

**ENGLISH LANGUAGE SPEAKING ANXIETY OF
THAI VISUALLY IMPAIRED FEMALE STUDENTS
AT A REHABILITATION AND VOCATIONAL TRAINING
CENTER FOR BLIND WOMEN**

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Pawaris Petchan

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ABSTRACT

This study aims to investigate the levels of English language speaking anxiety of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women, and to explore these women's perceptions toward speaking English in class in terms of communication apprehension, test anxiety, and fear of negative evaluation. The case study was conducted with 20 participants who were visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured interviews were employed as main research instruments. The results from FLCAS suggested the overview picture of the participants' English language classroom anxiety levels was relatively high. Although the levels of English language speaking anxiety fluctuated, the general tendency was approximately high due to English grammar rules, lack of self-confidence, fear of making mistakes, and fear of public speaking. Based on the interview transcripts, it is evident that the sources of their speaking anxiety not only stem from the participants' fear of making mistakes in terms of English grammar and pronunciation, which can cause misunderstandings among their classmates, but it also deals with the roles of teachers and peers that have a significant impact on students' anxiety. The results of the study will not only be useful for EFL teachers and relevant parties to design effective EFL classroom activities in order to reduce the foreign language anxiety atmosphere in the EFL classroom for visually impaired female students, but the results also provide a platform for further studies regarding language classroom anxieties in other contexts for learners with disabilities.

KEY WORDS: LANGUAGE ANXIETY / SPEAKING ANXIETY / VISUAL
IMPAIRMENT / BLIND WOMEN

112 pages

ความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียนของนักเรียนหญิงผู้บกพร่องทางการมองเห็น ณ ศูนย์ฝึกอาชีพหญิงตาบอด

ENGLISH LANGUAGE SPEAKING ANXIETY OF THAI VISUALLY IMPAIRED FEMALE STUDENTS AT A REHABILITATION AND VOCATIONAL TRAINING CENTER FOR BLIND WOMEN

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษา (1) ระดับความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียน และ (2) การรับรู้เกี่ยวกับการพูดภาษาอังกฤษในชั้นเรียนด้านความกังวลในการสื่อสาร, ความกังวลจากการถูกทดสอบและความกลัวที่จะถูกประเมินในแง่ลบของนักเรียนหญิงผู้บกพร่องทางการมองเห็น ณ ศูนย์ฝึกอาชีพหญิงตาบอด การวิจัยครั้งนี้ทำการศึกษากับนักเรียนหญิงผู้บกพร่องทางการมองเห็น ณ ศูนย์ฝึกอาชีพหญิงตาบอด จำนวน 20 คน เครื่องมือที่ใช้ในการศึกษา คือ แบบทดสอบความวิตกกังวลในการเรียนภาษาต่างประเทศ (FLCAS) และการสัมภาษณ์ ผลการศึกษาจากแบบทดสอบความวิตกกังวลในการเรียนภาษาต่างประเทศพบว่าระดับความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียนของนักเรียนหญิงผู้บกพร่องทางการมองเห็น ณ ศูนย์ฝึกอาชีพหญิงตาบอดอยู่ในระดับสูง เนื่องจากความวิตกกังวลด้านไวยากรณ์ภาษาอังกฤษ, การขาดความมั่นใจในตนเอง, ความกลัวที่จะทำผิดพลาด, ความกลัวในการพูดต่อหน้าผู้อื่น นอกจากนี้ผลการศึกษาจากการสัมภาษณ์พบว่าบทบาทของผู้สอนและบทบาทของเพื่อนยังมีผลต่อความวิตกกังวลของนักเรียน ผลจากการศึกษาครั้งนี้ไม่เพียงแต่เป็นประโยชน์ต่อผู้สอนและบุคคลที่เกี่ยวข้องในการออกแบบกิจกรรมการเรียนการสอนภาษาอังกฤษที่จะช่วยลดความวิตกกังวลของนักเรียนหญิงผู้บกพร่องทางการมองเห็นแต่ยังเป็นพื้นฐานสำหรับการศึกษาด้านความวิตกกังวลในการเรียนภาษาในบริบทของผู้พิการด้านอื่นๆ

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CHAPTER I

INTRODUCTION

1.1 Background of the study

According to Chapter 4, Section 22 of the Education Act B.E. 2542, all citizens of Thailand have an equal right to receive educational opportunities as the following statement:

Section 22: National Education Guideline

“In the provision of education, all individual shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such an education, provided on a nationwide basis, shall be of quality and free of charge.”

(Education Act B.E. 2542)

In accordance with the mentioned statement, therefore, persons with disabilities who are considered as members of Thai society should also receive the opportunities to access the standard education which offered by the national government. In addition, the National Education Act B.E. 2542 (1999) and its amendment in B.E 2545 (2002), and the Persons with Disabilities Education Act B.E. 2551 (2008) similarly state the equal right of persons with disabilities to be able to access education opportunities, including an exemption of education fees, the flexibility to choose schools and educational institutions that suit for their capacities.

However, considering that English has currently become an important and influential language for communication, the previous National Basic Education Curriculum has required all students to learn English as a core subject for all academic levels to ensure that all students will be proficient in English and able to use the language efficiently for both academic and professional purposes. According to those national policies, the Non-Formal Education (NFE) Basic Education Curriculum B.E.

2551 (2008), which was later developed from the previous Basic Education Core Curriculums in order to comply with current educational trend in Thailand of providing equal educational opportunities for all persons, especially for persons with disabilities, has also specified foreign languages subject as one of its standards of learning as follows:

The strand on basic knowledge comprises 2 standards:

“Standard 2.1 – having knowledge, understanding and basic skills on language and communication (Thai and foreign languages)

Standard 2.2 – having knowledge, understanding and basic skills on mathematics, sciences and technology”

To comply with the national strands mentioned above, foreign language is specified as one of basic knowledge standard for all academic institutionseven for institution in the Non-Formal Education. The Education Act of B.E. 2542 (1999) defines Non-Formal Education, one ofThailand educational systema part from formal education and informal education,which was recently applied for the educational management at the Rehabilitation and Vocational Training Center for Blind Women,as the following definition:

Section 15: Educational System

“Non-Formal Education shall have flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for Non-Formal Education shall be appropriate, respond to the requirements, and meet the needs of individual groups of learners.”

(Education Act of B.E. 2542 (1999)

From the mentioned statements, it can be seen that the Non-Formal Education provides the flexibility of learning management and also emphasizes on the individual needs of learners. Therefore, the NFE Basic Education Curriculum B.E. 2551(2008) was intentionally created in order to support all persons who are not in the

formal education systems. Among them, disability persons are also specified as one of the main target groups of this national curriculum.

