \frac{N}{1 + N \times (e)^2} \tag{3-1}$$

The initial sample for gathering quantitative data on anxiety and achievement in Chinese language learning consists of 201 students (n=201), representing each year of study. Specifically, there were 41 students from the first-year level, 52 from the second-year level, 57 from the third-year level, and 51 from the fourth-year level. Further information on the population and samples can be found in Figure 3.1. However, the actual number of participants that completed the questionnaire was 302 (n=302).

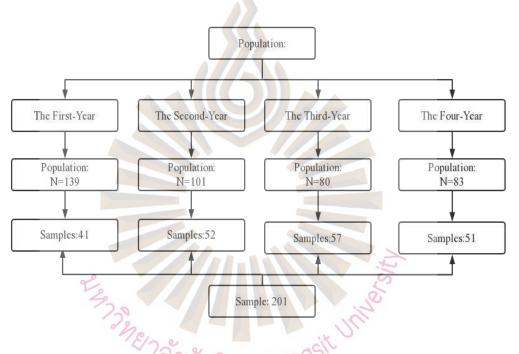


Figure 3.1 Population and Sample

Based on the questionnaire results, the quantitative sample was divided into two groups using the 27% technique (Hughes, 1989). The top 27% were categorized as the high anxiety group, while the bottom 27% were classified as the low anxiety group. Subsequently, a total of 82 students were identified as part of the high anxiety group, and another 82 students were assigned to the low anxiety group. To select the qualitative sample for further investigation, the simple random sampling technique was employed. From these two groups, 12 Thai undergraduate students representing both high and low anxiety levels were chosen for the interview component.

3.3 Research Instruments

There were two research instruments utilized: an online questionnaire and structured interviews. The online survey was generated using Google Forms and comprised of two sections: demographic details and Chinese language learning anxiety. The initial section encompassed gender, age, academic year, Chinese language usage, duration of Chinese language learning, and HSK level and scores. The second section comprised 16 inquiries implemented via a 4-Likert scale adapted from Xu et al (2022), referred to as the Online Chinese Language Anxiety Scale (OCLAS). In this examination, the term "online study" was substituted with "Chinese" within the questionnaire. To prevent any potential language comprehension errors, the survey was translated into Thai. The 16 items were classified into four subcategories: speaking anxiety (Items 1-4), listening anxiety (Items 5-8), reading anxiety (Items 9-12) and writing anxiety (Items 13-16).

The interview questions were thoughtfully formulated and integrated into a Google Form following a meticulous analysis of the quantitative research findings. This approach was undertaken with a well-defined research topic in mind, primarily to facilitate a more profound exploration of the subject and to enhance the study's subjective dimensions. By employing this method, our objective was to unearth nuanced insights and perspectives, thus providing a more holistic view of the research topic and enriching our overall understanding of the subject matter.

3.1 Pre-determined Topic

Pre-determined Topic	Interview Questions	Design Purpose	
Chinese Language	1.How is your Chinese	To obtain the Chinese	
Learning	study?	learning situation of the	
		respondents.	
Anxiety	2. What Chinese language	To obtain the anxiety of the	
	skills do you think are	respondents in terms of	
	difficult/easy? Why?	Chinese learning skills.	
Learning Anxiety	3. How do you feel when	To obtain the coping	
Coping Strategies	you have difficulty in	strategies of the	
	learning that skill? What	respondents when they	
	do you normally do to	have Chinese learning	
	deal with it?	anxiety.	

3.3.1 Validity and Reliability of Research Instrument

For the purpose of ensuring the credibility, the questionnaire adopted in this research study was derived from Xu et al. (2022), which was originally formulated based on Luo (2015)'s questionnaire. Luo (2015) collaborated with experts to develop the questionnaire, guaranteeing the content validity of the items. The construct validity was thoroughly supported by both the exploratory factor analysis and the cross-validation analysis. The obtained results ranged from -1 to +1, with each item obtaining scores between 0.79 and 0.9, reflecting outstanding internal consistency reliability. Additionally, the questionnaire exhibited strong evidence of convergent and discriminant validity, as well as criterion-related validity.

To assess the reliability, a preliminary investigation was carried out with 30 participants belonging to a similar university as the target group, employing Statistical

Product and Service Solutions (SPSS) and Cronbach's Alpha coefficient. Cronbach's Alpha serves as a tool to gauge the dependability of measurement instruments, specifically for assessing the reliability of questionnaires or tests. The Cronbach's Alpha reliability score ranges from 0 to 1, with higher values indicating greater test reliability and enhanced trustworthiness of the measured content. Generally, a score above 0.7 is acknowledged as indicative of good reliability (Tavakol & Dwnnick, 2011). The evaluation standards are presented in Table 3.2.

Table 3.2 The Standard for Evaluation

Alpha ≥ 0.9	Excellent
$0.9 > Alpha \ge 0.8$	Good
$0.8 > Alpha \ge 0.7$	Acceptable
$0.7 > Alpha \ge 0.6$	Questionable
$0.6 > Alpha \ge 0.5$	Poor
0.5 >Alpha	Unacceptable

The pilot study in the present study was evaluated as good with Cronbach's Alpha of 0.81 as shown in Table 3.3

Table 3.3 Cronbach's Alpha Score of Pilot Study

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.81	0.793	30

3.4 Research Ethics Consideration and Data Collection

When examining the Chinese language acquisition of Thai students, it is of utmost importance to uphold their rights and privacy, abide by research ethics and regulations, and guarantee the credibility and dependability of the research. Specifically, while undertaking a study on Chinese language learning in Thailand, it is imperative for the researcher to strictly adhere to ethical principles, encompassing respect for privacy, encouragement of voluntary involvement, prevention of any harm to individuals, and avoidance of discrimination (Phakiti & Roever, 2017). Hence, to ensure ethical considerations in the research, a research ethics certificate (see Appendix B) was obtained prior to data collection. Informed consent forms were provided to the participants prior to data collection, outlining the research objective, data gathering procedures, and participants' entitlements. This procedure will ensure the safeguarding of their personal information and research results, which will be exclusively employed for the current study.

For the quantitative data collection, the researcher reached out directly to the instructors of the Chinese Program for assistance in recruiting participants who could effectively fill out an online questionnaire. Subsequently, the instructors shared the questionnaire link (https://forms.gle/hWPMrTbsGyyrvURm7) with the participants via email. Google Forms was utilized to successfully capture both the sample data and email information, thus allowing the researcher to gain a more comprehensive understanding of the participants' anxiety levels in learning the Chinese language once they completed the questionnaire. This streamlined the collection of numerical data. The data collection at this stage encompassed both quantitative and qualitative aspects.

After conducting the process of collecting and analyzing quantitative data, the

researcher was able to identify the participants' highest and lowest levels of anxiety. Subsequently, an invitation to answer structured interview questions using Google Form was sent to them via email (https://forms.gle/VrQePZSbjHudCkgZ8). A total of 12 participants from different academic years, showing varying degrees of high and low anxiety, voluntarily participated in the survey. Within a span of two days, all participants completed the form. The researcher emphasized the strict confidentiality of all personal information and interview experiences provided by the participants.

3.5 Data Analysis

For the analysis of quantitative data, Statistical Product and Service Solutions (SPSS) software was utilized. Demographic information was examined using frequencies and percentages, whereas anxiety levels in Chinese language learning were measured by calculating average scores and standard deviations (SD). These findings were then interpreted based on the 4-rating scales presented in Table 3.4.

Table 3.4 Interval Scale of the Options in the Questionnaire.

4-rating scale	Descriptive Rating
3.00-4.00 2.00-2.99	Strongly agree/ highest level of anxiety
2.00-2.99	Agree/ high level of anxiety
1.00-1.99	Disagree/ low level of anxiety
0-0.99	Strongly disagree/ lowest level of
	anxiety

Furthermore, Pearson's (r) was employed to investigate the correlation between anxiety in Chinese language learning and HSK scores.

To analyze the qualitative data, a thematic analysis approach was utilized to

examine the responses provided for the structured interview questions. Initially, preliminary codes were assigned to the data to encompass the content (Mortensen, 2020). The data were coded into two themes: anxiety in Chinese language learning and learning anxiety coping strategies. After that, proceed to encode the data based on the assigned preliminary codes. Then, the responses were grouped into these sub-themes: speaking anxiety, listening anxiety, reading anxiety, and writing anxiety, and strategies in coping anxiety.



Chapter 4

Research Results

This chapter provides a comprehensive analysis of the research results using both quantitative and qualitative data.

4.1 Results of Quantitative Data

The quantitative results were based on the questionnaire which had two parts: personal information and anxiety in Chinese language learning. It can help researchers more accurately understand the characteristics and influencing factors of Chinese language learning anxiety.

