

CHINESE STUDENTS' ANXIETY IN SPEAKING ENGLISH: A MIXED-METHOD STUDY AT A THAI UNIVERSITY

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Abstract

This study aims to explore Chinese students' anxiety in speaking English at a private university in Thailand. It provides understanding into anxiety challenges that students experience when communicating with foreign teachers and peers, the causes of the challenges, their reactions and their coping strategies. The subjects of the study are 94 students, randomly selected from the Chinese students studying in international programs at the university. This research project employs a mixed method combining both quantitative and qualitative inquiries. Data collection contains two types: a questionnaire and semi-structured interviews conducted online. The findings show that the causes of Chinese students' speaking anxiety are moderate level of motivation and willingness to communicate, fear of negative evaluation, excessive comparison, lack of confidence and dissatisfaction with low level of speaking proficiency. Additionally, advanced preparations and practices seem to be good strategies for reducing participants' speaking anxiety. anxiety. Rangsit Vi

(Total 85 pages)

Key Words: Chinese students, anxiety, speaking English, causes, coping strategies

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CHAPTER 1

INTRODUCTION

This Chapter provides the study background, the significance of the study, statement of problems, the purpose of the study, and the research questions. Finally, the definitions of terms are given for better understanding of the relevant literature review and the organization of the study in Chapter 2.

1.1 BACKGROUND OF THE STUDY

More and more Chinese students choose to further their studies for an advanced degree abroad (Qiang, 2012). Nowadays, young people around the world would like to seek a quality education while enjoying diverse cultures. Cebolla-Boado, Hu, and Soysal (2018) point out in their study that Chinese students regard studying abroad as one of the best ways for them to acquire global skills, expand their horizons and get advantages in the job market. According to Statistics on Chinese learners studying abroad in 2019 (2020), the total number of Chinese nationals studying abroad has been increasing during the last few years.

Besides, the western countries being the preferred choices, Thailand has become one of the most popular countries for Chinese students to study because of the culture, travel distance and cooperation between China and Thailand. There were more than 12,000 Chinese students registering in Thai universities in 2013. The number of Chinese international students in Thailand kept increasing from 2007 to 2013 (Lin & Kingminghae, 2014). Thailand is a good choice for Chinese people because Thailand and China share some cultures, namely food and festivals. Thai weather is similar to the weather in certain parts of China. For example, the weather in Yunnan and Guangxi are as cool as that of Chiang Mai in summer. Most importantly, a lot of Thai people speak Chinese, making Chinese students feel very much like home in Thailand

(Ye, 2020). Additionally, there are a lot of other factors that motivate Chinese students to decide to study in Thailand such as beautiful scenery, safe society, friendliness and hospitality of the Thai people. This is also true of the innovative education system (Zhongcheng, 2013). Since the Silk Road Economic Belt and the 21st-Century Maritime Silk Road policy (The Belt and Road) started and the development of the partnership between China and Association of Southeast Asian Nations (ASEAN), more and more Chinese companies are established in Thailand creating increasing working opportunities (Yin, Ruangkanjanases, & Chen, 2015). Studying in ASEAN: therefore, helps students to seek better jobs with their international experiences.

What is more, for Chinese students, it is hard for them to learn speak English in China where their classmates speak the same mother tongue. Wen (2018) summaries the mainstream in English teaching classrooms in Mainland China were text-centered and input-based. That is to say, English teachers focus more on the reading and listening parts and pay little attention to the speaking part, which produces "Dumb English" (Dai, 2001). However, as English is more commonly-used in Thailand, studying in Thailand could offer more opportunities for Chinese students to improve their English language ability and gain more international experiences working with international classmates.

1.2 STATEMENT OF THE PROBLEM

In China, English speaking is greatly neglected by Chinese learners and teachers in English classrooms. Although more and more Chinese people are aware of the importance of English as a global language, they do not pay much attention to it. Their purpose is not to be able to communicate internationally but they learn English in order to pass the examination. Based on the Ministry of Education (2020), English speaking was neither in the national curriculum nor in the national college entrance examination called China Gaokao before 2021. Additionally, the average class size in China is large. Students do not have sufficient opportunities to practice English speaking during class time. When students enter college, most of them need to take

the College English Test (CET) or Test for English Majors (TEM), but spoken tests in CET or TEM are not compulsory. Quite a few Chinese students do not choose to take the speaking test. As a result, English educators and English learners prefer to focus more on reading, writing, and listening where they could easily get higher scores. Therefore, the pervasive problem in language education in China is that Chinese students are good at taking English examinations in reading, listening, and writing but they are poor in their speaking. In other words, they have knowledge in grammar and vocabulary but they cannot speak English well.

When Chinese students study abroad in international programs to seek more opportunities, they have to use English as a medium language. When they have to speak English, anxiety challenges them in learning and speaking it. Young (1990) states that the speaking process is regarded as the most anxious experience for language learners which is often associated with anxiety and fear. Speaking competence mainly covers fluency and accuracy. Wang (2014) concludes that the factors which influence speaking competence are divided into three parts. Firstly, cognitive factors involving the choice of information to express and the proper word to use. Secondly, linguistic factors namely pronunciation, stress, grammar, and vocabulary. Thirdly, affective factors such as anxiety, nervousness, and pressure.

Though many EFL learners have sufficient vocabulary and grammar knowledge, they fail to express themselves fluently in English. This is because of language speaking anxiety. Liu and Jackson (2008) and Savaşçı (2014) show that quite a few students are reluctant to speak English due to language anxiety, lack of confidence, their fear of making mistakes, and some cultural factors. Liu (2002) and Yashima (2002) find the relationship between students' willingness to speak and culture. Chinese learners are taught to take mistakes more seriously and anxiously and afraid of "losing face". Similar to Liu (2007), the fear of losing face makes many learners anxious when speaking English in class. These are the reasons why they tend to be overly sensitive to the judgment of others and turn to silence. Saito and Iida (2015) say that English language learners often experience a feeling of anxiety,

nervousness, or stress while speaking the English language, causing a mental block that impedes them to speak.

Arnold (1999) and Oya, Manalo, and Greenwood (2004) say that foreign language anxiety, one of the affective factors, occurs at three stages of language learning: input, processing, and output. They conclude that affect plays a role in language learning in three stages of language learning. During the input stage of language learning, affective data are stored along with visual or verbal, auditory, or olfactory data, and they influence learners' attention, concentration, and encoding. At the processing stage, affective data impairs the processing of storage and reduces the assimilation of the material. When it comes to the output stage, affective data calls up some data from long-term memory which interfere with one's ability to retrieve or utilize them to solve problems.

Based on the above problems (e.g. ignoring significance of English, studying English to pass exam and the English language is not included in the national curriculum), Chinese students' English language ability is interfered with foreign language anxiety when they study overseas which is also the case of my participants in this study.

1.3 SIGNIFICANCE OF THE STUDY

With the development of globalization, English as an international language is a good tool for communication with all kinds of purposes like gaining knowledge, seeking for jobs. Especially for Chinese students studying abroad, English is an essential skill for their study and daily life. Speaking is one of the most important parts of language use.

Having good speaking competence enables students to assess more achievements in further study and get more job opportunities. English is the most common language widely accepted all over the world. When going abroad for further

study, students are required to possess good communication skills in English language. When Chinese students study in international programs in Thailand, their classmates and teachers come from different countries. In the classroom, they need to use English in discussions and presentations. Outside the classroom, they need to use English in their daily life such as buying food and taking public transports. What is more, nowadays, more and more companies set their branches abroad offering increasing job opportunities. Businesses need employees who can communicate effortlessly with international partners and clients. People who cannot speak English are at a real disadvantage.

Nonetheless, anxiety is one of the affective factors which plays an important role in students learning to speak a foreign language. Previous research has shown that affective factors correlate with language learning. Affect dominates human emotions and behaviors. In Minghe and Yuan (2013), affect refers to emotional feelings such as anxiety, fear, stress, and motivation. They say that in foreign language teaching and learning, affective factors mainly relate to language learning and teaching in two aspects. First level is the individual level of the learner, affect includes the learner's motivation, anxiety, and self-esteem. Second level refers to relational factors between learner and teacher. The examples of this are teaching methods, teaching environment, and their interaction. In their study, they also point out that the biggest affective factor that influences the learning process is anxiety which generally comes with uneasiness, frustration, self-doubt, or worries. Moreover, all of these reduce learners' desire for participation, causing declined motivation and poor performance (Gao & Zhang, 2010).

Based on the above reasons, English speaking competence is really essential for Chinese students especially when they study abroad. Anxiety seems to be a great challenge that can influence students in speaking English.

Though a lot of researchers contribute a number of investigations in the field of anxiety and language learning, the studies on the Chinese students studying in international programs in universities in Thailand still allow more rooms to be explored. This motivates me to conduct a study to find out the causes of anxiety that Chinese students experience while they are speaking English, and what their coping strategies are toward the negative influence of anxiety. This study focuses on anxiety and the English speaking of Chinese students who study in a private university in Thailand to provide insights into their anxiety so that the students, future students to Thailand as well as interested educators globally can benefit from this study.

In conclusion, as Chinese students do not have sufficient opportunities or curriculum in English speaking in China, anxiety constitutes one of the most serious problems for language learners in English speaking. Not only are they related to human emotions and behaviors but also interfere with the input, process and output of language learning. For instance, anxiety leads to low motivation which discourages students from speaking English. It also can impede them from participating in communication.

In the light of these problems, I, as a researcher, decided to focus on anxiety and tries to figure out some strategies for Chinese students to enhance their English speaking proficiency by reducing the negative influence of anxiety.

1.4 OBJECTIVES OF THE STUDY

This research mainly aims to

- 1.4.1 identify the causes of Chinese students' anxiety in speaking English
- 1.4.2 explore the reactions that Chinese students have while experiencing anxiety
- 1.4.3 find out the coping strategies they manage to reduce the negative influence of anxiety

In other words, this study focuses on why Chinese students feel anxious while speaking English, and what they do when they feel anxious in speaking it. Additionally, the researcher hopes to find out strategies that Chinese students use in order to reduce the negative influence of anxiety in language speaking and improve Chinese students' speaking competence.

1.5 RESEARCH QUESTIONS

There are 3 research questions in this study:

- 1.5.1 What are the causes of anxiety that Chinese students experience while speaking English?
- 1.5.2 What are the reactions caused by anxiety that Chinese students have when they have to speak English?
- 1.5.3 What coping strategies do they use to reduce the negative influence of anxiety?

1.6 SCOPE OF THE STUDY

This study applies a mixed-method design: quantitative and qualitative methods.

1.6.1 Context of the study

This study is conducted in a private university in Thailand. The total number of the student's population in this university is more than twenty thousand. Among thousands of international students here, about 20 percent of them are Chinese students.

Based on the enrollment in 2020, the number of Chinese students in these international programs was 136. In 2021, the enrollment was up to 195.