In this study, the Rehabilitation and Vocational Training Center for Blind Women, which was established by the Foundation for the Blind in Thailand under the Royal Patronage of H.M. the Queen to provide effective academic and vocational training programs for visually impaired female students with minimum age of 15 years old, has also applied the NFE Basic Education Curriculum B.E. 2551 (2008) for their academic management.

The Rehabilitation and Vocational Training Center for Blind Women has recently employed the latest NFE Basic Education Curriculum B.E. 2551 (2008) for their academic management including EFL courses. All academic courses are provided with cooperation and under the supervision of the Department of Non-Formal Education which offers and also sends NFE teachers to conduct the academic courses at the center.

The curriculum of the center is presently divided into three main areas: the training of basic skills, vocational training, and academic education. Additionally, to comply with the national curriculum, EFL English courses have also been provided as required courses for all students to enhance their English skills for both academic and professional purposes.

The EFL courses conducted at Rehabilitation and Vocational Training Center for Blind Women comprise two core courses in accordance to the NFE Basic Education Curriculum B.E. 2551 (2008) in order to comply with the academic education as follows:

- 1) English in Daily Life : an EFL course for a lower secondary level
- 2) English for Life and Society : an EFL course for an upper secondary level

The courses have been scheduled as a weekend class on every Saturdays. The entire duration of these ninety-minute EFL courses is sixteen weeks for each semester.

As a former EFL teacher at the Rehabilitation and Vocational Training Center for Blind Women, the researcher observed numerous occasions of discomfort and apprehension experienced by many visually impaired female students while speaking English in class and also discuss this topic with other teachers.

Students' nervous responses seemed obvious, especially when students were required to speak in class and also during exam and test situations.

In the EFL classrooms, visually impaired female students who experience discomforts often express the following signs: avoid speaking in English, keep silent, and isolate themselves from the class. Even though they seem to be normal before being asked to speak, the reactions of their discomfort will immediately occur whenever they are required to speak English in class.

Furthermore, while the most important goal of the EFL class at the Rehabilitation and Vocational Training Center for Blind Women is to enhance and assist their visually impaired students to be able to use English as basic knowledge for daily living and future career opportunities, especially as being a masseuse. Therefore, the EFL performance is very crucial for this unique group of students. Additionally, since all of them are visually impaired students, speaking skill clearly becomes their main channel to communicate with others.

Therefore, based on the aforementioned reasons, the investigation of English language classroom speaking anxiety of Thai visually impaired students will be valuable for these female students. Furthermore, since there have only been a few previous studies done in Thai context; the researcher, therefore, strongly intends to conduct this study and hopes that all findings in this research will reveal the reasons of visually impaired female students' anxiety in English language classrooms. Eventually, the findings will also benefit EFL teachers to understand their students' behaviors in the class, especially, in this particular group of students since all students are persons with visual disabilities who need special support from their teachers to ensure that they will be able to succeed the EFL learning goals.

1.2 Purposes of the study

There are two purposes of this study as follows:

1.2.1 To investigate the levels of English language speaking anxiety of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women, and

1.2.2 To explore Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women's perceptions toward speaking English in class in terms of communication apprehension, test anxiety, and fear of negative evaluation.

1.3 Research questions

There are two main research questions in this study as follows:

1.3.1 What are the levels of English language anxiety of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women, which occur in EFL classrooms?

1.3.2 What are the perceptions of these visually impaired female students toward speaking English in class in terms of communication apprehension, test anxiety, and fear of negative evaluation?

1.4 Significance of the study

1.4.1 The results of the study will be useful for EFL teachers and relevant parties to design effective EFL classroom activities in order to reduce foreign language anxiety atmosphere in the EFL classroom for visually impaired female students.

1.4.2 The findings of the study will provide a platform for further studies regarding language classroom anxieties in other contexts for disabled learners.

1.5 Scope of the study

1.5.1 The participants of this study consist of 20 visually impaired female students at lower secondary and upper secondary levels. All students enroll for the EFL courses for semester 2, academic year 2011 at The Rehabilitation and Vocational Training Center for Blind Women. The EFL courses have been taught in accordance with the NFE (Non-Formal Education) Basic Education Curriculum B.E. 2551 (2008).

1.5.2 This study will only take place in a Non-Formal Education (NFE) school for visually impaired female students' context; other schools for the blinds will not be included in order to avoid the different personal background between both groups.

1.5.3 This study only emphasizes students' English language anxiety in a speaking skill within the classroom situation, since speaking is the most important communicative device and mainly used by all visually impaired people to communicate with others.

1.6 Definition of terms and abbreviations

Foreign Language Classroom

Anxiety (FLCA)

the feelings of visually impaired female students in terms of apprehension, nervous, wariness, discomfort and avoidance while communicating in English language in EFL classroom, especially in relation to speaking and some listening skills

Foreign Language Classroom

Anxiety Scale (FLCAS)

a 33-item individual self-report with Likert scale to reflect three aspects of FLCA: Communication apprehensions, test anxiety, fear of negative evaluation. This tool was developed by Horwitz et al. (1986) and widely used in many researches regarding to language anxiety.

Visually impaired students

visually impaired female students include both low vision and totally blind condition

EFL

English as Foreign Language

NFE

Non-Formal Education, one type of Thailand educational systems. The NFE Basic Education Curriculum B.E. 2551 (2008) has been currently used, until now 2012, as core curriculum in all NFE schools in Thailand.

In this chapter, the researcher has started presenting the first chapter with background of the study, purposes of the study, research questions, significant of the study and definition of terms since this information is crucial to provide an overview concept of this study. In the next chapter, literature reviews towards the NFE Basic Education Curriculum B.E. 2551 (2008), foreign language classroom anxiety, signs of anxiety, and some related studies will be presented in the next chapter.

CHAPTER II

LITERATURE REVIEW

The chapter presents the review of literature and relevant research studies. First of all, the Non-Formal Education (NFE) Basic Education Curriculum B.E. 2551 (2008) is presented to provide the educational principles, goals, target groups, structure of the curriculum, learning process, and learning materials, which are used for visually impaired students in Thailand. Secondly, the theory of foreign language classroom anxiety is discussed. Thirdly, signs of anxiety are presented to fulfill the knowledge of language anxiety; and, related studies from various researchers are then explored to support this study.

