THE RELATIONSHIP BETWEEN THE USE OF LANGUAGE LEARNING STRATEGIES, THE LEVELS OF LANGUAGE ANXIETY AND ENGLISH ABILITY OF MBA STUDENTS

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ABSTRACT

The purposes of this study were: 1) to investigate the overall frequency of language learning strategies employed by MBA students; 2) to examine the frequency of language learning strategies employed by low-anxiety students; 3) to examine the frequency of language learning strategies employed by high-anxiety students; 4) to find the relationship between the use of language learning strategies and the levels of language anxiety; and 5) to find the relationship between the levels of language anxiety and students' English ability.

The total population included 71 MBA students, Thonburi University in the second semester of academic year 2011. All of them were classified into two groups: high and low English ability students (based on the scores obtained from an English proficiency test). There were two research instruments to collect data in the present study. To collect quantitative data, the SILL (Oxford, 1990) and FLCAS (Horwitz et al., 1986) questionnaires were used to identify the participants' language learning strategies and the levels of language anxiety. The Cronbach's alpha reliability coefficient of the SILL questionnaires was 0.92 and 0.93 for the FLCAS questionnaires. The quantitative data was analyzed by mean, standard deviation, and Chi-square test. To gather qualitative data, semi-structured interviews were employed to provide in-depth information focusing on perceptions towards language learning strategies and language anxiety. The interviews were tape-recorded and transcribed verbatim. Then the transcriptions were analyzed by using open-axial coding procedures. The two questionnaires and semi-structured interview questions were scrutinized by three experts.

The results of this study showed as follows. 1) Metacognitive strategies were found to be the most used; while affective strategies were the least used by all MBA students. 2) Compensation strategies were the most used; while affective strategies were the least used by low-anxiety students. 3) Metacognitive strategies were the most used; while affective strategies were the least used by high-anxiety students. 4) The use of language learning strategies was significantly correlated with language anxiety only in compensation strategies and affective strategies. 5) However, the level of language anxiety was not related to students' English ability.

KEY WORDS: LANGUAGE LEARNING STRATEGIES / LANGUAGE ANXIETY / STUDENTS' ENGLISH ABILITY

132 pages

ความสัมพันธ์ระหว่างการใช้กลยุทธ์การเรียนรู้ภาษา ระดับความวิตกกังวล และความสามารถในการใช้ภาษาอังกฤษของนักศึกษาปริญญาโท คณะบริหารธุรกิจ

THE RELATIONSHIP BETWEEN THE USE OF LANGUAGE LEARNING STRATEGIES, THE LEVELS OF LANGUAGE ANXIETY AND ENGLISH ABILITY OF MBA STUDENTS

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บทคัดย่อ

งานวิจัยชิ้นนี้มีวัตถุประสงค์ คือ 1) เพื่อศึกษาการใช้กลยุทธ์การเรียนรู้ภาษาของนักศึกษาปริญญาโท คณะบริหารธุรกิจ 2) เพื่อศึกษาหาความถี่ในการใช้กลยุทธ์การเรียนรู้ภาษาของนักศึกษาที่มีความวิตกกังวลในระดับต่ำ 3) เพื่อศึกษาหาความถี่ในการใช้กลยุทธ์การเรียนรู้ภาษาของนักศึกษาที่มีความวิตกกังวลในระดับสูง 4) เพื่อศึกษาหาความสัมพันธ์ระหว่างการใช้กลยุทธ์การเรียนรู้ภาษาและระดับความวิตกกังวลในการเรียนภาษาของนักศึกษา 5) เพื่อศึกษาหาความสัมพันธ์ระหว่างระดับความวิตกกังวลในการเรียนภาษาและความสามารถในการใช้ภาษาอังกฤษของนักศึกษา

ประชากรที่ศึกษาทั้งหมด คือ นักศึกษาปริญญาโท คณะบริหารธุรกิจ ชั้นปีที่ 1-2 มหาวิทยาลัยธนบุรี ประจำภาคเรียนที่ 2 ปีการศึกษา 2554 จำนวน 71 คน แบ่งระดับความสามารถทางภาษาอังกฤษของนักศึกษาทั้งหมดออกเป็น 2 กลุ่มคือ ระดับสูงและระดับต่ำ โดยใช้คะแนนจากแบบทดสอบภาษาอังกฤษเป็นเกณฑ์ในการแบ่ง เครื่องมือที่ใช้ในการวิจัยนี้ประกอบด้วยแบบสอบถามและแบบสัมภาษณ์ คือ 1) แบบสอบถามเรื่องกลยุทธ์การเรียนรู้ภาษาของอ็อกซ์ฟอร์ด (Oxford, 1990) ซึ่งมีค่าความเชื่อมั่นเท่ากับ 0.92 และแบบสอบถามเรื่องความวิตกกังวลในการเรียนภาษาของฮอร์วิทซ์และคณะ(Horwitz et al., 1986) ซึ่งมีค่าความเชื่อมั่นเท่ากับ 0.93 2) แบบสัมภาษณ์กึ่งมีโครงสร้าง แบบสอบถามทั้งสองชุดและแบบสัมภาษณ์กึ่งมีโครงร่างผ่านการตรวจสอบจากผู้ทรงคุณวุฒิ 3 ท่าน สถิติที่ใช้วิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์ความสัมพันธ์โดยการทดสอบค่าไคว์สแควร์ และวิเคราะห์ข้อมูลการสัมภาษณ์ใช้วิธีการจัดกลุ่มข้อมูล

ผลการวิจัยพบว่า 1) นักศึกษาปริญญาโท คณะบริหารธุรกิจใช้กลยุทธ์อภิปริชานมากที่สุดและใช้กลยุทธ์ทางอารมณ์น้อยที่สุด 2) นักศึกษาที่มีความวิตกกังวลในการเรียนภาษาในระดับต่ำใช้กลยุทธ์การชดเชยมากที่สุดและใช้กลยุทธ์ทางอารมณ์น้อยที่สุด 3) นักศึกษาที่มีความวิตกกังวลในการเรียนภาษาในระดับสูงใช้กลยุทธ์อภิปริชานมากที่สุดและใช้กลยุทธ์ทางอารมณ์น้อยที่สุด 4) การใช้กลยุทธ์การเรียนรู้ภาษามีความสัมพันธ์กับระดับความวิตกกังวลในการเรียนภาษาอย่างมีนัยสำคัญทางสถิติเฉพาะในกลยุทธ์การชดเชยและกลยุทธ์ทางอารมณ์ 5) ระดับความวิตกกังวลในการเรียนภาษาไม่มีความสัมพันธ์กับความสามารถในการใช้ภาษาอังกฤษของนักศึกษา

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

The role of English has been increasing in this age of globalization due to the influence of new technology, media, and educational progress and internationalization (Arnold, 2006; Graddol, 2006; McArthur, 2004). The need for an international language is shown by the adoption of advanced technology and the Internet (Graddol, 2006). English is utilized as a way to communicate with people around the world through websites, e-mail, video conferences, and cell phones (Lai, Lin, & Kersten, 2010). For instance, people need to read in English while they use the Internet. Moreover, the use of technology in education involves using computers, laptops, and the Internet to promote learning. Students can surf the Internet to search for new information. Technology also offers teachers new choices of applications and multimedia for creating interactive and interesting lessons. It can be seen that English is now emerging as a means of communication and education.

Communication: English is considered as an international language for communication in two main ways (Crystal, 2003; McArthur, 2001; McKay, 2002). Firstly, it is used as a medium of communication in domains such as government, the law courts, the media, and the educational system. English is also classified as an official language in over 70 countries, such as India, Singapore, and Nigeria (Crystal, 2003). English is used officially more than other languages, such as French, German, Russian, and Arabic. Secondly, English can be set as a priority in a country's foreign language teaching though it is not the official language (Crystal, 2003). It becomes the language which children are likely to be taught in school. At present, English is widely taught as a foreign or second language in over 100 countries around the world, such as China, Russia, Germany, Spain, Egypt and Brazil. Therefore, English has become the most widespread language for international contact.

Contextually, in Thailand, greater ability in communication skills in English is essential for Thai students due to the upcoming integration of ASEAN in 2015. The ASEAN Economic Community (AEC) has established the goal of regional economic integration. The mission of the AEC is to transform ASEAN into a region with free movement of goods, services, investment, skilled labor, and capital (Ministry of Education, 2012). In the action plan of the ASEAN Socio-cultural Community blueprint, ASEAN members are encouraged to use English as an official language in communication among all people of ASEAN in order to make ASEAN people have a good knowledge of language skills and deal with the demands of the global knowledge-based economy. As English is the official language of ASEAN, Thai students should acquire English language skills in order to familiarize themselves with international knowledge and standards. For this reason, they need to be able to communicate in English effectively (Ministry of Education, 2012).

Education: The need for an international language is important in education; consequently, governments around the world are establishing English as a compulsory subject in schools (Nunan, 2003). An example of this is that the Thai government has obliged students to study English as a major core subject in schools, and it is a compulsory subject at varying levels from grade one to grade twelve, according to the Thai National Education Act of B.E. 2542 (Office of National Education Commission, 2001). The impact of English as an international language has also been extensive. English is a medium of instruction in higher education in Asia and Europe (Björkman, 2011; Chang, 2011; Nunan, 2003). For instance, international programs have been set up to promote Thai learners' capability in English language since 1995 (Punthumasen, 2007). To obtain further education, students need to take English proficiency tests, such as TOEFL and IELTS, to meet the requirements of overseas universities (Noytim, 2006). Moreover, the dominance of English language resources has been increasing. For example, all academic resources in the Institute for Scientific Information (ISI) database service are published in English (Crystal, 2003). Many articles are cited in English more frequently (Tardy, 2004).

All in all, the importance of English has been rising as English appears to be the global language of communication in many areas of use, such as for communicating, for exploring cooperation, and for providing opportunities in

education and career development. It signifies that communication in English is a key competency for learners to be able to express their thoughts to exchange information and experiences in this decade.

1.2 Rationale of the Study

Some learners seem to be unsuccessful despite using the same techniques of teaching as successful ones do (Brown, 1994). This statement reflects the importance of individual differences in language learning. Some appear to be given the ability to succeed, while others lack those abilities. Some factors have been reported to affect second or foreign language learning, such as age, gender, language proficiency, motivation, attitudes and beliefs, and learning styles (Brown, 1994). Language anxiety is one factor that has been found to negatively correlate with academic performance (Alemi, Daftarifard, & Pashmforoosh, 2011; Fang-peng & Dong, 2010; Hewitt & Stephenson, 2011; Matsuura, 2007; Tianjin, 2010) and the level of strategy use (Lu & Liu, 2011; Noormohamadi, 2009). More proficient students tend to be less anxious in the English language classroom (Liu, 2006). Moreover, low-anxiety students tend to achieve higher grades (Hewitt & Stephenson, 2011) and communicate with others confidently when they know how to adopt language learning strategies (Park, 2007). In contrast, a high level of language anxiety hindered learners in employing language learning strategies (Park, 2007). High-anxiety students made less significantly use of strategies than those who were less anxious (Lu & Liu, 2011; Noormohamadi, 2009). In other words, good language learners can be described as efficient users of *language learning strategies* and *confident learners*.

Language learning strategies can facilitate learning (O'Malley & Chamot, 1990). As described by Oxford (1990), language learning strategies are potential learning tools for language learners to help themselves learn easier, faster, and more effectively when they are trained in a target language. Language learning strategies also enable learners to display their language ability more independently and proficiently without the help of teachers (Wenden, 1987). Pioneer research work in language learning strategies has been carried out on learners' performance to

determine how good and poor language learners use these strategies. Some studies found that high ability students employed overall language learning strategies more frequently than low ability students (Bremner, 1999; Ehrman & Oxford, 1995; Green & Oxford, 1995; Sheorey, 1999; Wharton, 2000). Likewise, Thai researchers have also investigated language learning strategies used by successful and unsuccessful language learners in terms of language proficiency (Intaraprasert, 2000; Kaotsombut, 2003; Lamatya, 2010; Lappayawichit, 1998; Phasit, 2007; Prakongchati, 2007; Sroysamut, 2005; Thura, 2012; Tianchai, 2012; Torut, 1994). The results indicated that the frequency of students' overall language learning strategies varied significantly with English language ability (Intaraprasert, 2000; Lamatya, 2010; Lappayawichit, 1998; Phasit, 2007; Tianchai, 2012; Torut, 1994). It can be concluded that language learning strategies improve learners' learning and performance.

Motivation and self-confidence are very important in in successful learning, while anxiety is considered to affect the learning process and learner achievement (Dörnyei, 2005). Anxiety is regarded as a major obstacle to be overcome in learning to communicate in a second or foreign language (Horwitz, Horwitz, & Cope, 1986). MacIntyre (1998) study said that it is important to scrutinize learners' perspectives on language anxiety since language anxiety is one of the best predictors of language performance. Good language learners are often those who know how to control their emotions and attitudes about learning and lower their anxiety (Oxford, 1990). Learners who are anxious in their language learning tend to be negatively affected in their performance (Aida, 1994; Saito & Samimy, 1996). Similarly, Onwuegbuzie, Bailey, and Daley (2000) also support the idea that language learning and fluency can be affected by language anxiety.

Even though language learning strategies can help determine the characteristics of successful and unsuccessful learners, it is necessary to explore individual learner differences to enhance effective learning (Stern, 1983). According to Oxford and Cohen (1992), individual learner differences are reflected in some areas, such as learner factors (learning styles, beliefs, aptitude, motivation, attitudes, learning experiences, personality traits, field of study, and anxiety) and learning conditions (teachers' perceptions and teaching methodologies). To train successful learners, it is important to develop both the cognitive and affective sides (Benson & Voller, 1997).

As proposed by MacIntyre and Gardner (1993), there are two main learner variables that can affect language learning—cognitive and affective variables. Cognitive variables include intelligence, aptitude, and language learning strategies; while affective variables include motivation and attitude, anxiety, and self-confidence. Success in learning may reinforce motivation and self-confidence while lowering anxiety (Krashen, 1985). Therefore, the affective variables of the learner are one of the biggest influences on language learning success or failure (Oxford, 1990).

At present, recent research on language anxiety have been carried out in Asian countries to find the relationship between language anxiety and students' performance (Fang-peng & Dong, 2010; Liu, 2006; Matsuura, 2007; Park, 2007; Tianjin, 2010). Yet, littleresearch on language anxiety and language learning strategies has been conducted (Lu & Liu, 2011; Noormohandi, 2009). Thus, the present study aims to explore the relationship between the use of language learning strategies and the levels of language anxiety and students' performance. This study may provide language teachers with an understanding of anxiety-provoking contexts in the classroom and the choice of language learning strategies to help their students to learn more successfully and confidently.

1.3 Statement of the Problem

Thai students have difficulties in learning English although they studyEnglish for 9-12 years in basic education and at the tertiary level (Prapphal, 2001). Prapphal's (2001) survey on the English proficiency of Thai students revealed that the English proficiency of Thai students was inferior to that of students in other South-East Asian countries. The average score of Thai graduate students in the field of sciences on the Chulalongkorn University Test of English Proficiency (CU-TEP) was 450. The average score of students who would like to enroll in the international programs at Chulalongkorn University was 489. The results also indicated that the English proficiency of Thai graduate students was lower than that required by international standards. That is, graduate students who wanted to further their studies

abroad had an average TOEFL score below 500. Moreover, Thai students are likely to have lower standardized test scores as shown in Table 1.1.

Table 1.1: Summary of ASEAN Paper-Based TOEFL Score Means from 2008-2010

Country	2008	2009	2010
Singapore	605	609	-
Malaysia	565	560	-
Philippines	562	552	538
Vietnam	539	520	530
Indonesia	537	562	529
Burma	532	-	536
Thailand	**500**	**493**	**486**

Note: These TOEFL scores forThai learners from2008 to 2010 are shown from ETS (Educational Testing Service) which is the relsponsible institution. The scores of Lao, Cambodian, and Brunei learners are not available. TOEFL results are used in up to 180 countries as admission scores for colleges, universities, exchange programs and scholarships presented. Available at www.ets.org/toelf. Adapted from "Test and Score data summary for TOEFL Internet-based and Paper-based tests 2008-2010," by Educational Testing Service (2008-2010).

It can be clearly seen that Thai students obtained the lowest TOEFL mean scores among ASEAN members during the period 2008-2010. The average TOEFL scores of Thai students ranged from 486 to 500. It means that the English ability of Thai students was lower than that of students from other ASEAN countries, such as Burma, Vietnam, and Indonesia. The TOEFL score means of Thai students also tended to decline every year.

In the same vein, Thai secondary students have been encountering problems in learning English. Recently, the director of the National Institute of Education Testing Service (NIETS) revealed the O-NET mean scores for total seven compulsory subjects including Thai, Social Studies, English, Mathematics, Science, Physical Education, Art, and Crafts. It was found that Mattayom Six students had the lowest mean score in English in 2010 and 2011 (NIETS, 2012). In 2010, 57.9% of English scores ranged from 10.01 to 20.00 57.90% percent (206,611 out of 354,531 students), and 58.28% (214,559 out of 370,561 students) were in a similar range in 2011. The average score for English was 21.80, which is lower than that for the six other subjects.

The above information implies that Thai students are likely to have inadequate English ability. For this reason, Thai students need more practice in reading, listening, speaking, and writing (Prapphal, 2001). To help them learn English more effectively, teachers need to encourage students to use language learning strategies in learning the target language on their own.

1.4 Objectives of the Study

This study has three main objectives:

1. To examine the frequency of overall language learning strategies used by MBA students.

2. To examine the frequency of language learning strategies used by low and high anxiety students.

3. To find the relationship between the use of language learning strategies, the levels of language anxiety, and students' English ability.

1.4.1 Research Questions

In view of the objectives of this study, the following research questions will be answered:

1. What is the overall frequency of language learning strategies used by MBA students?

2. What is the frequency of language learning strategies used by low-anxiety students?

3. What is the frequency of language learning strategies used by high-anxiety students?

4. Is there any relationship between the use of language learning strategies and the levels of language anxiety?

5. Does students' English ability vary significantly with their levels of language anxiety?

1.5 Significance of the Study

The study will provide a list of language learning strategies that low and high anxiety students employ. This will help language teachers determine what strategies they should use with each group of learners. The results can assist graduate students in settling on their choice of language learning strategies effectively. Also, the implications of this investigation on language anxiety can shed a light on anxiety-provoking contexts in classroom.

1.6 Conceptual Framework of the Study

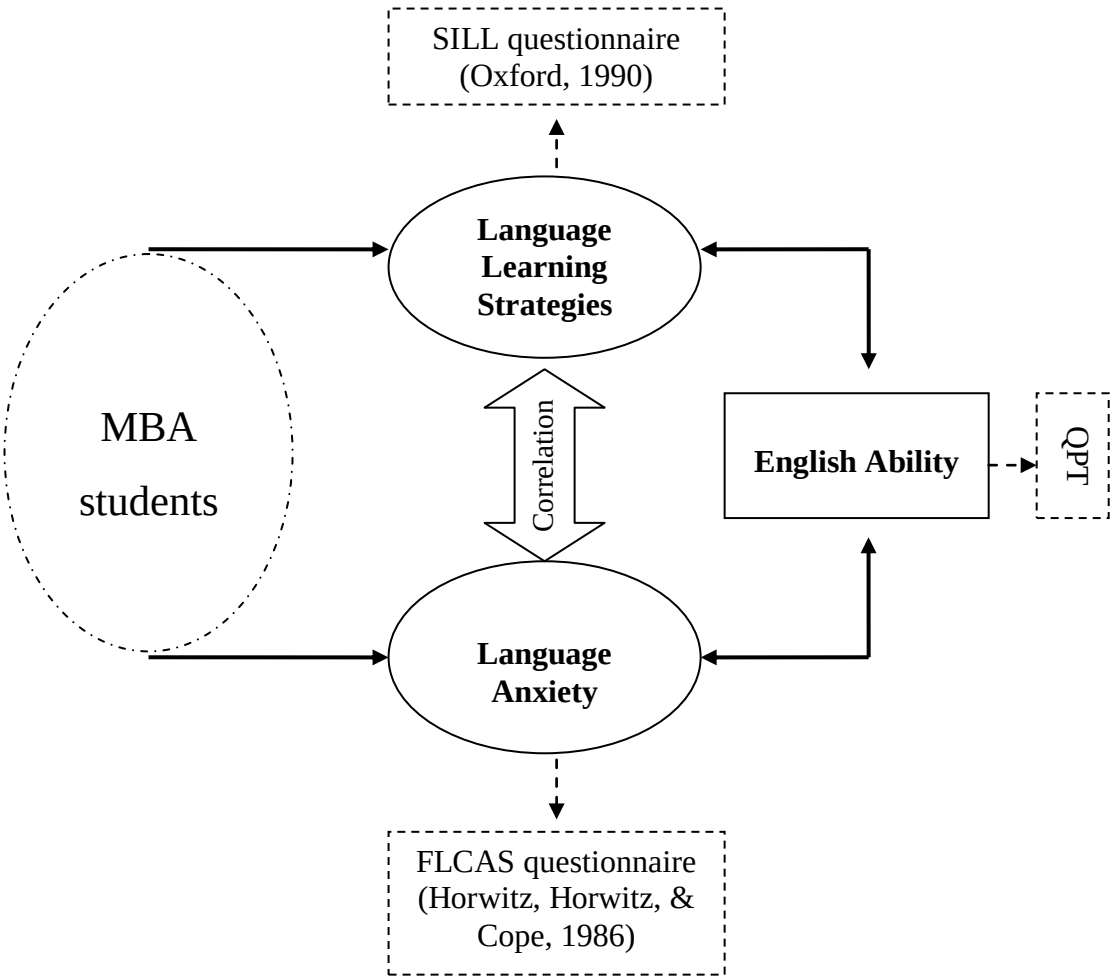

Figure 1.1: Diagram of Conceptual Framework

The model (figure 1.1) shows the research process that this study used to investigate the relationship between the use of language learning strategies, the levels of language anxiety and the English ability of MBA students. This study was based on two main theories: the theory of language learning strategies developed by Oxford (1990) and that of language anxiety proposed by Horwitz, Horwitz, and Cope (1986). Two questionnaires were employed as major research instruments. The SILL questionnaire developed by Oxford (1990) was used to explore the use by MBA students at Thonburi University of language learning strategies in six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Meanwhile, the FLCAS, developed by Horwitz, Horwitz, and Cope (1986), was also used to identify the levels of language anxiety. In addition, the Quick Placement Test (QPT) was used to divide MBA students into different levels of English ability.

Finally, the two questionnaires were analyzed, using the Statistical Package for Social Science (SPSS), to determine mean and standard deviation and find the frequency use of language learning strategies employed by low and high anxiety students. The chi-square test was also used to examine the relationship between the use of language learning strategies, the levels of language anxiety, and students' English ability.