1.6.2 Participants

At the beginning, 94 questionnaires were completed by Chinese sophomores and juniors who are studying in international programs at a private university called U University (pseudonym) in Thailand. These numbers are purposefully chosen. All of them have been studying in Thailand for more than six months. They all are undergraduate students and study in international programs which are taught in English. Among 94 students, 5 volunteers are the participants of the semi-structured interviews who are purposely selected from the different time lengths of studying in Thailand.

1.6.3 Data collection

Owing to the pandemic (COVID-19), the data were collected by using questionnaires and semi-structured interviews online.

Both the questionnaire and the semi-structured interviews focus on general anxiety manifestations that Chinese students have when they have to speak English and the strategies they apply to deal with the negative influence caused by anxiety.

1.6.4 Data analysis

The questionnaires are analyzed quantitatively demonstrating the frequencies, means, and percentages. The semi-structured interviews are analyzed qualitatively using content analysis adopted from Mayring (2014) and Hsieh and Shannon (2005).

1.7 DEFINITION OF TERMS

This section gives the definition of terms applied in this study:

1.7.1 Anxiety

In this study, anxiety is an unpleasant, subjective, and individual feeling that consists of nervousness, fear, worry and tension. The participants in this study are worried, anxious about having to speak English both in class and outside it.

1.7.2 Reaction

In this study, reaction refers to students' spontaneous behaviors and feelings while experiencing anxiety in speaking English. It provides a better understanding of how patterns of speaking anxiety might occur differently for different learners.

1.7.3 Coping strategies

In this study, students' coping strategies toward anxiety are facilitating strategies which are used by them to lessen speaking anxiety or reduce the negative influence of anxiety in speaking English. Simply put, they are what students do to reduce the negative impact of anxiety and achieve better speaking performance.

1.7.4 English speaking

English speaking in this context is an interactive process of constructing meaning, including the generation, reception, and processing of information. It is usually spontaneous, open-ended, and evolving, but it is not entirely unpredictable. The next Chapter contains the study literature review.

CHAPTER 2

LITERATURE REVIEW

This Chapter contains the previous studies which are relevant to English speaking, affect, anxiety and studies among the Chinese students overseas. In the following literature review, the relationship between English speaking, anxiety and study abroad are explained as follows:

2.1 THEORIES ON ANXIETY

Affect, as defined by Lewis (2013), is a temporary, consistent, delimited, multiphasic response pattern. Arnold (2009) links affect with the field of emotions, feeling, attitudes, moods, interest, and beliefs. He believes that affect can greatly change one's behavior. According to Minghe and Yuan (2013), affect relates with emotion and feeling. Affective factors can be divided into two aspects: one is individual factors of learners such as motivation, self-esteem, anxiety, etc.; the other is relational factors between learners and teachers such as teaching method, learning environment, etc. which share the same points with the affect-as-information hypothesis (Clore, Gasper, & Garvin, 2001). Briefly, affect refers to a positive or negative subjective reaction that a person experiences at a given time. These reactions can be pleasant or unpleasant. Tomkins (1984) divides affect into two categories according to its nature. The first one is a positive affect which includes interest or excitement, enjoyment or joy and surprise or startle. The second one is a negative affect which consists of distress or anguish, fear or terror, shame or humiliation, contempt, disgust and anger or rage.

In sum, affect has to do with human behavior in language learning. Affective feelings depend largely on evaluative values. If a person experiences a positive affect, his motivation and persistence in doing an activity will be high. In contrast, the negative affect will lessen his willingness and engagement in the activity. So, when focusing on

a task, the similar feeling which occurs as feedback could impact one's ability to complete the task (Clore et al., 2001).

Anxiety is one major section of affective factors. Spielberger (2010) states, generally speaking, anxiety is the human subjective feeling of nervousness, apprehension, fear, worry and tension which relates to the nervous system of the human body. He (2013) makes a conclusion that anxiety is a special character of unpleasantness which distinguishes it from other unpleasant affective states such as anger, grief and sorrow. It is mainly covered by the word nervousness. Its specific symptoms include increasing blood pressure, tachycardia, breathing disturbances, sweating, tremors, dizziness, and many other physical and behavioral manifestations. Levitt (2015) refers to anxiety as a vague fear, the cause of which was unknown to the person involved. Eysenck (1979) believes that the nature of anxiety is worry and emotionality. In his view, worry refers to a person's concern about his own performance or the evaluation of others. Emotionality refers to the negative emotions that are generated due to the role of physiological functions. He (2013) defines anxiety as a state of anxiety or tension caused by worrying about misfortune, danger or that may occur in the future. These episodes are triggered off by events that at that time lay in the future.

Anxiety has been classified psychologically into three aspects: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety. According to Spielberger (1966), trait anxiety is a consistent personality trait as opposed to state anxiety, which is transient and changes over time depending on how confronting the perceived danger is. Spielberger (1972) interprets state anxiety as an emotional response or pattern of responses that arises in a person when they perceive a situation as dangerous or threatening to the individual, regardless of whether objective danger exists. Situation-specific anxiety is apprehension experienced at a specified time in reaction to a certain situation (Spielberger,1983). When a person has a persistent tendency to be anxious, this is known as the trait perspective (Scovel, 1978). It is a general personality attribute that remains constant in several circumstances. Anxiety that can shift over time and vary in rigor can also be described as state anxiety (Young, 1999). A unique form of anxiety that always occurs over time in a given situation is situation-specific anxiety

(MacIntyre & Gardner, 1991). Briefly speaking, trait anxiety refers to a generally stable personality to be tense in a wide range of situations; state anxiety refers to a response to a specific situation; situation-specific anxiety refers to the persistence and multifaceted nature of certain anxieties (Zheng, 2008).

As for foreign language anxiety, Horwitz, Horwitz, and Cope (1986) emphasize the significance of treating foreign language anxiety as a specific form of anxiety. They define foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" which frequently appears in listening and speaking activities, overstudying, testing circumstances, and so on. Gardner and MacIntyre (1993) see foreign language anxiety as the fear that occurs when a learner uses the language. MacIntyre (1999) regards it as the worry and negative emotional response caused by learning or using a second language.

Speaking anxiety, being part of foreign language anxiety, Schlenker and Leary (1982) describe it as the fear of receiving negative evaluations from audiences. Kasbi and Elahi Shirvan (2017) regard speaking anxiety as a significant emotional reaction to learning a second language. In brief, speaking anxiety is the threat of using a language orally.

According to the above studies, speaking anxiety in this research can be summed up as the fear and the worry of getting negative evaluations or emotional responses when language learners are speaking a foreign language.

2.2 ANXIETY AND LANGUAGE LEARNING

In recent decades individual differences in language learning outcomes such as language anxiety, motivation, willingness, self-esteem, and learning strategies, have been a popular topic for language research. All these affective variables can interact with the learning process of language learners. Some studies have attempted to examine

the influence of affective factors on language learning, claiming the different effects of affective factors on language learning.

As one of the major sections of affective factors, anxiety plays an important role in language learning. In the field of anxiety and language learning. Several studies confirm that more than half of foreign language learners experience some kind of language anxiety in their language classroom (Öztürk & Gürbüz, 2014; Tanveer, 2007). Some researchers hold a view that there might be some confounding interaction between learners' language skills and anxiety (Sparks & Ganschow, 1991; Sparks & Ganschow, 1993, 1995). Alpert and Haber (1960) divide language anxiety into two types: facilitating anxiety which improves learners' language proficiency; debilitating anxiety which impairs learners' language proficiency.

In conclusion, a large number of students experience anxiety in the language classroom. This anxiety can positively or negatively affect their learning.

2.2.1 Facilitating anxiety in language learning

Anxiety can go up and down depending on the language context. When it is at an appropriate level, they can stimulate better language output as they play a key role in developing language skills. Matsuda and Gobel (2004) point out that anxiety can facilitate learners' speaking proficiency. According to Sanaei, Zafarghandi, and Sabet (2015), language proficiency and anxiety levels have a relative relationship and the low level of anxiety could be correlated positively with speech proficiency. Wimolmas (2013) agrees that anxiety is good in language learning in the case where it is at a low level. Wang (2009) concludes that facilitating anxiety, which is the right, optimal degree of anxiety, can inspire students to work more and practice more to achieve better competence. This facilitating anxiety can lead to excellent accomplishment, whereas extreme anxiety hinders students from achieving well.

2.2.2 Debilitating anxiety in language learning

A lot of research shows that anxiety has a negative relationship between learner's speaking performance (Woodrow, 2006). The consequences may be direct, such as decreased class engagement, or indirect, such as fear, frustration, and stress.

According to the research, anxiety brings avoidance behaviors in the classroom (Horwitz et al., 1986; Liu & Jackson, 2008; MacIntyre & Gardner, 1991). Anxious students have the tendency to avoid attending courses, giving voluntary answers and participating in speech activities. Eysenck (1979) found that anxious learners focus more often on the task-irrelevant process than the non-anxious learners in language learning. These task-irrelevant processing activities take away some of the available effort and working memory capacity. That is to say, anxious learners are usually more easily distracted and focus on the irrelevant things which can hinder their working memory capacity in the language learning process. Similar to Sellers (2000)'s study that highly anxious readers are more distracted by unrelated thoughts such as how their friends behave or how bad they are. In contrast, their counterparts who are less anxious focus more on the task at hand.

The causes of anxiety can be a strict classroom environment, cultural background, fear of negative evaluation, perfectionist tendency, personality traits (Alnuzaili & Uddin, 2020; Subaşı, 2010). Young (1991) identifies that learner's personalities, learner beliefs, instructor beliefs, interactions between instructor and learner, classroom procedures and so on are the causes of anxiety. Learner's personalities relate to motivation, self-esteem and willingness to complete the task. Mostly, people with low self-esteem or self-confidence care more about what others believe and this is what causes anxiety and low language performance which correspond with Horwitz (2001)'s finding that anxiety causes poor language performance.

2.2.3 Anxiety and other factors in language learning

A lot of studies reveal that anxiety rather than plays a role in language learning independently is related to language learners' other personal characteristics such as willingness to communicate, motivation, self-confidence (Chao, 2003; Fachtmann et al., 2001; MacIntyre & Charos, 1996).

In motivation and language learning, Zheng (2008) draws a conclusion from others' studies that high proficiency language learners are less anxious and have good balance between emotion and language learning. Wimolmas (2013) focuses on the role of motivation in language learning and finds that motivation is beneficial for language acquisition and it can increase or decrease depending on the language context. Some researchers define motivation as the combination of attitudes, willingness, and desires to learn more about a language as motivation is a reason for doing something (Mehrpour & Motlagh, 2015). It means students who have high motivation are more desired to learn a foreign language or use it to serve their purposes.

In the field of willingness to communicate and language learning, McCroskey and Baer define the willingness to communicate as a stable predisposition toward communication when free to choose to do so (1985 as cited in MacIntyre & Charos, 1996). Liu and Jackson (2008) find that there is a vital relationship between anxiety and EFL learners' willingness to communicate. In brief, students with a high willingness to communicate are more ready to communicate and less anxious.