2.1 The NFE Basic Education Curriculum B.E. 2551 (2008)

The Non-Formal Education (NFE) Basic Education Curriculum B.E. 2551 (2008) which is presently used as a core curriculum for educational management at The Rehabilitation and Vocational Training Center for Blind Women, the research setting, was initially presented in order to provide an overview picture of a Thai educational system which was intentionally designed for specific group of learners including disability persons. The details of this curriculum are as follows:

2.1.1 Principles

The NFE Basic Education Curriculum B.E. 2551 (2008) has contained the following principles of educational management to be applied for NFE academic institutions:

- 1) Flexibility in contents, studying time and learning process with the emphasis on integrating contents to actual ways of life of the learners, individual differences, and needs of the community and society

2) Promotion of equivalency transfer of educational results from formal, non-formal and informal education

3) Promotion of learners' development to undertake lifelong learning with the belief in learners' capability in self-development or fulfillment

4) Promotion of network parties to participate in education provision

2.1.2 Goals of the curriculum

The NFE Basic Education Curriculum B.E. 2551 (2008) is aiming at developing the learners' inner-potentials in the following aspects:

1) Ethics, morality, good value and ability to live peacefully in the society

2) Basic knowledge for daily living and lifelong learning,

3) Ability in undertaking appropriate occupation in line with learners' interest, talent and changes in economics, society and politics

4) Life skills and ability to deal with oneself, community and society based on the principle of sufficiency economy

5) Good understanding of Thai history, being proud of being Thai citizen, especially Thai language, arts, culture, traditions, sports, local wisdoms, good citizenship, practicing of religious teachings, democracy and constitutional monarchy

6) Public mind in conservation of natural resources and environment

7) Learning person with skills in searching for knowledge, assessing to diverse learning sources, integrating knowledge for development of oneself, family, community, society and the country.

2.1.3 Target groups of the curriculum

The NFE Basic Education Curriculum B.E. 2551 (2008) was intentionally designed to serve general persons who are not in Thai formal schooling system. The group can be classified as follows: street children, prisoner, workers with aged between 15-59 years old, disabilities persons, officers in service (conscripts), farmers,

elderly or aged persons, Thai hill tribes and Thai minority groups, local leaders, slum dwellers, Thai-Muslim people, monks, overseas Thais, compulsory education graduates who do not continue their further education, school-aged who lack formal education level 3.

2.1.4 Structure of the curriculum

The NFE Basic Education Curriculum B.E. 2551 (2008) describes the structure of the curriculum in term of levels of education and strands/contents of learning as follows: there are three levels of education: primary level, lower-secondary level, and upper-secondary level. In addition, the curriculum comprises of five strands of learning as follows: the strand on learning skills, the strand on basic knowledge, the strand on occupation performances, the strand on skills for living, and the strand on social development.

2.1.5 Learning process

The NFE Basic Education Curriculum B.E. 2551 (2008) aims to develop learning ability of learners based on knowledge-searching skills, applying of knowledge, formulation of knowledge for oneself, community and society. The details of its learning process are shown below:

- 1) Identifying problems/needs of learners, community and society, relate them to prior experiences and standards of learning, study the problems/needs, set up goal of learning and learning plan;
- 2) Searching for information and studying through activities, relate new knowledge to prior knowledge/experiences, study and collect data/information of oneself, community and society from various sources, brainstorm, reflect, discuss, analyze, synthesize and conclude to formulate as knowledge asset;
- 3) Applying the knowledge asset to the real-life situation;
- 4) Assessing learning, reviewing for improvement and evaluation of learners' achievement based-on the set criteria or expected outcomes.

2.1.6 Learning Materials

The NFE Basic Education Curriculum B.E. 2551 (2008) aim at promoting learners to undertake self-learning. In response to this, diverse learning materials are recommended. Facilitators and learners can use various learning materials, such as printing materials, electronic materials, local wisdoms/experts and different learning sources. Learning materials can be prepared by facilitators or learners. In addition, facilitators and learners can also use of materials which produced by other organizations namely; formal schools, public health centers, public libraries and agriculture stations to enhance its educational management.

The Basic Education Curriculum B.E. 2551 (2008) can be concluded that the curriculum was designed to promote development of various kinds of learners, especially for person who lack of educational opportunity. Learning through this curriculum, the potential of female students with visual impairment is expected to be developed in terms of their knowledge and skills, moral principle, ethical behavior, core value and public mind. Besides, the students will have capabilities in perceiving the rapid changes around them, being capable of seeking knowledge continuously through their lifetime, and having enough basic life skills to survive with their potentials which is the ultimate goal of educational management for people with disabilities.

2.2 English Language Classroom Anxiety

This section discusses the concepts of Foreign Language Classroom Anxiety (FLCA). Opinions regarding foreign language classroom anxiety have been provided by various researchers who are widely considered as experts in the field of language anxiety.

Horwitz, et al (1986) defined anxiety as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. They also stated that foreign language anxiety consists of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process. They clarified the

phenomenon in language classroom that students are very self-conscious when they are required to engage in speaking activities that expose their inadequacies, leading to fear or panic. Moreover, due to mental block against learning a foreign language, language learners may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class. Horwitz & Young (1991) noted that learners of English language often express feelings of stress, nervousness or anxiety while learning to speak English. The problem exists among learners from beginning to more advanced levels. In addition, even advanced learners also feel anxious during the class and particularly for speaking English in some situations, both within and out of classroom settings. These learners still wonder why they cannot speak English very well. As a result, they are very anxious whenever they are required to engage in speaking activities that expose their inadequacies, leading to fear or panic. Moreover, because of the mental block against learning a foreign language, the learners may have an anxiety reaction which blocks their ability to successfully perform in a foreign language classroom. With reference to Young (1991), six potential causes of language anxiety are involved in students' language learning, which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests.

Blau (1955) stated anxiety as an uncomfortable emotional state, in which one perceives danger, feels powerless and experiences tension in preparation for an expected danger. Bekleyen (2001) suggested that foreign language classroom anxiety may have different causes such as conspicuousness, lack of knowledge, lack of self-confidence, shyness or high expectations of others.

MacIntyre & Gardner (1991, 1994) expressed their opinion toward language anxiety that it can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. They also claim that anxiety causes many potential problems for the foreign language students because it can interfere with the acquisition and production of the new language. The anxiety negatively affects language learning and production, which finally causes a disadvantage for the anxious students in the language classroom when compared to their more relaxed classmates.

Aida (1994) stated many language teachers are concerned about the possibility that anxiety may function as an affective filter preventing learners from achieving a high level of proficiency in the language. Burden (2004) supported that learners need to have attitudes and use the strategies that lead to lower anxiety, higher motivation, and confidence in their ability to convey what students want to say; it was a challenge for teachers to provide the kind of classroom atmosphere that promotes low anxiety.

Tanveer (2007), similar to Horwitz et al. (1986), found that the feelings of tension or nervousness mostly center on the two basic task requirements of foreign language learning: listening and speaking skills. They claimed that the interaction between both skills cannot be separated. Although anxiety mostly focuses on the two mentioned basic requirements of foreign language learning, which are listening and speaking, Cheng (2004) further mentioned that anxiety is also relevant to writing skill as well.