1.7 Limitations of the Study

The present study aimed to investigate the relationship between language learning strategies, language anxiety, and students' performance among Thai graduate students during the academic year of 2011. It was limited to Thai EFL students in one particular context. Therefore, generalizations regarding this study should be made only for other EFL learners who are at the same level and who have a similar academic background.

1.8 Definitions of Terms

A Second Language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in government and in education) and which is usually used alongside another language. English is described as a second language in countries such as Singapore and India (Richards, 1992).

A Foreign Language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country. English is described as a foreign language in France, China, Japan, Thailand etc. (Richards, 1992).

Language Learning Strategies are the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Oxford, 1990).

Strategy Inventory for Language Learning (SILL) was developed by Oxford (1990) as an instrument for assessing the frequency of use of language learning strategies by language learners.

Language Anxiety is complex self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope 1986).

Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986) as an instrument for assessing the specific anxiety reaction of a student to a foreign language situation.

CHAPTER II
LITERATURE REVIEW

Previous chapter provides introductory information about language learning strategies and language anxiety. For a better understanding, this chapter presents related studies about language learning strategies, language anxiety, and previous studies on language learning strategies and language anxiety.

2.1 Background of Language Learning Strategies

The role of the learner is focused on to support autonomous learning in accordance with the learner-centered approach (Benson & Voller, 1997). Learner-centered teaching shifts the role of teachers from givers of information to facilitators of student learning (Weimer, 2002). Teachers should not be the main source of knowledge for students. In learner-centered teaching, teachers focus on what students are learning and how they are learning (Weimer, 2002). Learner-centered teaching begins with teachers who understand that they must find ways to know their students (McCombs & Miller, 2007). Furthermore, learner-centered teachers should listen to students' voices to find effective practices so that they can encourage students to talk about how they can meet students' learning needs. For this reason, learner needs are used to promote effective learning (Kamalizad & Jalilzadeh, 2011). A focus on students' performance enables teachers to encourage students to explore their own interest in self-directed learning (McCombs & Miller, 2007). To foster learner autonomy, teachers need to develop a sense of responsibility and encourage learners to take an active role in their learning and train them to use learning strategies (Benson, 2001; Scharle & Szabo, 2000; Wenden, 1991).

The model of learner-centered approach in language learning has led to the development of autonomous learning (Nunan, 2000; Oxford, 1990; Scharle & Szabo, 2000). The term "autonomous learning" was initially created by Holec (1981). Holec

(1981) defines autonomous learning as the ability to take charge of one's learning. Holec considers autonomous learning as learner willingness and capacity to control his own learning. Benson (2001) also defines autonomous learning as the capacity to take control of one's own learning. Moreover, Dickinson (1987) refers to autonomous learning as the situation in which learners are responsible for all decisions concerned with their learning. Helping learners take more responsibility for their own learning can be useful because those learners who are responsible for their learning can carry on learning outside the classroom (Oxford, 1990). Moreover, learners who know how to learn can transfer learning strategies to other subjects (Wenden & Rubin, 1987). Learners who take charge in their own learning are likely to be more successful in language learning (Sheerin, 1997). In other words, autonomous learning requires learners to understand the purpose of learning, take responsibility on their own, plan their learning activities, and evaluate their learning effectiveness.

According to Holec (1981), learners need to be trained for the reason that learner training can develop autonomous learning. Learner training helps learners develop their ability to take more learning responsibility (Dickinson, 1987). It is important for language learners to be autonomous when they learn inside and outside classroom without the help of others (Wenden, 1991). However, students cannot be autonomous learners without any training since they need to know how to set their own goals, how to take responsibility for their own learning, how to use learning materials effectively, and how to develop their learning strategies (Oxford, 1990). Studies on learning strategies have been conducted in order to identify the significance of the behaviors and strategies used by successful learners and train less successful learners in their use (Benson, 2001). For instance, learner training helps learners to engage more actively in classroom learning (Dickinson, 1987). Therefore, language learners should be trained to use appropriate learning strategies to help them become more autonomous (Ehrman & Oxford 1995; Green & Oxford, 1995; Oxford & Nyikos, 1989; Oxford, 1990).

To sum up, it is important for teachers to guide learners as to which strategies work best for them and suggest alternative ones for self-directed learning and problem-solving. The development of learner training allows learners to become more efficient at learning and using a target language.

2.2 Language Learning Strategies

Language learning strategies are potential tools which can develop learners' language competence (Oxford, 1990). It is assumed that some learners learn a target language quickly and effectively due to strategy use (Griffiths, 2003). Some studies have aimed to explore how successful and unsuccessful language learners use strategies in learning a language. Those studies indicate that language learners used a wide range of language learning strategies based on their different performance (Abraham & Vann, 1987; Bremner, 1999; Ehrman & Oxford, 1995; Foong & Goh, 1997; Green & Oxford, 1995; Griffiths, 2003; Park, 1997; Phillips, 1991; Sheorey, 1999; Wharton, 2000). Moreover, it is believed that some other factors can affect the choice of language learning strategies, such as gender, age, motivation, nationality and the field of study (Ehrman & Oxford 1995; Green & Oxford, 1995; Oxford & Nyikos, 1989; Wharton, 2000).

2.2.1 Definitions of Language Learning Strategies

The term "strategy" comes from the ancient Greek word "strategia" meaning generalship or the art of war (Oxford, 1990). Learning strategies are defined as specific actions, behaviors, or techniques used by learners to enhance their own learning (Scarcella & Oxford, 1992). In the field of language study, language learning strategies have been defined by some researchers. For example, Wenden and Rubin (1987) define language learning strategies as behaviors and thought processes that learners employ in the process of learning to assist themselves when they retrieve and use information. Oxford (1990) refers to learning strategies as techniques that learners use for faster and better learning. Similar to Wenden and Rubin (1987), O'Malley and Chamot (1990) also refer to learning strategies as special thoughts or behaviors that learners use to help them understand and retain new information. The goal of strategy use is to help learners acquire, organize, and combine new knowledge (Weinstein & Mayer, 1986). To put it simply, learning strategies aid learners when they select new information, analyze information during acquisition, organize new information, and evaluate the learning (O'Malley & Chamot 1990).

2.2.2 Classifications of Language Learning Strategies

Scholars have attempted to identify language learning strategies used by language learners in the second or foreign language learning process in order to explore how language learners obtain new information and what kind of strategies they use (Green & Oxford, 1995; Griffiths, 2003; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Nyikos, 1989; Ehrman & Oxford, 1995; Tarone, 1980; Wenden & Rubin, 1987; Weinstein & Mayer, 1986; Wharton, 2000). Different researchers have classified specific strategies in various ways; however, three famous classifications of language learning strategies (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990) will be provided below.

Rubin's (1987) Classification of Language Learning Strategies

Rubin (1987) proposed a definition of learning strategies as the techniques which learners use to acquire knowledge. Strategies can contribute directly or indirectly to language learning. According to Rubin (1987), there are three types of strategies which have been identified: learning strategies, communication strategies, and social strategies. The three main categories of strategies provided by Rubin (1987) are as follows:

1) Learning strategies are strategies which support the development of the language system which a learner creates and affect learning directly. Rubin's (1987) model of language learning strategies combined cognitive and metacognitive strategies in the first type of strategies. Cognitive strategies refer to the steps used in learning or problem-solving that require learners' analysis and synthesis of learning. Cognitive strategies consist of six main strategies: clarification or verification, guessing, deductive reasoning, practicing, memorization, and monitoring. In the same vein, metacognitive strategies are used for planning, monitoring, and evaluating learning activities. Metacognitive strategies consist of four main strategies: planning, goal setting, and self-management. Rubin (1987) noted that both cognitive and metacognitive strategies can contribute to language learning directly.

2) Communication strategies are used to produce the target language by communicating with others. These strategies involve the use of synonyms, simple

sentences, and gestures. These strategies help learners remain in the conversation and practice what they have learned even though they are not proficient.

3) Social strategies are learning activities which provide learners opportunities to practice their knowledge. Rubin (1987) noted that these strategies contribute to learning indirectly because they do not support storing, retrieving, and using of language.

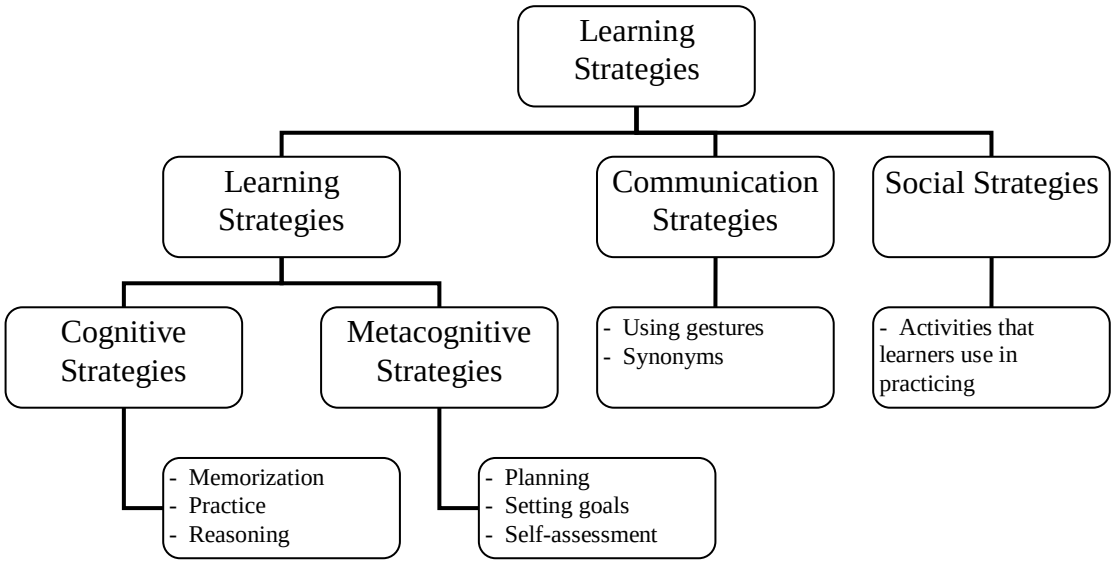

Figure 2.1: Classification of Learning Strategies by Rubin (1987)

O'Malley and Chamot's (1990) Classification of Language Learning Strategies

O'Malley and Chamot (1990) defined language learning strategies as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information" (p.1). O'Malley and Chamot (1990) categorized language learning strategies according to types of information processing. They classified language learning strategies into three main categories: metacognitive strategies, cognitive strategies, and social/affective strategies.

1) Metacognitive strategies are considered as higher order executive skills which are used in the process of receptive or productive language tasks, such as planning the organization, setting goals, monitoring one's progress, and problem-solving, self-management, and self-evaluation.

2) Cognitive strategies directly manage information and operate it in ways that develop learning. These strategies consist of three groups: rehearsal, organization, and elaboration. They include guessing meanings from context, using the dictionary, and linking new information to other concepts in the memory.

3) Social/affective strategies are related to interaction with others or control over affects, such as cooperating with others to solve a problem, speaking English with teachers or classmates, and using mental redirection of thinking.

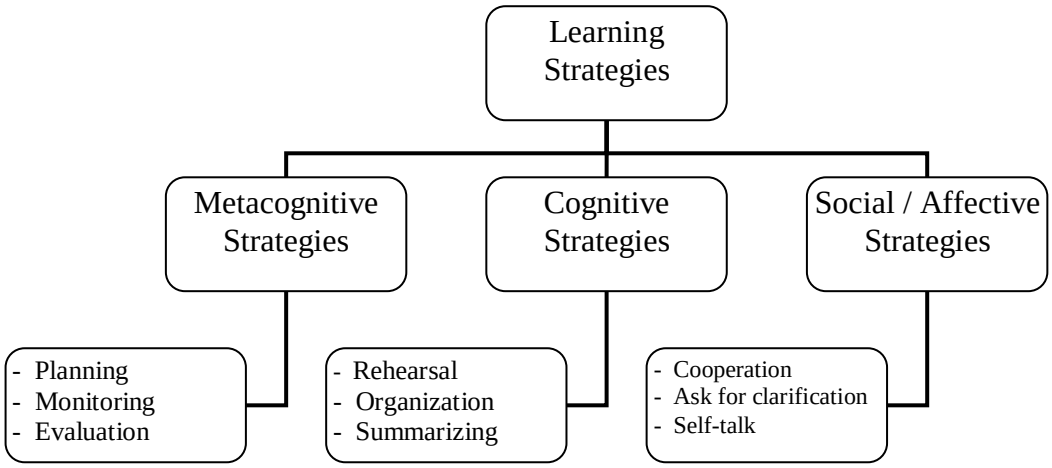

Figure 2.2: Classification of Learning Strategies by O'Malley and Chamot (1990)

Oxford's (1990) Classification of Language Learning Strategies

Oxford's (1990) model of language learning strategies is considered as the most widely used instrument in the language learning field (Hsiao & Oxford, 2002). The classification of language learning strategies developed by Oxford (1990) aims to improve communicative competence in language learners. She divided language learning strategies into direct and indirect strategies. Direct strategies refer to

behaviors or actions which directly involve the target language. They help learners make connection with existing knowledge and new information. Direct strategies consist of three subcategories: memory strategies, cognitive strategies, and compensation strategies. On the other hand, indirect strategies refer to behaviors or actions which do not deal with the target language directly but which are necessary for language learning. Indirect strategies include three subcategories: metacognitive strategies, affective strategies, and social strategies.

According to Oxford (1990), the six main categories of language learning strategies have been identified as follows:

1) Memory strategies help learners remember important things they learn in the target language and retrieve new information by using sounds, images, and body movement. In vocabulary learning, these strategies help learners to restore different meanings. However, some studies indicate that language learners rarely use these strategies because learners are not aware of how often they use these strategies.

2) Cognitive strategies enable learners to connect new information with their existing knowledge in order to understand new language through reasoning, analysis, note-taking, summarizing, organizing information, and practicing sounds and structures. These strategies allow learners learn to create a structure for information by using key words and clues.

3) Compensation strategies help learners compensate for their missing knowledge when they do not know all the words or grammar. For example, learners use a synonym in writing and use gestures in speaking. These strategies also help learners guess the meaning from the context.

4) Metacognitive strategies are used to manipulate and evaluate their learning process through planning tasks, checking mistakes, and self-evaluation. These strategies are essential for successful language learning because they help learners arrange effective language learning.

5) Affective strategies enable learners to control and mange their feelings, emotions, attitudes, and motivation for learning. Self-encouragement and trying to relax can increase the self-esteem of learners. These strategies may influence success or failure in learning the target language (Oxford, 1990).

6) Social strategies include asking questions for clarification and talking with friends, teachers, and native speakers. These strategies enable learners to cooperate with others, practice the language, and understand the target language as well as culture.

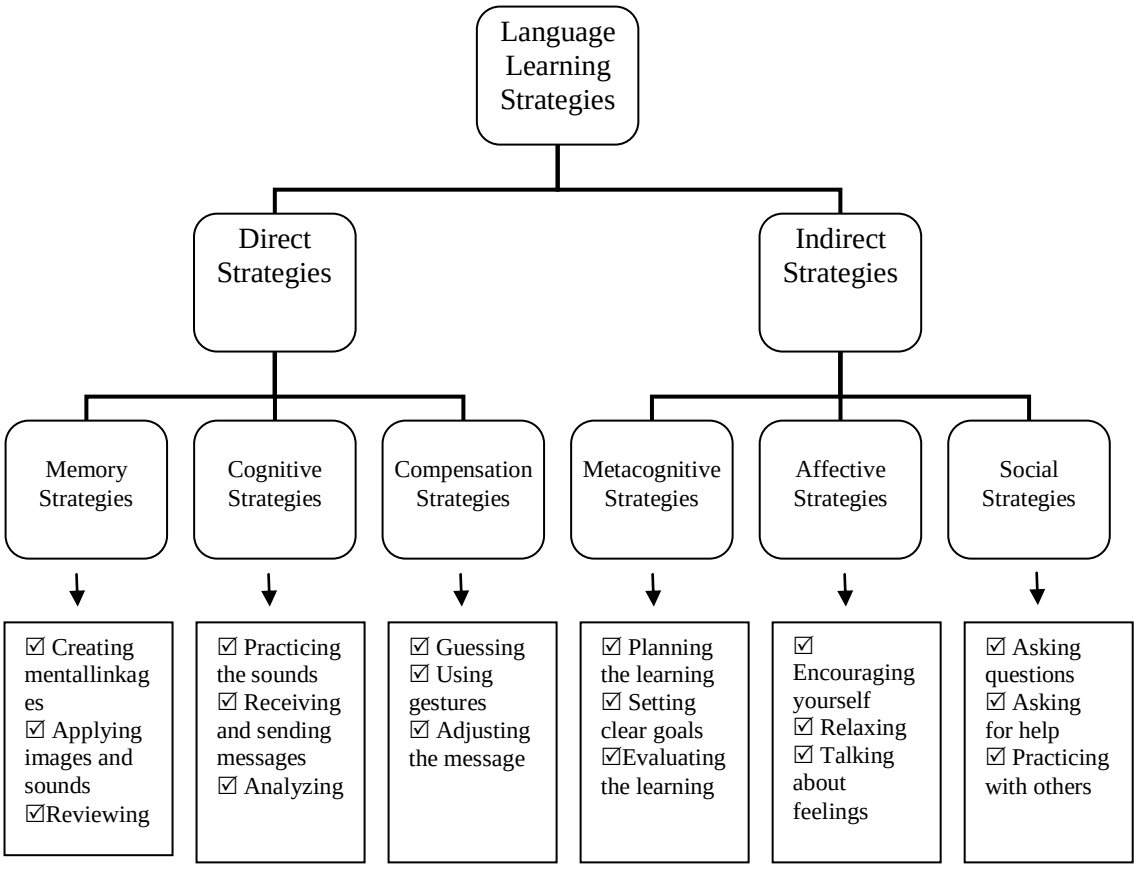

Figure 2.3: Oxford's Strategy System Showing All Six Strategies (Oxford, 1990)

In brief, three sets of researchers (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1987) have classified language learning strategies in different ways. Rubin (1987) categorized language learning strategies into three categories: learning strategies, communication strategies, and social strategies. Rubin categorized the strategies based on the purposes of strategy use. Moreover, she included cognitive and metacognitive strategies in a group of learning strategies which contribute directly or indirectly to language learning. O'Malley and Chamot (1990) classified language learning strategies into three categories: metacognitive strategies, cognitive strategies and social strategies. They divided language learning strategies according to the levels

or types of information processing. Oxford (1990) divided strategies into two main categories: direct and indirect strategies. Direct strategies are composed of memory strategies, cognitive strategies, and compensation strategies. On the other hand, indirect strategies consist of metacognitive strategies, affective strategies, and social strategies. It can be clearly seen that the Oxford's (1990) classification of language learning strategies separates the main groups of strategies by the contribution of direct or indirect learning.

A study of these three classifications of language learning strategies shows that Oxford (1990) classified the strategies more precisely than did Rubin (1987) and O'Malley and Chamot (1990). To demonstrate this, in Rubin's (1987) classification, cognitive strategies and metacognitive strategies are integrated. In contrast, Oxford (1990) considered cognitive strategies and metacognitive as main strategies. In cognitive strategies, O'Malley and Chamot (1990) also united memory strategies. For example, there is a use of imagery and rehearsal, such as using visual images to understand and remember new verbal information and repeating the names of items or objects to be remembered. It can be seen that these generic strategies are specific memory strategies in Oxford's (1990) study. Furthermore, Oxford (1990) divided strategies based on direct and indirect learning, while Rubin (1987) and O'Malley and Chamot (1990) did not introduce this idea. Thus, the six category strategy developed by Oxford (1990) may be the most popular classification of language learning strategies used around the world (Oxford & Burry-Stock, 1995) because the classification is more clear-cut than Rubin's (1981) and O'Malley and Chamot's (1990) (Griffiths, 2003).

2.2.3 Factors Influencing Strategy Use

Although unsuccessful learners report using the same strategies as successful learners, they become less successful because of some factors: gender (Ehrman & Oxford, 1989; Green & Oxford, 1995); age (Ehrman & Oxford, 1989); motivation (Oxford & Nyikos, 1989; Wharton, 2000); nationality (O'Malley, 1987; Yang, 2007); field of study (Oxford & Nyikos, 1989; Torut, 1994; Tsan, 2008); and level of English proficiency (Intaraprasert, 2000; Lamatya, 2010; Lappayawichit, 1998; Phasit, 2007; Prakongchati, 2007; Tianchai, 2012).

There are six factors that influence the choice of language learning strategies. ***Firstly***, some studies revealed that gender differences affect strategy use (Ehrman & Oxford, 1989; Green & Oxford, 1995). Females were likely to use more language learning strategies than males (Prakongchati, 2007; Yilmaz, 2010). ***Secondly***, older learners tended to employ different strategies than younger learners (Ehrman & Oxford, 1989). ***Thirdly***, motivation is related to language learning purpose, which is another key to strategy use. For example, learners who want to learn a new language for communication will use different strategies than learners who want to learn a new language for graduation requirements (Oxford, 1990). More highly motivated learners tended to use more strategies than less motivated learners did (Oxford & Nyikos, 1989; Wharton, 2000). ***Fourthly***, nationality also affects strategy use (Yang, 2007). For example, Asian students seemed to use memory strategies more frequently than some other ethnic groups did because of their traditional learning style (O'Malley, 1987). ***Fifthly***, field of study has an impact on students' choice of language learning strategies. Oxford and Nyikos (1989) and Torut (1994) reported that students in different academic fields employed different strategies. Later, Tsan (2008) indicated that there were significant differences in the strategy use between English and non-English education majors. English major students appeared to use language learning strategies more than those with other majors. ***Lastly***, the use of language learning strategies is correlated with English proficiency level (Intaraprasert, 2000; Lamatya, 2010; Phasit, 2007; Prakongchati, 2007; Torut, 1994). High English ability students employed language learning strategies more frequently than low English ability ones (Lappayawichit, 1998; Tianchai, 2012).

To conclude, the choice of language learning strategies can be highly influenced by learners' differences (gender, age, motivation, nationality, field of study, and level of English ability).

2.3 Previous Studies on Language Learning Strategies

Since the teacher-centered approach has shifted to the learner-centered approach, learning strategies have played a significant role in the field of research in second or foreign language learning (Wenden, 1991). Language learners should be trained to use appropriate learning strategies to improve autonomous learning and facilitate effective learning (O'Malley & Chamot, 1990; Oxford, 1990). Researchers (Ehrman & Oxford, 1989; Green & Oxford, 1995; Oxford & Nyikos, 1989; Wharton, 2000) have found that there was a wide range of the use of language learning strategies due to some other variables, such as gender, age, motivation, field of study, and proficiency level. Differences in strategy use between good and poor language learners were found in range, frequency, and categories of strategy use (Lai, 2009). The next section will present some studies on language learning strategies in terms of frequency of strategy use and successful and unsuccessful language learners.