4.1.1 Personal Information

Table 4.1 showed the personal information of 302 respondents, including 38 first-year students (13%), 78 second-year students (25%), 90 third-year students (30%), and 96 fourth-year students (32%). Most of them were women (92%), while only (8%) were men. Half of the students were 21 years old and over (50%), while only four students were 18 years old (1%). It could be seen that the number of fourth-year students was the highest. In terms of gender, the majority of respondents were women, accounting for 92% of the total number of respondents. Regarding age, half, or 50%, of all respondents were students aged 21 and above. Only four students were under the age of 18. In addition, all of them were adults.

Table 4.1 Personal Information

Table 4.1 1 cisoliai illic	Tillation		
	Female	279	92.0
Gender	Male	23	8.0
	18	4	1.0
	19	53	18.0
	20	65	21.0
Age	21	87	29.0
	Over 21	93	31.0
	The first-year	38	13.0
Year of study at	The second-year	78	25.0
Rangsit University	The third-year	90	30.0
	The fourth-year	96	32.0

Table 4.2 showed that the majority of respondents neither participated in activities outside of Chinese classes (77%) and nor spoke Chinese at home (29%), while 214 of respondents spoke Chinese at home (71%). In this case, 21 of the respondents (7%) spoke Chinese everyday and 189 of the respondents spoke Chinese occasionally (63%) with their parents (12%), siblings (22%), and grandparents (3%). Most of the respondents (71%) has neither been to a Chinese-speaking country. In addition, 121 of respondents have studied Chinese for 4-6 years (40%), 121 have studied Chinese for 1-3 years (40%), and 39 have studied Chinese for over 6 years (13%)

Table 4.2 Personal Information

Item	Choice	Frequency	Percent
Do you join a	any Yes	70	23.0
activities outside class that require you	the 1 to No	232	77.0
use Chinese?	Yes	87	29.0
	No	215	71.0
Have you ever been	Everyday	21	7.0
any Chinese-speak	Occasionally	189	63.0
country?	Never	88	29.0
How often do you Chinese at home?	use Others	4	1.0
With whom do you	My parents	37	12.0
speak Chinese at	My grandparents My siblings	9 66	3.0 22.0
home?	Others	190	63.0
	Less than 1-year	21	7.0
How long have you been learning	1-3 years	01512/J	40.0
	4-6 years	121	40.0
	More than 6 years	39	13.0

Table 4.3 showed the HSK exam levels and scores of the respondents, which were used as their learning achievement. Most respondents had passed the HSK Level 4 exam (58%), which were enable them to graduate from Chinese program. While only 17 of respondents had passed the HSK Level 1 and Level 2 exams (6%), and only 15 respondents had passed the HSK Level 5 exam (5%), no one had passed the HSK Level 6 exam; 139 respondents scored between 180 and 300 points (46%), while 110

scored between 120 and 200 points (37%), 43 respondents forgot their HSK scores (14%).

Table 4.3 Personal Information

Item	Choice	Frequency	Percent
	HSK1-2	17	6.0
Please specify your	HSK3	95	31.0
level of HSK test	HSK4	175	58.0
	HSK5	15	5.0
	120-200	110	37.0
Please specify your	180-300	139	46.0
scores of HSK test	Less than 120	10	3.0
	Others	43	14.0

4.1.2 Anxiety in Chinese Language Learning

Based on the quantitative results collected from 302 respondents in Table 4.4, The overall mean scores anxiety in Chinese language learning were at a high level (\bar{x} =2.53). And the overall mean scores of anxiety in speaking (\bar{x} =2.64), listening (\bar{x} =2.44), reading (\bar{x} =2.44) and writing (\bar{x} =2.59).

Table 4.4 Descriptive Statistics of Anxiety in Chinese Language Learning(n=302)

Skills		SD	Meaning
Speaking anxiety	2.64	0.91	High degree of anxiety
Listening anxiety	2.44	0.98	High degree of anxiety
Reading anxiety	2.44	0.89	High degree of anxiety
Writing anxiety	2.59	0.89	High degree of anxiety
Overall Mean	2.53	0.92	High degree of anxiety

Table 4.5 revealed the overall mean of speaking anxiety at a high level (\bar{x} =2.64). During the Chinese class, they could feel their heart pounding when they were going to be called on with the highest mean score (\bar{x} =2.92), followed by feeling very self-conscious about speaking Chinese in front of other students (\bar{x} =2.74), feeling embarrassed to volunteer answer (\bar{x} =2.49), but feeling confident when speaking in Chinese (\bar{x} =2.40).

Table 4.5 Descriptive Statistics of Speaking Anxiety (n=302)

Item	S.D.	Meaning
1. During my Chinese class, it embarrasses me to 2.49	0.93	High degree
volunteer answers.	0.75	mgm degree
2. During my Chinese class, I can feel my heart pounding when I'm going to be called on.	0.94	High degree
3.During my Chinese class, I feel very		
self-conscious about speaking Chinese in front 2.74	0.99	High degree
of other students.	7 >	
4. During my Chinese study, I feel confident	0.79	High degree
when I speak in Chinese.	0.19	riigii degree
Overall Mean 2,64	0.91	High degree
79 NEID KOU.		

Table 4.6 revealed the overall mean of listening anxiety at a high level (\bar{x} =2.44). During the Chinese class, it frightened them when they didn't understand what the teacher was saying in Chinese with the highest mean score (\bar{x} =2.79), followed by feeling anxious when they did not understand what their classmates were saying in Chinese (\bar{x} =2.54), feeling nervous (\bar{x} =2.33) and feeling frustrated when they could not distinguish among the Chinese tones even after they had worked hard to learn them (\bar{x} =2.09).

Table 4.6 Descriptive Statistics of Listening Anxiety (n=302)

Item	S.D.	Meaning
5. During my Chinese study, I get frustrated		
when I cannot distinguish among the Chinese		
tones even after I have worked hard to learn 2.09	0.96	High degree
them.		
 6. During my Chinese study, I get nervous when all the Chinese tones sound the same to me. 7. During my Chinese study, I get anxious when I don't understand what my classmates are 2.54 	1.02 0.99	High degree High degree
saying in Chinese.		
8.During my Chinese study, it frightens me when I don't understand what the teacher is 2.79 saying in Chinese.	0.95	High degree
Overall Mean 2.44	0.98	High degree

Table 4.7 revealed the overall mean of reading anxiety at a high level (\bar{x} =2.44). The respondents agreed that during the Chinese class, they got so confused when they read Chinese and could not remember what they were reading with the highest mean score (\bar{x} =2.78), followed by feeling confident when they were reading in Chinese (\bar{x} =2.44), having difficulty distinguishing among the Chinese characters when learning Chinese (\bar{x} =2.37), and feeling intimidated whenever they saw a whole page of Chinese in front of them (\bar{x} =2.16).

Table 4.7 Descriptive Statistics of Reading Anxiety (n=302)

Item	S.D.	Meaning
9. During my Chinese study, I get so confused when I read Chinese and can't 2.78 remember what I'm reading.	0.90	High degree
10.During my Chinese study, I feel confident 2.44 when I am reading in Chinese.	0.79	High degree
11.During my Chinese study, I feel intimidated whenever I see a whole page of Chinese in front 2.16 of me.	0.92	High degree
12. During my Chinese study, I have difficulty distinguishing among the Chinese 2.37 characters when reading Chinese.	0.91	High degree
Overall Mean 2.44	0.89	High degree

Table 4.8 revealed the overall mean of writing anxiety at a high level (\bar{x} =2.59). The respondents agreed that during the Chinese class, they froze up when they were unexpectedly asked to write Chinese characters with the highest mean score (\bar{x} =2.99), followed by feeling unsure of themselves when they were writing in Chinese (\bar{x} =2.65), and writing Chinese characters made them forget what they were trying to convey (\bar{x} =2.49).

Table 4.8 Descriptive Statistics of Writing Anxiety (n=302)

Item	S.D.	Meaning		
13. During my Chinese class, I freeze up				
when I am unexpectedly asked to write 2.99	0.87	High degree		
Chinese characters.				
14. During my Chinese study, writing				
Chinese characters makes me forget what 2.49	0.91	High degree		
I'm trying to convey.				
15. During my Chinese study, I'm usually at	0.82	III -1. 1		
ease when I'm writing in Chinese.	0.82	High degree		
16. During my Chinese study, I feel unsure of				
myself when I'm writing in Chinese.	0.96	High degree		
Overall Mean 2.59	0.89	High degree		

4.1.3 Relationship between Anxiety and Achievement in Chinese Language Learning

When using Pearson (r) correlation to calculate the overall relationship between students' anxiety and achievement in Chinese language learning, the results shown in Table 4.9 indicate that there was no relationship between these two variables, as r =0.039, p<0.05. In the quantitative sample of n(302), 43 respondents forgot their HSK scores. Therefore, r=259, where the subsequent r represents the valid number of individuals who filled in their HSK scores in each year.