Anxiety is also further defined and viewed in various meanings; for example, as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening (Oxford, 1993). Moreover, Onwuegbuzie et al., (1999) referred anxiety to the apprehension that students experience when performing cognitive operations on new information. Brown (2000) viewed anxiety plays an important affective role in language learning anxiety associated with feelings of being uneasy, frustrated, apprehensive, or worried. Chen & Chang (2004) found that language learning difficulties could predict anxiety in foreign language settings.

Researchers have offered a category set of foreign language classroom anxiety. However, most of them eventually agreed with Horwitz et al. (1986) who developed the Foreign Language Classroom Anxiety Scale (FLCAS), a well-known standard instrument for the purpose of studying language anxiety. They also pointed that there were three components foreign language anxiety including communication apprehension, test anxiety, and fear of negative evaluation. However, while communication apprehension and fear of negative evaluation are closely related to foreign language anxiety, test anxiety is likely to be a general anxiety problem rather than being specific to foreign language learning.

Foreign language learning process is a unique process, because learners are required to communicate using a language which they have not perfectly mastered. Three components of foreign language anxiety have been identified (Horwitz, et al., 1986): a) communication apprehension, b) test anxiety, and c) fear of negative evaluation.

2.2.1 Communication apprehension

Communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with people. Difficulties in speaking in public, in listening or learning a spoken message are all manifestations of communicative apprehension. Communication apprehension in foreign language learning derives from the personal knowledge; that is why many talkative people are silent in the class (Horwitz et al., 1986). Aida (1994) viewed the typical behavior of communicatively apprehensive people tends to avoid and withdraw from communication setting. Moreover, these people are also reluctant to participant in conversations or get involved in interactions with others. In some special or extreme cases, students may think of cutting class to avoid anxiety situations which causes them to be left behind. Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills.

2.2.2 Test anxiety

Test anxiety can be referred as a type of performance anxiety stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation (Dusek, 1980). Cubakcu (2007) defined test anxiety as an unpleasant feeling or emotional state that experienced in formal testing and other evaluative situations. Sarason (1980) stated that test anxiety has been widely investigated in educational psychology and thus test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degrees of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance.

Horwitz (2001) suggested that insufficient language learning is a cause rather than a result of language anxiety. Insufficient language learning among certain individuals and the difficulty in authentic self-presentation and various language teaching practices are the possible sources of anxiety students who experience test anxiety would consider the foreign language process, and especially speaking skill, as a test situation, rather than an opportunity for communication and improving language skills.

It can be concluded that students suffered from test anxiety tend to worry about success in school, especially doing well on tests. Students feel worried about the future, and are extremely self-critical. Instead of feeling challenged by the prospect of success, they become afraid of failure. This feeling makes them anxious about tests and their own abilities. Ultimately, they feel incompetent about the subject or the test.

2.2.3 Fear of negative evaluation

Fear of negative evaluation is an apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively (Horwitz et al., 1986). Similarly, Çubukçu (2007) viewed fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety. It may occur in any situation; learners may be sensitive to the evaluation for real or imagined of their peers. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teachers or their peers. As a result, they are silent and withdrawn most of the time, and do not participate in language activities (Ely, 1986).

Regarding to anxiety which was offered by some researchers, Lang (1971) also provided different explanations that anxiety has three different components in terms of psychological view: cognitive, physiological and avoidance behaviors. MacIntyre & Gardner (1991) further defined there are some types of anxieties in a classroom: worries about being formally evaluated (test anxiety), and worries about looking foolish in front of classmates (social anxiety). Brown (1994) stated the top goal of learning language is to be able to communicate in the target language they have learnt. The students who can meet this goal are regarded as

successful language learners. However, not every language learner can reach the goal. This might be because of many factors involving language learning. One of these is an anxiety which is considered as an important affective role in foreign language acquisition and could be a cause of learners' language failure in the language classroom.

In this study, there were three main components of foreign language anxiety including communication apprehension, test anxiety, and fear of negative evaluation could be categorized for the anxiety in the language classroom as already mentioned.

2.3 Signs of anxiety

The anxiety may appear in any kinds of symptoms to students as Wei (2007) explained various behaviors particular to the foreign language classroom anxiety, such as trying to avoid difficult linguistic structures and express difficult or personal messages in the foreign language, getting nervous in role-play activities, not volunteering answers and participating in oral activities, coming unprepared to class, delaying taking the foreign language until very late, avoiding speaking in the foreign language in class, being less willing to communicate and express themselves compared to more relaxed students.

Oxford (1999: 66) concluded the following signs of language anxiety which tend to perform students who experienced anxiety:

- 1) General avoidance can be expressed as forgetting the answer, showing carelessness, skipping class, coming to the class late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions

- 2) Physical actions can be observed as squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice

3) Physical symptoms can be seen as someone complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body

4) Other signs which might reflect language anxiety depend to each culture such as over-studying, perfectionism, social avoidance and conversation withdrawal, lack of eye contact, image protection or masking behavior

In summary, the signs of anxiety can be categorized into three main kinds of symptoms: physical, psychological, and social. Physical symptoms can be found in the rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Meanwhile, psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others. The last type, social symptom, may be manifested in inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement of students.

The reviews of anxiety's signs in this section provide students' anxiety behaviors in more concreteness. This can help language teachers to easily observe their students. In addition, it also ensures language teachers and language researcher that the anxiety is really exist in language classroom.

2.4 Related studies

Some of the previous researches or studies towards the foreign language would be summarily presented in this section because each study provided various useful aspects which can be applied to fulfill my study. The relevant researches are presented as follows:

Tasee (2009) investigated foreign language classroom anxiety in Thai context. They studied how Rajabhat University (RU) English Major Students reduced their speaking anxiety in the classroom. The participants of the study were 43 students with high and low degrees of anxiety majoring in English Education, Humanities, and Business English programs. A semi-structured interview, which was the similar research tool to my research, was employed for the data collection. The interview data

were transcribed and then analyzed with 'open and axial coding' techniques. Two main emergent groups of tactics for speaking anxiety reduction were found. These tactics include 1) a group of tactics for reducing speaking anxiety with mental effects and 2) a group of tactics for reducing speaking anxiety with physical effects. The first group has been subcategorized into: a) Relaxation and b) Positive Thinking. The other group has included: a) Preparation and b) Asking for Assistance.

Çubukçu (2007) investigated the effects of anxiety in the foreign language classroom. The aim was to focus on the relationship between anxiety and second language learning and the ways to cope with anxiety among university students. 120 students were asked to write down the things that led them to feel anxious in the classroom and then the researcher held interviews with these students as to what caused anxiety in the department. The results revealed main sources of anxiety as follows: (a) Presenting before the class, (b) Making mistakes, (c) Losing face, (d) Inability to express oneself, (e) Fear of failure, (f) Teachers, and (g) Fear of living up to the standards. The researcher concluded that teachers should consider the possibility that anxiety is responsible for the student behaviors before attributing poor student performance to lack of ability, inadequate background or poor motivation.