As for self-confidence and language learning, Young (1990) suggests that students with low self-confidence tend to be more anxious than those with high self-confidence. Similarly, Oxford (1999) discovers that language learners with high self-confidence may cope better with their anxiety than learners with low self-confidence, resulting in good performance. Asadifard and Biria (2013) carry out a study about the relationship between self-confidence and language learning. The finding of the study reveals that the students with learning strategies and good self-confidence knew their potential better. Young (1991) concludes Krashen's study that self-confidence plays an

important role in an individual's language performance. The more an individual thinks about self-confidence, the more impressed he is with its influence. In other words, learners with poor self-confidence are preoccupied with what their friends think because they are more concerned about others' evaluation. As a result, they experience more anxiety. In 1991, Price conducted a study with highly anxious students. She discovers that the majority of students consider their language abilities are worse than those of their friends. They are concerned that if they do not do well, people will look down on them. Minghe and Yuan (2013) say that high self-confidence encourages students to practice more, which leads to better language proficiency.

In all, language anxiety correlates to other affective factors such as language learners' motivation, willingness to communicate, and self-confidence. Generally speaking, students with higher levels of motivation, willingness to communicate and self-confidence have less anxiety in speaking the target language.

2.3 ANXIETY ON ENGLISH SPEAKING

2.3.1 Previous studies

Speaking is the most essential part of a language for creating or exchanging information. Chaney and Burk (1998) define speaking as the process of creating or exchanging information by using verbal and non-verbal symbols in different situations. Speaking competence consists of two important elements. The first one is fluency. It is the ability to speak or write a language easily, well, and quickly. It refers to the ability to speak or answer in a clear way by connecting the words and phrases coherently and using the sounds and the intonation appropriately (Hedge, 2001; Hughes & Reed, 2016). The second one is accuracy. Bailey (2003) reviews that a proficient English speaker is both fluent and accurate. This means a fluent speaker can select the accurate words and expressions with grammatical correctness to convey the intended meaning.

There are many factors that influence students' speaking skills. Leong and Ahmadi (2017) point out that the first problem is students themselves. They are too worried about making mistakes and are fearful of being evaluated by others. The second one is the lack of opportunities to practice.

Previous studies explain how important speaking skills are and anxiety can be an obstacle in communication. In Horwitz (2001)'s study, learners with anxiety are less willing to participate in learning activities than those without anxiety. A person may be unwilling to talk for a variety of reasons, such as anxiety, a lack of confidence, or communicative competence. Especially, communicating in a foreign language, language ability is also a big problem. Being willing to use the target language to communicate is one essential part of speaking a language fluently, which often is the ultimate goal for language learners. In Liu and Jackson (2008)'s study, they reveal that in the field of second language learning, there is a great concern for language learners who are studying the language but are reluctant to use it. Richards and Renandya (2002) find that fear of "losing face" and sensitivity of making mistakes can be the explanation for their speaking hesitation. Language learners think making mistakes in the classroom means their language deficiencies. When language learners speak a foreign language in public, especially with native speakers, their anxiety, uneasiness, self-doubt, and fear will intensify. Sometimes extreme anxious feelings make the speaker tongue-tied or lose words and lead to frustration. However, high motivation and positive attitudes with low levels of anxiety encourage students to participate more actively in the classroom, resulting in better progress in English speaking, leading learners to enhance their language proficiency by consistent language practice and uses (Minghe & Yuan, 2013; Shih, 2020).

2.3.2 Previous studies on different Chinese students' background

In China, Tiangco (2005) notes that English teaching frequently promotes memorization of material such as grammar, vocabulary without providing sufficient opportunities for students to use or apply them into actual communication. In mainland China, because of the large class size and time constraints, most students do not have

sufficient opportunities to practice their speaking skills during the class time. Outside the classroom, the majority of them have no desire to express themselves in a class because they are studying in the class where the peers share the same mother tongue. They prefer communicating in their mother tongue and avoid using English because it is much easier for them.

According to Liu and Jackson (2008) research, students who worry about getting a negative evaluation have a tendency to be more anxious when speaking. Their data analysis reveal that the majority of the students are willing to participate in interpersonal activities. However, many of them are hesitant to take the risk of using or speaking English in class. As a result of anxiety, students frequently make the decision to remain silent and refuse to participate in speech communication in class.

Additionally, Woodrow (2006) discovers that Chinese English learners experience higher levels of anxiety than English learners from other ethnic groups due to their Confucian culture, which lead to poor English language performance, low self-confidence, and low motivation. Wang (2009) states that many Taiwanese university students report feeling apprehensive or terrified of learning the English language in his teaching experiences.

The above research findings reveal that this anxiety has a variety of negative influences on Chinese students, including poor English language proficiency and decreased self-confidence and motivation (Cheng, 1997; MacIntyre, 1999; Woodrow, 2006).

2.4 ANXIETY AND STUDYING ABROAD

The following subsections on anxiety and study abroad are presented as follows.

2.4.1 Previous studies

Studying abroad has been linked to a lot of benefits in foreign language learning and provides an authentic experience for language acquisition purposes (Morreale, 2011). Many researchers have reported various aspects of positive correlation between language learning and studying abroad, especially on the issues of anxiety.

Previous studies have indicated that an extended period of studying abroad could improve oral proficiency. Saito and Iida (2015) wrap up that foreign language anxiety will reduce as students have more opportunities to use the target language to communicate. Their self-confidence would increase when they have abroad experience. Freed (1995) points out that learners who spend a period of studying in France do better in oral fluency than those who do not participate in the study abroad experience significantly.

Studying abroad experiences can enhance self-efficacy beliefs and reduce language anxiety. Students with higher levels of self-efficacy show greater persistence in the face of difficulty, greater effort, and better use of learning strategies. Students with lower anxiety are more willing to take part in activities in the target language, leading to higher language proficiency (Allen & Herron, 2003; Cubillos & Ilvento, 2012; Klassen & Marx, 2019; Thompson & Lee, 2014). They, however, caution that there is an exception depending upon the student's context. The students who live abroad but do not communicate outside their language community, are unlikely to develop self-confidence and language proficiency.

Although a large number of studies confirm that the students who study abroad could improve oral skills and enhance learning strategies especially in terms of comprehensibility, fluency, and quality of communication, there are a lot of students who experience anxiety and difficulties. Some studies have explored the relationship between psychological stress and foreign language acquisition. Allen and Herron

(2003) find that facing an unfamiliar situation, frustration and embarrassment can further reduce students' attempts to use the target language.

Hunley (2010) and Ryan and Twibell (2000) reveal that the students suffer emotional difficulties, such as anxiety, depression, and loneliness while they are abroad. These emotional difficulties adversely affect students' level of activity and their learning function. Thompson and Lee (2014) find that immersion in another culture does not ensure understanding, whether it is linguistic or cultural, students who live outside for the first time often lack the confidence needed in interacting with international counterparts. In their study, students are reluctant to conduct the interview because of their embarrassment and their basic level of foreign language. They can experience a fear of not speaking a perfectly accurate language and develop a sense of inferiority.

Overall, the study abroad experience provides students with more opportunities to practice speaking English and reduces their language anxiety improving their self-confidence. However, study abroad varies from person to person and many studies have shown that students encounter many emotional barriers while studying abroad, such as anxiety, stress and homesickness, which impair their motivation and ability to learn the language.

2.4.2 Previous studies on Chinese students' context

Cheng (1997) finds that many participants in his study stated that they were easily frightened by native English speakers or peers who have good English speaking skills, which added to their anxiety. Wang (2009) concludes that the majority of Taiwanese university students don't have higher English speaking and listening proficiency due to their lack of opportunities to practice English speaking inside and outside the classroom. When they enter university abroad and enroll in an international program where the curriculum is taught in English, they experience anxiety because they are not accustomed to this style of learning and lack confidence in their speaking and listening abilities. In his study, many participants said it was more anxious and

challenging to learn English in a classroom with a native speaker teacher and international classmates, and to communicate with the locals.

In Wang's study (2015), many participants expressed their worry about their English-speaking ability because poor fluency or inappropriate expressions could lead to misunderstanding by teachers and a negative evaluation of their English skills by others. Only one of the participants said she did not feel anxious in English speaking because her time spent studying abroad in the US had given her enough confidence in her language skills.

Students who experience this kind of English language anxiety often perform worse and are less likely to engage in spoken English conversation. Therefore, this negative influence of anxiety may very well be essential to the accomplishment of major international programs. Moreover, Lu (1990) finds that Chinese students who study at British universities experience homesickness and stress.

In summary, studying abroad can reduce Chinese students' language anxiety and increase self-efficacy to improve language proficiency in a certain level. However, staying in a foreign environment could also bring negative affective feelings which influence Chinese students' learning function and language speaking to a certain degree.

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2.5 CONCLUSION

This brief review of the literature can adopt a historical perspective. Different studies show different correlations between anxiety and language learning proficiency. As numerous studies have identified anxiety as a factor that lowers language learning success, many researchers share the similar views that study abroad could increase language proficiency and reduce the negative influence of language anxiety in language learning (Allen & Herron, 2003; Archangeli, 1999; Cubillos & Ilvento, 2012; Freed, 1998; Martinsen, 2010; Saito & Iida, 2015). Kondo and YingLing (2004) gather coping strategies on reducing anxiety from students, including: preparation, such as studying hard, taking good notes in class; relaxation, such as taking deep breaths to relax; positive

thinking, such as imaging oneself performing well; peer seeking, such as finding conversational companions. Some strategies for dealing with anxiety are presented by Iizuka (2010). When speaking in class without adequate preparation, students mention participating in class with a positive attitude, actively resolving issues, and so on. When speaking with someone who speaks better English, students mention that they will try to communicate with a good attitude or learn from higher-proficiency speakers.

However, as more and more Chinese students are planning to come to Thailand for further study, this study particularly focuses on three elements: English speaking anxiety, Chinese students' reactions and strategies in a Thai university context.



CHAPTER 3

METHODOLOGY

This Chapter provides methodology employed to conduct this study. Then the research design, research questions, and data collection procedures, including the instruments and the pilot questionnaire are explained. Finally, the data analysis, both quantitative and qualitative, together with the limitations of this study are discussed.

3.1 RESEARCH DESIGN

The design of this study is twofold: firstly, a questionnaire is used as the quantitative method design of this research. In order to find out the Chinese students' nature of anxiety when they speak English with non-Chinese counterparts, a set of questionnaires of anxiety items is used as the instrument of a quantitative method. Questionnaires are considered as one of the good ways of gathering data on attitudes from a large group of participants. The reason behind this is that it permits researchers to collect information that participants can report about themselves (Mackey & Gass, 2015). To analyze quantitative data, descriptive statistics methods like frequencies, percentage, and mean are used.

Secondly, five semi-interviews are data of qualitative method design of this study. A qualitative method is followed to give a more subjective justification on the results of the quantitative method. Cohen, Manion, and Morrison (2007) say that a qualitative study design is used because the researchers are concerned with the perspectives and experiences of the teachers. Semi- structured interviews are employed to get more details and explore understanding more in depth.