Table 4.9 Pearsons (r) Correlation Between the Overall Students' Anxiety and Their Learning Achievement.

		Anxiety
	Pearson	.039
Learning	Correlation	.256
Achievement Sig. (2-tailed)		.230
	n	259

^{*}Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 shows the relationship between anxiety in Chinese language learning and learning achievement, which indicated that the first-year students had highest mean score of anxiety in Chinese language learning (\bar{x} =3.25), they achieved a high level of learning achievement. Similarly, second-year students got a high level of anxiety (\bar{x} =2.65) also achieved a high level of learning. The third (\bar{x} =2.59) and fourth year (\bar{x} =2.69) students had high anxiety but their learning achievement was low.

Table 4.10 The Relationship Between Anxiety in Chinese Language Learning and Learning Achievement

Respondents'	Mean	Degree of	Score of	Degree of Learning
Year of Study	Score of	Anxiety	HSK	Achievement
	Anxiety			
1st year students				
(n=31)	3.25	Highest	222	High
2 nd year students	2.65	High	205	High
(n=67)				
3 rd year students				
(n=72)	2.59	High	182	Low

Table 4.10 The Relationship Between Anxiety in Chinese Language Learning and Learning Achievement (Cont.)

Respondents'	Mean	Degree of	Score of	Degree of Learning
Year of Study	Score of	Anxiety	HSK	Achievement
	Anxiety			
4 th year students		Α.		
(n=89)	2.69	High	208	Low

Table 4.10 showed the relationship between anxiety in speaking, listening, reading, and writing with students' learning achievement, which indicated that there was positive correlation with these four learning skills and students' overall learning achievement, with r (259) = .017, r (259) = .049, r (259) = .018, r (259) = .052, p > .05.

For first-year students, their learning achievement showed a positive correlation with anxiety in speaking, listening, reading and writing, with $\dot{r}(31)$ = .129, $\dot{r}(31)$ = .109, $\dot{r}(31)$ = .207, \dot{p} > .05.

For second-year students, their learning achievement indicated a negative relationship between anxiety in speaking and reading, with r (67)= -0.040, r (67)= -0.006, p > 0.05. Listening anxiety was not found to be related to their learning achievement, with r (67)= 0.001, p > 0.05. Writing anxiety showed a positive correlation with their learning achievement, with r (67)= 0.097, p > 0.05.

For third-year students, their learning achievement showed a positive correlation with anxiety in listening and writing, with r (72)= 0.039, r (72)= 0.039, p > 0.05.

Their learning achievement indicated a negative relationship between anxiety in speaking and reading, with r (72)=-0.021, r (72)=-0.081, p > 0.05.

For fourth-year students, their learning achievement indicated a positive relationship between anxiety in speaking, reading and listening, with r (89)=-0.001, r (89)= 0.045, r (89)= 0.054, p > 0.05. Their learning achievement indicated a negative relationship between anxiety in writing, with r (89) = -0.135, p > 0.05.

Table 4.11 Pearsons (r) Correlation Between Anxiety and Learning Achievement

Learning Achievement		Speaking	Listening	Reading	Writing
		anxiety	anxiety	anxiety	anxiety
The	Pearson Correlation	.129	.109	.103	.207
First-Year (n=31)	Sig. (2-tailed)	.440	.515	.538	.212
The Second-Year (n=67)	Pearson Correlation	040	.001 Rangsit	006	.097
(11-07)	Sig. (2-tailed)	<i>ยร</i> ังสิต .726	Rangsi.	.960	.398
The Third-Year	Pearson Correlation	021	.039	081	.039
(n=72)	Sig. (2-tailed)	.842	.717	.450	.715

Table 4.11 Pearsons (r) Correlation Between Anxiety and Learning
Achievement (Cont.)

Learning Ac	chievement	Speaking anxiety	Listening anxiety	Reading anxiety	Writing anxiety
The	Pearson Correlation	001	.045	.054	135
Fourth-Year (n=89)	Sig. (2-tailed)	.991	.664	.604	.191
Overall (n=259)	Pearson Correlation	.017	.049	.018	.052
	Sig. (2-tailed)	.750	.723	.638	.379

^{*}Correlation is significant at the 0.05 level (2-tailed).

4.2 Results of Qualitative Data

In the follow-up interviews with the twelve selected participants, it became evident that their anxiety levels, as indicated through the Google Form, had a noteworthy impact on their responses to the three structured interview questions. Specifically, among these participants, six individuals displayed a high level of anxiety. It is worth noting that this high-anxiety group was further divided based on their academic year, spanning from the first to the fourth year of their education. For a more detailed understanding of these participants and their experiences with anxiety in the context of language learning, please refer to Table 4.12, which contains their personal information and corresponding nicknames. This table offers additional insights into their unique perspectives and how anxiety shapes their language learning experiences.

Table 4.12 Personal Information of Participants

Participants	Year of study	High level of anxiety	Low level of anxiety
Boony	1		
Polly	1	\checkmark	
Sali	2	\checkmark	
Iris	2		$\sqrt{}$
Wan	2	V	
Selina	3	V	
Yuli	3	J	
Wari	3		$\sqrt{}$
Ali	3		$\sqrt{}$
May	4	1	
Sandy	4	Will S	N
Britt	L 4	35	1

The findings from the structured interview questions collected from 12 participants with low and high levels of anxiety revealed that Chinese could be easy, difficult or fun for some of them, and it was uncertain for one of them. Their anxiety in Chinese language learning could be group into 4 sub-themes: speaking anxiety, listening anxiety, reading anxiety and writing anxiety. This classification provides a comprehensive understanding of how anxiety manifests in different facets of language learning, highlighting the multifaceted nature of anxiety within the context of acquiring the Chinese language. As shown in Table 4.13. Additionally, the responses to the structured interview questions were included in Appendix C.

Table 4.13 Summaries of Themes and Sub-themes

Themes	Sub-themes			
	1.Speaking anxiety			
Anxiety in learning Chinese language	2.Reading anxiety			
learning	3. Writing anxiety			
	4.Listening anxiety			
Learning anxiety coping strategies	Strategies on how they deal with			
	Chinese learning anxiety.			

4.2.1 Speaking anxiety

Out of the twelve participants, only six individuals with varying levels of anxiety (Sandy, Selina, Wari, Yuli, May, Polly) highlighted that they found the speaking skill to be the most difficult or challenging. However, only five of them expressed negative sentiments towards these difficulties for various reasons. The summary is shown in Table 4.14.

"The difficult skill right now is probably speaking. Because I have been studying Chinese in Thailand all along, I rarely communicated in Chinese, when I encounter problems with my Chinese-speaking skills, I feel discouraged." (Sandy, personal communication, July 4, 2023)

"I find speaking and reading skills difficult. Speaking because I don't have many opportunities to speak Chinese, and reading because it takes time to comprehend long articles. The challenges I encounter in learning the Chinese language can actually help improve my language achievement. I will explore every possible avenue to solve problems, no matter how difficult they may be." (Selina, personal communication, July 4, 2023)

"The Chinese language skill that I find difficult is speaking. I don't regularly speak Chinese in my daily life, so I often make grammar mistakes, have limited vocabulary, and fear that others won't understand me. So I often feel frustrated when I can't communicate effectively." (Wari, personal communication, July 4, 2023)

"I believe that Chinese grammar in speaking and writing is the most difficult because using incorrect grammar can lead to misunderstandings. And I feel that this skill is challenging, but not beyond the efforts I put in." (Yuli, personal communication, July 4, 2023)

"In terms of grammar in speaking, it's difficult because it's different from Thai grammar. So I feel confused when trying to communicate." (May, personal communication, July 4, 2023)

"Speaking can be challenging because I lack confidence and I'm afraid of making mistakes." (Polly, personal communication, July 4, 2023).

Table 4.14 Frequency of Students' Responses to Speaking Anxiety

Frequency of Students'	Frequenc		
Responses to	High-level	Low-level anxiety	Total
Speaking Anxiety	anxiety		
Limited opportunities to use	1 (None)	2 (Discouraged,	3
Chinese in daily life		frustrated)	
Difficulties with Chinese	2 (Worried,	1 (Worried)	3
grammar	confused)	1 (Afraid of	
Lack of confidence or hesitating	1 (Afraid of	making mistake)	2
in speaking Chinese	making mistake)		

4.2.2 Listening anxiety

Among the twelve participants, only three individuals with a minimal level of anxiety (Sandy, Boony, Iris) highlighted that acquiring listening skills was the most effortless aptitude. Conversely, only one respondent (Wan) expressed reservations about the ease of learning listening skills while studying Chinese, citing specific reasons. This indicates that most participants have certain challenges and anxiety in learning Chinese listening skills. By strengthening listening training and providing more listening resources, students can better master this skill. Learning Chinese listening skills requires overcoming challenges and anxiety, but by strengthening training and providing resources, students can master this skill. The summary is shown in the Table 4.15.