Cao (2011) conducted a comparative study for two models of FLCAS as follows: (1) The three factor model (communication apprehension, test anxiety, fear of negative evaluation) and (2) The four factor model (communication apprehension, test anxiety, fear of negative evaluation, and fear of English classes. The FLCAS was administered to a sample (N=300) and the factors were also confirmed using Confirmative Factor Analysis (CFA). The results showed that the three factor model of FLCAS has the better fit to be used for investigating anxiety.

Rahman, (2009) studied the perceptions of University Technology Malaysia students towards the feeling of anxiety they experienced when speaking in the second language. The objectives of the study were to investigate students' anxiety level towards speaking English as a second language and to identify the types of speaking activities that caused high anxiety level among the students. The instrument used for this study was adapted from Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The results from the study show that students experienced

moderate level of anxiety. Communication apprehension, fear of negative evaluation and general feeling of anxiety were among the factors studied in the research.

Sila (2010) examined the foreign language anxiety of young adolescent students in relation to language skills at different levels. Data was collected from 160 Turkish participants who are learning English as a foreign language by using a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS). Results of the study revealed that the foreign language anxiety experienced by young adolescent students differs in relation to levels of instruction and to basic language skills. Foreign language anxiety is reported in receptive skills at beginner levels and then in productive skills as the levels advance. The findings suggested that students' level of instruction and the type of consequential anxieties they may experience in relation to skills should be taken into account when foreign language curricula and in-class activities are prepared.

All of the relevant researches and studies presented above were greatly useful for my recent study because all of them have shared various valuable aspects which can be used as a guideline for conducting research in the field of foreign language anxiety. The researcher considered all of the relevant studies as main protocols to design the most proper methodology for this study.

This chapter provides the review of literature towards the overview of Non-Formal Education (NFE) Basic Education Curriculum B.E. 2551 (2008), theory of foreign language classroom anxiety (including communication apprehension, test anxiety, and fear of negative evaluation), signs of anxiety were presented to fulfill the knowledge of language anxiety. In addition, at the end of this chapter, some related studies from various researchers were also presented to support and fulfill the gap in this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses methodological issues regarding the rationale to the study, research setting, research participants, research ethics, and data collection and analysis. Each issue will be discussed in details as follows.

3.1 Rationale to the study

This study employs case study a research method as Anderson (1990) stated that case study involves process-oriented, flexible, and adaptable to changes in an evolving educational circumstance. This study takes place at a particular the Rehabilitation and Vocational Training Center for Blind Women, which is the main research site for investigation. Stake (1995) pointed out that case study examines the complexity of a particular case for the details of interests within its relevant context. Case study is, therefore, suitable for this study because it facilitates the researcher as an educational researcher to extend a knowledge boundary of these Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women in terms of fear of English speaking in class by taking various educational factors into account in order to understand their causes of fear. Case study is beneficial for not only dealing with critical problems of practice, but also extending the knowledge base of various aspects of education (Merriam, 1998). Case study, however, has a certain limitation regarding the lack of generalizability. McDonough & McDonough (1997) claimed that case study is unable to meet the conventional research criteria of generalizability as the results may not be able to simply be replicated or generalized to another research context. It is therefore important to note that although this study is not likely to be representative and generalizable, it can potentially be a platform for educational researchers in this field to further their relevant studies.

3.2 Research setting

3.2.1 The Rehabilitation and Vocational Training Center for Blind Women

The Rehabilitation and Vocational Training Center for Blind Women located near Bangkok, Thailand. The center was established in 1981 by the Foundation for the Blind in Thailand under the Royal Patronage of H.M. the Queen. The main purpose of the Center is to serve visually impaired female students with vocational training and academic support. The female students in the Center are 15 to 35 years old. Some of them may previously attend or graduate from the Bangkok School for the Blind, which is well-equipped with facilities, while others may never have an opportunity for education. In addition, some students are orphans.

In the academic year of 1982, twenty seven female students who had graduated the handicraft section of the Bangkok School for the Blind moved to live and study at the current location of the Rehabilitation and Vocational Training Center for Blind Women. The Center provides vocational trainings on a non-gratuity basis. The Foundation for the Blind in Thailand is responsible for all costs and fees including costs for accommodations and education.

The main objective of the Center is to provide effective training program to all students to make sure that the student will have enough capacity of daily-life skills. Students will learn many kinds of activities of daily living such as cooking and house works. Supplementary training programs are also available such as knitting, crochet and carpet making. Moreover, Thai music, piano course and Thai traditional massage are also taught. The current academic curriculum of the Center is presently divided into three main areas: the training of basic skills, vocational training, and academic education, including EFL courses. New students are normally accepted each year between January to May. The entire training program takes around three to five years to complete. The academic semester normally starts from June to February of the subsequent year.

Training in various activities of daily living such as washing and ironing clothes, cleaning the house, cooking, and washing dishes, have been offered so that these young women can do these activities for themselves and not be a burden to other

people. Vocational training emphasizes handicraft work such as knitting, crochet and carpet making. The trainings have been provided from elementary level to advanced level students until the blind women can perform the activities independently. Supplementary training courses are offered in Thai music, Western music, and typewriting. Each student is well trained in these areas. There is also a Thai traditional massage training program, which presently become popular career for blind people. There are approximately 35-40 clients each day who come to the Center to receive the massage service.

Academic education in reading and writing Braille, social science, elementary mathematics, ethics are also offered from the elementary to vocational levels. These academic courses have been provided by the cooperation with the Department of Non-Formal Education who sends NFE teachers to conduct the courses at the Center. Additionally, the NFE Basic Education Curriculum B.E. 2551 (2008) is currently used for educational management at the Center.

3.2.2 An overview of EFL Classrooms at the Rehabilitation and Vocational Training Center for Blind Women

The main reason of learning English for most visually impaired female students is to enhance their vocational purpose. Thus, the current EFL (English as a Foreign Language) classrooms at the Rehabilitation and Vocational Training Center for Blind Women are divided for 2 academic levels:

- **Lower Secondary level**

The class consists of 10 visually impaired female students. Each student has individual differences on visual impairment condition. Most of them are rarely familiar with EFL classroom environment. Their EFL performance was evaluated as a beginner level. Some of them also lack of ability to use the Braille system which is very crucial tool for all visually impair persons to communicate and learning since they have never entranced into school system. However, those persons tried to solve their constraint by using a voice-recording device to record the lesson during the class.

- **Upper Secondary level**

The class consists of 10 female visually impair students. Each student has individual differences on visual impairment condition. Most students are quite well

familiar with EFL classroom environment and school system because they already graduated from other school for blind before enrollment at the Rehabilitation and Vocational Training Center for Blind Women. Their Braille skill in both Thai and English language is also proficient.