3.2 SCOPE OF THE STUDY

In this part, context of the study, research participants, research questions, instruments, pilot questionnaire, and the method of data analysis are explained as follows:

3.2.1 Context of the study

This study was conducted at an international private university or U University (pseudonym) in Thailand. It has been accredited by the Thai Governments' Commission on Higher Education, Ministry of Education. There are 85 courses for undergraduates. For the graduate level, there are 36 courses in master's degrees and 11 courses in doctoral degrees covering different majors such as education, engineering, and medicine. Among these courses, more than 17 of them are international programs which use English as a medium of instruction.

In international programs, students and teachers mainly come from Africa, America, Bhutan, Cambodia, China, Japan, Myanmar, Russia, Thailand, UK and so on. Among these, there are more than 1000 international students and about 20 percent of them are Chinese students. Based on the enrollment in 2020, the number of Chinese students in these international programs is 136. In 2021, the enrollment has gone up to 195. As a result of this, Chinese students who study in these international programs can have a lot of opportunities to experience their English-speaking skills.

3.2.2 Research participants

The number of participants was calculated by using Taro Yamane formula with 95% confidence level (Adam, 2020). According to the enrollment of U University, in 2020, the enrollment of Chinese students in undergraduate programs was 44. In 2021, the enrollment had increased to 73. Based on the Taro Yamane formula, the minimum number of the sample size should be 90.5. In order to ensure the reliability of the study, the researcher increased the questionnaire sample size to 94.

In this study, 94 participants are Chinese sophomores and juniors who learned English as a foreign language. They have been studying in a private university in Thailand for more than six months. All of them are undergraduate students, majoring in international business, communication arts, and the hospitality industry which are taught in English. Among 94 questionnaire participants, 5 volunteers agreed to do the semi-structured interviews. These 5 interviewees have different time lengths of studying in Thailand (e.g. some have studied in Thailand for a year, two, three, or even more).

The two reasons for choosing the Chinese students in a private university in Thailand are as follows.

Firstly, Chinese students who study in international programs have a certain level of English proficiency. Though most of the participants in this study have not had any special training in English before, they all had learned English as a foreign language from a young age and took international English tests such as IELTS, CEFR before applying for international courses. So, all of them have a certain level of English language ability. The participants in this study all have an IELTS score of no less than 5.0 or had an CEFR score of no less than B2.

Secondly, Chinese students who have studied in Thailand for more than six months have had certain experiences interacting with non-Chinese and have developed several strategies to deal with the obstacles when they have to speak English. As their classmates and teachers are from all over the world, English is the only common language for them to communicate.

In this case, the participants are in rich English language environments. After six months living abroad, the students have sufficient and inevitable time to speak English and develop some strategies to deal with the negative influence of anxiety.

3.2.3 Research questions

In this research, there are three questions:

3.2.3.1 What are the causes of anxiety that Chinese students experience while speaking English?

The research questions (RQ) are consistent with the objectives and RQ stated earlier in Chapter1. The focus of this question is the causes of anxiety when they speak English in different situations such as in the classroom.

3.2.3.2 What are the reactions caused by anxiety that Chinese students have when they have to speak English?

In this study context, the data are collected when Chinese students interact with non-Chinese counterparts in English to see their actions, for example, their facial expressions and gestures. From previous studies (Kondo & YingLing, 2004; Richards & Renandya, 2002), in verbal reactions, learners may be reluctant to speak. This is because they run out of words, repeat themselves, use colloquial short phrases such as "yeah, no, well, um" frequently and try to finish the conversation as soon as possible. In non-verbal reactions, learners feel anxious, nervous, even fearful. These are the same as the researcher's situation.

3.2.3.3 What strategies do they use to reduce the negative influence of anxiety?

In terms of strategies, the questionnaire contains items about when Chinese students are anxious or nervous in speaking English with others, what they do to manage or reduce anxiety.

3.2.4 Instruments

This research applies a mix-method methodology. A questionnaire and semi-structured interview are used to collect data for the study.

3.2.4.1 Questionnaire

In this study, the questionnaires are adapted from the previous studies based on the research questions and research participants (Matsuda & Gobel, 2004; Onwuegbuzie, Bailey, & Daley, 2000; Saito & Iida, 2015; Sheen, 2008; Tallon, 2009). In consideration that the participants are all Chinese Students, the questionnaires are sent out in the bilingual version to increase validity as well as to minimize misunderstanding of the subjects. The questionnaire format consists of three parts.

Part 1: Demographic information of the participants: gender, age, major, and the length of learning English.

This part is multiple choice questions about demographic information. Participants can select the option that best suits their situation.

Part 2: Participants' attitudes and feelings toward speaking English.

This part is to investigate the causes of anxiety which brings communication apprehension, focusing on lack of self-confidence, fear of negative evaluation and comparison with others. In this part, the questionnaire used five scale Likert scales for each item. Participants could specify their level of agreement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The choices have numerical values from 1-5, which show the participants' degree of preference for or tendency toward the items of the questionnaire.

Part 3: Participants' reactions and coping strategies while experiencing anxiety

This part is to investigate participants' reactions while they are experiencing anxiety in speaking English. In addition, the strategies which the participants use to manage anxiety are also collected in this part.

3.2.4.2 Semi-structured interviews

In order to get more detailed information about participants' opinions and reactions, semi-structured individual interviews are designed. There are 5 volunteers to answer these interview questions.

3.2.4.3 Pilot questionnaire

Before running the main study, a pilot questionnaire was carried out in order to ensure its validity and reliability. According to Lackey and Wingate (1997),

about 10% of the total participant size with the ultimate choice is determined by the size and variability of the population as well as financial and time restraints. In order to ensure the validity and reliability of the questionnaire, here, 42 Chinese English learners did this pilot questionnaire.

Running a pilot questionnaire has many benefits. It helps the researcher to estimate the questionnaire taking time, clarity and validity. After that the questionnaire items are adjusted.

Before the pilot questionnaire, the questionnaire and semi-structured interview questions were evaluated by three professional experts with doctoral degrees in language teaching, using Item Objective Congruence (IOC) form. The results turned out that the validity of the questionnaire was 0.83. The validity of the semi-structured interview was 0.97.

Next the result of the pilot questionnaire, analyzed by SPSS, revealed that the reliability of the questionnaire was 0.92.

Reliability Statistics

Cronbach's Alpha	BA	Number of Items
.92 ***FVAN	Rai	42

Figure 3.1 Reliability of Questionnaire

3.2.5 Data collection

The English-Chinese version questionnaire with the consent form is sent and collected online.

After that, the one-to-one semi-structured interview is conducted, using openended questions asking the participants about their self-experience of speaking English to get the potential affective obstacles that they face. The interview is conducted in Chinese, the mother tongue of participants, in order to allow the participants to express themselves accurately.

Additionally, the summary of the interviews is sent back to the interviewees to ensure the validity of data. Moreover, the content of the interviews is translated into English and also validated again by an English-Chinese teacher with a master degree.

3.2.6 Data analysis

The data are analyzed by quantitative and qualitative methods. Generally, descriptive statistics of questionnaires are used to demonstrate frequencies, means, percentages, and the range of scores which are counted by Microsoft Excel. The relevance between each other is analyzed by using IBM SPSS.

In order to identify the patterns, the data of the interviews are analyzed by the following steps, using content analysis adopted from Mayring (2014) and Hsieh and Shannon (2005).

- 3.2.6.1 Write down the answers of semi-structured interviews in paper
- 3.2.6.2 Transfers the answers into digital form by adding comments and grouping it into Microsoft Word
- 3.2.6.3 Make comparisons between the responses of participants: compare similar excerpts of different participants and compare different participants' experiences in similar excerpts
- 3.2.6.4 Look for sets of excerpts that represent the same central idea or concept, and group them together or code them into categories
- 3.2.6.5 Link the central categories with selective coding and pulled the findings

3.3 RESEARCH FRAMEWORK

The research framework is presented as follows:

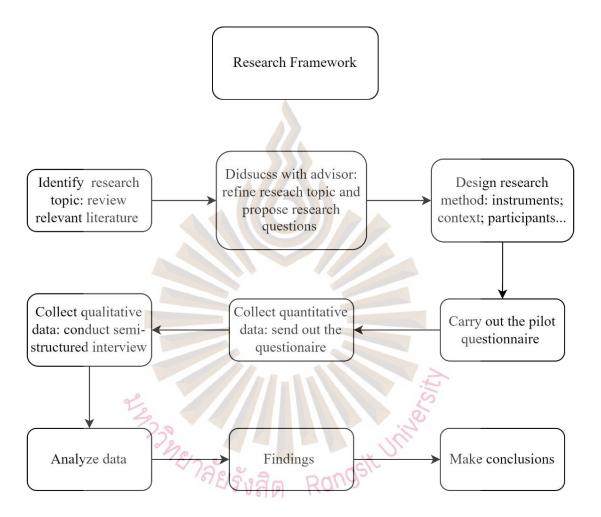


Figure 3.2 Research Framework

Before conducting the questionnaire, a consent form is on the first page of the questionnaire. If the students agree to take part in this research, they can click "Yes" to continue answering the questionnaire. If they do not agree with the consent form, just click "No" and the questionnaire will be closed.

At the end of the questionnaire, there is a question of whether the students are willing to do the semi-structured interviews. If they volunteer to be the interviewees, they can write down their email or telephone number. Then the researcher can contact them.

When conducting the semi-structured interview, there are only the researcher and the interviewee. During the interviews, the responses from the interviewees are written down on paper. Additionally, the sounds are recorded to recheck the interview answers.

3.4 ETHICS

This study has been approved by the Human Research Ethics Committee of Rangsit University on March 26, 2022. All of the participants are clearly informed of the research objectives, research context and research rationale. They can discontinue participation at any time. Their privacy such as identity and the information that they give will be kept strictly confidential in a lock file.

3.5 LIMITATIONS

This study contains three limitations.

Ranasit V The participants who responded to SSI are volunteers who come from different backgrounds. The data and the findings of the study may not be widely generalized.

Second, the context is unique. If the further researchers want to apply the findings from this study, some of them may not be available. Therefore, the result can only be the reference for study in similar context and participants.

Third, because of the pandemic (COVID-19), there are only online questionnaires and interviews, and no observation method. It cannot capture participants' reactions in their natural state or some unspeakable information.

CHAPTER 4

RESEARCH RESULTS

This Chapter presents the research findings based on the analysis of the data. All data are thoroughly analyzed in an attempt to answer the following research questions:

- 1) What are the causes of anxiety that Chinese students experience while speaking English?
- 2) What are the reactions caused by anxiety that Chinese students have when they have to speak English?
 - 3) What strategies do they use to reduce the negative influence of anxiety?

The data collected in this study come from two sources: an online questionnaire and semi-structured interviews. The online questionnaire is quantitatively analyzed by using IBM SPSS, while the semi-structured interviews are qualitatively analyzed by using content analysis adopted from Mayring (2014) and Hsieh and Shannon (2005).