"The easiest skill is listening. Because it's the easiest to train. Through watching series or listening to Chinese songs." (Sandy, personal communication, July 4, 2023)

"The skill that I find easy is listening because I enjoy watching Chinese movies and TV series. I also have Chinese friends with whom I exchange languages." (Boony, personal communication, July 4, 2023)

"The skill that I find easy is listening because sometimes I enjoy listening to the Chinese accent." (Iris, personal communication, July 4, 2023)

"Grammar in listening comprehension can also be challenging. When I encounter something I don't understand, I often feel discouraged and lack confidence in myself. I'm afraid of conveying wrong meanings." (Wan, personal communication, July 4, 2023).

Table 4.15 Frequency of Students' Responses to Listening Anxiety

Frequency of Students'	Frequency/ Negative Emotion		
Responses to	High-level	Low-level	Total
Listening Anxiety	anxiety	anxiety	
Difficulties with Cinese grammar	1	0	1
Easily acquired through media	(Discouraged)		
Enjoy listening to the Chinese	0	2 (None)	2
accent	0	1 (None)	1

4.2.3 Reading anxiety

Among the twelve individuals surveyed, only two respondents with high levels of anxiety (Selina, Polly), mentioned the reading skill. Nonetheless, these individuals did not indicate that their reading abilities resulted in negative emotions or learning anxiety for them. The summary is shown in the Table 4.16.

"I find speaking and reading skills difficult. Speaking because I don't have many opportunities to speak Chinese, and reading because it takes time to comprehend long articles. The challenges I encounter in learning the Chinese language can actually help improve my language achievement. I will explore every possible avenue to solve problems, no matter how difficult they may be." (Selina, personal communication, July 4, 2023)

"Reading, is easier for me because I enjoy reading Chinese subtitles when watching Chinese movies." (Polly, personal communication, July 4, 2023).

Table 4.16 Frequency of Students' Responses to Reading Anxiety

Frequency	of	Students'	Frequency/	Negative Emotion	
Responses	to	Reading	High-level	Low-level anxiety	Total
Anxiety			anxiety		
Difficulty i	n unde	erstanding	1 (None)	0	1
а	rticle				
Enjoy readin	ng sub	titles when	1 (None)	0	1
watching (Chines	se movies	333		

4.2.4 Writing anxiety

Out of the twelve participants, only five of them with low and high anxiety levels (Sali, Yuli, Iris, Ali, Britt), mentioned that they found writing skills to be particularly challenging and difficult, which resulted in negative feelings for various reasons. The primary cause was the difficulty of memorizing numerous Chinese characters and ensuring correct stroke order. Another contributing factor was difficulties related to grammar. The summarized findings are presented in Table 4.17.

"I think writing skills are difficult because there are so many Chinese characters to memorize, and getting the stroke order correct is also challenging. So I feel overwhelmed when I can't write and can't read it properly." (Sali, personal communication, July 4, 2023).

"I believe that Chinese grammar in speaking and writing is the most difficult because using incorrect grammar can lead to misunderstandings. And I feel that this skill is challenging, but not beyond the efforts I put in." (Yuli, personal communication, July 4, 2023)

"As for the difficult part, it is writing because I have limited Chinese characters knowledge. So I often feel anxious and have self-doubt when I have difficulty learning Chinese." (Iris, personal communication, July 4, 2023)

"Writing and grammar are quite difficult for me. It does require a lot of vocabulary memorization. I'm afraid that I won't be able to do it at all." (Ali, personal communication, July 4, 2023).

"Writing and grammar are quite difficult for me. It can be both fun and stressful at times." (Britt, personal communication, July 4, 2023).

Table 4.17 Frequency of Students' Responses to Writing Anxiety

Frequency of Students'	Frequency/ Negative Emotion		
Responses to Writing	High-level	Total	
Anxiety	anxiety	anxiety	
Difficulty in memorizing	1	1 (Anxious,	2
Chinese character stroke	(Overwhelmed)	self-doubt	
orders	O O I VI		
Difficulties with grammar	1 (Worried)	2 (Afraid,	3
		stressed)	

4.3 Learning Anxiety Coping Strategies

Based on quantitative data, it can be observed that the first year students exhibited elevated levels of anxiety regarding learning (\bar{x} =3.25) and attained impressive HSK scores (222). Based on the qualitative findings, a freshman participant with low levels of anxiety expressed that mastering Chinese was not a daunting challenge. Additionally, a respondent who experienced high levels of anxiety when speaking also shared his strategies for managing his anxiety.

"I would memorize vocabulary and practice every day, and use Chinese to communicate with my Chinese friends." This was the primary coping strategy, followed by finding enjoyable learning strategy. He stated, "The listening skill that I found easy was listening because I enjoyed watching Chinese movies and TV series." (Boony, personal communication, July 4, 2023)

"Speaking skill can be challenging because I lack confidence and I'm afraid of making mistakes. Therefore, I try to manage it by engaging in self-talk or conversing with friends, both online and offline. Additionally, I also find practice by interacting with friends or locals I've met through participating in exchange programs in China." (Polly, personal communication, July 4, 2023).

It is apparent that individuals with low levels of anxiety are inclined to pursue independent learning, whereas those with high levels of anxiety tend to rely on seeking assistance from external sources. However, both categories resort to the effective approach of engaging in practice sessions with Chinese peers. The abridged version of the findings is presented in Table 4.18.

Table 4.18 Frequency of The First-Year Students' Responses to Learning Anxiety

Coping Strategies

Frequency of The First-Year Students'	Frequency		
Responses to Learning Anxiety Coping	High-level	Low-level	Total
Strategies	anxiety	anxiety	
Memorizing vocabulary in Chinese	0	1	1
Watching Chinese movies or TV	0	1	1
Practicing extensively with others in Chinese	1	1	2

According to the quantitative data, the sophomore students exhibited a significant degree of learning anxiety (\bar{x} =2.65), while also attaining remarkable scores in the HSK examination (205). From the qualitative findings, it can be inferred that irrespective of their anxiety levels, learning the Chinese language proved to be challenging for the students, with distinct variations in their approaches to coping anxiety.

"I think writing skills are difficult because there are so many Chinese characters to memorize, and getting the stroke order correct is also challenging. So now I'm practicing writing Chinese a lot and copying Chinese frequently." (Sali, personal communication, July 4, 2023).

"I often feel anxious and have self-doubt when I have difficulty learning Chinese. But I think it would be helpful to find proficient Chinese learning friends who can assist with tutoring, or we can also practice on our own by frequently practicing writing and reading." (Iris, personal communication, July 4, 2023).

"When I encounter something I don't understand, I often feel discouraged and lack confidence in myself. I'm afraid of conveying wrong meanings. I should

practice listening more and review the Chinese lesson." (Wan, personal communication, July 4, 2023).

All three of them highlighted that extensive practice was their approach in dealing with anxiety and also as a means to improve their Chinese skills. The concise recapitulation is presented in Table 4.19.

Table 4.19 Frequency of The Second Year Students' Responses to Learning Anxiety Coping Strategies.

Frequency of The Second-Year Students'	Frequency		
Responses to Learning Anxiety Coping	High-level	Low-level	Total
Strategies	anxiety	anxiety	
Practicing extensively in Chinese	2	1	3
Reviewing the lesson	1	0	1
Seeking guidance from proficient Chinese	1	0	1
teachers or friends		Sity	

Based on quantitative data, the third-year students exhibited a significant degree of learning anxiety (\bar{x} =2.59), and their achievement in the HSK test reflected low scores (182). Qualitative findings also suggest that speaking was perceived as challenging by three respondents (Selina, Yuli, Wari), with noticeable similarity in their anxiety coping strategies. Conversely, only one respondent (Ali) highlighted challenges with writing, and shared the following strategies to cope with anxiety.

"I am determined to keep trying. I should consume a lot of Chinese media and use it frequently." (Selina, personal communication, July 4, 2023).

"When I struggle to understand certain aspects, I research on the internet and

seek guidance from knowledgeable teacher." (Yuli, personal communication, July 4, 2023).

"I believe that to improve my speaking skills, I need to speak Chinese more frequently, learn new vocabulary, consistently practice on my own, and not be afraid to communicate with others." (Wari, personal communication, July 4, 2023).