The EFL courses have been scheduled as a weekend class for every Saturdays. The entire duration of these ninety-minute EFL courses is sixteen weeks for each semester. The Rehabilitation and Vocational Training Center for Blind Women has recently employed the latest NFE Basic Education Curriculum B.E. 2551 (2008) for their academic management including these EFL courses. All academic courses have been providing with cooperation and under the supervision of the Department of Non-Formal Education who offers and also sends professional NFE teachers to conduct the academic courses at the center.

3.3 Research participants

The research participants in this study consisted of 20 visually impaired female students who enrolled in the EFL courses for semester 2, academic year 2011 at the Rehabilitation and Vocational Training Center for Blind. The demographic data of the participants were collected during the interview in order to provide an overview picture the participants which presented as follows:

Table 3.1 Age of Participants

Age (Years old)	Frequencies	Percentages
21-25	16	80
26-30	2	10
31-35	1	5
36-40	1	5
Total	20	100

According to the Table 3.1, most of the female participants in this study (80%) were 21-25 years old, followed by 26-30 years old (10%). The remaining

groups of participant, 31-35 years old and 36-40 years old, were found at the same number of participant (5%) as shown in the Figure 3.1

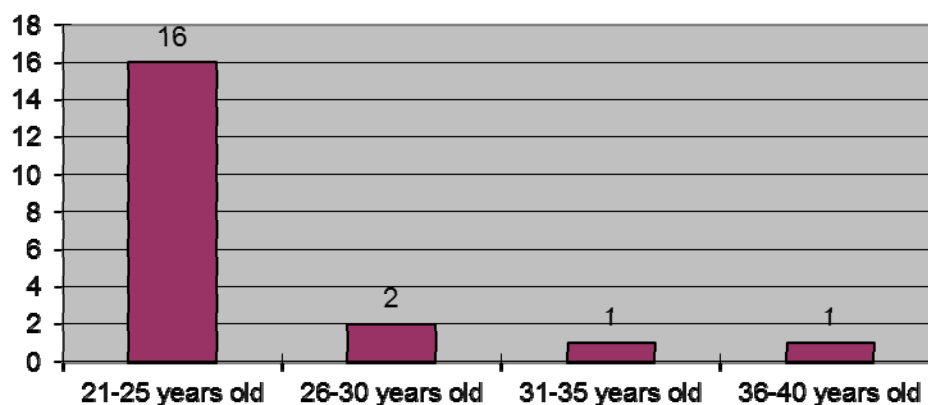


Figure 3.1 Age of Participants

Table 3.2 Duration of Experiencing English in Classroom

Duration (years)	Frequencies	Percentages
1-5	2	10
6-10	11	55
11-15	7	35
Total	20	100

According to the Table 3.2, most of the female participants in this study (55%) have experienced with English in classroom for 6-10 years, followed by 11-15 years (35%) and the duration of 1-5 years was found 5% as shown in the Figure 3.2

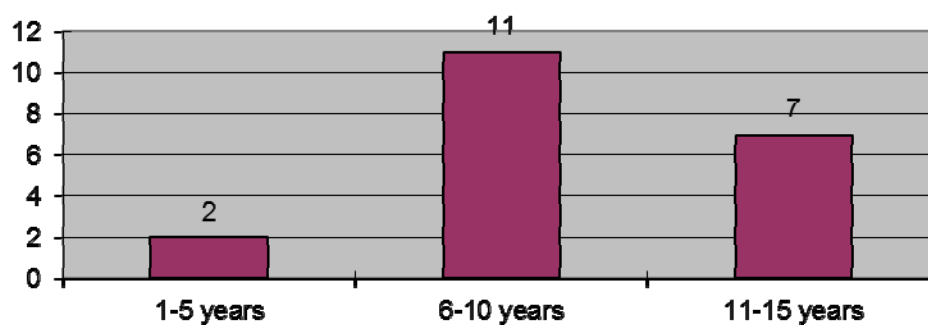
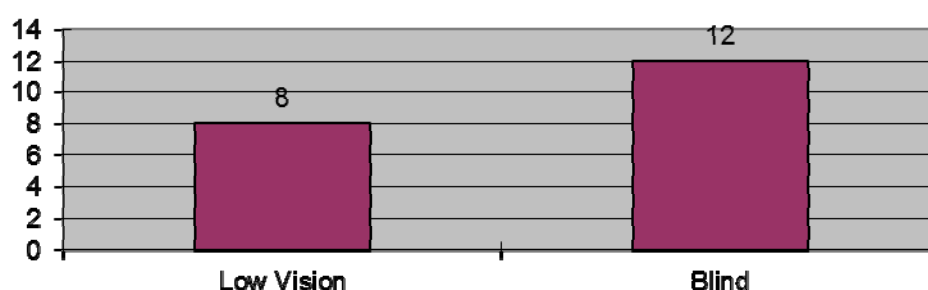


Figure 3.2 Duration of Experiencing English in Classroom

Table 3.3 Visually Impaired Conditions of Participants

Conditions of Visual Impairment	Frequencies	Percentages
Low Vision	8	40
Blind	12	60
Total	20	100

According to the Table 3.3, most of the female participants in this study (60%) were considered as blind persons, while the other 40% were low vision persons as shown in the Figure 3.3

**Figure 3.3** Visually Impaired Conditions of Participants**Table 3.4** Current Education Levels of Participants

Education Levels	Frequencies	Percentages
Upper Secondary	11	55
Lower Secondary	9	45
Total	20	100

According to the Table 3.4, most of the female participants in this study (55%) currently study in upper secondary level, while the other 45% currently study in lower secondary level as shown in the Figure 3.4