This Chapter is organized into 4 sections: Section 4.1 describes the demographic characteristics of the participants of the study consisting of 94 sampled students who respond to the online questionnaires and 5 students selected to participate in semi-structured interviews. This is to provide the background information of the participants of this study. Section 4.2 deals with the causes of anxiety in Chinese students. Section 4.3 explains the reactions of the Chinese students influenced by anxiety while Section 4.4 focuses on strategies the Chinese students used in coping with anxiety. In each of these sections, descriptive statistical analysis, correlation analysis, and multiple linear regression analysis are presented, followed by a discussion of the findings.

4.1 DEMOGRAPHIC INFORMATION

The data of the questionnaire come from an online questionnaire that contained 94 samples. The data of semi-structured interviews come from five online interviews. Five interviewees (5% out of 94) from the questionnaire participants are chosen randomly to do the online semi-structured interviews. In this part, the general demographic information of 94 questionnaire participants and 5 participants of semi-structured interview are summarized as follows.

To provide detailed information about the participants, the general demographic information concerning the participants' gender, age, major fields of study, years of learning English, years of studying in Thailand, and the frequency of using English in daily life of the participants who answered the questionnaires and the five interviewees are provided in Table 4.1 and Table 4.2.

Table 4.1 Demographic information of 94 participants (Question = Q, Number = N)

Demographi	c information	Number (N = 94)	Percent
Q1. Gender	Male	23	24.5
	Female	71 Kill	75.5
Q2. Age	Less than 21 years old	215/1	22.3
	21 years old	25	26.6
	22 years old	17	18.1
	23 years old	10	10.6
	24 years old	6	6.4
Q1. Gender	25 years old	9	9.6
	More than 25 years old	6	6.4
Q3. Major	International Business	9	9.6
	Communication Arts	9	9.6
	Hospitality Industry	4	4.3

Table 4.1 Demographic information of 94 participants (Question = Q, Number = N) (cont.)

Demographic information		Number (N = 94)	Percent
Design		37	39.4
	Other	35	37.2
Q4. How	Less than 3 years	12	12.8
long have	3 to 6 years	18	19.1
you learnt	7 to 9 years	18	19.1
English?	More than 9 years	46	48.9
Q5. How	Less than 6 months	0	0
long have	6 months to 1 year	33	35.1
you studied	1 to 2 years	39	41.5
in	2 to 3 years	11	11.7
Thailand?	More than 3 years	11	11.7
Q6. How	Rarely	18	19.1
often do	Occasionally	24	25.5
you use	Sometimes	30	31.9
English in	Usually	11 11 1/11	11.7
daily life now in	Frequently PEINTS	Rangsic	11.7
Thailand?			

Table 4.2 Basic information for 5 interviewees

Interviewee	Gender	Major	Years of	Years of studying
			studying English	in Thailand
A	Female	Design	More than 9	6 months-1 year
			years	
В	Female	Communication	More than 9	1 year
		Arts	years	

Table 4.2 Basic information for 5 interviewees (cont.)

Interviewee	Gender	Major	Years of	Years of studying
			studying English	in Thailand
С	Male	Design	More than 9	1-2 years
D	Female	Education	years More than 9	2-3 years
Е	Female	Design	years More than 9 years	3 years

The results are summarized as below.

From Table 4.1, there are more female participants (75.5%) than male participants (24.5%).

From the two Tables, the results show that the majority of the participants in this study are approximately 22 years old (67%).

The largest group of participants, amounting to 39.4%, major in Design. The number of respondents majoring in International Business and Communication Arts are the same, at 9.6% while those studying Hospitality Industry is 4.3%. 37.2% of the respondents, however, do not specify their specializations.

Regarding the duration of learning English before joining the university in Thailand, from Table 4.1, 48.9% of the participants had learned English for more than 9 years. The number of the participants who had learned English for 3 to 6 years and 7 to 9 years were the same at 19.1%. The number of people who had learned English for less than 3 years was the lowest at 12.8%.

Regarding the duration of studying in Thailand, 76.1% of the participants had studied in Thailand about 6 months to 2 years. Those studying in Thailand from 6 months to 1 year, from 1-2 years, and over 2 years amount to 35.1%, 41.5%, 23.4% respectively.

In terms of frequency of English use in daily life, while 23.4% of the Chinese students said that they usually or frequently used English, a sizable number of the participants or 38.2% rarely or occasionally used English, and 31.9% sometimes used English daily. This means that even when the Chinese students are in foreign countries most students do not often use English.

As a result of the majority of the participants in this study are about or less than 22 years old (67%), the findings of this study, perhaps can only represent the opinions of young Chinese university students.

4.2 CAUSES OF ANXIETY

To answer RQ 1, "what are the causes of anxiety that Chinese students experience while speaking English?". The findings from both quantitative and qualitative data are presented.

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The analysis of the quantitative data from the online questionnaire provides the global views of the causes of anxiety experienced by the Chinese students studying in a private university in Thailand whereas the qualitative data analysis gives a more indepth understanding of this issue.

From the previous studies, causes of anxiety can be related to several factors; namely, motivation (Mehrpour & Motlagh, 2015; Wimolmas, 2013; Zheng, 2008), self-confidence (Asadifard & Biria, 2013; Price, 1991), willingness to speak (Horiwitz, 2001; Liu & Jackson, 2008; MacIntyre & Charos, 1996) and comparison with others (Price, 1991; Richards & Renandya, 2002). The students who experience anxiety tend

to have a negative attitude or low level of motivation or willingness to communicate. In other words, it can be assumed that low levels of motivation, self-confidence and willingness to communicate can be the causes of anxiety. Despite the negative impact that anxiety has on students' learning, anxiety can have a positive influence on students' learning. Students who can prompt students to acquire strategies that not only help them manage anxiety but also facilitate their learning (Iizuka, 2010; Kondo & YingLing, 2004).

In this section, the researcher attempts to provide findings from the questionnaire and SSI which address the causes of anxiety of the Chinese students studying in a private university in Thailand. Q7 to Q16 attempt to investigate participants' attitudes, motivations and willingness toward speaking English. Q17 to Q31 attempt to find the answer to the causes of anxiety. Q32 to Q42 attempt to investigate participants' reactions while they are experiencing anxiety in speaking English and the strategies they used to cope with the negative influences.

The questionnaire items relate to both positive and negative traits. For positive traits questions (Qs 7-16 and Qs 20-25) scoring 5 means that the respondents have high motivation and willingness to communicate whereas those rating point 1 have negative motivation and unwillingness to communicate. For negative traits (Qs 17-19 and Qs 26-31), scoring 5 associates with high anxiety while scoring 1 relates to low anxiety.

4.2.1 Findings from questionnaire

The findings from the questionnaire include motivation, willingness to speak English, the lack of self-confidence, fear of negative evaluation, and comparison are explained below.

4.2.1.1 Anxiety in speaking English

Table 4.3 (Question = Q; Mean = M; Standard Deviation = SD) illustrates the mean scores of the causes of anxiety in Chinese students in a private

university in Thailand. They show the mean and standard deviation of Chinese students' English-speaking motivation.

Table 4.3 introduces the mean score and standard deviation of the participants toward their motivations when they spoke English.

Table 4.3 Motivation to speak English

Question	Mean	SD
Q7. I love talking in English.	3.39	1.229
Q8. I always take an active part in activities such as group work by	3.18	1.173
using English.		
Q9. I would enjoy myself while speaking English.	3.33	1.121
Q10. I try to speak English as much as possible in my day-to-day	3.34	1.205
life.		

The above mean scores representing level of motivation are 3.39, 3.18, 3,33 and 3.34 respectively. This shows that the Chinese students' level of motivation is moderate. In other word, causes of this group of students' anxiety can be the moderate level of motivation. When taking a look at Q8, which has the lowest mean score (M=3.18, SD=1.173), it can be inferred that students experience the more anxiety when taking part in activities.

4.2.1.2 Willingness to speak English

Another cause of anxiety is said to link with the willingness to communicate. In Horwitz (2001)'s study, learners with less anxiety are more willing to use the target language.

Table 4.4 introduces the answers of the participants toward their willingness when they speak English. It shows the mean standard and deviation of Chinese students' willingness to speak English.

Table 4.4 Willingness to speak English

Question	Mean	SD
Q11. I am willing to speak English with native English speaking	3.64	1.076
friends.		
Q12. I am willing to speak English with non-native English	3.47	1.104
speaking friends.		
Q13. I am willing to speak English with native English speaking	3.57	1.141
teachers.		
Q14. I am willing to speak English with non-native English	3.46	1.094
speaking teachers.		
Q15. I am willing to speak English with native English speaking	3.53	1.180
strangers.		
Q16. I am willing to speak English with non-native English	3.38	1.118
speaking strangers.		

When taking a look at Table 4.4, the mean score of Q14 (M=3.46, SD=1.09) is lower than Q13 (M=3.57, SD=1.14). It can be interpreted that Chinese students are more willing to speak English with native English speakers than to non-native speaker teachers. The mean score of Q16 (M=3.38, SD=1.12) is lower than Q15 (M=3.53, SD=1.18). It can be interpreted that compared with non-native English strangers, Chinese students are more willing to speak English with natives.

From the questionnaire of willingness, the patterns of the mean scores are at a moderate level in the Table which can be interpreted that this group of Chinese students tend to have low level of willingness and high level of anxiety. Additionally, they prefer to speak English with native English speakers whether the talking objects are friends, teachers, or strangers. When they talk with non-native English speakers, they tend to be more unwilling, which causes anxiety.

4.2.1.3 The lack of self-confidence

According to the previous studies in chapter 2 (Minghe & Yuan, 2013; Shih, 2020), anxiety correlates negatively with self-confidence.

Table 4.5 introduces the answers of the participants toward their self-feelings when they spoke English. They show the mean standard and deviation of Chinese students' self-confidence while speaking English.

Table 4.5 The lack of self-confidence

Question	Mean	SD
Q17. I am afraid of expressing myself in English.	2.78	1.228
Q17. Tain arraid of expressing mysen in English.	2.70	1.220
Q18. I never feel quite sure of myself when I am speaking	3.29	1.170
English.		
Q19. I feel bad if I don't express myself well in English.	3.56	1.160
Q20. I feel at ease while speaking English with my native English	h 3.15	1.005
speaking friends.		
Q21. I feel relaxed while speaking English with my non-native English	h 3.20	.979
speaking friends.		
Q22. I feel comfortable while speaking English with native English	h 3.15	1.077
speaking teachers.		
Q23. I find it easy while speaking English with non-native English	h 3.18	1.077
speaking teachers.		
Q24. I feel confident while speaking English with native English	h 3.00	1.126
speaking strangers.		
Q25. I feel easy while speaking English with non-native English	h 3.05	1.120
speaking strangers.		
Q26. I start to panic when I have to speak without preparation i	n 3.66	1.178
English in class.		

From the Table, the overall mean scores are at a moderately low level. It can be interpreted that this group of students did not have a high level of self-confidence. Nor did they have a high level of anxiety while speaking English.