"I will seek techniques and methods to make memorization easier, such as taking extracurricular tutoring classes or self-studying by researching from language experts to immerse myself in the language." (Ali, personal communication, July 4, 2023).

It can be observed that the three participants who had high and low levels of anxiety (Selina, Yuli, Ali) demonstrated a greater inclination towards seeking external support, whereas the participant with low-anxiety (Wari) preferred to engage in extensive practice. The concise recapitulation is presented in Table 4.20.

Table 4.20 Frequency of The Third-Year Students' Responses to Learning Anxiety

Coping Strategies

Frequency of The Third-Year Students'	Frequency		
Responses to Learning Anxiety Coping	High-level	Low-level	Total
Strategies	anxiety	anxiety	
Utilizing Chinese social media platforms for	2	0	2
learning			
Seeking guidance from proficient Chinese	1	1	2
teachers or friends			
Practicing extensively in Chinese	0	1	1

Table 4.20 Frequency of The Third-Year Students' Responses to Learning Anxiety Coping Strategies (Cont.)

Frequency of The Third-Year Students'	Frequency	Low-level	Total
Responses to Learning Anxiety Coping	High-level	anxiety	
Strategies	anxiety		
Memorizing vocabulary in Chinese	0	1	1
Taking extracurricular tutoring classes	0	1	0

According to quantitative data, the fourth-year students had high level of learning anxiety(\bar{x} =2.69), and they achieved low scores in the HSK test (208). Qualitative findings also suggest that speaking was perceived as challenging by two respondents (May, Sandy). Conversely, one respondent (Britt) highlighted challenges with writing, and shared the following strategies to cope with anxiety.

"I use a method of speaking in simple sentences, it's find a more suitable and simpler way for myself." (May, personal communication, July 4, 2023).

"I will try to improve my skills by practicing speaking with teachers or friends." (Sandy, personal communication, July 4, 2023).

"I will make an effort to review and revise." (Britt, personal communication, July 4, 2023).

These strategies helped them cope with their learning anxiety. The concise recapitulation is presented in Table 4.21.

Table 4.21 Frequency of The Fourth-Year Students' Responses to Learning Anxiety

Coping Strategies

Frequency of The Fourth-Year Students'	Frequency		
Responses to Learning Anxiety Coping	High-level	Low-level	Total
Strategies	anxiety	anxiety	
Memorizing vocabulary in Chinese	0	1	1
Watching Chinese movies or TV	0	1	1
Practicing extensively with others in Chinese	1	1	2



Chapter 5

Discussion, Conclusion and Recommendation

This chapter discusses the findings reported in the previous chapter, concludes what were found and gives recommendations.

5.1 Discussion

This study examines two variables pertaining to Chinese language learning: anxiety and achievement. It is observed that these two variables are interconnected. Drawing from Krashen's (1980) Affective Filter Hypothesis and Gardner and MacIntyre's (1993) socio-educational model of second language acquisition, it is established that high levels of anxiety in language learning are negatively associated with low levels of learning achievement, and vice versa. Furthermore, the study also investigates the various coping strategies employed by learners to alleviate anxiety during Chinese language learning. The research is guided by three research questions.

5.1.1 Research Question 1: What is the anxiety in Chinese language learning of Thai undergraduate students?

The quantitative findings obtained from an online survey of 302 participants, which assessed anxiety levels in the acquisition of Chinese language skills (speaking, listening, reading, and writing), indicated that the average scores for anxiety in all these areas were notably high. Specifically, anxiety in speaking (\bar{x} =2.64), listening

(\bar{x} =2.44), reading (\bar{x} =2.44), and writing (\bar{x} =2.59). Among these skills, speaking Chinese engendered the highest level of anxiety for the participants. This observation suggests that they experienced negative emotions during their Chinese language learning journey, as outlined by Horwitz (1986); they could feel their heart pounding when they were going to be called on (\bar{x} =2.92), feel very self-conscious about speaking Chinese in front of other students (\bar{x} =2.74) and feel embarrassed to volunteer answers (\bar{x} =2.49). Despite experiencing this strain and unease when speaking in Chinese involuntarily, it is noteworthy to mention that they they may have confidence when speaking in Chinese voluntarily (\bar{x} =2.40). Similar to the findings of Zhang (2013), Thai students demonstrated significant levels of speaking apprehension. Despite not encountering a substantial amount of anxiety related to classroom learning, they still experienced unease when it came to expressing themselves orally. The act of being questioned by their teacher induced fear (Cheng, 2018), thus highlighting the undeniable significance of speaking anxiety as a critical concern for Thai students that cannot be disregarded.

In accordance with the qualitative findings gathered from the six respondents with varying degrees of anxiety, conversing in the Chinese language proved to be their most challenging aspect, largely due to their limited opportunities to Chinese conversations in their day-to-day routines. Additionally, they expressed uncertainties in addressing queries and contending with the intricacies of Chinese grammar. Regardless of the intensity of their anxiety, whether low or high, the disparities between Chinese and Thai grammar (Jia, 2018) as well as lack of opportunity to practice and improve their spoken Chinese as part of daily life (Cao & Tananuraksakul, 2023) appeared to "discourage, frustrated, worry and confuse" their learning. Eventually, they were afraid of speaking Chinese because they did not want to make mistake or misunderstood by others.

Anxieties associated with writing in Chinese had the second highest average score, suggesting that learners also encountered unfavorable emotions while engaging in the process of acquiring the Chinese language within the classroom setting (Horwitz, 1986); they froze up when unexpectedly asked to write Chinese characters (\bar{x} =2.99) and felt unsure of themselves while writing in Chinese ($\bar{x} = 2.65$). Writing Chinese characters sometimes made them forget what they were trying to convey ($\bar{x}=2.49$). Although they experienced uneasiness when asked to write Chinese characters unexpectedly, they may have felt at ease when writing Chinese on their own ($\bar{x}=2.21$). This observation aligns with Li's (2021) findings, suggesting that students may feel anxious when encountering disparities between the Chinese and Thai writing systems. Making mistakes or forgetting how to write correctly could be discouraging for them. In line with the qualitative results findings from three students with a high anxiety level and two students with a low anxiety level thought that writing Chinese was the most challenging for them because Chinese characters stroke orders and grammar were difficult. Regardless of their anxiety levels, both low and high, the challenges arising from difficulty in memorizing Chinese character stroke orders (Liu, 2022) as well as difficulties with grammar (Meng, 2019) seemed to be apparent "overwhelmed, anxious, self-doubt, worried, afraid, stressed their learning. Eventually, they may develop a reluctance to write in Chinese due to their fear of making mistakes and using incorrect grammar expressions.

The average anxiety scores for both listening and reading were identical (\bar{x} =2.44), aligning with the findings by Horwitz (1986) that learners experienced adverse emotions during Chinese language classroom learning. They felt frightened when they didn't understand what the teacher was saying in Chinese (\bar{x} =2.79), anxious when their classmates spoke in Chinese and they couldn't comprehend (\bar{x} =2.54), nervous when all Chinese tones sounded the same to them (\bar{x} =2.33), and frustrated when they couldn't distinguish Chinese tones even after they had worked hard to learn them (\bar{x} =2.09). As

Chinese contains certain phonemes that are not present in Thai (Sun, 2022), students may feel anxious when facing difficulties in comprehending or perceiving sounds accurately.

However, based on the qualitative findings, out of the four respondents with varying levels of anxiety, three of them emphasized the ease of acquiring listening skills in Chinese language learning. They reported that they improved their listening abilities through activities like watching TV and listening to Chinese songs, showing a strong preference, they like the Chinese accent. Sui's (2019) research suggests that Thai youth spend a substantial amount of time online daily, particularly enjoying movies and music, which implies that students may learn better through this relaxed and voluntary approach to learning. Only one respondent mentioned that they found listening skills to be the most challenging, which feel lacked of confidence and afraid of conveying wrong meanings. The impact of limited grammar skills seemed to contribute to this perception (Xie & Luo, 2021).

When the respondents were learning Chinese reading in class, they became confused while reading Chinese and couldn't remember what they were reading (\bar{x} =2.78), had difficulty distinguishing among Chinese characters when learning Chinese (\bar{x} =2.37), and felt intimidated whenever they saw a whole page of Chinese in front of them (\bar{x} =2.16). Although they experienced tension and uneasiness about reading in Chinese involuntarily, they may have had confidence when reading in Chinese during their leisure time without time limitations (\bar{x} =2.44). In line with Zhao's (2020) research, Thai students might encounter reading anxiety caused by elements including word choice, sentence structure, and insufficient prior knowledge essential for proficient understanding of lengthy texts.