2.3.1 Previous Research on Frequency of Strategy Use

According to Oxford (1990), metacognitive strategies are essential for effective learning because they help learners plan, monitor, and evaluate their learning. Metacognitive strategies also assist learners in selecting and using learning strategies. Hamdan and Mattarima (2011) revealed that students regarded metacognitive strategies as the most effective strategy group to promote autonomous learning by independently organizing and evaluating their learning progress. Moreover, the use of metacognitive strategies requires higher proficiency in a target language (Bremner, 1999; Cohen, 1990; Oxford, 1990). Ghee, Ismail, and Kabilan (2010) discovered that Malaysian students who had high proficiency preferred planning, organizing, focusing and evaluating their own learning. Gerami and Baighlou's (2011) study also found that successful learners are high metacognitive strategy users as the item "*I try to find as many ways as I can to use my English*." had the highest mean for successful learners. Similarly, Al-Jabali (2012) reported that Jordanian English major students used metacognitive strategies the most to help them learn easily.

Apart from metacognitive strategies, compensation strategies have also been found to be the most frequently used strategies. Compensation strategies are necessary for overcoming limitations in using a target language (Oxford, 1990).

Murray's (2010) study reported that students used compensation strategies most often to overcome gaps in speaking and writing. Compensation strategies also enable learners to guess the meanings of unknown words successfully when they read English (Yang, 2007). Furthermore, compensation strategies were found to be the most used by graduate students (Kaotsombut, 2003). Wongphangamol's (2005) study indicated that high proficiency students employed compensation strategies more frequently than low proficiency students. Unsuccessful learners who lack proficiency and confidence tried to use compensation strategies more frequently to overcome their language gaps (Ghee, Ismail, & Kabilan, 2010). Additionally, Yilmaz (2010) discovered that 140 Turkey university students usually employed compensation strategies to learn English. Tianchai (2012) revealed that Thai university students considered compensation strategies as the most effective strategy group for improving critical reading. Similarly, Thura (2012) found that compensation strategies were the most commonly used by Thai university students in writing.

Some researchers discovered that memory strategies and affective strategies were used less often by participants. The findings of Yang (2007), Lai (2009), Nguyen and Godwyll (2010), and Alhaisoni (2012) indicated that university students occasionally employed memory strategies. Likewise, Thai students reported using memory strategies as the lowest level (Kaotsombut, 2003; Lamatya, 2010; Lappayawichit, 1998; Wongphangamol, 2005; Thura, 2012). However, Hong-Nam and Leavell (2006) found that that Asian students favored memory strategies because of their rote memorization learning styles. Fewell (2010) revealed that Japanese students were encouraged to use rote learning by writing vocabulary until they memorized it. Pitukwong (2012) found that Thai university students usually learned the meaning of a word by translating. Moreover, low proficiency students tended to use memory strategies more frequently than cognitive strategies and metacognitive strategies (Lai, 2009). Affective strategies were found to be the least used since learners may not pay attention to their emotions in language learning (Oxford, 1990). Phasit (2007) discovered that affective strategies were considered as the least effective strategy group for learning English by Thai students. Gerami and Baighlou (2011) also found that unsuccessful Iranian learners of English used affective strategies at a low level. Recently, Su and Duo (2012) found that affective strategies were the least used

by Taiwanese high school students. In contrast, the findings of Rao (2006) revealed that Chinese university students employed affective strategies the most.

From those findings of previous research on language learning strategies, it can be concluded that metacognitive strategies and compensation strategies were reported as the most used, whereas, memory strategies and affective strategies were found to be the least used.

2.3.2 Previous Research on Language Learning Strategies Used by Successful and Unsuccessful Language Learners

Pioneer research on language learning strategies has put an emphasis on what strategies successful language learners employ in language learning (Rubin, 1975; Wenden, 1987). Early studies have shown the interest of a number of language researchers in exploring the choice of language learning strategies and language achievement (Abraham & Vann, 1987; Bremner, 1999; Ehrman & Oxford, 1995; Foong & Goh, 1997; Green & Oxford, 1995; Griffiths, 2003; Park, 1997; Phillips, 1991; Sheorey, 1999; Wharton, 2000). The results of those studies revealed that language learners used a wide range of language learning strategies based on differences in their performance.

Students at different proficiency levels adopt different language learning strategies (Griffiths, 2003; Park, 1997; Sheorey, 1999; Wharton, 2000). Successful language learners more frequently employed overall language learning strategies than unsuccessful learners (Alhaisoni 2012; Bremner, 1999; Gerami & Baighlou, 2011; Gharbavi & Mousavi 2012; Green & Oxford, 1995; Hong-Nam & Leavell, 2006; Magogwe & Oliver, 2007; Nguyen & Godwyll, 2010; Park, 2010; Pei-Shi, 2012; Wu, 2008). Successful learners know how to choose appropriate strategies depending on language tasks (Abraham & Vann, 1987; Bremner, 1999); on the other hand, unsuccessful learners show inefficient use of learning strategies (Chamot & El-Dinary, 1999). According to Lai (2009), higher proficiency level was related to more strategy use. High proficiency students reported using metacognitive strategies and cognitive strategies more frequently than low proficiency students. The proficient learners used more cognitive and metacognitive strategies because they were more capable of making use of these strategies. The findings of Lai (2009) were supported by those of

Jurkovic (2010), who found that the frequency of use of metacognitive strategies had a significant positive effect on language achievement. Furthermore, the results of Gan, Humphreys, and Hamp-Lyons's (2004) qualitative research on language learning strategies revealed that unsuccessful learners had negative attitudes towards learning; while successful learners were intrinsically and extrinsically motivated to learn. Unsuccessful learners felt bored with teaching styles as they thought that teachers were unable to help them pass exams. Conversely, successful learners regarded teachers' guidance as valuable and supportive. In addition, less proficient learners focused on language form in their communication; while more proficient learners emphasized meaningful messages in their communication (Park, 2007). If language teachers recognize effective strategies that successful learners employ, they can encourage unsuccessful learners to apply those strategies to develop their language ability (Yang, 2007).

In brief, a better understanding of strategy use can help students to learn more successfully. More proficient learners tend to use language learning strategies more frequently than less proficient learners since they are aware of the use of appropriate language learning strategies.

2.4 Language Anxiety

Differential success in second or foreign language learning originates from individual differences, such as intelligence, aptitude, motivation, attitudes, and anxiety (Brown, 1994). Anxiety is considered to influence the learning process and learner achievement (Dörnyei, 2005). Horwitz, Horwitz, and Cope (1986) found that anxious learners spoke less frequently and avoided classroom activities. MacIntyre and Gardner (1991) pointed out that anxious students tried to avoid being called on by sitting in the back row of the classroom. Numerous studies on language anxiety indicated that language anxiety can affect language learning and achievement (Aida, 1994; Alemi, Daftarifard, & Pashmforoosh, 2011; Bailey, 1983; Chastain, 1975; Fang-peng & Dong, 2010; Hewitt & Stephenson, 2011; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991; Matsuura ,2007; Onwuegbuzie, Bailey, & Daley, 2000;

Price, 1991; Saito & Samimy, 1996; Sarason, 1978; Scovel, 1978; Tianjin, 2010; Young, 1991). The sources of language anxiety stem from teachers, learners, and learning procedures. This section describes how language anxiety has been defined by different researchers. Then the relationship between language anxiety and students' performance and relevant research studies are presented.

2.4.1 Definitions of Language Anxiety

The term "language anxiety" depends on the operational definition used by each author. Horwitz, Horwitz, and Cope (1986) define language anxiety as "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). MacIntyre and Gardner (1994) also define language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (p.284). Regarding language anxiety related to performance evaluation in both academic and social contexts, Horwitz, Horwitz, and Cope (1986) proposed three forms of anxiety in language learning as communication apprehension, test anxiety, and fear of negative evaluation. Firstly, communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people. This type of anxiety leads to trouble in speaking in public or in listening to a second or foreign language. Learners' personality traits, such as shyness and reticence are considered as factors increasing communication apprehension. Secondly, test anxiety refers to a type of performance anxiety caused by a fear of failure. This type of anxiety frequently occurs in testing and examinations in a language classroom. Students who are anxious about their tests or quizzes in the language class may encounter some difficulties because they have to take tests as part of continual performance evaluation. Finally, fear of negative evaluation refers to a tendency to consider both academic and personal evaluation on learners' performance in the target language. This type of anxiety includes fear of being unaccepted and mocked. Horwitz, Horwitz, and Cope (1986) stated that these three types of anxiety can block one's language learning and cognitive process.

2.4.2 Causes of Language Anxiety

Some researchers (Aida, 1994; Bailey, 1983; Horwitz, 1988; Lizuka, 2010; Price, 1991; Young, 1990, 1991) have attempted to identify the main sources of language anxiety. Notably, Young (1991) identified six sources of language anxiety according to three aspects: teachers, learners, and learning environment. She indicated that language anxiety resulted from six factors: 1) personal and interpersonal anxiety; 2) learner beliefs about language learning; 3) teacher beliefs about language teaching; 4) teacher-learner interaction; 5) classroom procedures; and 6) language testing.

Personal and interpersonal anxiety stem from personality traits and competitiveness (Aida, 1994; Bailey, 1983, Lizuka, 2010). Bailey (1983) reported that self-esteem and competitiveness in language learning can lead to anxiety when learners compare themselves to others. Learners who perceive their level of language proficiency lower than that of others are likely to be anxious about language learning (Lizuka, 2010; Price, 1991). They are also afraid of making mistakes in front of their peers when they have oral presentations and group discussion (Aida, 1994; Lizuka, 2010). Moreover, students' negative attitudes toward the language class can contribute to their levels of language anxiety. Negative attitudes result from negative experiences that learners may have confronted in earlier stages of learning a new language (Aida, 1994). Additionally, discomfort in speaking with native speakers of the language probably cause language anxiety. The individual who feels comfortable with native speakers is likely to have lower anxiety (Aida, 1994). It can be seen that personal and interpersonal anxiety are related to communication apprehension.

Learner beliefs contribute to language anxiety due to a concern about pronunciation and fluency (Horwitz, 1988). Some students believe that an individual who is gifted in language learning can be successful in language learning (Horwitz, 1988). They may end up suffering from frustration and tension in class if they think that pronunciation is the most important part of language learning (Ohata, 2005). Furthermore, a focus on the correctness in using the target language can increase anxiety (Young, 1991).

Teacher beliefs about teaching and learning have also been regarded as a source of language anxiety. Young (1991) noted that some teachers do not promote pair or group work because teachers are afraid that they will be unable to control the

class. Moreover, they do not see their role as facilitators, but as controllers. Some teachers feel that their role is to correct students' mistakes rather than to help students. An authoritative and unfriendly classroom atmosphere can lead to anxiety in students.

Teacher-learner interaction can affect language anxiety among students in the classroom. Learners may feel anxious when teachers correct errors. Young's (1990) study revealed that error correction is not a problem, but the teacher's manners of conducting error correction causes students' anxiety. When teachers give students comments in an incorrect way, such as making them look or sound foolish, this action can lead to an anxiety-provoking situation (Horwitz, 1988).

Classroom procedure is another cause of anxiety in learners. Classroom activities which require students to speak in front of others are considered as the most anxiety-provoking situations (Horwitz, 2001). Koch and Terrel (1991) found that oral presentations and group discussion are the most anxiety-producing activities in the classroom. Moreover, Young's (1990) study reported that some students feel more comfortable when they do not have to speak the target language in front of the class.

Language testing is a variable which can increase learners' anxiety in performance evaluation. Fear of failing in the class results from test anxiety (Sarason, 1978). This factor illustrates students' tension and nervousness about evaluative situations (MacIntyre & Gardner, 1991; Young, 1991). Daly (1991) reported that the more ambiguous the test tasks and formats, the more anxiety in learners is triggered. Some students take time to study the test tasks if they are not clear. High evaluation also enables students to feel anxious about performing on a test (Aida, 1994).

To sum up, it can be seen that language anxiety results from internal and external factors. The internal factors are learner variables, such as self-perceived language, proficiency, and beliefs; while the external ones are situational variables, such as language learning procedures and teacher behaviors.

2.4.3 Coping Strategies

Since language anxiety tends to affect students' performance in language learning, it is necessary for teachers to help students eliminate this affective barrier (Crookall & Oxford, 1991; Foss & Reitzel, 1988; Young, 1990, 1991). There are several suggestions for reducing language anxiety in classroom activities. *Firstly*,

teachers can assign students activities related to students' own interests to do in pairs or groups. Anxiety in learners can be decreased when students work in pairs or small groups (Young, 1990). *Secondly*, playing games in the target language can minimize language anxiety among students (Saunders & Crookall, 1985). This is because playing games can interest and motivate students to learn more. It helps students to learn problem-solving effectively as well (Crookall & Oxford, 1991). *Thirdly*, to help students recognize their language anxiety, teachers can ask students to speak out or write their fears on the board. This method enables students to see that they are not the only ones who are anxious (Foss & Reitzel, 1988). Another technique is to write journals to help reduce language anxiety. Students can learn to perceive any inadequacy from their journals (Foss & Reitzel, 1988). *Finally*, a pre-test can be used to reduce students' anxiety (Young, 1991). It enables students to feel more comfortable to answer.

Not only do classroom activities help teachers create a low anxiety atmosphere in language class, but teachers' roles also have an impact on anxiety reduction among language learners (Arnold, 1999; Horwitz, 1988; Price, 1991; Young, 1990). Young (1990) suggests that teachers who are friendly, humorous, and patient can make students feel comfortable and encourage them to speak out. Consequently, students are willing to express their opinions although they are not very fluent. Also, correcting errors plays an important role in language learning. The participants in Young's (1990) study report that language anxiety can be reduced when a teacher provides appropriate feedback to the class. Teachers need to adapt their attitudes toward language learning and learners' mistakes and assess their error correction of students. Students feel more comfortable when the teacher's manner of giving correction is not harsh. In the same way, teachers should acknowledge what students try to convey in a meaningful message and give students compliments when they are correct (Arnold, 1999). This is positive reinforcement. Moreover, teachers should discuss with their students how to evaluate their performance by not focusing on fluency in order to reduce language anxiety based on learner beliefs (Horwitz, 1988). Students may think that they do not perform well enough because they are not fluent. For this reason, teachers should give students clear and reasonable directions for performance evaluation.

In summary, the role of the teacher is essential in reducing language anxiety in learners because the teacher can help students deal with their anxiety and tension in language learning by selecting appropriate classroom activities, giving students feedback in a friendly manner, and encouraging students to be self-confident.

2.4 Previous Studies on Language Anxiety

Early research on language anxiety has been mainly carried out in the United States from the 1970 to the 1990's. The results indicate that language anxiety can affect language students' performance and achievement (Aida, 1994; Bailey, 1983; Chastain, 1975; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991; Price, 1991; Sarason, 1978; Scovel, 1978; Young, 1991). Researchers (Aida, 1994; Onwuegbuzie, Bailey, & Daley, 2000; Saito & Samimy, 1996) have found language anxiety to be one of the best predictors of language achievement.

The relationship between language anxiety and students' performance: Language anxiety is negatively associated with students' performance (MacIntyre, Noels, & Clément, 1997). In recent years, some researchers have conducted language anxiety research to examine the relationship between language anxiety and students' performance. Language anxiety was found to have a negative impact on students' performance (Alemi, Daftarifard, & Pashmforoosh, 2011; Hewitt & Stephenson, 2011). Alemi, Daftarifard, and Pashmforoosh (2011) explored the impact of language anxiety and language proficiency on 49 engineering freshmen in Iran. The findings indicated that there was a negative relationship between language anxiety and proficiency. The level of language anxiety decreased when students' performance increased. In the same year, Hewitt and Stephenson (2011) studied the relationship between language anxiety and oral exam performance in Spanish students. They found that language anxiety was negatively correlated with students' performance. The results showed that high-anxiety students were likely to achieve lower grades on oral examinations. The findings of Hewitt and Stephenson (2011) confirmed those previous findings of Matsuura (2007), Fang-peng and Dong (2010), and Tianjin (2010). Matsuura (2007) reported that Japanese university students who had lower anxiety could understand a passage better than students with higher anxiety. The

results also suggested that a student who was confident in his English abilities tended to be a capable listener when he encountered differentvarieties of spoken English. Fang-peng and Dong (2010) discovered that Chinese college students made great progress in English, but their speaking ability was still low due to anxiety. The higher the anxiety in spoken English a student displayed, the lower speaking ability he had. Likewise, Tianjin (2010) found that language anxiety was associated with students' English ability. Over half of 240 Chinese freshmen experienced moderate or high levels of speaking anxiety. More proficient students were less anxious. As mentioned by MacIntyre and Gardner (1993), language learners who perceived their proficiency to be tended to be more anxious about language learning because they were likely to underestimate their language proficiency. On the other hand, Marcos-Llinas and Garau (2009) discovered that advanced learners of Spanish were more anxious than the beginners and intermediates. The results were repeated in Kitano's (2001) study in that advanced learners tended to feel more pressure to do well.

Nevertheless, a few studies revealed that language anxiety was not correlated with students' performance. The findings of the studies of the relationship between language anxiety and students' performance were inconsistent. Some researchers (Liu, 2006; Wu, 2011) found that there was no relationship between those two variables. Liu (2006) conducted research to examine the anxiety in the English classroom of first-year Chinese university students of different proficiency levels. Statistical data indicated that there was no significant difference between language anxiety and students' performance; however, more proficient students tended to be less anxious in English class. The findings suggested that some students were highly anxious when they were speaking English in class due to low proficiency and low self-confidence. In contrast, students felt comfortable with pair work or group work. The findings of Liu's (2006) study were repeated by Wu (2011), who agreed that there was no relationship between language anxiety and students' reading comprehension performance.

The relationship between language anxiety and language learning strategies: Some researchers (Lu & Liu, 2011; Nishitani & Matsuda, 2011; Noormohamadi, 2009; Park, 2007) have attempted to find the relationship between language anxiety and some other factors, such as learning strategies. It was found that

more anxious students made less use of learning strategies (Lu & Liu, 2011; Nishitani & Matsuda, 2011; Noormohamadi, 2009). For example, Noormohamadi (2009) explored the relationship between language anxiety and language learning strategies used by the first-year students in Iran. The results showed that language anxiety was negatively correlated with the level of strategy use. High-anxiety students made significantly less use of strategies than low-anxiety students. Moreover, metacognitive strategies were the most used, whereas, affective strategies were the least used. Recently, Lu and Liu (2011) found that language anxiety was correlated with the use of cognitive strategies and metacognitive strategies among Chinese freshmen. More proficient learners tended to use cognitive and metacognitive strategies more frequently than less proficient learners. In addition, Park's (2007) qualitative study found that Korean undergraduate students reported that language anxiety was a major factor that impeded them from using learning strategies although they wanted to use learning strategies more frequently than they actually did.

It can be concluded that language anxiety decreases when experience and proficiency increase. More anxious learners tend to be less proficient and make less use of learning strategies. On the contrary, learners with high self-confidence can learn a language better than those with high anxiety (Ellis, 1991). As stated by Krashen (1985), anxiety is a filter that impedes learners' learning and achievement. Students who have greater opportunities to communicate in a target language tend to achieve higher proficiency (Matsuda & Gobel, 2004). Therefore, a reduction in language anxiety is needed for language achievement.

CHAPTER III
METHODOLOGY

A mixed-methods design can be flexible and it is able to provide in-depth and generalizable findings (Creswell & Clark, 2007). In the present study, a mixed-methods design was utilized for data collection and analysis. Quantitative analysis was applied to find the relationship between three variables: language anxiety, language learning strategies, and students' English proficiency. On the other hand, qualitative data was used to clarify the participants' point of views.

This chapter presents the research methodology of a mixed-methods study. It describes the population, the research instruments, the data collection procedure, the statistical devices for data analysis, and the semi-structured interview.

3.1 Population

The total population for this study was 71 Thai graduate students in the Faculty of Business Administration, Thonburi University, during the second semester of the academic year 2011. They were studying in graduate programs in the first year and second year. The reason for selecting MBA students as the population was that they were expected to read and comprehend English technical terms and academic texts such as articles from local and international journals. Moreover, they were also expected to be able to use English for business affairs and their career. They need to use more English for communication in the upcoming ASEAN Economics Community. Therefore, English skills were important for them. For this reason, the dean of the Faculty of Business Administration at Thonburi University permitted the researcher to do the assessment of MBA students' English ability to evaluate and improve English courses based on learner needs.

The participants were asked to take a 60-item multiple choice proficiency test in order to categorize them into two groups: low and high English ability. Also,

the participants were asked to complete two questionnaires about language learning: the Strategy Inventory of Language Learning (SILL) and the Foreign Language Classroom Anxiety Scale (FLCAS) in order to identify their strategy use and degree of language anxiety.

3.2 Instruments

Three data collection instruments were used to analyze the data of this study: the Quick Placement Test (QPT), questionnaires, and a semi-structured interview.

3.2.1 Quick Placement Test (QPT)

The Quick Placement Test is a test of English language proficiency. It was designed to provide students and teachers of English a quick way of assessing the approximate level of a student's knowledge of English for all levels of English learners. The QPT consists of two versions: an adaptive computer-based test and a paper-based test. Both versions have been developed to be of an equal standard as shown by a correlation of 0.87 (Oxford University, 2001). In this study, the paper and pen version were used to assess the English language proficiency of the graduate students since it was convenient for both the researcher and the participants. The QPT is designed using a 60-item multiple choice test format. The participants had to complete the test within 40 minutes. However, it was utilized to assess only grammar and vocabulary. The scores for the QPT were used to separate the graduate students into two groups: low and high English ability students as presented in Table 3.1.

Table 3.1: Test Score Interpretation

Level	ALTE Level	Scores out of 60
Low	Beginner	0-17
	Elementary	18-29
	Lower Intermediate	30-39
High	Upper Intermediate	40-47
	Advanced	48-54
	Very Advanced	55-60

Table 3.1 illustrates the score interpretation for the paper and pen version based on the ALTE levels (Association of Language Testers in Europe). The score range for low English ability students is 18-39, while that for high English ability students is 40-60.

3.2.2 Questionnaires

Two structured questionnaires were used for data collection. The researcher employed the Strategy Inventory of Language Learning (SILL), version 7.0, developed by Oxford (1990) and the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) in this study. Both questionnaires use a self-report format with a five-point Likert scale. The questionnaires were divided into three parts: background information, the SILL, and the FLCAS.

Part 1: Background information

This part obtained demographic data from the participants including name, gender, and age.

Part 2: Strategy Inventory of Language Learning (SILL)

This part consisted of a total of 50 items of the SILL (version 7.0). The six strategies include: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The frequency of strategy use in learning English was reported by the participants.