From the Table, Q20 (M=3.15, SD=1.01) as well as Q21(M=3.20, SD=0.98), it can be assumed that most of the students do not feel easy or relaxed when they speak English with their friends, no matter whether their friends are native or non-native. The data in Q22 and Q 23 concerning the participants' feeling when speaking English with native or non-native English teachers are not substantially different, meaning that neither native speakers nor non-native speakers differed. In a similar finding in Q24 and Q25, the number of students who are uncomfortable is less than those who are comfortable. As a result, it can be concluded that anxiety is caused by a moderately low level of self-confidence.

In summary, Chinese students lack self-confidence which causes anxiety when speaking English. Also, they are more anxious or less confident when they talk with native English speakers than with non-native English speakers.

4.2.1.4 Fear of negative evaluation

As a sub-variable lack of self-confidence, anxiety is found to be linked to fear of negative evaluation. The more learners are too worried about negative evaluation, the more anxious they will be.

Table 4.6 summarizes the responses of participants from Q27 to Q29 about fear of negative evaluation.

Table 4.6 Fear of negative evaluation

Question	Mean	SD
Q27. I am afraid that the other students will laugh at me if I make	3.17	1.333
mistakes in speaking English.		
Q28. I am worried that my teachers will be ready to correct every	2.70	1.277
mistake I make.		
Q29. I am worried about the bad evaluation from others.	3.26	1.352

According to Table 4.6, a lot of participants tend to be afraid of being laughed at by others when they make mistakes in speaking English and worry about the negative evaluation from others. They, therefore, tend to have anxiety.

Table 4.6 also shows the mean score representing the level of fear of negative evaluation, all of which are 3.17, 2.70 and 3.26 respectively. It is at a moderate level. This shows that the cause of anxiety can be a moderate level of fear of negative evaluation. Of the three answers, Q28 concerning teachers' correction has the lowest mean scores, meaning that fear of being over correction causes the most anxiety.

4.2.1.5 Comparison with others

Anxiety links to comparison with others which is the sub-variable content of self-confidence (Price, 1991; Richards & Renandya, 2002).

Table 4.7 shows the mean and standard deviation in the descriptive data for participants of Q30 and Q31 about comparison with others.

Table 4.7 Comparison with others

Question	Mean	SD
Q30. I always feel that other students speak better English than I do.	3.40	1.158
Q31. I am afraid of getting left behind.	3.67	1.177

From Table 4.7, the mean scores are representing students' moderately high level of caring about comparisons. From the results of Q30 and Q31, it can be interpreted that the majority of the participants feel that they are not good enough and afraid of getting left behind. They always compare themselves with others. That is why they are likely to be anxious.

In conclusion, the majority of this group of students tend to experience anxiety which is caused by a moderate level of motivation, the lack of self-confidence and a high level of fear of negative evaluation. They have the tendency to compare themselves with others.

4.2.2 Findings from semi-structured interviews (SSI)

This section reports the findings from the SSI, the purposes of which are to compare them with the results from the questionnaire and to identify emerging details which further explain causes of anxiety.

4.2.2.1 Moderate level of motivation and willingness to communicate

Findings from the SSI confirm the results of the questionnaire that all interviewees are moderately motivated. Their motivation and willingness to communicate varied, based on the frequencies of using English and the persons they usually communicated with. The interviewees indicated that they tried to speak English from 3-4 times to seven times a week. They tried to talk to people they met.

The interviewee C, a female student who have studied in Thailand for 1 to 2 years, talked about how often he used English and the persons he talked with:

"I try to speak English every day. I almost speak English with teachers, classmate, cashiers in 711 every day. I speak to native speakers and non-native speakers. Sometimes I understand them. Sometimes I don't." (Interviewee C, personal communication, April 4th, 2022).

Only interviewee E who has studied in Thailand for 3 years said "I only talk with teachers and foreign classmates in English". She spoke Thai to other people, like the shopkeepers and waiters in restaurants.

4.2.2.2 English language proficiency

All interviewees agreed that their problem with English language proficiency was one major cause of anxiety.

Interviewee D, a student with 2-3 years' experience of studying in Thailand, said:

"The most annoying thing is the words. The vocabulary is too small, and it is always difficult to find very suitable words when expressing. Chinese and English have different way of thinking. The grammar is

different, the order of words is different, resulting in incorrect expressions." (Interviewee D, personal communication, April 4th, 2022).

Interviewee A, a student who have studied in Thailand for 6 months to 1 year mentioned how she struggled with English:

"Grammar! There are so many tenses. The words I have learned, but the grammar is wrong, and the meaning of the sentences is wrong. It is annoying." (Interviewee A, personal communication, April 4th, 2022).

Interviewee C, a male student with 1-2 years, experience studying in Thailand, talked about his obstacles in speaking English:

"When in China, I didn't have the language environment or opportunities to practice. Now in Thailand, when I have to speak English, I find it so hard to open my mouth to get started with the conversation. Once more problem is the vocabulary." (Interviewee C, personal communication, April 4th, 2022).

In all, the interviewees above agreed that their language proficiency including vocabulary, grammar, ways of thinking and lack of opportunities to speak made them anxious when they had to speak English with others.

4.2.2.3 The lack of self-confidence

Self-confidence is related to anxiety. Students who lack self-confidence, fear of negative evaluation, are unfocused or think of other than the issues at hand. Interviewee E mentioned about his self-confidence to converse with different conversation partners:

"I will be nervous if that person is better at English than I am. I am afraid of using the wrong words, making the others wait when I am thinking. I am afraid that the other person is impatient, afraid that the

other person thinks that I am bad" (Interviewee C, personal communication, April 4th, 2022).

Besides the lack of self-confidence, interviewee C also talked about the lack of opportunities to practice English before he came to Thailand.

Interviewee D mentioned her worries when speaking English:

"I am so worried if I cannot catch up with them and I have to make a response. What's more, I get used to thinking in Chinese. When I have to speak English, I will translate what I want to say from Chinese into English. But sometimes, the grammar will bring problems or mistakes." (Interviewee D, personal communication, April 4th, 2022).

Some of the interviewees in this study such as Interviewee C and D stated that they would be more anxious and stressed when they talked with native English speakers. They thought that native English speakers' proficiency was much better than theirs. They were afraid of being misunderstood by others or being undervalued.

4.2.2.4 Other factors

Causes of anxiety can be associated with other factors, namely the activities that they needed to participate in, and the persons who they talked to. In terms of activities, all interviewees admitted that they experienced rather a high level of anxiety when they were asked questions without preparation, when they had to give a presentation in English or they were asked questions without preparation.

Interviewee B, the student with 1 year of studying experience in Thailand said she would be anxious being called to speak:

"... when I am going to be called in class, when I have to answer questions, when I have to do discussion with group members and when I have to do a presentation during class time." (Interviewee B, personal communication, April 4th, 2022).

This is supported by interviewee E who has over 3 years, experience studying in Thailand indicated that,

"I am anxious when I am called to answer a question after doing a presentation or being asked to do a presentation without preparation." (Interviewee E, personal communication, April 4th, 2022).

Another factor which can cause anxiety seemed to be associated with the persons the interviewees talked to. Their anxiety again varied. Some of them mentioned when talking with teachers or classmates, their anxiety differed depending on whether the person they talked to were either teachers or classmates and friends, or if the persons were native or non-native English speakers. Most interviewees but one is more anxious when she spoke with native speakers.

Interviewee E, a student with 3 years' experience of studying in Thailand, explained her worries when speaking with native speakers,

"I'm more nervous speaking English with native English speakers. Their English level is so high. There is a large gap between me and them. It will let me have mental stress." (Interviewee E, personal communication, April 4th, 2022).

Interviewee D believes that speaking with non-native speakers was easier,

"It is easier to speak English with non-native speakers. Though the expressions of ours are not very accurate in English grammar, but just several English word and some Thai words, we can understand each other." (Interviewee D, personal communication, April 4th, 2022).

Interviewee A had a different opinion. She would rather speak with native speaker than non-native speakers,

"I'm more nervous speaking English non-native speakers. Because native speakers' pronunciation is standard and easy to understand. Non-native speakers have a heavy accent, making it difficult to understand each other's words. Sometimes the translator is difficult to accurately translate the meaning of the two sides. So, it is difficult to communicate." (Interviewee A, personal communication, April 4th, 2022).

Mostly, students stated that talking with native speakers would make them more anxious. When asked participants what kind of situations would make them feel anxious, all of them responded that doing a presentation or answering the questions in class, especially without any preparation.

4.2.2.5 Summary of SSI findings

There are several situations showing anxiety in this study. First, when comparing friends with teachers and strangers, some of the participants stated in interviews that they felt easy when talking with friends in English. Because friends were at the same age, they shared similar experiences and interesting topics. The others stated that they found it easy to speak English with teachers because teachers were knowledgeable and nice. Teachers were patient to listen to them, encouraged them and kindly corrected their mistakes. They could learn a lot from talking with teachers.

Second, when comparing native English speakers and non-native English speakers, some of the participants stated that they felt easy talking with natives because their pronunciations were clear and easy to understand while some of the non-native speakers had a strong local accent that they couldn't understand the words. The others stated that they felt relaxed when speaking English with non-native speakers. Because they were afraid of native speakers high speech speed and the dialect or slang which they didn't understand. While talking English with non-native speakers, with only a few words or broken sentences, they could understand each other. Additionally, they were also afraid that because of their inefficient English competence, their inaccurate or unclear expression led to misunderstanding or offense to native English speakers.

Third, participants mentioned that their English competence was bad and they would be anxious when talking with someone whose English was much better than they were. It was like a psychological pressure that brought anxiety. What's more, if they got negative evaluations, they would be more anxious.

To sum up, in SSI, the data show that low willingness to speak, language proficiency, comparison with others, the lack of self-confidence and negative evaluation cause anxiety.

4.2.3 Summary of the causes of anxiety

In the above analysis, the causes of English-speaking anxiety are analyzed. From the questionnaire and SSI, moderate level of motivation and willingness to speak, speaker's language proficiency, the lack of self-confidence and fear of negative evaluations and comparison with others are the causes of anxiety while they are speaking English. When asked about their preferences between different talking counterparts, their answers are different with diverse reasons. From their answers, it can be interpreted that high speech speed, strong local accent and culture difference contribute to speaking anxiety.

4.3 STUDENTS' REACTIONS FORWARD ANXIRTY

In this part, the data analysis exhibits the answers to RQ 2: What are the reactions caused by anxiety that Chinese students have when they have to speak English?

4.3.1 Findings from questionnaire

Table 4.8 illustrates the results of the participants' reactions when they experienced anxiety.