The qualitative findings from two respondents with a high level of anxiety

mentioned the reading skill. Selina pointed out that it was challenging because "if she had to read a long article in Chinese, it required a significant amount of time to comprehend and posed difficulties in understanding." However, she considered it as the driving force behind improving her Chinese achievement. Furthermore, Polly stated, "Reading skill is easier for me because I enjoy reading Chinese subtitles when watching Chinese movies." Requiring students to peruse extensive articles within a limited timeframe has the potential to trigger anxiety and possibly dampen their enthusiasm for Chinese literature. Nevertheless, when students are granted the autonomy to select articles aligned with their personal interests, they are more prone to actively and willingly immerse themselves in reading (Zhao, 2020).

5.1.2 Research Questions 2: What is the relationship between anxiety in Chinese language learning and their achievement?

The overall quantitative findings indicated that students' learning achievement showed a positive correlation with learning anxiety in Chinese language learning (r = 0.039, p > 0.05). Furthermore, there was showed a positive correlation between learning achievement and anxiety in speaking, listening, reading, and writing, with r = 0.01, r = 0.04, r = 0.01, r = 0.05, p > 0.05. These findings contradict Krashen's (1980) Affective Filter Hypothesis as well as Gardner and McIntyre's (1993) socio-educational model of SLA, stating that anxiety exhibited a negative association with students' learning accomplishment. This implies that an escalation in students' language anxiety can lead to a decline in their learning achievement, whereas an enhancement in learning accomplishment can result in a reduction of their anxiety in language acquisition.

The first-year students' learning achievement showed a positive correlation with learning anxiety in all language skills, with r (259) = 0.017, r (259) = 0.049, r (259) = 0.018, r (259) = 0.052, p > 0.05. Despite having the highest level of anxiety in Chinese language learning, they received higher scores on the HSK test, with an average score of 222. It could be attributed to the fact that the novice students had recently commenced their Chinese learning journey. According to the qualitative findings, a few of them had never been exposed to Chinese language education before, which might have triggered feelings of anxiety. As the first-year courses primarily focused on fundamental topics, the learning materials were designed to be less complex. Consequently, a higher degree of learning anxiety was observed, alongside enhanced learning achievement.

For second-year students, they had high learning anxiety and achievement, but indicated a negative correlation with speaking and reading anxiety, with r (67) = -0.040, r (67) = -0.006, p > 0.05. This suggests that they felt confident when speaking (\bar{x} =2.40) and reading (\bar{x} =2.44) at a low level. Writing anxiety showed a positive relationship with their learning achievement, with r (67) = 0.097, p > 0.05. However, listening anxiety was not found to be related to their learning achievement, with r (67) = 0.001, p > 0.05. The potential reasons for this could stem from the qualitative findings as a few respondents indicated that enhancing their listening abilities was the most effortless and readily enhanced aspect.

For third-year students, the overall mean anxiety score in Chinese language learning was significantly high, whereas their learning achievement remained considerably low, as indicated by an average HSK score of 182, which fell short of the university requirement. It is mandatory for third-year students to pass HSK Level 4 and achieve a minimum score of 220. Through structured interviews conducted with these students, it was observed that their anxiety stemmed from limited opportunities

to practice Chinese and the demand to comprehend lengthy texts. Similar to Tang's (2015) findings, there was a noticeable increase in learning anxiety as students progressed to higher levels of study, with the content becoming more advanced and challenging.

For fourth-year students, there was a positive correlation observed between their learning achievement and feelings of anxiety while listening and reading, with r (89) = 0.045, r (89) = 0.054, all with p > 0.05. Furthermore, no significant correlation was found between speaking anxiety and learning achievement (r = -0.001, p > 0.05). This implies that factors other than anxiety itself may have influenced the relationship between anxiety level and learning achievement. In fact, when considering individual factors, it was reported that their lack of opportunities to use the Chinese language outside the classroom contributed to a loss of interest in learning Chinese (Cao & Tananuraksakul, 2023). Based on the personal information provided by the students, the majority of respondents did not engage in activities outside of Chinese classes (77%) nor spoke Chinese at home (29%). Consequently, this could lead to elevated anxiety levels among students in their Chinese language learning.

5.1.3 Research Questions 3: How do Thai undergraduate cope with their anxiety in Chinese language learning?

The qualitative findings uncovered how Chinese majoring undergraduate students dealt with their anxiety in Chinese language learning. Despite being in different academic years, they displayed similar strategies to cope with their Chinese learning anxiety. For instance, those who confronted speaking anxiety mentioned resorting to Chinese social media platforms, seeking guidance from proficient Chinese teachers or friends, memorizing vocabulary, and extensively practicing Chinese as coping mechanisms. Likewise, respondents experiencing reading anxiety also relied on

Chinese social media platforms as an adaptive strategy. In the case of writing anxiety, respondents independently practiced their writing, regularly reviewed their lessons, utilized Chinese social media platforms, attended extracurricular tutoring sessions, and sought assistance from teachers and peers. Concerning listening anxiety, coping strategies encompassed using Chinese social media platforms, engaging in more listening exercises, and reviewing the lessons.

The first-year students exhibited the highest level of anxiety, yet they were able to reach a high level of achievement. Two respondents with varying degrees of anxiety noted that they memorized vocabulary, practiced Chinese on their own, and sought assistance from Chinese friends and teachers to help them cope with their anxiety in Chinese language learning.

The second-year students demonstrated a high level of anxiety but also achieved high scores in the HSK test. In the qualitative results, three respondents mentioned that writing and listening caused them anxiety, prompting them to employ strategies such as extensive Chinese practice, seeking guidance from proficient Chinese instructors or friends, and reviewing the lessons. All three individuals emphasized that extensive practice served as their coping mechanism for anxiety and also served as an effective means to enhance their Chinese skills.

The third-year students exhibited a notable degree of anxiety towards their learning, yet their achievement on the HSK test was subpar. According to qualitative findings, four participants expressed difficulties and anxiety specifically in regards to speaking and writing skills. Consequently, they employed a wide array of strategies to manage their anxiety, such as leveraging Chinese social media platforms for learning, seeking guidance from proficient Chinese teachers or friends, engaging in extensive Chinese practice, memorizing Chinese vocabulary, and attending extracurricular

tutoring classes.

The fourth-year students had high level of learning anxiety, and they achieved low scores in the HSK test. Based on qualitative findings, three participants expressed confusion in their ability to speak and write Chinese. To address this issue, they employed various coping strategies such as memorizing Chinese vocabulary, engaging with Chinese movies or TV shows, and extensively practicing verbal communication with others. Both third-year and fourth-year respondents shared similar experiences of anxiety in speaking and writing. Consequently, they utilized the same approaches of vocabulary memorization and extensive practice with others to mitigate their anxiety levels.

It can be stated that regardless of the level of anxiety they experienced, whether low or high, the students predominantly relied on extensive practices on their own and with native Chinese-speaking teachers and friends either online or offline, as their primary anxiety coping strategies. This can be attributed to a possible lack of opportunities to practice Chinese in their daily lives (Cao & Tananuraksakul, 2023). The second most commonly employed approach was the utilization of Chinese media for language learning. According to Sui (2019), among Thai students studying in China, there was an approximate equal proportion of using Chinese websites and other international websites while browsing the Internet, with 23.81% of participants reporting a higher investment of time on Chinese websites. This relaxed and enjoyable learning approach has been shown to facilitate faster language acquisition (Xie & Luo, 2021) and thus serves as an effective strategy for coping with anxiety.

5.2 Conclusion

This study investigated Thai undergraduate students' anxiety in Chinese language learning and its relationship with their achievement as well as the way in which they cope with their learning anxiety using a mix research method. The quantitative findings, based on a sample of 302 Thai undergraduate students enrolled in Chinese programs, revealed a notable level of anxiety among participants when learning Chinese. Interestingly, this anxiety was found to be positively correlated with their overall learning achievement. First and second-year students displayed high anxiety levels, yet still managed to obtain impressive scores on the HSK Test. In contrast, third and fourth-year students also experienced heightened anxiety, but their achievement on the HSK did not meet the university's required standards. This suggests that as students progress to higher levels of study, their anxiety levels tend to increase, leading to a decline in learning achievement.

Speaking skill demonstrated the highest level of anxiety among the various language skills, as students felt anxious when required to express themselves involuntarily in Chinese. This can be attributed to the disparities in grammar between Chinese and Thai, as well as the limited opportunities to practice and improve their spoken Chinese in daily life, both of which contribute to their anxiety. Additionally, writing, reading, and listening also posed concerns, albeit at a relatively lower level of anxiety.