Development of the SILL

The SILL developed by Oxford (1990) is an instrument to measure language learning strategies used by language learners. Oxford developed two versions of SILL: 1) version 5.1 with 80 items for native English speakers who were learning other languages and 2) version 7.0 with 50 items for non-native speakers who were learning English as a second/foreign language. SILL has been translated and used for research around the world (Oxford & Burry-Stock, 1995). In this research, SILL version 7.0 was also adopted to identify language learning strategies used by the graduate students. All of the SILL items were translated into Thai in Kaotsombut's (2003) unpublished master's thesis. The Thai version of SILL was adopted in this study.

SILL version 7.0 consists of 50 items on a five-point Likert scale to report the frequency of use of language learning strategies on the part of the participants. Oxford's (1990) classification of language learning strategies in the SILL was organized for the 50 items as displayed in Table 3.2.

Table 3.2: The Classification of Direct and Indirect Strategies

Direct Strategies	Items no.	Indirect Strategies	Items no.
Memory	1-9	Metacognitive	30-38
Cognitive	10-23	Affective	39-44
Compensation	24-29	Social	45-50

Table 3.2 shows the classification of direct and indirect strategies provided by Oxford (1990). Direct strategies consist of three subcategories: memory strategies (items 1-9), cognitive strategies (items 10-23), compensation strategies (items 24-29). Indirect strategies also consist of three subcategories: metacognitive strategies (items 30-38), affective strategies (items 39-44), social strategies (items 45-50). All 50 items were rated by the participants using a Likert scale of 1-5. The descriptions were as follows: 1 = never or almost never true of me, 2 = generally not true of me, 3 = somewhat true of me, 4 = generally true of me, and 5 = never or almost never true of me. Oxford (1990) proposed three levels of frequency of strategy use: low (1.00-2.49),

medium (2.50-3.49), and high (3.50-5.00). However, the criteria for evaluating strategy use were adapted from Oxford's (1990) criteria (see Table 3.3).

Table 3.3: Criteria for Evaluating the Frequency of Strategy Use
(adapted from Oxford, 1990)

Frequency of Strategy Use	Average Mean Scores	Levels of Frequency Use
1 = Never or almost never used 2 = Generally not/Seldom used	1.00-1.49 1.50-2.49	Low
3 = Sometimes/Occasionally used	2.50-3.49	Medium
4 = Generally/Often used 5 = Always or almost always used	3.50-4.49 4.50-5.00	High

Reliability and Validity of the SILL

The reliability of an instrument is the consistency of measurement—the extent to which a test yields the same results on repeated trials for data collection (McMillan & Schumacher, 1997). The reliability of the SILL (version 7.0) is high. It has been translated into many languages (Oxford & Burry-Stock, 1995). To illustrate this, Cronbach's alpha has been: 0.94 for the Chinese version based on 590 Taiwanese university students; 0.92 for the Japanese version based on 255 Japanese college students; and 0.91 for the Korean version based on Korean university students (Oxford & Burry-Stock, 1995). For the SILL (Thai version) translated in Kaotsombut's (2003) study, Cronbach's alpha is 0.92.

Validity is the extent to which the uses and inferences of an instrument are valid and appropriate (McMillan & Schumacher, 1997). According to Oxford and Burry-Stock's (1995) study, the SILL displays a high level of validity as the SILL items matched at 0.99, based on independent raters.

Part 3: Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz, and Cope (1986) was employed to investigate students' language anxiety in terms of communication apprehension, test anxiety, and fear of negative evaluation.

Based on Horwitz, Horwitz, and Cope's (1986) study, the model of the FLCAS is divided into three parts as follows:

1) Communication apprehension in items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32

2) Test anxiety in items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28

3) Fear of negative evaluation in items 2, 7, 13, 19, 23, 31, 33

Development of the FLCAS

The FLCAS developed by Horwitz, Horwitz, and Cope (1986) is an instrument to measure students' anxiety in second language learning. It measures one's level of language anxiety based on the ratings on 33 items. The score range is from 33 to 165. The higher the scores, the higher level of language anxiety. Horwitz, Horwitz, and Cope (1986) reported that Cronbach's alpha was 0.93 based on 108 participants who were enrolled in a Spanish class. Later, Aida (1994) tested the FLCAS of Horwitz, Horwitz, and Cope (1986) with 96 students of Japanese to examine whether the structure of the FLCAS reflected communication apprehension, test anxiety, and fear of negative evaluation. Aida (1994) found that Cronbach's alpha was 0.94 and the reliability, mean, and standard deviation in her study were very similar to those of Horwitz, Horwitz, and Cope (1986).

The FLCAS contains 33 items using a five-point Likert scale to specify the levels of language anxiety reported by the participants. The descriptions were as follows: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree (See Table 3.4).

Table 3.4: Descriptions for the Rating Scale in the FLCAS

Scale	Descriptions
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree

For each item, the highest degree of language anxiety was scored as five points, while the lowest degree of language anxiety received one point. In this study, the researcher divided the degree of language anxiety into two levels: low anxiety (1.00-2.50) and high anxiety (2.51-5.00) as presented in Table 3.5.

Table 3.5: Criteria for Assessing the Levels of Language Anxiety

Levels of Language Anxiety	Average Mean Scores
Low Anxiety	1.00-2.50
High Anxiety	2.51-5.00

Reliability and Validity of the FLCAS

Horwitz, Horwitz, and Cope (1986) and Aida (1994) reported that the FLCAS was a reliable and valid instrument. According to Horwitz, Horwitz, and Cope's (1986) study, Cronbach's alpha was 0.93 and test-retest reliability was r = 0.83, $p < .01$. Aida (1994) employed the FLCAS to explore the level of language anxiety of 96 university students of Japanese as a foreign language. Cronbach's alpha coefficient was 0.94 and test-retest reliability was r = 0.80, $p < .01$. Afterwards, Pérez-Paredes and Martínez-Sánchez (2001) also used the FLCAS to investigate the level of language anxiety of 198 Spanish students of English as a second language. Cronbach's alpha was 0.89 and test-retest reliability was r = 0.9041, $p < .000$.

3.3 Data Collection Procedures for Questionnaires

The adoption of the questionnaires: To begin with the adoption of the questionnaires in the present study, the researcher asked permission from three questionnaire developers: Oxford (1990) for the SILL, Horwitz, Horwitz, and Cope (1896) for the FLCAS, and Kaotsombut (2003) for the SILL (Thai version). Prior to administration, back translation was employed in the present study. The researcher translated the FLCAS into Thai. The Thai translation was proofread and checked by three experts: two bilingual professionals and one psychological expert. The Thai version of the questionnaire was translated back into English by an expert who was

proficient in English and Thai to confirm that the two sets of items contained the same meanings.

Pilot test: In this study, the pilot test was used to assess the feasibility of research tools and procedures. The SILL and the FLCAS were piloted with 30 graduate students to assure the reliability and validity. Thirty students who had similar characteristics to those of the actual population were asked to volunteer for the pilot study. Students were asked to express their opinions on the question items in the questionnaires. The researcher revised the questionnaires by consulting the thesis advisor after ambiguous items had been identified. Then the researcher analyzed the results of the returned questionnaires to establish the reliability by using Cronbach's alpha. Cronbach's alpha was 0.91 for the SILL and 0.88 for the FLCAS. The Index of Item-Objective Congruence (IOC) was also used to assure the validity of the questionnaires. It was found that each item on the two questionnaires was rated 0.60 or higher.

Human subject: Before the actual survey, the researcher asked the IRB committee for this study to scrutinize all the research content and instruments. Then the researcher amended the contents as the IRB committee suggested. After receiving the confirmation from the IRB committee, a consent form was sent to lecturers to explain the purpose of the study so that they could ask participants to take part in this study. The participants who agreed to participate were given the QPT test and questionnaires. A set of questionnaires was given to every participant during class. The purpose of the study was told to all the participants: to make them understand how they could learn English on their own effectively. They were also informed that there was no right or wrong answer when completing the questionnaires. Moreover, the researcher guaranteed them their participation would have no effect on their course grades. The participants were given one hour to complete the QPT test and questionnaires. To maintain anonymity, the data and scores were not shown to the participants and their teachers. Finally, the returned questionnaires were collected for further analysis.

3.4 Sampling for Semi-Structured Interview Participants

To obtain in-depth data, a semi-structured interview was employed in this study. Creswell (1994) says that an interview is necessary when invisible data such as behaviors, feelings, thoughts, and intentions cannot be observed directly. In other words, a semi-structured interview is flexible since it allows informants to feel free to express their points of views in their own terms.

In the present study, the semi-structured interviewees were selected from the group of the questionnaire participants. Eight interviewees were chosen on a voluntary basis and selected by using simple random sampling. The criteria for selecting the semi-structured interview participants were as follows:

1) Graduate students at the Faculty of Business Administration, Thonburi University

2) Graduate students who completed the questionnaires used in this study

3) Graduates students able to communicate in Thai fluently

4) Graduate students who agreed to take part in a semi-structured interview voluntarily

3.4.1 Semi-Structured Interview Questions

Face-to-face interviews were conducted in the present study. The semi-structured interview questions were constructed based on a literature review of language learning strategies and language anxiety. All the semi-structured interview questions were verified by the thesis advisor and co-advisor in order to assure validity. Next, the researcher piloted the interview questions with two graduate students. The researcher improved some wording to help the participants understand the questions more clearly. Then the researcher edited the questions under the supervision of the thesis advisor. The following interview questions were listed in this study.

1) Do you like studying English? Why?
2) How often do you participate in English class?
3) Do you like classroom participation? Why?
4) Are you anxious about studying English?
5) How do you feel when you are speaking in front of other students?

6) Do you think that other students speak English better than you do? Why?
7) How do you feel when you receive negative feedback or evaluation from language teacher in classroom?
8) In your opinion, what classroom activity causes the most anxiety-provoking situation? Please explain.
9) What strategies do you often use to learn English?
10) What strategies do you use if you want to improve your English?
11) What strategies do you use when the teacher or your classmates do not understand what you are saying in the language class?
12) What do you do when the language teacher asks questions which you have not prepared in advance?

3.4.2 Validity and Reliability of Semi-Structured Interviews

To increase the validity of the semi-structured interviews, the face-to-face interviews were audio-taped and then transcribed verbatim immediately after each interview to assure high reliability for the data, according to McMillan and Schumacher (1997). The validity of the semi-structured interviews was checked by peer review. After transcription, the researcher sent the participants the data to approve whether the transcription was correct. To check the reliability of the interview data analysis, statements from the interview transcriptions were used to describe the data. They were also confirmed and analyzed by research assistants (inter-coders) for stability over time (McMillan & Schumacher, 1997). This method helped eliminate researcher bias. A field log was also used to keep a log of date, time, place, and persons in order to access the participants easily.

3.5 Data Collection Procedures for Semi-Structured Interviews

After collecting the returned questionnaires, the researcher asked the participants to volunteer to take part in face-to-face interviews. Then the researcher made an appointment with each participant for an individual interview. The place used

for the interview was a meeting room at Thonburi University. All interviews were conducted during the afternoons of April 29 and May 6, 2012.

The set of open-ended questions consisted of three main sections. The first part asked about participants' language learning experiences, such as year of study, and length of time studying English. The second part asked about the activities used in the classroom; for example, "Do you like to speak English in front of others? Why?" "How often do you voluntarily interact with teacher in language classroom? Why?" The third part was about the factors which maximized and minimized students' anxiety and the choice of language learning strategies. The researcher prepared an interview protocol as a guideline based on each answer of participant. Questions could be omitted or added depending on the participants' responses.

Thai was used during the interviews to avoid any misunderstanding. The researcher took notes in the field log when the participants talked about their language learning experiences and expressed their opinions and also noted their body language. The researcher also asked the participants each question twice using different wording to reconfirm their answers. For instance, "How do you feel when you are speaking in front of other students?" and "You are anxious, aren't you?" Each interview lasted approximately thirty minutes (estimated time from the pilot study), depending on participants' responses. All interviews were audio-recorded for future transcription.

3.6 Data Analysis

All data from the returned questionnaires were analyzed using the Statistical Package for Social Science (SPSS) version 16.0. Descriptive and inferential statistics were employed to analyze the data. Descriptive statistics were used to determine the central tendency for strategy use, whereas inferential statistics were used to determine the *p*-value of the results. In the present study, the data were entered on the computer and coded for analysis using the following statistical methods.

Descriptive Statistics

1) Arithmetic Mean (*M*)

The mean is the arithmetic average of all the scores (McMillan & Schumacher, 1997). It is calculated by summing all the scores and then dividing the sum by the number of scores. The mean was used to provide average levels for the data in this study. In other words, the mean value revealed the range of the students' opinions about language learning strategies and language anxiety.

2) Standard Deviation (*SD*)

Standard deviation is the measure of the dispersion in a set of data from its mean (McMillan & Schumacher, 1997). The more spread apart the data, the higher the deviation. Standard deviation was used to specify the average range of the students' opinions from the mean value.

Inferential Statistics

1) Chi-square test (χ^2)

The chi-square test was used to assess whether paired observations on two variables, expressed in a contingency table, were independent of each other. The results of the chi-square test were used compared with a previously calculated table for chi-square distributions to find the *p*-value (McMillan & Schumacher, 1997). The *p*-value was used to determine the significance of the results. In this study, the chi-square test was employed to find the relationship between variables: language learning strategies and language anxiety; language anxiety and students' performance.

Strauss and Corbin's (1990) analytical approach was used to analyze the data from the semi-structured interview in the present study. This approach consisted of two kinds of coding: open coding and axial coding.

1) Open coding is the part of the analysis concerned with identifying, naming, categorizing and describing phenomena found in the text (Strauss & Corbin, 1990). Each phenomenon in the context is labeled according to category. Then the same phenomena are grouped and compared in order to find similarities and differences.

2) Axial coding is a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories (Strauss &

Corbin, 1990). To obtain new understanding of a phenomenon, the data are grouped according to the relations between sub-categories and categories.

Qualitative data analysis is an ongoing process of selecting, categorizing, comparing, synthesizing, and interpreting to provide explanations of the interviews (McMillan & Schumacher, 1997). The process of inductive data analysis is shown in Figure 3.1 as four overlapping stages. ***First***, discovery analysis was used to develop preliminary ideas during data collection. The researcher wrote some comments in the field notes and interview transcriptions to identify possible interpretations and questions. However, the comments were separated from the actual data. Then the researcher summarized the interviews and developed categories of concepts. ***Second***, coding was used to divide the data into parts by grouping the topics into larger clusters to form categories; or breaking each category into smaller subcategories; or adding new categories. The researcher had to develop the topics into discrete categories with subcategories. The basic questions were Who? Where? When? How? and Why? These strategies created an organizing system. At this stage, the researcher could compare and contrast each topic and category. ***Third***, in searching for patterns, the researcher needed to understand how categories affected or were affected by other categories. The strategies for ordering categories for patterns were to place the categories in a sequence of events and to create new categories that looked logical. ***Fourth***, the concepts revealed by the data could be summarized and presented in narrative structures (quotations of participants and interview transcriptions) and visual representations (tables, flow charts, and figures).

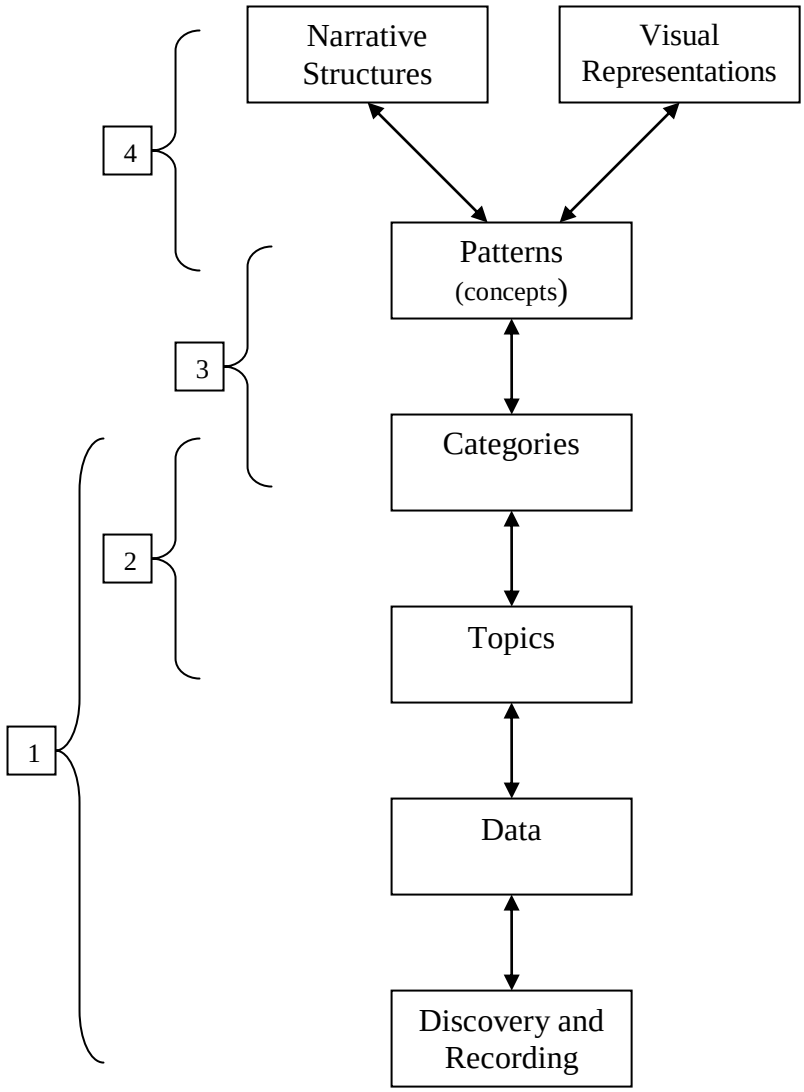

Figure 3.1: Process of Inductive Data Analysis (McMillan & Schumacher, 2001, p.463)

CHAPTER IV
RESULTS

This chapter reports the results of the research based on an analysis of the data obtained from the returned questionnaires and from the interviews. The results are presented following the pattern of the five research questions in chapter one. The five research questions are as follows:

Question One: What is the overall frequency of language learning strategies used by MBA students?

Question Two: What is the frequency of language learning strategies used by low-anxiety students?

Question Three: What is the frequency of language learning strategies used by high-anxiety students?

Question Four: Is there any relationship between the levels of language anxiety and the use of language learning strategies?

Question Five: Does students' English ability vary significantly with their levels of language anxiety?

4.1 The Participants

There were 71 MBA students from Thonburi University who participated in this study. There were 19 males and 52 females. The participants' age range was from 23 to 50. A summary of the participants' characteristics is displayed in Table 4.1.

Table 4.1: Participants' Demographic Data

Gender	**Age**			**Total**
	23-29	30-39	40-50	
Male	9	5	5	19
Female	23	13	16	52
Total	32	18	21	71

4.2 Language Learning Strategies Employed by MBA Students

Research Question 1 was "What is the overall frequency of language learning strategies used by MBA students?" To answer this question, the students' answers from the 71 returned questionnaires about the language learning strategies are presented based on the six strategy categories (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies).

Table 4.2: Frequency of Strategy Categories Used by MBA Students (N = 71)

Strategy Categories	No. of Items	*M*	*SD*	Cronbach's alpha	Average Frequency of Strategy Use
Metacognitive Strategies	9	3.65	0.68	0.91	High
Compensation Strategies	6	3.50	0.61	0.92	High
Cognitive Strategies	14	3.29	0.70	0.91	Medium
Social Strategies	6	3.27	0.87	0.91	Medium
Memory Strategies	9	3.18	0.72	0.92	Medium
Affective Strategies	6	3.00	0.67	0.92	Medium
Overall	50	3.31	0.75	0.93	Medium

Table 4.2 reveals the average use of the six main strategy groups reported by 71 MBA students. The results show that the most frequently used strategy category was metacognitive strategies, followed by the groups of compensation strategies, cognitive strategies, social strategies, memory strategies, and affective strategies.

Metacognitive strategies and compensation strategies were rated as “usually used”; while the other four categories — cognitive strategies, social strategies, memory strategies, and affective strategies — were rated as “sometimes used”. The mean score for metacognitive strategies (*M* = 3.65) for all participants was the highest; while the mean score for affective strategies (*M* = 3.00) was the least. However, no strategy fell into a low level of use.

4.3 The Levels of English Ability and Language Anxiety of the Participants

The levels of English ability of the participants were grouped by using the QPT scores. The score range of low English proficiency students was 18-39, while that of the high English proficiency students was 40-60. The QPT scores showed that the high English proficiency group consisted of 16 students and the low English proficiency group consisted of 55 students. Also, the degree of language anxiety of the participants was measured by the FLCAS scores. Mean scores between 1.00 and 2.50 were considered as low anxiety, while mean scores between 2.51 and 5.00 were considered as high anxiety. In this study, there were 60 high-anxiety students and 11 low-anxiety students as shown in Table 4.3.

Table 4.3: Summary of the Levels of English Ability and Language Anxiety of MBA Students (N = 71)

Levels of English Ability	**Levels of Language Anxiety**		**Total**
	Low	High	
Low	8 (11.3%)	47 (66.2%)	55 (77.5%)
High	3 (4.2%)	13 (18.3%)	16 (22.5%)
Total	11 (15.5%)	60 (84.5)	71 (100%)

From the table, the number of low proficiency students was three-fourth of all students in this study. The number of low-anxiety students was one-sixth of high-anxiety ones. Moreover, most of low proficiency students were highly anxious. It could imply that low proficiency students tended to have higher anxiety.

4.4 Language Learning Strategies Employed by Low-Anxiety Students

Research Question 2 was "What is the frequency of language learning strategies used by low-anxiety students?" To answer this question, data concerning the 11 students with low-anxiety who answered the questionnaires about the language learning strategies are presented, based on the six strategy categories (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies).

Table 4.4: Frequency of Strategy Categories Used by Low-Anxiety Students (N = 11)

Strategy Categories	No. of Items	*M*	*SD*	Cronbach's alpha	Average Frequency of Strategy Use
Compensation Strategies	9	3.80	0.87	0.96	High
Social Strategies	6	3.68	1.33	0.96	High
Cognitive Strategies	14	3.66	1.06	0.96	High
Metacognitve Strategies	6	3.64	1.02	0.95	High
Memory Strategies	9	3.53	0.84	0.95	High
Affective Strategies	6	3.10	1.29	0.96	Medium
Overall	50	3.56	0.93	0.96	High

Table 4.4 shows the average use of the six main strategy groups reported by the 11 low-anxiety students. The results show that the most frequently used strategy category was compensation strategies, followed by the groups of social strategies, cognitive strategies, metacognitive strategies, memory strategies, and affective strategies. The top five strategies were rated as "usually used", and only affective

strategies were rated as "sometimes used". The mean score for compensation strategies (*M* = 3.80) for 11 participants was at the highest level, while the mean score for affective strategies (*M* = 3.10) was at the lowest level. Although affective strategies were the least often used strategy category, they were rated at a medium level of use. This means that students sometimes used affective strategies such as encouraging themselves to speak English and talking about feelings with others to lower their language anxiety.