Table 4.8 Reactions toward anxiety

Question	Mean	SD
Q32. When I get anxious, I forget things I know.	3.45	1.325
Q33 .When I get anxious, I speak in broken English .	3.66	1.093
Q34 .When I get anxious, I stop speaking and turn to silence .	3.56	1.283
Q35 .When I get anxious, I avoid having eye contact with anyone .	3.47	1.317
Q36 .When I get anxious, I start to shake.	2.94	1.374
Q37 .When I get anxious, I start to sweat .	2.64	1.252
Q38. When I get anxious, my heart beats fast.	3.39	1.220

From the data analysis of the questionnaire, most of the participants would forget things, speak in broken English, stop talking, avoid having eye contact and experience faster heart beat when they were anxious in speaking English. Some of them would start to shake or sweat when they were anxious in speaking English.

4.3.2 Findings from SSI

The reactions to anxiety are diverse, including verbal to non-verbal reactions. The verbal reactions include speaking broken English or speaking faster. The non-verbal reactions are from blushing to inability to express any ideas.

"I will keep smile but the body is stiff. I will say a lot of colloquial language or conjunctions. I will ask another person to repeat his words." (Interviewee A, personal communication, April 4th, 2022).

"...I will pause, cannot speak..." (Interviewee B, personal communication, April 4th, 2022).

"I will sweat. My brain goes blank. I will be distracted. I cannot keep up with others." (Interviewee C, personal communication, April 4th, 2022).

"...I will stutter when speaking English. my face will blush because of embarrassment. I avoid eye contact with others." (Interviewee D, personal communication, April 4th, 2022).

"...I will speak broken English and the speaking speed will be faster, my mind cannot even catch up with my mouth. I just want this conversation to end. My gestures will increase. I will go to find somebody for help." (Interviewee E, personal communication, April 4th, 2022).

When asking the interviewees about their reactions when they experienced anxiety in speaking English, the answers correspond with the findings from questionnaire. They also volunteer some different personal opinions.

For the nonverbal reactions, when interviewees were experiencing anxiety in speaking English, some of them would sweat and keep smiling. Their bodies were stiff with a distracted mind. Some of them would blush with embarrassment. For the verbal reactions, some of them would stop talking or speak in broken English. Some of them would ask the other for help or ask for repetition. One of them mentioned that she would speak faster than before because she wanted to end the conversation as soon as possible.

4.4 STUDENTS' STRATEGIES TOWARD ANXIETY

In this part, the data analysis exhibits the answers to RQ 3: What strategies do they use to reduce the negative influence of anxiety?

4.4.1 Findings from questionnaire

In the following Table, the data analysis shows the answers in questionnaire.

Table 4.9 Strategies toward anxiety

Question	Mean	SD
Q39 .When I feel uneasy in speaking English, I will pretend to be calm and take a deep breath.	3.05	1.273
Q40 .When I feel uneasy in speaking English, I will speak more slowly than before.	3.59	1.062
Q41. When I feel uneasy in speaking English, I will use more fillers, namely well, as you can see	3.67	1.222
Q42. When I feel uneasy speaking English, I will add more gestures.	3.45	1.292

From the data analysis of the questionnaire, it can be interpreted that when experiencing anxiety in speaking English, most of the students pretend to be calm, take a deep breath to reduce the anxiety. When they feel uneasy in English speaking, they speak more slowly than before and add more gestures to make the speech continue fluently.

4.4.2 Findings from SSI

All interviewees have different ways of managing their anxiety. Besides the similar findings with questionnaire, interviewees give more strategies to cope with anxiety in SSI.

"If it is homework, I will check the information in advance, write the manuscript, practice, and prepare in advance. When I know that I will give an unprepared English speech or speech, I will listen to English songs, watch English short videos, which could help me enter the

English environment in advance Later, I will review the problems that exist at the time, and accumulate vocabulary to reduce anxiety in the next similar situation." (Interviewee D, personal communication, April 4th, 2022).

Chinese students apply strategies to minimize anxiety. They tend to do advanced preparation and practice before giving a speech to reduce the negative influence of anxiety. One interviewee finds a way to reduce their anxiety by drinking water and be calm. One interviewee says she uses a lot of colloquial language or conjunctions. What is more, some of them mention that they will listen to English music and watch English videos to relax themselves and make a list of everyday conversations.

4.5 SUMMARY

The analysis of data collected from 94 Chinese students who study in international programs in Thailand for more than 6 months has been done to find the causes of anxiety, participants' reactions and strategies when they are faced with anxiety.

Based on the data analysis of the questionnaire, a large number of the participants experience anxiety when they have to speak English. Based on the findings from the questionnaires, low willingness to speak, the lack of self-confidence, fear of negative evaluation and comparison between others can be major causes of speaking anxiety. In SSI, the data also confirm these findings. Additionally, when asked about students' feelings toward different conversational partners, they have different feelings for diverse reasons. What is more, when asked the strategies to manage anxiety, most of them reply that practice and preparation are good strategies to reduce English speaking anxiety.

The results in this Chapter are discussed in details in the next Chapter.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Chapter 5 presents the conclusion, discussions and recommendations of this research based on the three research questions as follows: 1. What are the causes of anxiety that Chinese students experience while speaking English? 2. What are the reactions caused by anxiety that Chinese students have when they have to speak English? 3. What strategies do they use to reduce the negative influence of anxiety? It is drawn upon the key issues based on the findings, it also discusses pedagogical and research implications, contributions, and recommendations arising from the study.

5.1 CONCLUSION

This section identifies the causes of anxiety that Chinese students experience when they speak English, their reactions toward anxiety, and strategies they use to cope with the negative influence of anxiety. The findings are summarized below.

5.1.1 Causes of anxiety

The findings from SSI are in line with those from the questionnaire in that students' anxiety are caused by several factors; namely, moderate level of motivation, English language proficiency, lack of self-confidence which concludes fear of negative evaluation and comparison.

Moderate levels of motivation and willingness to communicate are the causes of anxiety. As the participants mentioned in SSI, the fast-speaking speed of the native English speakers, the heavy local accent of the non-native English speakers and cultural differences all contribute to their low level of motivation and unwillingness to speak English which led to Chinese students' English-speaking anxiety.

English language proficiency causes anxiety. As presented in SSI, interviewees mentioned that vocabulary, grammar and Chinese thinking disturbed them to learn or speak English. They are afraid that they cannot express themselves well in English and are misunderstood by others. They are anxious about their lack of English proficiency.

Lack of self-confidence is one of the causes of English-speaking anxiety. According to the results of questionnaire and SSI, regarding the research participants, a large number of participants stated that they never felt sure of themselves, they kept thinking that other's language competence was better than theirs. When they didn't express themselves clearly in English conversations or presentations, they felt anxious and stressed.

Fear of negative evaluations is one of the causes of English-speaking anxiety. Nearly half of the participants demonstrated their agreement with the statement that they were afraid of being laughed at by others or getting negative evaluations when they had to speak English. They were afraid that others thought their English proficiency was not good enough.

Excessive focus on comparison is also a cause of anxiety. More than half of the participants always compared themselves with other students and were afraid of getting left behind, which could be regarded as the cause of anxiety. Participants mentioned that when faced with anyone whose English was better than his, he would feel more anxious and nervous. This kind of feeling was like a mental block to impede him from opening his mouth. This also corresponds with the view of Saito and Iida (2015), English language learners often experiencing a feeling of anxiety, stress, nervousness while speaking English, causing a mental block that impedes them to speak.

5.1.2 Reactions toward anxiety

With regards to the reactions while experiencing anxiety in speaking English, most of the participants stated that they would feel blank, avoid having eye contact with others, heart beat faster, speak in broken English or even stop talking and turn to silence

when they experienced anxiety in English speaking. A small number of participants reported that they would start to sweat or shake. Some of them would speak more slowly so that they would have more time to think or add more gestures and fillers to make the conversations flow, while some of them tended to speak more quickly to end the conversation.

5.1.3 Coping strategies toward anxiety

Regarding the strategies the participants used to cope with the negative influence caused by anxiety in speaking English, the findings show that advanced preparations and practices seem to be a good strategy for reducing participants' speaking anxiety. Participants responded that they need to gather information on topics and practice the scripts in English before class. Through extensive practices, they could have a sufficient level of language proficiency and preparation. As a result, they could feel safe and confident and avoid making mistakes in speaking English. Ahmed (2016) explains in his study that preparation and practice can give speakers more confidence so that their language output is increased in the classroom.

5.2 DISCUSSION

In this section, the findings of the research are discussed.

From the findings of the questionnaire, Chinese students' level of motivation and willingness to speak is moderately low, while the level of lack of self-confidence is high. In the SSIs, interviewees express their own reasons for each factor of anxiety. Students' answers differ from each other when asked about their willingness to speak English with different talking objects. However, it is inferred from their answers that they prefer to speak English with people who don't have strong accents, speak slowly, and pronounce clearly. They also prefer to speak English with well-learned people who gently correct their mistakes and don't give them negative evaluations. When asked about their reactions toward anxiety and the strategies used to cope with anxiety, most of the participants take advanced preparation and practice strategies, self-

encouragement and positive self-talk to reduce anxiety. They tend to be self-directed learners. Take Interviewee D as an example, he would prepare by himself in advance and review the conversation to make up for the language deficiency.

As many studies have given support to the statements that anxiety has a negative influence on language learning experience in numerous ways and reducing anxiety could enhance learners' language proficiency (Worde, 2003). This study focuses on identifying the causes of Chinese students speaking anxiety, Chinese students' reactions while speaking English and their coping strategies toward anxiety. Possible factors resulting in speaking anxiety are in line with the previous studies (Ahmed, 2016; Bekleyen, 2009; Yaikhong & Usaha, 2012). Additionally, the qualitative findings in this study support the previous studies that studying abroad help students reduce their language anxiety (Allen & Herron, 2003; Freed, 1995) as they had more opportunities to practice English speaking. Interestingly, the qualitative findings in this study point out that in Thailand, non-English speaking countries, learning Thai, the local language, is also one of the ways for students to relieve English speaking anxiety.

5.3 RECOMMENDATIONS

According to the findings of this study, the researcher would like to give some recommendations for language teachers and further works below.

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For English teachers, they should organize more activities in the classroom or outside the classroom for students to practice speaking English. As presented in literature review, this study also supports the study conducted by (Ahmed, 2016) which reported that Chinese students tend to suffer from speaking anxiety. Though they have learned English for a long period in China, they had few opportunities to use English in the real context. Some of them just practiced English speaking in-class activities. Some of them learned English by themselves by watching English TV shows or English songs. Because of lack of opportunities to practice English speaking, when they come with the real context, they lack the confidence to get started to speak English. Hence, creating more opportunities for students to practice speaking English is very important.

Additionally, creating a safe, relaxing and interesting English-speaking environment in the classroom is significant. As presented in SSI, students mainly felt anxious when they had to do presentations in front of the class, or when they were called to answer the questions or to give speeches in English without preparation. More extracurricular activities should be organized to give students opportunities to socialize with international counterparts to get over the anxiety. Students stated that they would feel relaxed to speak English when they did leisure things such as chatting, socializing, playing games and shopping. What, more, before asking students questions or asking them to give a presentation, teachers should give them time to prepare. Paired or group activities should be used to encourage the students to speak and share ideas before single them out to answer questions or do the activities.