The qualitative findings substantiate this conclusion. Out of the twelve respondents, six of them identified speaking as the most difficult and made them felt anxiety skill, whereas listening was considered the easiest and most readily acquired skill. When faced with anxiety, the majority of respondents adopted strategies such as extensive practice and utilization of Chinese social media platforms for learning,

which proved effective in mitigating their anxiety in these areas.

Anxiety can act as a beneficial internal factor that facilitates improved learning outcomes for certain students, albeit not universally applicable. Varied degrees of anxiety are experienced by different students in language proficiency. Teachers should familiarize themselves with each student's specific anxieties and adjust their instructional approaches accordingly. This can be achieved by providing more opportunities for Chinese practice, utilizing media technology, and employing simplified and comprehensible teaching methods when instructing Chinese grammar and character stroke order. Moreover, it is important to encourage and guide students in discovering effective strategies to cope with anxiety, thus enabling them to achieve optimal learning achievement.

5.3 Limitations and Recommendations

Since the study examined 302 Thai undergraduate students majoring in Chinese at one specific private university in Thailand, the applicability of the findings to other universities in Thailand might be limited. Additionally, this study primarily focused on students' anxiety towards Chinese language learning, neglecting other potential factors that could impact their learning achievement in Chinese. Therefore, future research should consider expanding the sample size and conducting a more comprehensive investigation into the different factors that influence students' achievement in Chinese language learning.

In the Thai educational landscape, it's imperative for educators to prioritize student-centered approaches that revolve around fostering emotional well-being. Placing a significant emphasis on creating an environment that is both relaxed and enjoyable becomes paramount. This environment should not only encourage the

integration of Chinese within the confines of the classroom but also in students' day-to-day lives. Such an approach serves as a catalyst for students to not just learn the language but to embrace it as a part of their routine. By seamlessly integrating Chinese into their daily activities, students are empowered to reinforce their language skills and, more significantly, to bolster their confidence in the process of learning Chinese. This, in turn, paves the way for a more comprehensive and effective language learning experience.



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คำชี้แจง : แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับบัณฑิตศึกษา จัดทำเพื่อ
ศึกษาความวิตกกังวลและผลสัมฤทธิ์ในการเรียนภาษาจีนของนักศึกษาระดับปริญญาตรีที่เรียนสาขา
วิชาภาษาจีน แบบสอบถามนี้ไม่มีการระบุชื่อผู้ตอบ และจะไม่มีผลใดๆ กับผู้ตอบ การตอบแบบสอบ
ถามไม่มีถูกหรือผิด จึงขอความกรุณาตอบแบบสอบถามตามความเป็นจริงและสอดคล้องกับตนเอง
มากที่สุด ทั้งนี้เพื่อให้เกิดประโยชน์ในการทำวิจัยอย่างสูงสุด
ขอขอบคุณท่านที่กรุณาตอบแบบสอบถามค่ะ นางสาว ลี่จุน หนิง (มะลิ)

Part 1: Personal Information
ตอนที่ 1 ข้อมูลส่วนบุคคล
1. Age อายุ:
□ 17 □ 18 □ 19 □ 20 □ 21 □ Over 21
2. Gender เพศ:
🗆 Female หญิง 🗖 Male ชาย
3. Year of study ตอนนี้คุณกำลังศึกษาอยู่ชั้นปีที่
 □ 1 □ 2 □ 3 □ 4 4. How often do you use Chinese at home? คุณใช้ภาษาจีนที่บ้านบ่อยแค่ไหน
🗖 Everyday ทุกวัน 🗖 Occasionally นานๆครั้ง 🔲 Never ไม่เคย
🗖 Others, please specify อื่นๆ โปรดระบุ
4.1 With whom do you use Chinese at home? คุณใช้ภาษาจีนกับใครที่บ้าน
🗖 My parents พ่อแม่ของฉัน 🗖 My grandparents ปู่/ย่า/ตา/ยาย
🗖 My siblings พี่น้องของฉัน 🗖 Others, please specify อื่นๆ โปรคระบุ

5. Do you join any activities outside the class that require you to use Chinese? คุณเข้าร่วมกิจกรรม

นอกชั้นเรียนที่ต้องใช้ภาษาจีนหรือไม่	
🗆 Yes ใช่ 🗖 No ไม่ใช่	
If yes ถ้าใช่, please specify โปรคระบุ _	
6. How long have you studied Chinese? คุณเรีย	ขนภาษาจีนกี่ปีแล้ว
🗖 Less than 1-year น้อยกว่า 1 ปี	☐ 1-3 years 1-3 Î
🗖 4-6 years 4-6 ปี	🗖 More than 6 years มากกว่า 6 ปี
7. Have you ever been to any Chinese-speaking	g country? คุณเคยไปประเทศที่ใช้ภาษาจีนหรือไม่
🗆 Yes เคย 🗆 No ไม่เคย	
If yes, please specify which country and w	that purpose (e.g. tourist and exchange student)
ถ้าเคย โปรดระบุปร ะเทศ และวัตถุประสงค์	ของการไปประเทศนั้น (เช่น นักท่องเที่ยว นักศึกษา
แลกเปลี่ยน เป็นต ้ น)	
8. Level of HSK ระดับ HSK	
□ HSK1-2 □ HSK 3 □ HSK 4 □	HSK 5 HSK 6
9. Score of the HSK คะแนน HSK_	asit Uni
Part 2 Anxiety in learning Chinese	Rangs
ตอนที่ 2 ความวิตกกังวลในการเรียนภาษาจี	้น
Please choose the most appropriate box fo	or each item (4 = Strongly Agree, 3 = Agree,
2 = Disagree, 1 = Strongly Disagree)	
กรุณาเลือกช่องที่เหมาะสมที่สุดสำหรับแต่	ละข้อ (4 = เห็นด้วยอย่างยิ่ง 3 = เห็นด้วย 2 = ไม่
เห็นด้วย 1 = ไม่เห็นด้วยอย่างเ	ยิ่ง)

Dimension of anxiety	Items	4	3	2	1
Speaking Anxiety	1. During my Chinese class, it				
ความกังวลในการพูด	embarrasses me to volunteer answers.				
	ในชั้นเรียนภาษาจีนของฉัน ฉันอาชที่จะอาสาสมัครตอบ				
	2. During my Chinese class, I can feel my				
	heart pounding when I 'm going to be				
	called on.				
	ระหว่างเรียนภาษาจื่น ฉันรู้สึกหัวใจเต้นแรงเมื่อถูกเรียก				
	3. During my Chinese class, I feel very				
	self-conscious about speaking Chinese in				
	front of other students.				
	ระหว่างเรียนภาษาจีน ฉันรู้สึกประหม่ามากที่ต้องพูดภาษาจีนต่อหน้านัก				
	เรียนคนอื่นๆ				
	4. During my Chinese study, I feel				
	confident when I speak in Chinese.				
£.	ระหว่างเรียนภาษาจีน ฉันรู้สึกมั่นใจเมื่อพูดภาษาจีน				
Listening Anxiety	5. During my Chinese study, I get				
ความกังวลในการฟัง	frustrated when I cannot distinguish among				
	the Chinese tones even after I have				
	worked hard to learn them.				
	ระหว่างเรียนภาษาจีน ฉันรู้สึกหงุคหงิดเมื่อไม่สามารถแยกแยะ				
	วรรณยุกต์ของภาษาจีนได้ แม้ว่าฉันพยายามเรียนแล้ว				
	6. During my Chinese study, I get nervous				
	when all the Chinese tones sound the same				
	to me.				
	ระหว่างเรียนภาษาจีน ฉันรู้สึกประหม่าเมื่อเสียงวรรณยุกต์ภาษา				

	จีนทั้งหมดฟังดูเหมือนกัน	
	7. During my Chinese study, I get anxious when I don't understand what my	
	classmates are saying in Chinese.	
	ระหว่างเรียนภาษาจีน ฉันรู้สึกกระวนกระวายเมื่อไม่เข้าใจสิ่งที่	
	เพื่อนร่วมชั้นพูดด้วยภาษาจีน	
	8. During my Chinese study, it frightens	
	me when I don't understand what the	
	teacher is saying in Chinese.	
	ในระหว่างที่ฉันเรียนภาษาจีน ฉันกลัวเมื่อไม่เข้าใจสิ่งที่อาจารย์พูด	
	ด้วยภาษาจีน	
Reading Anxiety	9. During my Chinese study, I get so	
ความกังวลในการอ่าน	confused when I read Chinese and can't	
9-2	remember what I'm reading.	
320	ระหว่างเรียนภาษาจีน ฉันสับสนมากเมื่ออ่านภาษาจีนและจำไม่ได้	
"ME	ว่าอ่านอะไร	
	10. During my Chinese study, I feel	
	confident when I am reading in Chinese.	
	ระหว่างเรียนภาษาจีน ฉันรู้สึกมั่นใจเมื่ออ่านภาษาจีน	
	11. During my Chinese study, I feel	
	intimidated whenever I see a whole page	
	of Chinese in front of me.	
	ระหว่างเรียนภาษาจีน ฉันรู้สึกหวาดกลัวทุกครั้งที่เห็นหนังสือ	
	ภาษาจีนเต็มหน้าอยู่ตรงหน้าฉัน	