Additionally, the interviews also reveal that low-anxiety students often employed compensation strategies such as guessing unfamiliar words and using gestures when they cannot think of a word. For example, student L2 said, "*I guess when I have no idea*. *Sometimes I use gestures when I can't say it in English*." It is possible that they used compensation strategies to help them compensate for missing knowledge.

Table 4.5: Frequency of Memory Strategies Used by Low-Anxiety Students (N = 11)

Memory Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I think of relationships between what I already know and new things I learn in English.	4.54	0.93	0.98	High
2. I use rhymes to remember new English words.	3.90	1.37	0.98	High
3. I use new English words in a sentence so I can remember them.	3.90	1.37	0.98	High
4. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.90	1.37	0.98	High
5. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.45	0.82	0.98	Medium
6. I review English lessons often.	3.45	1.63	0.98	Medium
7. I remember new English words or phrase by remembering their location on the page, on the board, or on a screen sign.	3.18	1.25	0.98	Medium
8. I physically act out new English words.	3.18	1.40	0.98	Medium
9. I use flashcards to remember new English words.	2.27	1.00	0.98	Low
Overall	3.53	0.84	0.98	High

Table 4.5 indicates the frequency of use of memory strategies by low-anxiety students. It shows that thinking of a relationship between what is known and new things (item 1) (*M* = 4.54), using rhymes to remember new words (item 2) (*M* = 3.90), using new words in a sentence (item 3) (*M* = 3.90), and connecting the sound of a new English word to an image (item 4) (*M* = 3.90) were most frequently used by low-anxiety students. Students often employed the sub-strategies (item 1, 2, 3, 4) of memory strategies to lower their language anxiety. However, students reported that they only sometimes remembered new English words on a screen sign (item 7) (*M* = 3.18) and physically acted out new English words (item 8) (*M* = 3.18). Students also seldom used flashcards to remember new English words (item 9) (*M* = 2.27).

Furthermore, the interview data indicate that low-anxiety students often made connection between what they already knew and new things to learn English. For example, students L3 said, "*I try to connect the words I already know with new words by using prefixes and suffixes such as pre-paid and payment.*" Another technique to remember new words was to notice vocabulary on signs; for example, students L1 said, "*I don't actually know the meaning of the word 'Exit', but I usually see it in the cinema and department stores. I guess it's the way to go out*."

Table 4.6: Frequency of Cognitive Strategies Used by Low-Anxiety Students (N = 11)

Cognitive Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I try to find patterns in English.	4.09	1.44	0.98	High
2. I look for words in my own language that are similar to new words in English.	4.00	1.26	0.98	High
3. I try to talk like native English speakers.	4.00	1.54	0.98	High
4. I use the English words I know in different ways.	3.90	0.94	0.98	High
5. I say or write new English words several times.	3.90	1.51	0.98	High
6. I find the meaning of an English word by dividing it into parts that I understand.	3.90	1.57	0.98	High
7. I practice the sounds of English.	3.81	1.32	0.98	High
8. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.63	1.36	0.98	High
9. I try not to translate word-for-word.	3.54	1.21	0.98	High
10. I write notes, messages, letters, or reports in English.	3.45	1.21	0.98	Medium
11. I watch English language TV shows spoken in English or to go to movies spoken in English.	3.36	1.68	0.98	Medium
12. I start conversations in English.	3.27	1.27	0.98	Medium
13. I read for pleasure in English.	3.27	1.79	0.98	Medium
14. I make summaries of information that I hear or read in English.	3.18	0.98	0.98	Medium
Overall	3.66	1.06	0.98	High

Table 4.6 shows the frequency of use of cognitive strategies by low-anxiety students. It indicates that low-anxiety students reported finding patterns in English (item 1) (M = 4.09) and looking for similar words (item 2) (M = 4.00) as the most frequently used sub-strategy of the cognitive strategies. Moreover, students sometimes watched TV shows or movies in English (item 11) (M = 3.36) and started conversations in English (item 12) (M = 3.27). Reading for pleasure in English (item 13) (M = 3.27) and making summaries in English (item 14) (M = 3.27) were seldom used by this group of students. However, the standard deviation for item 14 was high at 1.79. This implies that making summaries in English was not frequently used by all low-anxiety students.

The interviews reveal that low-anxiety students employed various kinds of cognitive strategies to learn English. Firstly, they usually looked for similar words to remember new words in English. For example, student L2 said, "*I try to find Thai words that contain a sound similar to the English such as fire and tri-*". Secondly, some students practiced speaking English like a native speaker. Student L3 said, "*I practice the sounds of English words when I watch movies. I feel good when I can imitate the accent*." Finally, students tried to find patterns in English; for instance, student L4 said, "*I found that adverbs are verbs or adjectives that usually end in -ly*."

Table 4.7: Frequency of Compensation Strategies Used by Low-Anxiety Students (N = 11)

Compensation Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. To understand unfamiliar English words, I make guesses.	4.27	0.90	0.98	High
2. I read English without looking up every new word.	4.00	1.26	0.98	High
3. I make up new words if I do not know the right ones in English.	4.00	1.26	0.98	High
4. When I can't think of a word during a conversation in English, I use gestures.	3.72	1.42	0.98	High
5. I try to guess what the other person will say next in English.	3.54	0.93	0.98	High
6. If I can't think of an English word, I use a word or phrase that means the same thing.	3.27	1.19	0.98	Medium
Overall	3.80	0.87	0.98	High

Table 4.7 displays the frequency of use of compensation strategies by low-anxiety students. Guessing (item 1) (*M* = 4.27), reading English without looking up every new word (item 2) (*M* = 4.00), and making up new words (item 3) (*M* = 4.00) were the most highly rated sub-strategies of the compensation strategies. However, using a similar word or phrase (item 6) (*M* = 3.27) was only sometimes used by low-anxiety students. Only item 6 was found at a medium level of use among the

compensation strategies, while the five other sub-strategies were at a high level of strategy use.

Consistent with the questionnaires, interview data show that low-anxiety students preferred guessing to using other compensation strategies for learning English. In demonstration of this, student L4 stated, "*I often make guesses when I don't know the words*. *If I don't do this, I can't understand all the texts and answer all the questions*." Moreover, student L3 said, "*I will use gestures if I don't know how to say something*." Two interviewees agreed that using synonyms also helped them to communicate easily with language teachers.

Table 4.8: Frequency of Metacognitive Strategies Used by Low-Anxiety Students (N = 11)

Metacognitive Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I try to find out how to be a better learner of English.	4.18	1.25	0.98	High
2. I think about my progress in learning English.	3.90	1.37	0.98	High
3. I notice my English mistakes and use that information to help me do better.	3.81	0.87	0.98	High
4. I pay attention when someone is speaking English.	3.81	0.98	0.98	High
5. I have clear goals for improving my English skills.	3.81	1.53	0.98	High
6. I look for opportunities to read as much as possible in English.	3.72	1.61	0.98	High
7. I try to find as many ways as I can to use my English.	3.45	1.29	0.98	Medium
8. I plan my schedule so I will have enough time to study English.	3.27	1.55	0.98	Medium
9. I look for people I can talk to in English.	2.81	0.87	0.98	Medium
Overall	3.64	1.02	0.98	High

Table 4.8 shows the frequency of use of metacognitive strategies by low-anxiety students. The results reveal that students often tried to find how to learn English better (item 1) (M = 4.18) and thought about progress in learning English (item 2) (M = 3.90). However, students only sometimes planned their schedules to

study English (item 8) (*M* = 3.27) and looked for someone they could talk to in English (item 9) (*M* = 2.81).

Interview data suggest that many students think about their progress in learning English. For example, student L4 said, "*I want to have better English skills so that I can write and speak English effectively. If I have a good command of English, I will have good opportunities to advance my career*." Such statements reflect that students considered good English skills as something important in determining their career paths. Therefore, they wanted to be fluent in English. Additionally, some students improved their English by learning from their mistakes. Student L2 said, "*I try to notice several errors in my paper and find ways to correct them by using a dictionary. Sometimes, I ask my friends to help correct these errors.*"

Table 4.9: Frequency of Affective Strategies Used by Low-Anxiety Students (N = 11)

Affective Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I encourage myself to speak English even when I am afraid of making a mistake.	3.45	1.12	0.98	Medium
2. I talk to someone else about how I feel when I am learning English.	3.36	1.96	0.98	Medium
3. I try to relax whenever I fell afraid of using English.	3.09	1.22	0.98	Medium
4. I notice if I am tense or nervous when I am studying or using English.	3.00	1.73	0.98	Medium
5. I give myself a reward or treat when I do well in English.	2.90	1.86	0.98	Medium
6. I write down my feelings in a language learning diary.	2.81	1.60	0.98	Medium
Overall	3.10	1.29	0.98	Medium

Table 4.9 demonstrates the frequency of use of affective strategies by low-anxiety students. Encouraging themselves to speak English (item 1) (*M* = 3.45) and talking about feelings with others (item 2) (*M* = 3.36) were rated as the most frequently used sub-strategies of affective strategies. Moreover, students also reported that they sometimes gave themselves a reward (item 5) (*M* = 2.90) and wrote their feelings in a diary (item 6) (*M* = 2.81). However, the standard deviation for items 5

and 6 was high. This could imply that these two sub-strategies were not used by all low-anxiety students. It can be seen that all sub-strategies of affective strategies were at a medium level of use.

Responses given during the interviews show that low-anxiety students encouraged themselves to speak English when they felt nervous about making oral presentations. For example, student L1 said, "*When I make mistakes in front of others, I try to tell myself that it's all right because nobody's perfect. Everyone needs to learn from his mistakes, so we should not blame ourselves for what we have done wrong. One important thing is to develop our skills*. *Not to be shy*. *For me, losing face is not a serious thing*." This could imply that this participant attempted to raise his self-esteem. Furthermore, some low-anxiety students talked to other classmates and shared their emotions and attitudes towards learning English. Students L2 said, "*Before starting English class, I talked to some friends to express my opinions about the class and I found that some of them felt the same way*. *I felt relieved*." Sharing feelings with others may help learners release their tension and relieve anxiety. However, all four low-anxiety students accepted that they rarely described their feelings in a diary because they did not like writing about their personal thoughts each day.

Table 4.10: Frequency of Social Strategies Used by Low-Anxiety Students (N = 11)

Social Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. If I do not understand something in English, I ask the other person to slow down or say it again.	4.00	1.48	0.98	High
2. I ask English speakers to correct me when I talk.	3.81	1.47	0.98	High
3. I ask for help from English speakers.	3.81	1.66	0.98	High
4. I try to learn about the culture of English speakers.	3.81	1.66	0.98	High
5. I ask questions in English.	3.36	1.80	0.98	Medium
6. I practice English with other students.	3.27	1.10	0.98	Medium
Overall	3.68	1.33	0.98	High

Table 4.10 shows the frequency of use of social strategies by low-anxiety students. The results show that students reported asking for repetition (item 1) (*M* =

4.00) and asking English speakers to correct them (item 2) (*M* = 3.81) as the top two sub-strategies of social strategies. Moreover, asking questions in English (item 5) (*M* = 3.36) and practicing English with others (item 6) (*M* = 3.27) were sometimes used by this group of students.

From the interview data, asking someone to speak slowly or repeat something is found to be the most frequently used method that low-anxiety students often used. For example, student L1 said, "*I ask the English teacher to repeat the question slowly when I don't understand it*." Moreover, students asked English speakers to correct them when they speak English. For instance, student L3 said, "*I ask the English teacher to teach me the correct pronunciation when I can't say it correctly*." Finally, some students were interested in western culture. Student L1 said, "*I like talking to foreign friends, so I try to learn about their culture. I see my friends are surprised at me when I thank them in their own language. I'm proud of that*."

4.5 Language Learning Strategies Employed by High-Anxiety Students

Research Question 3 was "What is the frequency of language learning strategies used by high-anxiety students?" To answer this question, data concerning the 60 students with high-anxiety who filled in questionnaires about language learning strategies is presented, based on the six strategy categories (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies).

Table 4.11: Frequency of Strategy Categories Used by High-Anxiety Students (N = 60)

Strategy Categories	No. of Items	*M*	*SD*	Cronbach's alpha	Average Frequency of Strategy Use
Metacognitive Strategies	9	3.42	0.87	0.91	Medium
Compensation Strategies	6	3.23	0.71	0.91	Medium
Social Strategies	14	3.13	0.78	0.91	Medium
Memory Strategies	6	3.00	0.75	0.92	Medium
Cognitive Strategies	9	2.98	0.76	0.90	Medium
Affective Strategies	6	2.91	0.48	0.92	Medium
Overall	50	3.11	0.69	0.93	Medium

Table 4.11 shows the average use of the six main strategy groups as reported by the 60 high-anxiety students. The results show that the most frequently used strategy category was metacognitive strategies followed by the groups of compensation strategies, social strategies, memory strategies, cognitive strategies, and affective strategies. All six strategies were rated at a medium level of use. The mean score for metacognitive strategies (M = 3.42) for the 60 participants was at the highest level; while the mean score for affective strategies (M = 2.91) was at the lowest level.

In addition, interview data also revealed that high-anxiety students often employed metacognitive strategies such as thinking about progress in learning English and setting clear goals to improve English skills. However, this group of students only sometimes encouraged themselves to learn English. Even though affective strategies are directly related to feelings, emotions, and motivation for language learning, this group of students only sometimes used these strategies.

Table 4.12: Frequency of Memory Strategies Used by High-Anxiety Students (N = 60)

Memory Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I think of relationships between what I already know and new things I learn in English.	3.53	0.89	0.97	High
2. I use new English words in a sentence so I can remember them.	3.23	1.09	0.97	Medium
3. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.10	0.98	0.97	Medium
4. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.08	1.04	0.97	Medium
5. I review English lessons often.	2.91	1.07	0.97	Medium
6. I use rhymes to remember new English words.	2.90	0.95	0.97	Medium
7. I remember new English words or phrase by remembering their location on the page, on the board, or on a screen sign.	2.78	0.95	0.97	Medium
8. I physically act out new English words.	2.78	1.10	0.97	Medium
9. I use flashcards to remember new English words.	2.66	1.14	0.97	Medium
Overall	3.00	0.75	0.97	Medium

Table 4.12 indicates the frequency of use of memory strategies by high-anxiety students. It illustrates that thinking of relationships between what is known and using new words in a sentence (item 2) (*M* = 3.23) were most frequently used by high-anxiety students. Students often employed the sub-strategy (item 1) of memory strategies to lower their language anxiety. However, students reported that they only sometimes physically acted out new English words (item 8) (*M* = 3.18) and used flashcards to remember new words (item 9) (*M* = 2.66).

Interview data show that high-anxiety students think of connections between what they have learned and new things. For example, student H2 said, "*Actually, I don't know the word 'raincoat'. I only know the word 'rain' and I guess the word 'coat' means a suit. Therefore, I think it is used for protection from the rain*." Moreover, some students used new words in a sentence to remember them. Student H4 said, "*I try to use new words that I have learned because I want to memorize them faster*." The participants who had low English ability agreed that memory strategies

helped them remember new words and rules for learning English. If they could speak or write English fluently, they were very interested in learning English.

Table 4.13: Frequency of Cognitive Strategies Used by High-Anxiety Students (N = 60)

Cognitive Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I try to talk like native English speakers.	3.41	0.97	0.97	Medium
2. I use the English words I know in different ways.	3.36	0.97	0.97	Medium
3. I practice the sounds of English.	3.33	1.03	0.97	Medium
4. I try to find patterns in English.	3.21	0.99	0.97	Medium
5. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.10	1.13	0.97	Medium
6. I look for words in my own language that are similar to new words in English.	3.05	0.92	0.97	Medium
7. I say or write new English words several times.	3.03	0.93	0.97	Medium
8. I try not to translate word-for-word.	2.96	1.13	0.97	Medium
9. I watch English language TV shows spoken in English or to go to movies spoken in English.	2.91	0.97	0.97	Medium
10. I find the meaning of an English word by dividing it into parts that I understand.	2.81	0.98	0.97	Medium
11. I write notes, messages, letters, or reports in English.	2.76	1.07	0.97	Medium
12. I read for pleasure in English.	2.66	1.00	0.97	Medium
13. I make summaries of information that I hear or read in English.	2.58	0.94	0.97	Medium
14. I start conversations in English.	2.55	0.94	0.97	Medium
Overall	2.98	0.76	0.97	Medium

Table 4.13 demonstrates the frequency of use of cognitive strategies by high-anxiety students. It indicates that high-anxiety students reported talking like native speakers (item 1) (*M* = 3.41) and using words in different ways (item 2) (*M* = 3.36) as the most frequently used sub-strategies of the cognitive strategies. Moreover, students sometimes write notes and messages in English (item 11) (*M* = 2.76) and read for pleasure in English (item 12) (*M* = 2.66). Making summaries in English (item 13)

(*M* = 2.58) and starting conversations in English (item 14) (*M* = 2.55) were rated as the least frequently used sub-strategies by this group of students. All sub-strategies were found at a medium level of use.

Consistent with the questionnaires, interviews revealed that summarizing information in English and talking in English were reported by high-anxiety students as the least important sub-strategies of the cognitive strategies. For instance, student H1 said, "*I rarely take notes in English because my English is poor. I also don't know how to jot down things in English. Moreover, I don't like to start talking in English. You know it's hard for me to speak English. Sometimes, I can't think of the words that I want to say*." The participant accepted that she was anxious about grammatical mistakes while she was speaking in English.

Table 4.14: Frequency of Compensation Strategies Used by High-Anxiety Students (N = 60)

Compensation Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I make up new words if I do not know the right ones in English.	3.48	0.94	0.97	Medium
2. If I can't think of an English word, I use a word or phrase that means the same thing.	3.36	1.02	0.97	Medium
3. When I can't think of a word during a conversation in English, I use gestures.	3.31	1.14	0.97	Medium
4. To understand unfamiliar English words, I make guesses.	3.26	0.95	0.97	Medium
5. I try to guess what the other person will say next in English.	3.05	0.79	0.97	Medium
6. I read English without looking up every new word.	2.93	0.79	0.97	Medium
Overall	3.23	0.71	0.97	Medium

Table 4.14 displays the use of compensation strategies by high-anxiety students. Making up new words (item 1) (*M* = 3.48) and using a similar word or phrase (item 2) (*M* = 3.36) were the top-rated sub-strategies of the compensation strategies.

However, guessing (item 5) (*M* = 3.05) and reading English without looking up every new word (item 6) (*M* = 2.93) were found at the lowest level for this strategy category.

The interviews indicate that high-anxiety students sometimes used synonyms if they did not know the right words. For example, student H3 said, "*When I take a writing test, I usually use easy words to replace unknown words. For example, I choose to use the word 'good' to describe something effective or suitable*. *I think using easy words keeps me safe from any mistakes*." Moreover, students said that they guessed by using context clues in reading passages.

Table 4.15: Frequency of Metacognitive Strategies Used by High-Anxiety Students (N = 60)

Metacognitive Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I try to find out how to be a better learner of English.	3.68	1.01	0.97	High
2. I think about my progress in learning English.	3.68	1.04	0.97	High
3. I have clear goals for improving my English skills.	3.63	1.08	0.97	High
4. I pay attention when someone is speaking English.	3.61	1.02	0.97	High
5. I notice my English mistakes and use that information to help me do better.	3.48	1.06	0.97	Medium
6. I look for opportunities to read as much as possible in English.	3.48	1.06	0.97	Medium
7. I try to find as many ways as I can to use my English.	3.28	1.04	0.97	Medium
8. I look for people I can talk to in English.	3.11	1.09	0.97	Medium
9. I plan my schedule so I will have enough time to study English.	2.86	0.89	0.97	Medium
Overall	3.42	0.87	0.97	Medium

Table 4.15 shows the frequency of use of metacognitive strategies by high-anxiety students. The results reveal that students often tried to find how to learn English better (item 1) (*M* = 3.68) and thought about progress in learning English (item 2) (*M* = 3.68), with both items having the same average mean score. However, students only sometimes looked for someone they could talk to in English (item 8)

(*M* = 3.11) and planned their schedule to study English (item 9) (*M* = 2.86). These two items were rated as the least frequently used sub-strategies.

Consistent with the questionnaires, interview data revealed that high-anxiety students wanted to have progress in learning English. Some of them mentioned that they were not good at English and they thought English is a difficult subject. However, English is very important for their careers and further study. For this reason, they wished to have better English skills. For example, student H1 said, "*I had not paid attention to English until I started studying here. I realize that English is very important for my degree now because I have to read some articles in English. The most important thing is that I need to write a thesis abstract in English. Besides, my boss and colleagues may expect me to have a good command of English because of my degree. So I want to improve my English skills as soon as possible*." In addition, some students paid attention when someone is speaking English in class. For instance, student H4 said, "*Personally, I admire one classmate who speaks English in class. I think she is very intelligent and confident*. *Sometimes, I want to talk to a language teacher in English, but I don't dare to do it because of my hesitation. When I see my classmate speak English, that encourages me to try my English*." However, planning a schedule in order to study English more was rated as the least important strategy used by this group of students. In illustration of this, student H2 said, "*I wish to be fluent in English, but I have no time to study English more. I have to work and study at the same time, so I have no free time*."

Table 4.16: Frequency of Affective Strategies Used by High-Anxiety Students (N = 60)

Affective Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. I encourage myself to speak English even when I am afraid of making a mistake.	3.51	0.92	0.97	High
2. I try to relax whenever I fell afraid of using English.	3.30	0.99	0.97	Medium
3. I notice if I am tense or nervous when I am studying or using English.	3.03	0.95	0.97	Medium
4. I talk to someone else about how I feel when I am learning English.	2.85	0.91	0.97	Medium
5. I give myself a reward or treat when I do well in English.	2.73	1.03	0.97	Medium
6. I write down my feelings in a language learning diary.	2.06	0.95	0.97	Low
Overall	2.91	0.48	0.97	Medium

Table 4.16 demonstrates the frequency of use of affective strategies by high-anxiety students. Encouraging themselves to speak English (item 1) (*M* = 3.51) and relaxing while using English (item 2) (*M* = 3.30) were rated as the most frequently used sub-strategies of the affective strategies. Moreover, students also reported that they sometimes gave themselves a reward (item 5) (*M* = 2.73). However, writing feelings in a diary (item 6) (*M* = 2.06) was seldom used by this group of students. It can be clearly seen that only item 6 of the affective strategies fell into a low level of strategy use.

Responses given during the interviews show that high-anxiety students rated encouraging themselves to speak English as the most important strategy. For instance, student H4 said, "*I'm very nervous when I have to speak English in class. So I try to encourage myself. I keep telling myself that just do it and it's gonna be ok*." High-anxiety students also tried to relax when they were afraid of speaking or writing English. Furthermore, this group of students seldom wrote down their feelings in a diary. Student H1 said that she never wrote in a diary in English or Thai.