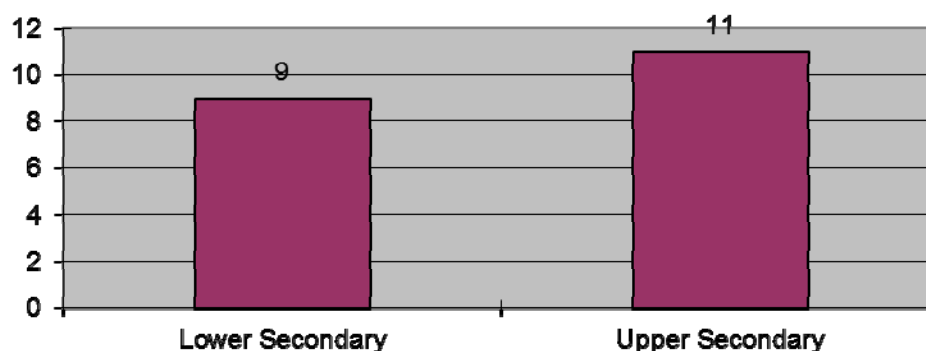


Figure 3.4 Current Education Levels of Participants

3.4 Research ethics

To conduct this study, the researcher is fully aware of potential ethical issues that can occur to the participants at any stage of the research process. Prior conducting the study, the researcher enrolled the Ethics in Human Research Program which officially organized by Faculty of Graduate Studies, Mahidol University, and already obtained a certificate from the program (Appendix A). Following the initial contact with the Rehabilitation and Vocational Training Center for Blind, the researcher was granted permission by the Director of the Center to conduct this study with their visually impaired female students (Appendix B). The researcher obliged to respect the rights, needs, values, and desires of these visually impaired female students. The use of Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured interviews as the main research tools in this study may raise a number of general ethical issues. An interview, for instance, is a penetrating device that requires greater protection for the participant (Walker, 1993). Silverman (2001) suggested that ethical procedures can be clarified by consulting the ethical guidelines of a researcher's professional organization. Sturman (1999) stated the negotiation between the researchers and the participants may take the form of an official contract or may involve discussions concerning the content of written reports. Mason (2002) also noted that some ethical issues, such as an informed consent, anonymity, and confidentiality, can be anticipated in advance. In this study, the participants were given the written informed consent form at the beginning. They were given full details of the study, and

they were also fully allowed to withdraw from the study at any stage if they would like to. Their names were anonymous and kept confidentially in this study.

Moreover, considering that all participants of this study were blind women; the researcher, therefore, allowed the Director and some staff of the Rehabilitation and Vocational Training Center for Blind to distantly observe during the entire process of data collecting and interview in order to express the transparency and also reduce the possibility of ethical issues.

3.5 Data collection and analysis

This case study employs a mixed-method approach that produced both quantitative and qualitative data. Although most case studies are predominantly qualitative, Punch (1998) suggested that case study can employ multiple methods of data collection such as questionnaires and interviews. The use of multiple evidences or so-called *methodological triangulations* potentially allows researchers to provide a convincing argument as an answer to the questions and can strengthen both validity and reliability to confirm the emerging findings (Creswell, 2003). The main research tools in this study were as follows:

3.5.1 Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale (FLCAS) was adopted as a research tool in this study because it is based on an analysis of potential sources of anxiety in a language classroom. The FLCAS was developed by Horwitz et al. (1986) in order to explore certain issues of foreign language anxiety in a classroom setting. It is a standard measure consisting of a 33-item, self-report measure, scored on a five-point Likert Scale, ranging from strongly agree (5) to strongly disagree (1). It has been employed in a number of studies in the field of foreign language learning; thus, it is suggested to be a highly reliable measure (see Aida, 1994; Cao, 2011; Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Schlesinger, 1995).

The 33 items of FLCAS were classified into each component of the language anxiety based on communication apprehension, test anxiety, and fear or

negative evaluation. The first component contains items reflecting the communication and it was labeled as communication apprehension (Horwitz et al., 1986) with 11 items which are items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 (e. g., “*I never feel quite sure of myself when I am speaking in my English class*”). The second factor contains items indicating anxiety relating to test and is labeled as test anxiety (Horwitz et al., 1986) with 15 items which are items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28 (e. g., “*I worry about the consequences of failing my English class*”). The third factor contains items that show students’ fear relating to the evaluation in the foreign language classroom and is labeled as fear of negative evaluation (Horwitz et al., 1986) with 7 items which are items 2, 7, 13, 19, 23, 31, 33 (e. g., “*I don’t worry about making mistakes in English class*”).

In this study, Foreign Language Classroom Anxiety Scale (FLCAS) was translated into Thai and approved by the Language Center at the Faculty of Graduate Studies, Mahidol University. Foreign Language Classroom Anxiety Scale (FLCAS) is normally employed prior to the interview (von Wörde, 2003), which will be discussed next (Appendix C).

In addition, to conduct the FLCAS data from participants who have visual impairment, the researcher prepared a set of unique answer sheets which was particularly designed to support this kind of participants. The answer sheets consist of 33 items each item consists of 5 five-point Likert Scale. However, the different design from normal versions was all items in the answer sheet were well transformed to Braille, a special alphabet system of reading and writing used by people who are blind or visually impaired. The Braille answer sheet was very helpful in this study to increase participants’ comfort and convenience during the study since all participants were daily familiar with this kind of instrument to read and write messages. To collect the data in this section, each question of all 33 items was read aloud by the researcher, the blind participants then chose their proper answer by marking in their Braille answer sheets (Appendix D).

3.5.2 Semi-structured interviews

Semi-structured interview is employed as a research tool in this study because it is less structured; thus it allows the researcher to pursue topics of interest

which may not have been foreseen when the interview schedule is initially created (Cohen, 1998). Drever (1995) also suggested that the semi-structured interview is best suited to a case study because the researcher can adapt the main questions to explore participants' different perspectives in depth. The nine interview questions are as follows:

- 1) Please describe your feelings about your English language class
- 2) Please tell me what you like best about your English language class?
- 3) Please tell me what disturbs you the most in your English language class?
- 4) Are there other things that disturb you about your English language class that you can tell me, and how do you react to them?
- 5) Do you believe that you are good at your English language study (that is, are you confident of your ability)?
- 6) How do you think people in your classroom will react if you make mistakes?
- 7) Have your instructors played a role in your feelings, either good or bad, about your English language classes?
- 8) Please describe your feelings when you have to do the English test.
- 9) Do you have any ideas of ways to make the English language class less stressful?

These interview questions were adopted from von Wörde (2003) and then translated from English into Thai in order to catch the meaning clearly (Appendix E). The validity of translation was proved by the Language Center at the Faculty of Graduate Studies, Mahidol University. In this study, besides being a researcher, I was also an interviewer because I was familiar with the participants who voluntarily joined in this study. There were twelve participants who agreed to take part in the interview. The interviews were conducted with each participant in Thai language at a designated area provided by staff at the Center. Although the interviews could be observed by staffs, the participants were not interrupted at all during the interview in order to enable them to express their perceptions freely and clearly. Moreover, to encourage students' participation rate, they were initially informed the results of this research were important and would widely provide useful guidelines for teaching approach and

curriculum planning for all visually impaired students in the future. As a result, all participants provided the researcher with detailed insights regarding anxiety of speaking English in classrooms which will be discussed in the next chapter.

The interview conducted with twelve visually impaired female students. This process totally took about 30 minutes and was recorded with an MP3 player device. Thai transcripts were then returned to the participants for validation and approval. Walker (1993) suggested that retrospective control of editing and release of data to participants can allow the case study researcher protect his participants from the penetrative power of the research because this ethically involves taking the view that participants own the fact of their lives and should be able to control the use that is made of them in research.