For future researchers, as more and more Chinese students choose to study in Thailand, researchers can firstly increase the sample sizes based on the enrollment of Chinese students and use different participant selections; secondly, conduct replication studies in different contexts such as different universities and different age groups to get more information; thirdly, add more research instruments such as observation method to get more information in depth.

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APPENDIX A

QUESTIONNAIRE ON ANXIETY

Ly 29 NET A ELS VAR Rangsit University

QUESTIONNAIRE ON ANXIETY

Directions (说明):

Part I is multiple choice questions about participants basic information.
Please select the choice that best suits your situation. (第一部分是单项选择题,请选择符合你实际情况的选项。)

Part II, Part III and Part IV use the same five-point Likert scale. (第二部分、第三部分和第四部分使用相同的李克特五分量表。)

Directions: Please select the number that represents your level of agreement in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. (说明:请在下列数字中选择代表您同意程度的数字: 1 非常不同意; 2不同意; 3既不同意也不反对; 4同意; 5非常同意。)

Part I : Basic information

1. Gender (性别):

male (男) female (女)

2. Age (年龄):

21years old(21岁) 22years old(22岁) 23 years old(23岁) 24 years old(24岁) 25 years(25岁) other(其他)

3. Major (专业):

International Business(国际商务)

Communication Arts(大众传媒)

Hospitality Industry (酒店管理)

	Design(设计类)
	Other(其他)
4.	How long have you learnt English?(你学习英语多长时间了呢?)
	Less than 6 months(少于6个月)
	6 months to 1year (6个月-1年)
	3 to 6 years (3-6年)
	6 to 9 years (6-9年)
	More than 9 years(多于9年)
5.	How long have you studied in Thailand?(你在泰国学习多长时间了呢?)
	Less than 1 year (少于1年)
	1 to 2 years(1-2年)
	2 to 3 years (2-3年)
	More than 3 years(多于3年)。 Rongs
6.	How often do you use English in daily life now in Thailand (except English
	class)?(除了英语课堂,你在日常生活中使用英语的频率是多少呢?)
	Rarely(很少) Occasionally(偶尔) Sometimes(有时) Usually(较

频繁) Frequently (经常)

Part II: Attitudes to speak English

- 7. I love talking in English. (我喜欢用英语交谈。)
- 8. I always take an active part in activities such as group work by using English. (我经常积极参与用英语的活动,例如小组作业。)
- 9. I would enjoy myself while speaking English. (当我说英语的时候我很开心。)
- 10. I try to speak English as much as possible in my day-to-day life. (我尽可能多地 在我的日常生活中说英语。)
- 11. I am willing to speak English with native English speaking friends. (我乐意和以英语为母语的朋友们说英语。)
- 12. I am willing to speak English with non-native English speaking friends. (我乐意和以非英语为母语的朋友们说英语。)
- 13. I am willing to speak English with native English speaking teachers. (我乐意和以英语为母语的老师们说英语。)
- 14. I am willing to speak English with non-native English speaking teachers. (我乐意和以非英语为母语的老师们说英语。)
- 15. I am willing to speak English with native English speaking strangers. (我乐意和以英语为母语的陌生人们说英语。)
- 16. I am willing to speak English with non-native English speaking strangers. (我乐意和以非英语为母语的陌生人们说英语。)

Part III: Manifestations while speaking English

Lack of self-confidence

- 17. I am afraid of expressing myself in English. (我害怕用英语表达自己的想法。)
- 18. I never feel quite sure of myself when I am speaking English. (当我说英语时,我从来都不觉得很有把握。)
- 19. I feel bad if I don't express myself well in English. (当我不能用英语很好地表达清楚自己的想法时,我感到很糟糕。)
- 20. I feel at ease while speaking English with my native English speaking friends.
 (当我和我的以英语为母语的朋友们说英语时,我会感到很自在。)
- 21. I feel relaxed while speaking English with my non-native English speaking friends. (当我和我的以非英语为母语的朋友们说英语时,我会感到很放松。)
- 22. I feel comfortable while speaking English with native English speaking teachers. (当我和以英语为母语的老师们说英语时,我会感到很舒适。)
- 23. I find it easy while speaking English with non-native English speaking teachers.

 (当我和以非英语为母语的老师们说英语时,我会感到很舒适。)
- 24. I feel confident while speaking English with native English speaking strangers.
 (当我和以英语为母语的陌生人们说英语时,我会感到很自信。)
- 25. I feel easy while speaking English with non-native English speaking strangers.
 (当我和以非英语为母语的陌生人们说英语时,我会感到很容易。)
- 26. I start to panic when I have to speak without preparation in English in class.

(当我在课堂上要毫无准备地讲英语时,我会感到恐慌。)

Fear of negative evaluation

- 27. I am afraid that the other students will laugh at me if I make mistakes in speaking English. (如果我在说英语上出错了,我害怕其他同学会嘲笑我。)
- 28. I am worried that my teachers will be ready to correct every mistake I make. (我 担心老师随时纠正我犯的每个错误。)
- 29. I am worried about the bad evaluation from others. (我担心别人给我不好的评价。)

Comparison with others

- 30. I always feel that other students speak better English than I do. (我总觉得其他同学的英语讲得比我好。)
- 31. I am afraid of getting left behind. (我害怕落后于其他人。)

Part IV: Reactions while experiencing anxiety

- 32. When I get anxious, I forget things I know. (当我感到焦虑时,我会忘掉我知道的事情。)
- 33. When I get anxious, I speak in broken English. (当我感到焦虑时,我会说出 蹩脚的断断续续的英语。)
- 34. When I get anxious, I stop speaking and turn to silence. (当我感觉焦虑时,我会停止说话,保持沉默。)
- 35. When I get anxious, I avoid having eye contact with anyone. (当我感到焦虑时,我会避免和任何人有眼神接触。)
- 36. When I get anxious, I start to shake. (当我感到焦虑时,我会开始颤抖。)

- 37. When I get anxious, I start to sweat. (当我感到焦虑时,我会开始流汗。)
- 38. When I get anxious, my heart beats fast. (当我感到焦虑时,我会心跳加速。)
- 39. When I feel uneasy in speaking English, I will pretend to be calm and take a deep breath.(当我在说英语感到不适时,我会假装冷静然后深呼吸。)
- 40. When I feel uneasy in speaking English, I will speak more slowly than before. (当我在说英语感到不适时,我会比平时放慢语速。)
- 41. When I feel uneasy in speaking English, I will use more fillers such as well, as you can see…(当我在说英语感到不适时,我会用更多的口头连词,比如嗯,正如你所看到的……)
- 42. When I feel uneasy speaking English, I will add more gestures. (当我在说英语感到不适时,我会增加手势动作。)

Other	(其他)	:			
		- 0			

If you don't mind being the semi-structured interviewee, please leave down your email/telephone number here. (如果你不介意成为我的采访对象,可以在这里留下你的邮箱地址/电话号码。)

APPENDIX B

SEMI-STRUCTURED INTERVIEW QUESTIONS



INTERVIEW (OPEN-ENDED) QUESTIONS

- 1. Could you share your experience about when you started to learn English, how you learned English speaking and why you study in Thailand?(你可以和我分享一下你什么时候开始学英语,如何学习英语口语,和你为什么来泰国读书吗?)
- 2. How often do you speak English? Who are your talking objects? (你说英语的频率如何呢? 一般谁会是你的说英语对象呢?)
- 3. What disturbs you the most in learning and speaking English, and why?(在你学英语和说英语时,最让你烦恼的是什么呢?为什么呢?)
- 4. Are there any situations that make you feel stressed or anxious to speak English? If yes, what kind of situation makes you feel stressed or anxious? (有让你在说英语时感到紧张或焦虑的情况吗?如果有,哪些情况下,你会感到紧张或焦虑呢?)
- 5. Are there any situations that make you feel relaxed to speak English? If yes, what kind of situations make you feel relaxed to speak English? (有让你在说英语时感到轻松自在的情况吗?如果有,哪些情况下,你会感到轻松自在呢?)
- 6. Compared with native speakers and non-native speakers, which kind of people make you more nervous when you talk with them? And why? (英语母语者和非英语母语者相对比,哪一种人在和你交谈时会让你更紧张呢?为什么?)
- 7. Compared with teachers and friends of the same age, who will you be more relaxed while talking in English? (老师和同龄的朋友相对比,在和谁用英语 交谈时你会感到更加放松自在呢?)
- 8. If you feel stressed while speaking English, what do you do to deal with such a situation? (当你在说英语的感到有压力,你会有哪些反应呢,在这种情况下,你会怎么做呢?)

- 9. What kind of things, in relation to English speaking, you will normally do to cope with anxiety?(你喜欢做哪些与英语有关的事情来缓解焦虑呢?)
- 10. Have you ever had any bad or good and impressive experience when talking in English? Could you please share your experience with me?(在说英语上,你有不好的或好的印象深刻的经历吗?可以和我分享一下吗?)



APPENDIX D

CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD

OF RANGSIT UNIVERSITY

Para Rangsit University

COA. No. RSUERB2022-032



Certificate of Approval By Ethics Review Board of Rangsit University

COA. No. COA. No. RSUERB2022-032

Protocol Title The Study of Anxiety Influencing Chinese Students Learning

to Speak English

Principle Investigator YIN GUIYUE

Co-investigator Ubon Sanpatchayapong

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: 26 March 2022
Date of Expiration: 26 March 2024

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

Signature....

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

APPENDIX C

ITEM OBJECTIVE CONGRUENCE (IOC)





Memorandum

STC.4800/0073

31 January 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Prof Dr. Noparat Tananuraksakul, Suryadhep Teachers College, Rangsit University

Our student, Miss Guiyue Yin student number 6204835, who has already completed her coursework and thesis proposal defense on 12 November 2021. Her research title is "Anxiety Influencing Chinese Students Learning to Speak English". Currently, she is in the stage of collecting and analyzing data.

Miss Guiyue Yin has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University



Memorandum

STC.4800/0074

31 January 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Prof Dr. Voranij Vasuratna,

Language Institue, Rangsit University

Our student, Miss Guiyue Yin student number 6204835, who has already completed her coursework and thesis proposal defense on 12 November 2021. Her research title is "Anxiety Influencing Chinese Students Learning to Speak English". Currently, she is in the stage of collecting and analyzing data.

Miss Guiyue Yin has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University



Memorandum

STC 4800/0075

31 January 2021

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Associate Professor Suchada Nimmannit,

Language Institue, Rangsit University

Our student, Miss Guiyue Yin student number 6204835, who has already completed her coursework and thesis proposal defense on 12 November 2021. Her research title is "Anxiety Influencing Chinese Students Learning to Speak English". Currently, she is in the stage of collecting and analyzing data.

Miss Guiyue Yin has finished designing her research instruments: the questionnaire and the interview questions. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours.

Maliyan Praditteers Ed D

Dean

Suryadhep Teachers College

Rangsit University

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BIOGRAPHY

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