Table 4.17: Frequency of Social Strategies Used by High-Anxiety Students (N = 60)

Social Strategies	*M*	*SD*	Cronbach's alpha	Average Frequency of Use of Strategies
1. If I do not understand something in English, I ask the other person to slow down or say it again.	3.55	0.92	0.97	High
2. I ask English speakers to correct me when I talk.	3.33	0.95	0.97	Medium
3. I try to learn about the culture of English speakers.	3.15	1.07	0.97	Medium
4. I ask for help from English speakers.	3.01	1.20	0.97	Medium
5. I practice English with other students.	2.90	1.00	0.97	Medium
6. I ask questions in English.	2.85	1.05	0.97	Medium
Overall	3.13	0.78	0.97	Medium

Table 4.17 demonstrates the frequency of use of social strategies by high-anxiety students. The results show that students reported asking for repetition (item 1) (M = 3.55) and asking English speakers to correct then (item 2) (M = 3.33) as the top two sub-strategies of the social strategies. Only item 1 was found at the highest level of strategy use, while other items were rated at a medium level of use. Moreover, practicing English with others (item 5) (M = 2.90) and asking questions in English (item 6) (M = 2.85) were only sometimes used by this group of students.

The interviews indicated that high-anxiety students always asked other people to speak slowly when they could not catch all the words. For example, student H2 said, "*I ask the language teacher to repeat a question when I don't understand it*." However, students sometimes asked questions in English. For instance, student H3 said, "*I don't usually ask questions in English because I can't speak English well. I'm afraid that the listener may not understand what I have said. So I keep quiet. ...Mostly, I will ask some friends who are good at English to explain things to me*."

4.6 The Relationship Between the Use of Language Learning Strategies and the Levels of Language Anxiety

Research Question 4 was "Is there any relationship between the levels of language anxiety and the use of language learning strategies?" To answer this question, all MBA students filled in questionnaires about language learning strategies and language anxiety in order to measure their levels of strategy use and degree of anxiety. Chi-Square tests were employed to find the relationship between the use of language learning strategies and the levels of language anxiety. The data obtained from the two questionnaires were analyzed to determine the significance level for the differences. The criteria set for the value of significance was $p < 0.05$.

Table 4.18: Summary of Correlation Between Memory Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Memory Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	1	3	7	
		% of Total	1.4%	4.2%	9.9%	$\chi^2 = 4.28$
	High	Count	16	25	19	$df = 2$
		% of Total	22.5%	35.2%	26.8%	$p = 0.118$
Total		Count	17	28	26	
		% of Total	23.9%	39.4%	36.6%	

Table 4.18 presents the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there were no significant differences in the relationships between memory strategies and language anxiety.

Table 4.19: Summary of Correlation Between Cognitive Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Cognitive Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	1	4	6	
		% of Total	1.4%	5.6%	8.5%	$\chi^2 = 5.97$
	High	Count	17	19	29	$df = 2$
		% of Total	22.5%	26.8%	40.8%	$p = 0.051$
Total		Count	18	23	35	
		% of Total	25.4%	32.4%	49.3%	

Table 4.19 shows the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there was no significant difference in the relationships between cognitive strategies and language anxiety.

Table 4.20: Summary of Correlation Between Compensation Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Compensation Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	1	1	9	
		% of Total	1.4%	1.4%	12.7%	$\chi^2 = 8.13$
	High	Count	7	31	22	$df = 2$
		% of Total	9.9%	43.7%	31.0%	$p = 0.017$*
Total		Count	8	32	31	
		% of Total	11.3%	45.1%	43.7%	

* Correlation is significant at the 0.05 level ($p < .05$)

Table 4.20 shows the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there was a significant difference in the relationship between compensation strategies and language anxiety at a confidence level of $p < .05$.

Table 4.21: Summary of Correlation Between Metacognitive Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Metacognitive Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	1	4	6	
		% of Total	1.4%	5.6%	8.5%	$\chi^2 = 0.74$
	High	Count	12	19	29	$df = 2$
		% of Total	16.9%	26.8%	40.8%	$p = 0.691$
Total		Count	13	23	35	
		% of Total	18.3%	32.4%	49.3%	

Table 4.21 demonstrates the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there was no significant difference in the relationship between metacognitive strategies and language anxiety.

Table 4.22: Summary of Correlation Between Affective Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Affective Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	4	1	6	
		% of Total	5.6%	1.4%	8.5%	$\chi^2 = 12.50$
	High	Count	11	39	10	$df = 2$
		% of Total	15.5%	54.9%	14.1%	$p = 0.002$*
Total		Count	15	40	16	
		% of Total	21.1%	56.3%	22.5%	

* Correlation is significant at the 0.05 level ($p < .05$)

Table 4.22 shows the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there was a significant difference in the relationship between affective strategies and language anxiety at a confidence level of $p < .05$.

Table 4.23: Summary of Correlation Between Social Strategies and Language Anxiety (N = 71)

Levels of Anxiety			Levels of Social Strategy Use			Chi-Square Tests
			Low	Medium	High	
Anxiety	Low	Count	2	3	6	
		% of Total	2.8%	4.2%	8.5%	$\chi^2 = 2.02$
	High	Count	9	30	21	$df = 2$
		% of Total	12.7%	42.3%	29.6%	$p = 0.363$
Total		Count	11	33	27	
		% of Total	15.5%	46.5%	38.0%	

Table 4.23 presents the correlation between the use of language learning strategies and the levels of language anxiety. Chi-Square tests indicated that there was no significant difference in the relationship between social strategies and language anxiety.

4.7 The Relationship Between the Levels of Students' English Ability and Language Anxiety

Research Question 5 was Does students' English ability vary significantly with their levels of language anxiety? To answer this question, chi-Square tests were employed to find the relationship between the levels of students' English ability and language anxiety. The data obtained from the questionnaires were analyzed to determine the significance level for the differences. The criteria set for the value of significance was $p < 0.05$.

Table 4.24: Summary of Correlation Between the Levels of Students' English Ability and Language Anxiety (N = 71)

Levels of Language Anxiety			Levels of English Ability		Chi-Square Tests
			Low	High	
Anxiety	Low	Count	8	3	
		% of Total	11.3%	4.2%	$\chi^2 = 0.16$
	High	Count	47	13	$df = 1$
		% of Total	66.2%	18.3%	$p = 0.682$
Total		Count	55	16	
		% of Total	77.5%	22.5%	

Table 4.24 reveals the correlation between the level of student's performance and language anxiety. Chi-Square tests indicated that there was no significant difference in the relationship between the levels of students' performance and language anxiety.

4.8 Summary of the Findings

The results of the analysis of the data obtained from the questionnaires and the interviews can be summarized as follows:

1. All MBA students employed all six groups of language learning strategies at a medium level of use. Metacognitive strategies were most often used by the students, followed by compensation strategies, cognitive strategies, social strategies, and memory strategies. Affective strategies were found to be the least frequently used by all students.

2. Low-anxiety students employed all six groups of language learning strategies at a high level of use. Compensation strategies were most often used by this group of students, followed by social strategies, cognitive strategies, metacognitive strategies, and memory strategies. However, affective strategies were reported as the least frequently used.

3. High-anxiety students employed all six groups of language learning strategies at a medium level of use. High-anxiety students used metacognitive

strategies most, followed by compensation strategies, social strategies, memory strategies, and cognitive strategies. Finally, affective strategies were the least frequently used by this group of students.

4. The use of language learning strategies was significantly correlated with language anxiety only for compensation strategies (p = 0.17) and affective strategies (p = 0.002) at a significance level of .05.

5. It was found that MBA students' English ability was not correlated with their language anxiety.

CHAPTER V
DISCUSSION

This chapter discusses the findings presented in the previous chapter. The discussion can be divided into four sections as follows:

5.1 Discussion of finding one: the overall frequency of language learning strategies used by MBA students

5.2 Discussion of finding two: the frequency of language learning strategies used by low-anxiety students

5.3 Discussion of finding three: the frequency of language learning strategies used by high-anxiety students

5.4 Discussion of finding four: the relationship between the use of language learning strategies and the levels of language anxiety

5.5 Discussion of finding five: the relationship between the levels of students' English ability and language anxiety

5.6 Implications of the study

5.1 Discussion of Finding One

This section discusses language learning strategies used by 71 MBA students at Thonburi University. The findings indicated that MBA students were moderate strategy users. They occasionally used all six groups of language learning strategies. Metacognitive strategies were found to be the most frequently used strategies, followed by compensation strategies, cognitive strategies, social strategies, and memory strategies. Affective strategies were reported as the least often used strategy group.

1) Metacognitive Strategies

The findings reveal that MBA students employed metacognitive strategies the most often. The results of this study concur with those of previous studies on language learning strategies (Al-Jabali, 2012; Gerami & Baighlou, 2011; Ghee, Ismail, & Kabilan, 2010; Kamalizad & Jalilzadeh, 2011; Noormohamadi, 2009). Ghee, Ismail, and Kabilan (2010) examined the use of language learning strategies by 156 Malaysian university students. They reported that these students rated metacognitive strategies as the most effective strategy group for learning a language. One year later, Gerami and Baighlou (2011) investigated language learning strategies used by 200 Iranian university students. The findings showed that metacognitive strategies were the most frequently used. In the same vein, Kamalizad and Jalilzadeh (2011) found that 70 unsuccessful Malaysian language learners employed metacognitive strategies most. In this study, the findings indicate that MBA students needed to plan their language learning effectively. Moreover, they tried to find out how to make better progress in learning as shown by the fact that the highest mean score for all 50 items was given to *item 33 "I try to find out how to be a better learner of English"*, with an average frequency of 3.76. The present findings also partially support the results of Hamdan and Mattarima's (2011) study which showed that students regarded metacognitive strategies as the most effective strategy group for promoting autonomous learning by independently organizing and evaluating their learning progress. Metacognitive strategies also assisted students in selecting and using learning strategies.

2) Compensation Strategies

Compensation strategies were reported as the second most used. The students revealed that they often employed compensation strategies to make up for missing knowledge. The results of this study match the findings of previous research (Lai, 2009; Murray, 2010; Tianchai, 2012; Wu, 2008; Yang, 2007; Yilmaz, 2010). Murray (2010) conducted a survey to examine the choice of learning strategies employed by 66 students studying Korean as a foreign language in the United States. The results showed that students used compensation strategies most often to overcome limitations in speaking and writing. Meanwhile, Yilmaz (2010) found that 140 English

major students in Turkey preferred compensation strategies to the five others. Recently, Tianchai (2012) revealed that 337 Thai first-year students selected compensation strategies as the most effective strategy group for improving critical reading. In the present study, the students employed various kinds of compensation strategies to compensate for their limited knowledge, especially a lack of vocabulary skills. To illustrate this, students often guessed when they found unfamiliar words. They sometimes used gestures to communicate with the listener during a conversation. Using synonyms helped students use similar words if they did not know the right ones.

3) Cognitive Strategies

The group of cognitive strategies was reported to be used at a medium level of use. The findings of this study are consistent with those of previous studies in terms of frequency of use (Alhaisoni, 2012; Thura, 2012). Alhaisoni (2012) found that cognitive strategies were rated at a medium level of use by 701 Saudi university students. The students reported that they used cognitive strategies more frequently than other strategies for learning new language. Cognitive strategies also allowed students to connect existing background knowledge to new information through materials such as television programs and movies in English. For example, they often watched movies in English ($\bar{X}$ = 3.90) and studied English grammar ($\bar{X}$ = 3.40). At the same time, Thura (2012) also discovered that Thai university students employed cognitive strategies at a moderate level for writing. Furthermore, Thura (2012) revealed that there was a statistically significant difference between high and low English ability students in using cognitive strategies. High English ability students used cognitive strategies more frequently than low English ability students. For instance, high English ability students employed more cognitive strategies for taking notes and summarizing information in English.

4) Social Strategies

Social strategies, according to questionnaire responses, were sometimes used by all participants. These findings are in accord with those of Xuan (2005) which indicated that Asian students occasionally employed social strategies for learning a language. Language is considered as social behavior, which leads to communication

(Oxford, 1990). Learning a language requires interaction among people. An example of this is that the participants in the present study often asked a speaker to repeat sentences to make them clear, as seen in *item 45 "If I do not understand something in English, I ask the other person to slow down or say it again."* ($\bar{x}$ = 4.00). Social strategies also enabled students to understand different ideas and cultural practices. However, the findings of this study do not correspond to those of Wharton (2000), who found that effective university students in Singapore preferred using social strategies because their society was bilingual and multiracial. Therefore, they were familiar with these strategies.

5) Memory Strategies

Next, memory strategies were ranked fifth out of the six strategy groups. The findings of this study are consistent with those of Yang (2007) and Lai (2009), who revealed that memory strategies were sometimes employed by Taiwanese students. Memory strategies were useful for students who had difficulty in learning information, such as sounds and meaning. Pitukwong (2012) found that Thai university students usually learned the meaning of a word by translating ($\bar{x}$ = 4.87). Furthermore, the interviews indicated that students used a dictionary to translate the meanings of unknown words as shown in the statement of student L3 "*When I don't know the meaning of an unknown word, I will look it up in the dictionary application on my smart phone. It helps me a lot to remember that word*." Hong-Nam and Leavell (2006) reported that Asian students favored memory strategies because of their rote memorization and traditional learning styles. In addition, low proficiency students preferred memory strategies to cognitive strategies and metacognitive strategies (Lai, 2009).

6) Affective Strategies

Finally, affective strategies were ranked as the least used. Affective strategies have been found less often in strategy use because learners may not pay attention to their own feelings about language learning (Oxford, 1990). The findings of the present study concur with those of Phasit (2007) and Murray (2010). Phasit (2007) found that Thai students regarded affective strategies as the least effective strategy

group. Murray (2010) indicated that English native speakers used affective strategies at a medium level for learning Korean as a foreign language. In this study, students occasionally used affective strategies such as ”*encouraging themselves to speak English*” and ”*relaxing when afraid of using English*” to lower their anxiety. The interviews revealed that many students rarely described their feelings in diaries. However, the findings of this study are not consistent with those of Rao (2006) and Gerami and Baighlou (2011). Rao (2006) found that Chinese university students selected affective strategies as the most effective strategy group. On the contrary, Gerami and Baighlou (2011) discovered that the mean score for affective strategies fell into the lowest level among unsuccessful learners ($\bar{X}$ = 1.73).

5.2 Discussion of Finding Two

This section discusses the frequency of language learning strategies used by low-anxiety students.

The results show that low-anxiety students employed compensation strategies the most, followed by the groups of social strategies, cognitive strategies, metacognitive strategies, memory strategies, and affective strategies. Low-anxiety students reported using all strategy groups at a high level of use, but affective strategies were at a medium level of use. This means that affective strategies were considered as the least important strategy group by low-anxiety students. Low-anxiety students often used guessing, gestures, and synonyms to compensate for limited knowledge. Moreover, they usually employed social strategies to help their language learning. Asking for clarification was often used. For example, they asked others to slow down or say something again. They were also interested in learning about the culture of English speakers. Trying to find patterns in English and looking for similar words were the favorite sub-strategies among the cognitive strategies used by low-anxiety students. In discussing the use of metacognitive strategies, Low-anxiety students usually expected to be better learners of English by thinking about their progress in learning English and noticing their English mistakes to help them learn better. Thinking of relationships between what is already known and new things in

English was voted as the most frequently used sub-strategy between high and low English ability students of memory strategies by low-anxiety students. However, it was found that low-anxiety students rarely used flashcards to remember new English words, and this sub-strategy was only item that fell into the lowest level of use. This may be because graduate students had to listen and take notes at the same time, so it is not convenient for them to practice the new words they heard. Affective strategies were occasionally used to lower their anxiety in learning English. Students sometimes encouraged themselves to speak English and talked to other people to share how they felt about learning English.

5.3 Discussion of Finding Three

This section discusses the frequency of language learning strategies used by high-anxiety students.

The results show that high-anxiety students employed metacognitive strategies the most, followed by the groups of compensation strategies, social strategies, memory strategies, cognitive strategies, and affective strategies. High-anxiety students reported using all six strategy groups at a medium level of use. To search for new information and make oral presentations, MBA students needed to read articles written in English. Therefore, they often tried to find out how to be a better learner of English and paid attention when someone was speaking English. For this reason, metacognitive strategies were ranked as the top strategy group in helping high-anxiety students plan, evaluate, and improve their learning. Using synonyms was the favorite sub-strategy of the compensation strategies used by high-anxiety students. Moreover, high-anxiety students usually asked for clarification as the most frequently used sub-strategy of the social strategies. In discussing the use of memory strategies, students reported that they occasionally used images or words on the screen signs to help them remember new words in English. It is possible that they could remember new words faster if they saw those words on the images or signs. In addition, the sub-strategies of cognitive strategies, such as trying to speak like native speakers of English and practicing the sounds of English, were sometimes used by high-anxiety

students. However, high-anxiety students reported that they always encouraged themselves to speak English as this strategy had the highest mean score in the questionnaire for the affective strategies. It is possible that self-encouragement can increase students' efforts to do their best even when they make many mistakes. Conversely, writing about feelings in a diary was found to have the lowest mean in the questionnaire. It can be inferred that high-anxiety students did not like writing about their feelings to express their emotional experience. This may be because it is difficult to write or describe their feelings in English.

5.4 Discussion of Finding Four

This section discusses the relationship between the use of language learning strategies and the levels of language anxiety.

To find the relationship between those variables, the findings were first gathered using two measuring instruments: the frequency of strategy use measured by the SILL (version 7.0) and the FLCAS. Statistical devices were utilized to examine the relationship between the use of language learning strategies and the levels of language anxiety. Chi-Square tests were used to indicate the correlation between those two variables. In the current study, a confidence level of $p < 0.05$ was considered as demonstrating a significant relationship. The findings show that the use of language learning strategies was significantly correlated with the levels of language anxiety in some strategy groups. The correlation results can be summarized as follows:

1) There was no significant relationship between the use of memory strategies and the level of language anxiety ($p = .118$).

2) There was no significant relationship between the use of cognitive strategies and the level of language anxiety ($p = .051$).

3) The use of compensation strategies correlated with the level of language anxiety ($p = .017$).

4) There was no significant relationship between the use of metacognitive strategies and the level of language anxiety ($p = .691$).

5) The use of affective strategies correlated with the level of language anxiety (p = .002).

6) There was no significant relationship between the use of social strategies and the level of language anxiety (p = .363).

It can be seen that only compensation strategies and affective strategies were significantly correlated with the use of language learning strategies. This implies that compensation strategies and affective strategies tend to reduce language anxiety in learners.

In terms of frequency use, the findings of this study are partially consistent with those of Noormohamadi (2009) and Nishitani and Matsuda (2011), who indicated that low-anxiety students more frequently employed language learning strategies than high-anxiety students. In demonstration of this, low-anxiety students had an overall frequency of strategy use at a high level ($\bar{X}$ = 3.53), while high-anxiety students had an overall frequency of strategy use at a medium level ($\bar{X}$ = 3.11). This shows that the more students use language learning strategies, the more confident and successful they . Compensation strategies were most often used by low-anxiety students;, whereas metacognitive strategies were most often used by high-anxiety students. The findings of this study do not correspond with those of Noormohamadi (2009) or Lu and Liu (2011). Noormohamadi (2009) found that both low-anxiety and high-anxiety students employed metacognitive strategies most. Lu and Liu (2011) reported that cognitive strategies and metacognitive strategies were significantly correlated with language anxiety.

Graduate students still have many difficulties with English, so they need compensation strategies to enable them to survive in the academic field (Kaotsombut, 2003). The interviews revealed that low-anxiety students often used guessing. Moreover, they used gestures and easy words to replace unfamiliar words. This shows that compensation strategies help language learners to overcome limitations in speaking and writing. When students were able to communicate with others, they felt more confident in using English. In contrast, high-anxiety students were worried when they could not speak with English teachers because of their low English proficiency. For example, student H4 said, "*Sometimes, I want to answer a question, but I don't know how to say it in English. I'm afraid of making mistakes and the teacher may not*

wait for my answer." However, students can learn and improve their language ability if they are trained how to use strategies effectively (Wenden & Rubin, 1987).

Affective strategies involve feelings, emotions, attitudes, and motivation. They help learners control their feelings when learners learn a target language. Ellis (1991) stated that learners with high self-confidence could learn a language better than those with high anxiety. Yet, affective strategies were found to be the least used in this study. The findings of this study corresponded with those of Noormohamadi (2009), who reported that high-anxiety students made less use of affective strategies. According to MacIntyre and Gardner (1993), language learners who perceived their proficiency as low tended to be more anxious about language learning. Furthermore, they might have negative attitudes towards language learning. Some lacked motivation and confidence in learning a target language; as a result, they tried to avoid classroom participation (Horwitz, Horwitz, & Cope, 1986). To enhance students' confidence in learning a language, it is important to encourage learners to have more positive attitudes towards language learning. Additionally, self-esteem is essential for language learners because they need to know the positive or negative implications of self-evaluation. The interviews also showed that low-anxiety student L4 was not ashamed when she made mistakes in English as she said, "*I think we need to learn from our mistakes to improve ourselves. Sometimes, I feel like I'm losing face, but this should not influence my opportunities to learn English*." If language learners are highly motivated and confident, they can learn a language effectively (Ellis, 1991; Krashen, 1985). Therefore, affective strategies are important for language learners in identifying negative emotions and lowering anxiety and stress.

5.5 Discussion of Finding Five

This section discusses the relationship between the levels of students' English ability and language anxiety.

Another aim of the present study was to find the relationship between the levels of language anxiety and students' English ability. In this study, one-third of all participants were high-anxiety students. One-fourth of all students were in the high

English ability group. The findings reveal that there was no significant relationship between those two variables (p = .682). The findings of this study match those of Liu (2006), who found that there was no correlation between language anxiety and students' performance. Moreover, Liu (2006) reported that low proficiency students were likely to be more anxious than high proficiency students. Recently, Wu (2011) also reported that there was no relationship between language anxiety and reading comprehension performance. The possible reason for which the results showed no correlation might be a small sample size.

However, the findings of this study are not consistent with those of Fang-peng and Dong (2010), Lu and Liu (2011), or Matsuura (2007), who found that language anxiety was negatively correlated with students' performance. If the level of language anxiety increases, students' performance decreases. More proficient students were less anxious (Lu & Liu, 2011). For example, Matsuura (2007) discovered that low-anxiety students could understand a passage better than high-anxiety students. Students with high-anxiety about spoken English tended to have lower ability in speaking English (Fang-peng & Dong, 2010). It is possible that anxiety is a mental barrier that blocks second language acquisition when learners are anxious (Krashen, 1985). Low motivation, low self-esteem, and anxiety can increase the affective states that prevent successful language learning. In addition, MacIntyre, Noels, and Clément (1997) found that there was a significant correlation between learners' actual competence, perceived competence, and language anxiety. Anxious students tended to underestimate their language proficiency and avoid participation in language class. From those findings, it can be concluded that higher levels of language anxiety are associated with lower academic achievement.