	12. During my Chinese study, I have difficulty distinguishing among the Chinese characters when reading Chinese. ระหว่างเรียนภาษาจีน ฉันมีปัญหาในการแยกแยะระหว่างตัวอักษร	
Writing Anxiety ความกังวลในการเขียน	13. During my Chinese class, I freeze up when I am unexpectedly asked to write Chinese characters. ระหว่างเรียนภาษาจีน ฉันรู้สึกชะงักเมื่อถูกขอให้เขียนอักษรจีน โดยไม่คาดคิด	
	14. During my Chinese study, writing Chinese characters makes me forget what I'm trying to convey. ระหว่างเรียนภาษาจีน การเขียนอักษรจีนทำให้ฉันลืมสิ่งที่กำลังจะ เขียน	
	15. During my Chinese study, I'm usually at ease when I'm writing in Chinese. ระหว่างเรียนภาษาจีน ฉันมักจะรู้สึกสบายใจเมื่อต้องเขียนภาษาจีน 16. During my Chinese study, I feel	
	unsure of myself when I 'm writing in Chinese. ระหว่างเรียนภาษาจีน ฉันรู้สึกไม่มั่นใจในตัวเองเมื่อต้องเขียน	

Appendix B

Certificate of Ethical Approval by Ethics Reviewed Board of Rangist

University

Para Rangsit University

Rangsit University

COA. No. RSUERB2023-065



Certificate of Approval By Ethics Review Board of Rangsit University

COA. No. COA. No. RSUERB2023-065

Protocol Title THAI UNDERGRADUATE STUDENTS' ANXIETY AND

ACHIEVEMENT IN LEARNING CHINESE AS A FOREIGN LANGUAGE: THEIR ANXIETY COPING STRATEGIES AT

A PRIVATE UNIVERSITY IN THAILAND

Principle Investigator LLJUN NING

Co-investigator Noparat Tananuraksakul

Affiliation Suryadhep Teachers College, Rangsit University

How to review Expedited Review

Approval includes 1. Project proposal

2. Information sheet
3. Informed consent form

4. Data collection form/Program or Activity plan

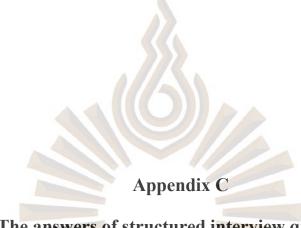
Date of Approval: 1 May 2023 Date of Expiration: 1 May 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice of ICH-GCP

(Associate Professor Dr. Panan Kanehama) Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg. I) Rangsit University

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The answers of structured interview questions

1. How is your Chinese study?

- 1. **Sali:** Personally, Chinese is very difficult for me because I have no foundation at all, so it's hard for me to understand.
- 2. May: It's quite difficult because I don't remember vocabulary well.
- 3. **Sandy:** Learning Chinese lately is a bit more difficult, and I am trying to practice memorizing more words to use in higher levels of hsk exams.
- 4. **Boony:** Learning Chinese is not difficult. I try to memorize vocabulary and practice every day. I use Chinese to communicate with my Chinese friends so that I don't forget.
- 5. Selina: My hobby is drawing. When I write Chinese characters, it makes me feel relaxed and brings me great joy to learn in something I love. I believe that learning in something we enjoy leads to good results.
- 6. Yuli: I have been learning Chinese, and I feel that it's an interesting and fascinating language. Chinese can be used for communication with the Chinese community in Thailand to a great extent.
- 7. Wari: I have been studying Chinese for 2 years now, and I feel that my Chinese language skills have improved significantly in various aspects. For example, when I watch Chinese movies or TV series, I understand them much better. However, I still need to rely on Thai subtitles, and when I have conversations with Chinese people, I am able to communicate with them.
- 8. **Iris:** That's great! It's really enjoyable, but there are some aspects that are appropriately challenging.
- 9. **Polly:** That's difficult and have anxiety, but we've managed to overcome it
- 10. **Ali:** That's okay. It does require a lot of vocabulary memorization. The more vocabulary I learn, the better I can understanding of the Chinese language.
- 11. **Britt:** It can be both fun and stressful at times.
- 12. **Wan:** It's enjoyable to learn, but there are still some aspects that I don't understand.

2. What Chinese language skills do you think are difficult/easy? Why?

- 1. **Sali:** I think writing skills are difficult because there are so many Chinese characters to memorize, and getting the stroke order correct is also challenging.
- 2. **May:** In terms of grammar in speaking, it's difficult because it's different from Thai grammar.
- 3. **Sandy:** The difficult skill right now is probably speaking. Because I have been studying Chinese in Thailand all along, I rarely communicated in Chinese. The easiest skill is listening. Because it's the easiest to train. Through watching series or listening to Chinese songs.
- 4. **Boony:** The skill that I find easy is listening because I enjoy watching Chinese movies and TV series. I also have Chinese friends with whom I exchange languages.
- 5. Selina: I find speaking and reading skills difficult. Speaking because I don't have many opportunities to speak Chinese, and reading because it takes time to comprehend long articles.
- 6. Yuli: I believe that Chinese grammar in speaking and writing is the most difficult because using incorrect grammar can lead to misunderstandings.
- 7. Wari The Chinese language skill that I find difficult is speaking. I don't regularly speak Chinese in my daily life, so I often make grammar mistakes, have limited vocabulary, and fear that others won't understand me. This lack of confidence makes me hesitate when speaking or responding to different questions.
- 8. **Iris** The skill that I find easy is listening because sometimes I enjoy listening to the Chinese accent. As for the difficult part, it is writing because I have limited Chinese characters knowledge.
- 9. **Polly:** Speaking can be challenging because I lack confidence and I'm afraid of making mistakes. Reading, on the other hand, is easier for me because I enjoy reading Chinese subtitles when watching Chinese movies.
 - 10. Ali: Writing and grammar are quite difficult for me.

- 11. **Britt:** Writing and grammar are quite difficult for me.
- 12. Wan: Grammar in listening comprehension can also be challenging.

3. How do you feel when you have difficulty in learning that skill? what do you normally do to deal with it?

- 1. **Sali:** I feel **overwhelmed**. I can't write and can't read it properly. So now I'm practicing writing Chinese a lot and copying Chinese frequently.
- 2. May: I feel confused when trying to communicate. I use a method of speaking in simple sentences.
- 3. Sandy: When I encounter problems with my Chinese-speaking skills, I feel discouraged. But I will try to improve my skills by practicing speaking with teachers or friends.
- 4. **Boony:** The skill that makes it easier is not forgetting to learn new vocabulary and using Chinese every day. Sometimes, when I don't understand, I feel **frustrated**, but I try every day.
- 5. Selina: The challenges I encounter in learning the Chinese language can actually help improve my language achievement. I will explore every possible avenue to solve problems, no matter how difficult they may be. I am determined to keep trying. I should consume a lot of Chinese media and use it frequently.
- 6. Yuli: I feel that this skill is challenging, but not beyond the efforts I put in. When I struggle to understand certain aspects, I research on the internet and seek guidance from knowledgeable teachers.
- 7. **Wari:** I often feel **frustrated** when I can't communicate effectively. I believe that to improve my speaking skills, I need to speak Chinese more frequently, learn new vocabulary, consistently practice on my own, and not be afraid to communicate with others.
- 8. **Iris:** I often feel **anxious** and have **self-doubt** when I have difficulty learning Chinese. But I think it would be helpful to find proficient Chinese learning friends

who can assist with tutoring, or we can also practice on our own by frequently practicing writing and reading.

- 9. **Polly:** Sometimes, I feel **frustrated**, but I try to manage it by engaging in self-talk or conversing with friends, both online and offline. Additionally, I also find practice by interacting with friends or locals I've met through participating in exchange programs in China.
- 10. Ali: I'm afraid that I won't be able to do it at all. However, I will seek techniques and methods to make memorization easier, such as taking extracurricular tutoring classes or self-studying by researching from language experts to immerse myself in the language.
 - 11. Britt: Feeling stressed, I will then make an effort to review and revise.
- 12. Wan: When I encounter something I don't understand, I often feel discouraged and lack confidence in myself. I'm afraid of conveying wrong meanings. I should practice listening more and review the Chinese lesson.



Biography

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