In their interviews, students indicated that the most anxiety-provoking activity was oral presentations. Thai students do not have many opportunities to practice their English by making oral presentations and having discussions because of large class sizes (Phasit, 2007). The interviews revealed that many students were very nervous about making oral presentations; for example, they were afraid of making mistakes. To lower anxiety in language learners, they can use affective strategies to help them identify their emotions and stress factors. For example, they need to encourage themselves to use English and talk to others to share how they feel about

learning English. Also, listening to music and playing games are helpful ways to relax language learners when they are anxious.

5.6 Implications of the Study

This study aimed to investigate language learning strategies used by graduate students. All MBA students were separated into two groups—low-anxiety and high-anxiety students—based on the mean scores obtained on the FLCAS. The results showed that the two groups employed strategy categories with different frequencies of use. The findings also indicate that only compensation strategies and affective strategies are correlated with language anxiety. The results from the questionnaires and interviews offer information on the strategies used by low and high anxiety students. The following suggestions should be taken into consideration to provide teachers and learners with information on how the choice of language learning strategies and the reduction of language anxiety may be applied in learning and teaching.

5.4.1 Implications for Language Learning

The results of the present study reveal that low-anxiety students report using language learning strategies more frequently than high-anxiety students. The more students use language learning strategies, the more confident and proficient they are. Compensation strategies and social strategies were selected as the top strategies used by low-anxiety students. Compensation strategies can help students to deal with language problems and to communicate more effectively. Sub-categories of compensation strategies, such as guessing, reading English without looking up every new word, making up new words, and using synonyms and gestures are employed by low-anxiety students. Furthermore, social strategies provide students opportunities to practice the target language. For example, students can ask people to speak slowly and to correct them when they talk. Social strategies also help students to cooperate with others. When students are able to communicate with teacher and peers, their language anxiety can be reduced.

Affective strategies were found to be the least used by both low and high anxiety students in this study. Dörnyei (2005) reports that motivation and confidence increase efforts to learn successfully. It is essential for anxious students to use more affective strategies to encourage themselves to learn a target language and to notice their emotions when they use the language. The results of this study indicate that low-anxiety students prefer talking to other people about how they feel in English class. It can be inferred that sharing feelings and experiences with someone else can help students decrease their anxiety. Therefore, anxious students should pay more attention to their feelings and emotions to motivate them to learn the target language successfully. Even though other strategies were not very often used, students should try to use them more to facilitate better learning.

5.4.2 Implications for Language Teaching

Strategy training is a potential tool for language teachers to help learners to succeed in language learning. The more language learning strategies students use, the more successful learning becomes. Language teachers need to know which strategies are suitable for each group of students to use to improve their learning. For example, language teachers need to pay attention to the activities that are used for both good and poor students, as their language abilities are different. Moreover, language teachers should select activities with a variety of language learning strategies to train students, especially compensation strategies because these strategies can help students to face problems in speaking and writing. If students are able to communicate with others, they will be confident in using the target language.

Learners' affective states are important for language learning because they may affect success or failure in learning (Krashen, 1985). More proficient students are likely to be less anxious. Therefore, it is important for teachers to monitor students' feelings and attitudes towards language learning. To reduce anxiety in language learners, selecting proper classroom activities can beneficial. Teachers can assign students activities or tasks related to students' interests to do in pairs or group works. Anxiety in learners can be decreased when students work in pairs or small groups (Young, 1990). Moreover, playing games in the language can minimize language anxiety among students (Saunders & Crookall, 1985) because it can interest students

and motivate them to learn more. Additionally, creating a friendly environment in classroom also brings about the reduction of language anxiety in learners. To illustrate this, teachers who are friendly, humorous, and patient can make students feel comfortable and encourage them to speak out. As a result, students are willing to express their opinions although they are not very fluent (Young, 1990). Students feel more comfortable when teachers do not give harsh feedback but give students compliments when they are correct (Arnold, 1999) When students feel comfortable and confident in using a target language, they can learn more easily, faster, more enjoyably, and become more self-directed in facing new situations (Oxford, 1990).

CHAPTER VI
CONCLUSION

This chapter presents the conclusions and recommendations for further study.

6.1 Conclusion

The present study was conducted to investigate the language learning strategies which were employed by low and high anxiety students. This study aimed to find the relationship between the use of language learning strategies and the levels of language anxiety and English ability of MBA students at Thonburi University. The total population was 71 Thai graduate students who were studying in the first and second years in the Faculty of Business Administration at Thonburi University.

Four research instruments were used in the current study. Firstly, the Quick Placement Test (QPT), developed by Oxford University Press (2001), was utilized to assess the English ability of the MBA students. The test scores were used to separate the students into two groups: high and low English ability. Secondly, the Strategy Inventory for Language Learning (SILL), developed by Oxford (1990), was used to explore language learning strategies. Thirdly, the Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz, Horwitz, and Cope (1986), was employed to measure the level of language anxiety in learners. Lastly, semi-structured interviews were also used to obtain more in-depth information about the use of language learning strategies and the sources of language anxiety. The QPT test, the SILL, and the FLCAS were administered to all 71 participants, but only eight students (four low-anxiety students and four high-anxiety students) were interviewed. Each interview lasted approximately 30 minutes and all interviews were tape-recorded and transcribed verbatim. The results of the data analysis obtained from this study are summarized as follows.

Research question 1: "What is the overall frequency of language learning strategies used by MBA students?

All MBA students used the six groups of language learning strategies at a medium level of use. The students reported that metacognitive strategies were the most often used strategy group, followed by compensation strategies, cognitive strategies, social strategies, memory strategies, and affective strategies. Metacognitive strategies and compensation strategies were rated as often used, while the other strategies were rated as sometimes used. The students employed metacognitive strategies such as finding out how to learn better and thinking about progress in learning English most often.

Research question 2: What is the frequency of language learning strategies used by low-anxiety students?

The results indicate that the most frequently used strategy category was compensation strategies, followed by the groups of social strategies, cognitive strategies, metacognitive strategies, memory strategies, and affective strategies. The top five strategies were rated at a high level of use, and only affective strategies were rated at a medium level of use. Low-anxiety students used compensation strategies and social strategies more frequently than other strategies. Guessing was the most frequently used sub-strategy of the compensation strategies. Meanwhile, asking people to slow down or say something again was frequently used among the sub-strategies of the social strategies. However, using flashcards to remember new English words was found to be the least used by low-anxiety students.

Research question 3: What is the frequency of language learning strategies used by high-anxiety students?

The results reveal that the most frequently used strategy category was metacognitive strategies, followed by the groups of compensation strategies, social

strategies, memory strategies, cognitive strategies, and affective strategies. All six strategies were reported at a medium level of use. The sub-strategies of the metacognitive strategies, such as finding out how to learn better, thinking about the progress in learning English, setting clear goals for improving English skills, and paying attention when someone is speaking English, were often used by high-anxiety students. Moreover, making up new words and using synonyms and gestures were the most frequently used sub-strategies of compensation strategies. However, writing down feelings in a diary was reported as the least used by high-anxiety students.

Research question 4: Is there any relationship between the levels of language anxiety and the use of language learning strategies?

Low-anxiety students employed a wider range of language learning strategies than high-anxiety students. To find the relationship between the levels of language anxiety and the use of language learning strategies, a chi-Square test was used to find that the use of language learning strategies was not significantly correlated with the levels of language anxiety for memory strategies, cognitive strategies, metacognitive strategies and social strategies. However, the use of language learning strategies was significantly correlated with the levels of language anxiety only for compensation strategies and affective strategies.

Research question 5: Does students' English ability vary significantly with their levels of language anxiety?

The results of the chi-Square tests indicate that there was no correlation between the levels of students' English ability and their language anxiety.

6.2 Recommendations for Further Studies

The findings of this study provide useful new information about which language learning strategies are frequently employed by low and high anxiety students. The data obtained from the questionnaires and interviews are beneficial for English teachers and learners at the graduate level in order to teach and learn English more effectively. The following recommendations are offered as below:

1. This study was conducted to explore language learning strategies employed by MBA students. Only one field of study was investigated. However, further studies should be conducted among graduate students in other fields, such as engineering, medical science, and education, which use English as a medium of instruction.

2. It was found that there was no significant difference between the use of language learning strategies, the levels of language anxiety and students' English ability. It might be possible that the population was too small and there was no sampling for selecting good representatives. Moreover, the number of low-anxiety students was one-fifth of the total population. For this reason, selecting the population and sample size is important for future studies.

3. This study examined the relationship between the use of language learning strategies, the levels of language anxiety and students' English ability. To gain more interesting data, further research should survey other factors, such as age, gender, field of study, classroom activities, and teacher role, to determine whether they affect students' language anxiety.

4. This study employed questionnaires and semi-structured interviews for data collection. However, other qualitative methods, such as think-aloud protocols and classroom observations could be used to provide more in-depth information.

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APPENDICES

APPENXDIX A

QUICK PLACEMENT TEST

Name _____

QUICK PLACEMENT TEST (60 items)

(Time allocation: 40 minutes)

Instruction: Choose the best answer.

(1) Roberta _____ from The United States.
a) are
b) is
c) am
d) be

(2) What's _____ name?
a) -
b) his
c) him
d) he

(3) My friend _____ in London.
a) living
b) live
c) lives
d) is live

(4) Where _____?
a) works Tom
b) Tom works
c) Tom does work
d) does Tom work

(5) I _____ coffee.
a) no like
b) not like
c) like don't
d) don't like

(6) '_____ to Australia, Ginny?' 'Yes, two years ago."
a) Did you ever go
b) Do you ever go
c) Have you ever been
d) Are you ever going

(7) Tokyo is _____ city I've ever lived in.
a) the most big
b) the bigger
c) the biggest
d) the more big

(8) A vegetarian is someone _____ doesn't eat meat.
a) who
b) what
c) which
d) whose

(9) _____ these days.
a) I never a newspaper buy
b) I never buy a newspaper
c) I buy never a newspaper
d) Never I buy a newspaper

(10) I _____ watch TV tonight.
a) am
b) go to
c) going to
d) am going to

(11) I wish I _____ more money!
a) have
b) had
c) would have
d) was having

(12) _____ be famous one day?
a) Would you like
b) Would you like to
c) Do you like
d) Do you like to

(13) It's my birthday _____ Friday.
a) on
b) in
c) at
d) by

(14) I _____ eighteen years old.
a) am
b) have
c) have got
a) -

(15) I _____ a headache.
a) am
b) do
c) have
d) got

(16) Do you _____ a uniform at your school?
a) carry
b) wear
c) use
d) hold

(17) 'What time is it?' 'I have no _____.'
a) idea
b) opinion
c) answer
d) time

(18) The meal was very expensive. Look at the _____!
a) ticket
b) receipt
c) invoice
d) bill

(19) How many _____ of trousers have you got?
a) items
b) pairs
c) sets
d) times

(20) Joel came back from his holiday in Brazil looking really _____.
a) tanned
b) sunned
c) coloured
d) darkened

(21) Harry can _____ English.
a) to speak
b) speaking
c) speak
d) speaks

(22) I'm not interested _____ sports.
a) for
b) about
c) in
d) to

(23) She likes _____ expensive clothes.
a) wearing
b) to wearing
c) wear
d) is wearing

(24) Harry _____ his father's car when the accident happened.
a) was driving
b) drove
c) had driven
d) has been driving

(25) I was wondering _____ tell me when the next plane from Chicago arrives?
a) could you
b) can you
c) if you could
d) if could you

(26) If I _____ him, I would have spoken to him, wouldn't I?
a) saw
b) had seen
c) have seen
d) would have seen

(27) I like your hair. Where _____?
a) do you have cut
b) have you cut it
c) do you have cut it
d) do you have it cut

(28) I think Joey must _____ late tonight. His office light is still on.
a) have worked
b) work
c) be working
d) to work

(29) John tells me Jack's going out with Helen, _____ I find hard to believe.
a) which
b) who
c) whose
d) that

(30) What _____ this weekend, Lance?
a) will you do
b) are you doing
c) will you have done
d) do you do

(31) The weather has been awful. We've had very _____ sunshine this summer.
a) little
b) a little
c) few
d) a few

(32) Did you hear what happened to Kate? She _____.
a) is arrested
b) arrested
c) has been arrested
d) is being arrested

(33) I usually _____ up at about 7.30.
a) go
b) be
c) do
d) get

(34) I _____ football every week.
a) play
b) go
c) do
d) have

(35) My sister _____ the cooking in our house.
a) does
b) makes
c) cooks
d) takes

(36) Don't forget to _____ the light when you leave the room.
a) turn up
b) turn in
c) turn off
d) turn over

(37) She was in _____ when she heard the tragic news.
a) crying
b) tears
c) cries
d) tearful

(38) He _____ that he hadn't stolen the computer, but no one believed him.
a) reassured
b) informed
c) insisted
d) persuaded

(39) Could you _____ me that book for a couple of days, please?
a) lend
b) owe
c) borrow
d) rent

(40) Greg is _____ a lot of time at Yvonne's house these days!
a) taking
b) spending
c) having
d) doing

(41) Who _____ in that house?
a) does live
b) lives
c) does he live
d) he lives

(42) I'll call you when I _____ home.
a) get
b) 'll get
c) 'll have got
d) 'm getting

(43) If you _____ me, what would you do?
a) was
b) would be
c) were
d) have been

(44) I don't know where _____ last night.
a) did he go
b) he did go
c) went he
d) he went

(45) John and Betty are coming to visit us tomorrow but I wish _____.
a) they won't
b) they hadn't
c) they didn't
d) they weren't

(46) I'm so hungry! If only Bill _____ all the food in the fridge!
a) wasn't eating
b) didn't eat
c) hadn't eaten
d) hasn't eaten

(47) I regret _____ harder in school.
a) not studying
b) not to study
c) to not study
d) not have studied

(48) Surely Sue _____ you if she was unhappy with your work.
a) will tell
b) would have told
c) must have told
d) had told

(49) Our neighbours aren't very polite, and _____ particularly quiet!
a) neither they aren't
b) either they aren't
c) nor are they
d) neither did they be

(50) We had expected that they _____ fluent English, but in fact they didn't.
a) were speaking
b) would speak
c) had spoken
d) spoke

(51) I'd rather I _____ next weekend, but I do!
a) don't have to work
b) didn't have to work
c) wouldn't work
d) wasn't working

(52) Harriet is so knowledgeable. She can talk about _____ subject that comes up.
a) whatever
b) whenever
c) wherever
d) whoever

(53) I always _____ milk in my coffee.
a) have
b) drink
c) mix
d) make

(54) I _____ TV every evening.
a) watch
b) look at
c) see
d) hear

(55) Can you give me a _____ with my bag.
a) leg
b) back
c) hand
d) head

(56) Before you enter the triathlon, please bear in _____ that you're not as young as you used to be!
a) thought
b) question
c) mind
d) opinion

(57) The breath test showed he had consumed more than three times the legal limit of alcohol, so the police arrested him for _____.
a) trespassing
b) mugging
c) speeding
d) drunk driving

(58) The meeting was _____ and not very interesting.
a) time-wasting
b) time-consuming
c) time-using
d) out of time

(59) After the movie was released, the main _____ point was its excessive use of violence.
a) discussion
b) speaking
c) conversation
d) talking

(60) There have been several big _____ against the use of GM foods recently.
a) campaigns
b) issues
c) boycotts
d) strikes

APPENXDIX B
THE QUESTIONNAIRES

Strategy Inventory for Language Learning (SILL) version 7.0

The Strategy Inventory for Language Learning (SILL) version 7.0 developed by Oxford (1990). In this study, the SILL is used as a research instrument to have subjects identify their language learning strategies.

There are 50 statements in this questionnaire, please read each statement and choose the response (5, 4, 3, 2, 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

1	=	Never true of me or Almost never true of me
2	=	Generally not true of me
3	=	Somewhat true of me
4	=	Generally true of me
5	=	Always true of me or Almost always true of me

Please answer in terms of how well the statement describe you. There are no right or wrong answers to these statements.

Part I: General Background Information

1. Name:_____

2. Sex: [ ] 1) Male [ ] 2) Female

3. Age: _____

4. E-mail: _____Mobile:_____

Part II

Language learning strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
1. I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhymes to remember new English words.	1	2	3	4	5
6. I use flashcards to remember new English words	1	2	3	4	5
7. I physically act out new English words.	1	2	3	4	5
8. I review English lessons often.	1	2	3	4	5
9. I remember new English words or phrase by remembering their location on the page, on the board, or on a screen sign.	1	2	3	4	5
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English words I know in different ways.	1	2	3	4	5
14. I start conversations in English.	1	2	3	4	5
15. I watch English language TV shows spoken in English or to go to movies spoken in English.	1	2	3	4	5
16. I read for pleasure in English.	1	2	3	4	5
17. I write notes, messages, letters, or reports in English.	1	2	3	4	5

Language learning strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	1	2	3	4	5
19. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20. I try to find patterns in English.	1	2	3	4	5
21. I find the meaning of an English word by dividing it into parts that I understand.	1	2	3	4	5
22. I try not to translate word-for-word.	1	2	3	4	5
23. I make summaries of information that I hear or read in English.	1	2	3	4	5
24. To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25. When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
26. I make up new words if I do not know the right ones in English.	1	2	3	4	5
27. I read English without looking up every new word.	1	2	3	4	5
28. I try to guess what the other person will say next in English.	1	2	3	4	5
29. If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
30. I try to find as many ways as I can to use my English.	1	2	3	4	5
31. I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
32. I pay attention when someone is speaking English.	1	2	3	4	5
33. I try to find out how to be a better learner of English.	1	2	3	4	5
34. I plan my schedule so I will have enough time to study English.	1	2	3	4	5
35. I look for people I can talk to in English.	1	2	3	4	5
36. I look for opportunities to read as much as possible in English.	1	2	3	4	5

Language learning strategies	Never true of me or Almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me or Almost always true of me
37. I have clear goals for improving my English skills.	1	2	3	4	5
38. I think about my progress in learning English.	1	2	3	4	5
39. I try to relax whenever I fell afraid of using English.	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41. I give myself a reward or treat when I do well in English.	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43. I write own my feelings in a language learning diary.	1	2	3	4	5
44. I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
45. If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46. I ask English speakers to correct me when I talk.	1	2	3	4	5
47. I practice English with other students.	1	2	3	4	5
48. I ask for help from English speakers	1	2	3	4	5
49. I ask questions in English.	1	2	3	4	5
50. I try to learn about the culture of English speakers.	1	2	3	4	5

แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับกลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษของนักศึกษาปริญญาโท ทั้งนี้เพื่อนำผลการวิจัยไปใช้เป็นข้อมูลประกอบในการประเมินผลเพื่อหาความสัมพันธ์ระหว่างกลยุทธ์หรือเทคนิคที่ใช้ในการเรียนภาษาอังกฤษ และระดับความสามารถในการเรียนภาษาอังกฤษของผู้เรียน ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีผลใดๆทั้งสิ้นต่อตัวท่าน

แบบสอบถามนี้แบ่งออกเป็น 2 ตอน โปรดตอบทุกตอนและทุกข้อ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม
ตอนที่ 2 คำถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียน (ผู้ตอบแบบสอบถาม) ใช้ในการเรียนภาษาอังกฤษ
จำนวน 50 ข้อ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถาม ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุด และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวปภังกร กิจทวี
นักศึกษาปริญญาโท
สาขาวิชาภาษาศาสตร์ประยุกต์
มหาวิทยาลัยมหิดล

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดอ่านข้อความต่อไปนี้แล้วเติมข้อความในช่องว่างและใส่เครื่องหมาย / ลงใน [ ] หน้าข้อความที่ตรงกับสภาพความเป็นจริงของท่าน

1. ชื่อ-นามสกุล _____

2. เพศ [ ] 1. ชาย [ ] 2. หญิง

3. ปัจจุบันท่านอายุ _____ ปี

4. E-mail _____ เบอร์โทร _____

ตอนที่ 2 แบบสอบถามเกี่ยวกับกลยุทธ์หรือเทคนิคที่ผู้เรียนใช้ในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีทั้งหมด 50 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกากบาท (✕) ทับตัวเลขที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

1 หมายถึง ใช้น้อยที่สุดถึงไม่เคยใช้เลย

2 หมายถึง ใช้น้อย

3 หมายถึง ใช้ปานกลาง

4 หมายถึง ใช้มาก

5 หมายถึง ใช้มากที่สุด

กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้น้อยที่สุด	ใช้น้อย	ใช้ปานกลาง	ใช้มาก	ใช้มากที่สุด
1. ท่านคิดเชื่อมโยงความสัมพันธ์ระหว่างสิ่งที่เรียนรู้มาแล้วกับสิ่งที่เรียนรู้ใหม่	1	2	3	4	5
2. ท่านนำเอาคำใหม่ๆในภาษาอังกฤษใช้ในประโยค เพื่อให้จำได้ดียิ่งขึ้น	1	2	3	4	5
3. ท่านเชื่อมโยงเสียงของคำใหม่ในภาษาอังกฤษกับภาพ (image or picture) ของคำนั้น เพื่อช่วยให้จำได้	1	2	3	4	5

กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้น้อยที่สุด	ใช้น้อย	ใช้ปานกลาง	ใช้มาก	ใช้มากที่สุด
4. ท่านจดจำคำใหม่ โดยการคิดถึงภาพของเหตุการณ์ซึ่งคำเหล่านั้นอาจจะถูกใช้	1	2	3	4	5
5. ท่านใช้คำพ้องเสียงเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	1	2	3	4	5
6. ท่านใช้บัตรคำซึ่งด้านหนึ่งของบัตรเป็นคำศัพท์ส่วนอีกด้านหนึ่งเป็นคำแปล (flashcard) เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	1	2	3	4	5
7. ท่านแสดงท่าทางประกอบ เพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ เช่น drink = ดื่ม ท่านจึงทำท่าทางดื่มน้ำไปด้วย	1	2	3	4	5
8. ท่านทบทวนบทเรียนภาษาอังกฤษบ่อยๆ	1	2	3	4	5
9. ท่านจดจำคำหรือวลีใหม่ๆ ในภาษาอังกฤษโดยการจำว่าคำเหล่านั้นอยู่หน้าใดของหนังสือ, ส่วนใดของกระดาน หรือตามป้ายต่างๆบนท้องถนน	1	2	3	4	5
10. ท่านพูดหรือเขียนคำใหม่ๆในภาษาอังกฤษซ้ำแล้วซ้ำอีกหลายๆครั้ง	1	2	3	4	5
11. ท่านพยายามพูดให้มีสำเนียงใกล้เคียงกับเจ้าของภาษา	1	2	3	4	5
12. ท่านฝึกฝนการออกเสียงภาษาอังกฤษ	1	2	3	4	5
13. ท่านใช้คำศัพท์ในภาษาอังกฤษที่ท่านรู้ในสถานการณ์ที่แตกต่างกันออกไป เช่น ใช้ในการพูด หรือ ใช้ในการเขียน	1	2	3	4	5
14. ท่านเริ่มต้นบทสนทนากับผู้อื่นโดยใช้ภาษาอังกฤษ	1	2	3	4	5
15. ท่านดูรายการโทรทัศน์หรือภาพยนตร์ภาคภาษาอังกฤษ	1	2	3	4	5
16. ท่านอ่านสิ่งพิมพ์ภาษาอังกฤษต่างๆที่ทำให้ท่านเพลิดเพลิน	1	2	3	4	5
17. ท่านใช้ภาษาอังกฤษในการจดโน้ต, ข้อความ, จดหมาย หรือรายงาน	1	2	3	4	5
18. ท่านอ่านบทความต่างๆที่เป็นภาษาอังกฤษ โดยอ่านแบบผ่านๆในครั้งแรกเพื่อหาใจความสำคัญ และกลับมาอ่านทบทวนอีกครั้งอย่างละเอียด	1	2	3	4	5
19. ท่านค้นหาคำในภาษาไทยที่มีความหมายใกล้เคียงกับคำศัพท์ใหม่ในภาษาอังกฤษ	1	2	3	4	5
20. ท่านศึกษารูปแบบการเรียงประโยคในภาษาอังกฤษเพื่อนำไปใช้ได้อย่างถูกต้อง	1	2	3	4	5

กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้น้อยที่สุดถึง	ใช้น้อย	ใช้ปานกลาง	ใช้มาก	ใช้มากที่สุด
21. ท่านหาความหมายของคำในภาษาอังกฤษโดยการแบ่งคำนั้นๆออกเป็นส่วนๆ เพื่อให้เกิดความเข้าใจ เช่น แบ่งตามรากศัพท์	1	2	3	4	5
22. ท่านหลีกเลี่ยงการแปลภาษาอังกฤษแบบคำต่อคำ	1	2	3	4	5
23. ท่านทำสรุปข้อมูลต่างๆที่ท่านได้ฟังหรืออ่าน เป็นภาษาอังกฤษ	1	2	3	4	5
24. ท่านใช้วิธีการเดา เพื่อให้เข้าใจคำในภาษาอังกฤษที่ไม่คุ้นเคย	1	2	3	4	5
25. ท่านใช้ท่าทางประกอบระหว่างการสนทนาภาษาอังกฤษ เมื่อท่านนึกคำภาษาอังกฤษไม่ออก	1	2	3	4	5
26. ท่านใช้คำอื่นแทน เมื่อท่านไม่รู้คำที่ถูกต้องในภาษาอังกฤษ	1	2	3	4	5
27. ท่านอ่านภาษาอังกฤษ โดยไม่ต้องค้นหาคำใหม่ทุกคำ	1	2	3	4	5
28. ท่านพยายามเดาหรือคาดการณ์เป็นภาษาอังกฤษว่าผู้สนทนาชาวต่างชาติจะพูดอะไรต่อไป	1	2	3	4	5
29. ถ้าท่านไม่สามารถคิดถึงคำในภาษาอังกฤษได้ ท่านจะใช้คำหรือวลีที่มีความหมายเหมือนหรือใกล้เคียงกับคำที่ท่านต้องการ	1	2	3	4	5
30. ท่านพยายามหาวิธีการต่างๆเท่าที่ท่านจะทำได้เพื่อได้ใช้ภาษาอังกฤษ	1	2	3	4	5
31. ท่านสังเกตข้อผิดพลาดต่างๆในการใช้ภาษาอังกฤษ และใช้ข้อผิดพลาดเหล่านั้นเป็นบทเรียนเพื่อช่วยให้ท่านเรียนได้ดีขึ้น	1	2	3	4	5
32. ท่านให้ความสนใจ เมื่อมีใครก็ตามพูดภาษาอังกฤษ	1	2	3	4	5
33. ท่านพยายามที่จะหาวิธีการที่จะทำให้ท่านเรียนภาษาอังกฤษได้ดีขึ้น	1	2	3	4	5
34. ท่านจัดตารางเวลา เพื่อให้มีเวลาเพียงพอที่จะศึกษาภาษาอังกฤษ	1	2	3	4	5
35. ท่านมองหาคนที่ท่านสามารถพูดภาษาอังกฤษกับเขาได้	1	2	3	4	5
36. ท่านหาโอกาสที่จะอ่านภาษาอังกฤษให้ได้มากที่สุดเท่าที่จะทำได้	1	2	3	4	5
37. ท่านมีเป้าหมายชัดเจนในการปรับปรุงทักษะภาษาอังกฤษของท่าน	1	2	3	4	5
38. ท่านคาดหวังในความก้าวหน้า/การพัฒนาในการเรียนภาษาอังกฤษของท่าน	1	2	3	4	5
39. ท่านพยายามผ่อนคลาย เมื่อรู้สึกกลัวที่จะต้องใช้ภาษาอังกฤษ	1	2	3	4	5

กลยุทธ์หรือเทคนิคในการเรียนภาษาอังกฤษ	ใช้น้อยที่สุด	ใช้น้อย	ใช้ปานกลาง	ใช้มาก	ใช้มากที่สุด
40. ท่านให้กำลังใจตนเอง เมื่อต้องพูดภาษาอังกฤษ แม้ว่าในใจจะกลัวความผิดพลาด	1	2	3	4	5
41. ท่านให้รางวัลกับตนเองเมื่อใช้ภาษาอังกฤษได้ดี	1	2	3	4	5
42. ท่านพบว่าตัวเองเป็นกังวลหรือเครียดในขณะที่กำลังเรียนหรือใช้ภาษาอังกฤษ	1	2	3	4	5
43. ท่านเขียนบรรยายความรู้สึกของท่านเป็นภาษาอังกฤษในสมุดบันทึกประจำวัน	1	2	3	4	5
44. ท่านพูดคุยกับผู้อื่นถึงความรู้สึกของท่านในการเรียนภาษาอังกฤษ	1	2	3	4	5
45. ท่านขอร้องให้ผู้พูดพูดช้าลงหรือพูดซ้ำ ถ้าท่านไม่เข้าใจภาษาอังกฤษที่เขาพูดอยู่ในขณะนั้น	1	2	3	4	5
46. ท่านขอให้ผู้ที่ใช้ภาษาอังกฤษช่วยแก้ไขภาษาอังกฤษของท่าน เมื่อท่านพูดผิด	1	2	3	4	5
47. ท่านฝึกฝนภาษาอังกฤษกับเพื่อนนักศึกษาคนอื่นๆ	1	2	3	4	5
48. ท่านขอความช่วยเหลือจากอาจารย์/ เพื่อนนักศึกษาต่างชาติในการใช้ภาษาอังกฤษ	1	2	3	4	5
49. ท่านมักจะถามคำถามเป็นภาษาอังกฤษกับผู้ที่อยู่ในแวดวงเดียวกับท่าน	1	2	3	4	5
50. ท่านพยายามศึกษาวัฒนธรรมของคนที่ใช้ภาษาอังกฤษเป็นภาษาประจำชาติ	1	2	3	4	5

Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). In this study, the FLCAS is used as a research instrument to have the participants identify their level of language anxiety.

There are 33 statements in this questionnaire, please read each statement and choose the response (5, 4, 3, 2, 1) that tells how true the statement is in terms of what you actually do when you are learning English. The criteria for the response are as follows:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Language Anxiety	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I don't worry about making mistakes in language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5. It would not bother me at all to take more foreign language classes.	1	2	3	4	5
6. During language class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at language than I am.	1	2	3	4	5
8. I am usually at ease during tests in my language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign class.	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language classes.	1	2	3	4	5

Language Anxiety	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
12. In language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would not be nervous speaking the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in language class.	1	2	3	4	5
21. The more I study for a language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I'm speaking in my language class.	1	2	3	4	5
28. When I'm on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	1	2	3	4	5

แบบสอบถามเกี่ยวกับความวิตกกังวลในการเรียนรู้ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาปริญญาโท ทั้งนี้เพื่อนำผลการวิจัยไปใช้เป็นข้อมูลประกอบในการประเมินผลเพื่อหาความสัมพันธ์ระหว่างความวิตกกังวลในการเรียนภาษาอังกฤษ และระดับความสามารถในการเรียนภาษาอังกฤษของผู้เรียน ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีผลใดๆทั้งสิ้นต่อตัวท่าน

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถามทุกข้อ ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุด และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวปภังกร กิจทวี
นักศึกษาปริญญาโท
สาขาวิชาภาษาศาสตร์ประยุกต์
มหาวิทยาลัยมหิดล

คำชี้แจง แบบสอบถามฉบับนี้มีทั้งหมด 33 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกากบาท (✕) ทับตัวเลขที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

1 หมายถึง ไม่เห็นด้วยเป็นอย่างยิ่ง

2 หมายถึง ไม่เห็นด้วย

3 หมายถึง ปานกลาง

4 หมายถึง เห็นด้วย

5 หมายถึง เห็นด้วยเป็นอย่างยิ่ง

ความวิตกกังวลในการเรียนภาษาอังกฤษ	ไม่เห็นด้วยเป็นอย่างยิ่ง	ไม่เห็นด้วย	ปานกลาง	เห็นด้วย	เห็นด้วยเป็นอย่างยิ่ง
1. ฉันรู้สึกไม่ค่อยมั่นใจเวลาพูดในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
2. ฉันไม่รู้สึกกังวลว่าจะพูดผิดในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
3. ฉันตกใจกลัวจนตัวสั่นที่รู้ว่าจะถูกเรียกให้ตอบคำถามในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
4. ฉันรู้สึกกังวลมากเมื่อฉันไม่เข้าใจในสิ่งที่ครูสอนภาษาต่างประเทศกำลังพูด	1	2	3	4	5
5. ฉันชอบเข้าเรียนภาษาต่างประเทศเพิ่มเติม	1	2	3	4	5
6. ฉันนึกถึงเรื่องอื่นในขณะที่เรียนภาษาต่างประเทศ	1	2	3	4	5
7. ฉันคิดอยู่เสมอว่านักเรียนคนอื่นเรียนภาษาได้ดีกว่าฉัน	1	2	3	4	5
8. ฉันมักจะรู้สึกมั่นใจขณะทำข้อสอบวิชาภาษาต่างประเทศ	1	2	3	4	5
9. ฉันรู้สึกประหม่าเมื่อต้องพูดในห้องเรียนภาษาต่างประเทศโดยไม่ได้เตรียมตัวล่วงหน้า	1	2	3	4	5
10. ฉันกังวลว่าจะสอบวิชาภาษาต่างประเทศไม่ผ่าน	1	2	3	4	5
11. ฉันไม่เข้าใจว่าทำไมคนอื่นถึงไม่ชอบวิชาภาษาต่างประเทศ	1	2	3	4	5
12. ฉันรู้สึกประหม่าจนลืมในสิ่งที่ฉันรู้	1	2	3	4	5
13. ฉันรู้สึกเขินอายที่จะอาสาตอบคำถามในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
14. ฉันไม่รู้สึกประหม่าเมื่อพูดภาษาต่างประเทศกับเจ้าของภาษา	1	2	3	4	5

ความวิตกกังวลในการเรียนภาษาอังกฤษ	ไม่เห็นด้วยเป็นอย่างยิ่ง	ไม่เห็นด้วย	ปานกลาง	เห็นด้วย	เห็นด้วยเป็นอย่างยิ่ง
15. ฉันรู้สึกหงุดหงิดเวลาที่ไม่เข้าใจคำตอบที่ครูแก้ให้	1	2	3	4	5
16. ฉันรู้สึกกังวลทั้งๆที่เตรียมตัวมาอย่างดี	1	2	3	4	5
17. ฉันมักจะไม่อยากเข้าเรียนวิชาภาษาต่างประเทศ	1	2	3	4	5
18. ฉันรู้สึกมั่นใจเวลาพูดในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
19. ฉันรู้สึกกลัวที่ครูตั้งท่าจะแก้คำตอบของฉันทุกครั้งที่ตอบผิด	1	2	3	4	5
20. ฉันรู้สึกใจเต้นเมื่อกำลังจะถูกเรียกตอบในห้องเรียนภาษาต่าง ประเทศ	1	2	3	4	5
21. ยิ่งฉันเตรียมตัวสอบมาก ฉันก็ยิ่งสับสนมากขึ้น	1	2	3	4	5
22. ฉันไม่รู้สึกกดดันที่ต้องเตรียมตัวอย่างดีในการเรียนภาษาต่างประเทศ	1	2	3	4	5
23. ฉันมักจะคิดว่านักเรียนคนอื่นพูดภาษาต่างประเทศได้ดีกว่าฉัน	1	2	3	4	5
24. ฉันพยายามควบคุมตัวเองเวลาพูดภาษาต่างประเทศต่อหน้านักเรียนคนอื่น	1	2	3	4	5
25. ฉันกังวลว่าจะเรียนวิชาภาษาต่างประเทศตามไม่ทัน	1	2	3	4	5
26. ฉันรู้สึกเครียดและกังวลกับการเรียนภาษาต่างประเทศมากกว่าวิชาอื่น	1	2	3	4	5
27. ฉันรู้สึกประหม่าและสับสนเมื่อพูดในห้องเรียนภาษาต่างประเทศ	1	2	3	4	5
28. ฉันรู้สึกมั่นใจและผ่อนคลายก่อนที่จะเรียนภาษาต่างประเทศ	1	2	3	4	5
29. ฉันกังวลเมื่อไม่เข้าใจคำพูดของครูสอนภาษาต่างประเทศได้ทุกคำ	1	2	3	4	5
30. ฉันรู้สึกกังวลมากกับกฎจำนวนมากมายที่ต้องเรียนสำหรับการพูดภาษาต่างประเทศ	1	2	3	4	5
31. ฉันกลัวนักเรียนคนอื่นหัวเราะเยาะเวลาที่ฉันพูดภาษาต่างประเทศ	1	2	3	4	5
32. ฉันรู้สึกสบายใจเมื่อพูดกับเจ้าของภาษาต่างประเทศ	1	2	3	4	5
33. ฉันรู้สึกประหม่าเมื่อครูสอนภาษาต่างประเทศถามคำถามโดยที่ฉันไม่ได้เตรียมตัวมาล่วงหน้า	1	2	3	4	5

APPENDIX C
INTERVIEW QUESTIONS

1) Do you like studying English? Why?
2) How often do you participate in English class?
3) Do you like classroom participation? Why?
4) Are you anxious about studying English?
5) How do you feel when you are speaking in front of other students?
6) Do you think that other students speak English better than you do? Why?
7) How do you feel when you receive negative feedback or evaluation from language teacher in classroom?
8) In your opinion, what classroom activity is the most provoking-anxiety situation? Please explain.
9) What strategies do you often use to learn English?
10) What strategies do you use if you want to improve your English?
11) What strategies do you use when teacher or classmates do not understand what you are saying in a language class?
12) How do you do when a language teacher asks questions which you have not prepared in advance?

คำถามที่ใช้ในการสัมภาษณ์

1) ท่านชอบเรียนภาษาอังกฤษหรือไม่ อย่างไร

2) ท่านมีส่วนร่วมในห้องเรียนบ่อยแค่ไหน

3) ท่านชอบการมีส่วนร่วมในห้องเรียนหรือไม่ อย่างไร

4) ท่านวิตกกังวลในการเรียนภาษาอังกฤษหรือไม่

5) ท่านรู้สึกอย่างไรขณะพูดต่อหน้าคนอื่น

6) ท่านคิดว่านักเรียนคนอื่นพูดภาษาอังกฤษได้ดีกว่าท่านหรือไม่ อย่างไร

7) ท่านรู้สึกอย่างไรเมื่อถูกประเมินจากครูสอนภาษาในห้องเรียน

8) ท่านคิดว่ากิจกรรมใดในห้องเรียนที่ทำให้ท่านรู้สึกวิตกกังวลมากที่สุด จงอธิบาย

9) ท่านใช้กลยุทธ์การเรียนภาษาแบบใดเป็นประจำเพื่อเรียนภาษาอังกฤษ

10) ท่านใช้กลยุทธ์การเรียนภาษาแบบใดเพื่อปรับปรุงการเรียนภาษาอังกฤษ

11) ท่านใช้กลยุทธ์การเรียนภาษาแบบใดเมื่อครูหรือเพื่อนร่วมชั้นไม่เข้าใจในสิ่งที่ท่านพูด

12) ท่านทำอย่างไรเมื่อครูสอนภาษาถามคำถามที่ท่านไม่ได้เตรียมตัวล่วงหน้ามาก่อน

APPENDIX D

SAMPLE OF TRANSCRIPTION FOR INTERVIEWS

Tape Script L1

Interviewee: L1

Interview date: April 29, 2012

I : Let's me explain about my study. My objective is to explore the use of language learning strategies and the degree of language anxiety. The data will be analyzed from the test and the questionnaires which you have completed. By the way, I would like to record this interview to use it to give in-depth information. This interview will be kept completely confidential, so you don't worry about it. Let's begin with the first question. Do you like studying English?

L1: Yes.

I : Why?

L1: It's important for my job.

I : OK.

I : How often do you participate in English class?

L1: Sometimes.

I : Do you like classroom participation?

L1: Yes.

I : Why?

L1: I want to try my answer.

I : OK. Are you anxious about studying English?

L1: No. English is fun for me.

I : How do you feel when you are speaking in front of other students?

L1: I'm a little bit nervous.

I : What do you do if you make a mistake in front of class?

L1: When I make some mistakes in front of others, I try to tell myself that it's all right because nobody's perfect. Everyone needs to learn by mistakes, so we should not blame on what we have done wrong. One important thing is to improve and develop our skills. Don't be shy. To me, losing face is not a serious stuff.

I : That's good. Anyway, do you think that other students speak English better than you do?

L1: Umm I don't compare myself with others.

I : OK. How do you feel when you receive negative feedback or evaluation from language teacher in classroom?

L1: I feel bad, but I will improve my English.

I : Do you think teacher's manner of giving feedback affects your feelings?

L1: Yes, sometimes.

I : In your opinion, what classroom activity is the most provoking-anxiety situation? Please give some reasons.

L1: I think it's an oral presentation. It is quite difficult to control my feelings while I have to present all information correctly.

I : OK. Next, I will ask you some questions about language learning strategies. What strategies do you often use to learn English?

L1: Umm I guess if I don't know the words.

I : Can you give me any example?

L1: Yes. I actually don't know the meaning of the word 'Exit', but I usually see it in the cinema and department stores. I guess it's the way to go out.

I : OK. What strategies do you use if you want to improve your English?

L1: I like talking to foreign friends, so I try to learn their culture.

I : Give me a sample, please.

L1: I see my friends are surprised with me when I gave thanks in their own languages. I'm proud of that.

I : OK. What strategies do you use when teacher or classmates do not understand what you are saying in a language class?

L1: I use easy words when I can't think of the right words. Sometimes, I use gestures to tell them what I try to say it.

I : How do you do when a language teacher asks questions which you have not prepared in advance?

L1: I ask an English teacher to repeat the question slowly when I don't understand it.

I : Anything else?

L1: Umm I will use background knowledge to answer the question.

I : OK. Thank you very much for your participation.

L1: You're welcome.

APPENDIX E

LETTERS OF CONSENT

Letter of Consent for SILL

Re: consent letter for SILL adoptation

Thursday, November 24, 2011 1:34 AM

From:
"Rebecca Oxford" <rebeccaoxford@gmail.com>
Add sender to Contacts
To:
"Da Papangkorn" <da_papangkorn@yahoo.com>

Dear Papangkorn Kitawee,

You have my permission to use the SILL in your study of strategies in relation to language anxiety and students' performance.

All best wishes,
Dr. Oxford

On Wed, Nov 23, 2011 at 5:55 AM, Da Papangkorn <da_papangkorn@yahoo.com> wrote:
Dear Professor,

I am a Master Degree student in Applied Linguistics, Mahidol University, Thailand. I am planning to do a thesis on the topic of "An investigation of language learning strategy with relation to language anxiety and students' performance". This research aims to investigate language learning strategies employed by both low and high anxiety groups. The content of the questionnaire is adopted from the SILL version 7.0. Thus, I would like to ask for your permission to use the SILL version 7.0 that you have developed in my research.

Look forward to receiving your confirmation.

Thank you very much for your kindness.

Sincerely yours,
Papangkorn Kittawee

Letter of Consent for SILL (Thai version)

Re: Letter of Consent for SILL (Thai version)

Thursday, January 5, 2012 3:13 PM

From:
"panicha nitisakunwut" <panicha.nitisakunwut@gmail.com>
Add sender to Contacts
To:
"Da Papangkorn" <da_papangkorn@yahoo.com>

Dear Papangkorn,

You've got my permission to use it.
Good luck for your study.

Regards,
Panicha N

On Thu, Jan 5, 2012 at 8:48 PM, Da Papangkorn <da_papangkorn@yahoo.com> wrote:
Dear Khun Panicha Nitisakunwut,

I am a MA student in the Applied Linguistics Program, Faculty of Arts, Mahidol University, Thailand. I am conducting a study on the topic of "Foreign Language Anxiety in relation to Language Learning Strategies and Students' Proficiency". The purpose of this study is to invetigate therelationship between foreign language anxiety, language learning strategies, and students' proficiency. To explore the frequency of language learning strategies use, I would like to ask your permission to use the SILL version 7.0 which you translated into Thai on your research in 2003 as the research instrument in my study.

Looking forward to hearing from you.

Thank you very much for your consideration.

Sincerely yours,
Papangkorn Kittawee

Letter of Consent for FLCAS

Re: consent letter for FLCAS adoptation

Wednesday, November 16, 2011 12:39 AM

From:
This sender is DomainKeys verified
"horwitz@mail.utexas.edu" <horwitz@mail.utexas.edu>
Add sender to Contacts
To:
"Da Papangkorn" <da_papangkorn@yahoo.com>

I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS instruments can be found in my book Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, Allyn & Bacon, 2008.

Best wishes on your project.

Sincerely,
Elaine K. Horwitz

I hope things go well!
Best,
ekh

Quoting Da Papangkorn <da_papangkorn@yahoo.com>:

Dear Professor,
I am a Master Degree student in Applied Linguistics, Mahidol University, Thailand. I am planning to do a thesis on the topic of "An investigation of language learning strategy with relation to language anxiety and students' performance". This research aims to investigate the relationship between language anxiety and students' Performance. The content of the questionnaire is adopted from the FLCAS (1986). Thus, I would like to ask for your permission to use the FLCAS that you have developed in my research.

Look forward to receiving your confirmation.

Thank you very much for your kindness.

Sincerely yours,
Papangkorn Kittawee

BIOGRAPHY

NAME	Miss Papangkorn Kittawee
DATE OF BIRTH	August 24, 1981
PLACE OF BIRTH	Nakhon Pathom, Thailand
INSTITUTIONS ATTENDED	Thammasat University, 2000-2003 Bachelor of Liberal Arts Mahidol University, 2011-2013 Master of Arts (Applied Linguistics)
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