Data analysis in this study will be conducted by two methods: SPSS software and content analysis. First of all, Foreign Language Classroom Anxiety Scale (FLCAS) will be analyzed by SPSS 16.0 software (Statistics Package for the Social Sciences: version 16.0) to gain numerical data such as frequency, percentage, and mean. The content of interview transcripts (Appendix F) were then analyzed based on three main categories of Horwitz et al.'s (1986) foreign language classroom anxiety, which are communication apprehension, test anxiety, and negative evaluation. The findings of this study will be presented and also discussed in the next chapter.

CHAPTER IV

FINDINGS

The research findings are presented in two main sections. The first section presents the data analysis resulted from the FLCAS test which reflect the levels of English language speaking anxiety of the participants. The second section illustrates the extracts from the semi-structured interviews' transcripts regarding the participants' perceptions towards English language speaking anxiety in classrooms. Each section will be critically discussed as follows.

4.1 Levels of English language classroom anxiety

The following descriptive statistics presented the level of English language classroom anxiety for Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. The anxiety level scores based on the FLCAS were presented by the mean score of each item. In addition, thirty-three items of this instrument comprise both positive and negative statements. Most items are positive statements which can be described as the higher score, the more anxiety the students have (*Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33*). In contrast, *Items 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32* are categorized as negative statements; the score is reversely computed as the lower score, the more anxiety the students have.

Table 4.1 Mean Score of FLCAS items with Positive Statements

Items	FLCAS Questions	Mean
1	I never feel quite sure of myself when I am speaking in my foreign language class.	4.05
3	I tremble when I know that I'm going to be called on in language class.	4.35
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	3.85
6	During language class, I find myself thinking about things that have nothing to do with the course.	3.65
7	I keep thinking that the other students are better at languages than I am.	3.55
9	I start to panic when I have to speak without preparation in language class.	3.75
10	I worry about the consequences of failing my foreign language class.	4.05
12	In language class, I can get so nervous I forget things I know.	3.45
13	It embarrasses me to volunteer answers in my language class.	4.40
15	I get upset when I don't understand what the teacher is correcting.	3.95
16	Even if I'm well-prepared for language class, I feel anxious about it.	3.90
17	I often feel like not going to my language class.	2.75
19	I am afraid that my language teacher is ready to correct every mistake I make.	3.20
20	I can feel my heart pounding when I'm going to be called on in language classes.	4.05
21	The more I study for a language test, the more confused I get.	3.25
23	I always feel that the other students speak the foreign language better than I do.	3.45
25	Language class moves so quickly I worry about getting left behind.	3.80
26	I feel more tense and nervous in my language class than in my other classes.	4.00
27	I get nervous and confused when I am speaking in my language class.	3.75
29	I get nervous when I don't understand every word the language teacher says.	3.90
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	4.05
31	I am afraid that the other students will laugh at me when I speak the foreign language.	3.40
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	4.30

The mean score of each item with positive statements, (*Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33*), was formulated as a graph presented below to present the overall tendency of anxiety level, as well as the highest and the lowest levels. These positive statements could be described as the higher score, the more anxiety the students have.

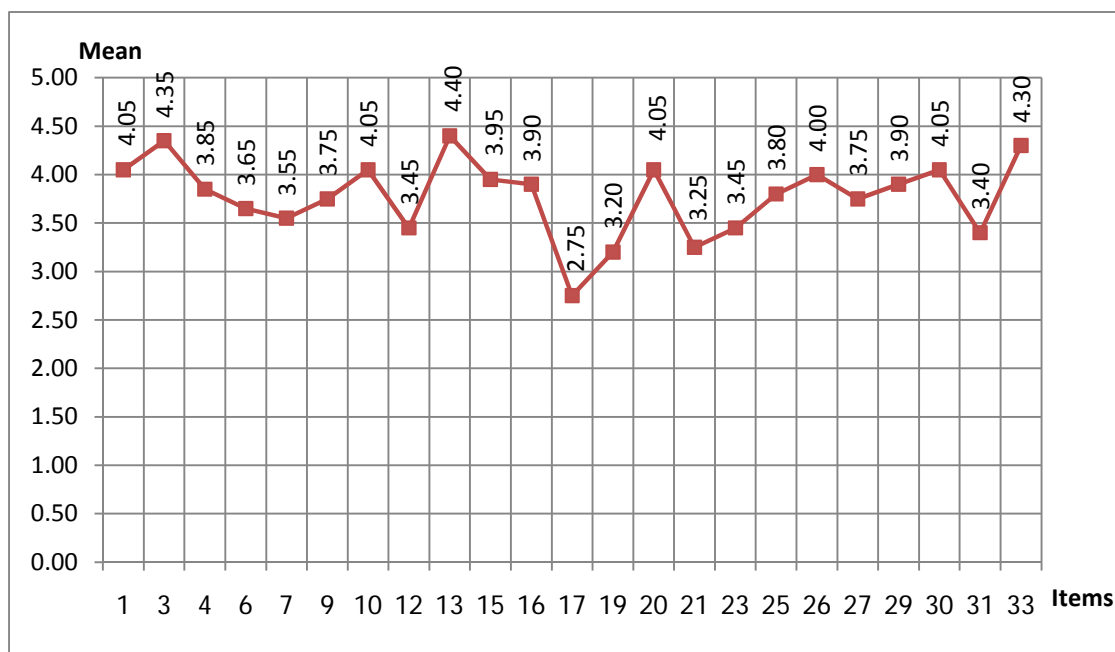


Figure 4.1 Levels of Visually Impaired Female Students' English Speaking Classroom Anxiety: FLCAS Items with Positive Statements

Table 4.1 and Figure 4.1 show the overview picture of the participants' English language classroom anxiety levels formulated from FLCAS with positive statement items. Although the levels of English language speaking anxiety fluctuated, the general tendency was approximately high. The graph also reveals that Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women had high levels of English speaking classroom anxiety in the following situations:

Item 13 – “It embarrasses me to volunteer answers in my language class.” (mean score = 4.40), which can be interpreted that answering questions in English voluntarily highly made all participants feel ashamed of themselves. It is, however, important for the teacher to acknowledge them that they are brave to participate in speaking activities in the classroom. Similarly, *Item 3 – “I tremble when I know that I’m going to be called on in language class.”* (mean score = 4.35), which suggests that the participants were physically excited and likely to be nervous to speak English. The teacher should create a friendly classroom environment by encouraging them to speak up with positive feedback; thus, they will feel comfortable to talk. Likewise,

Item 33 – “*I get nervous when the language teacher asks questions which I haven't prepared in advance.*” (mean score = 4.30) illustrates their nervousness when they were asked to answer questions unprepared. This situation is by all means likely to happen to all participants because they do not know when and what they will be asked. They do not feel comfortable because they have to be aware of unexpected pop-up questions all the time. The teacher should, therefore, make them feel at ease by telling them that all of their answers are welcome without being judged or graded.

Some items share the same high level of anxiety (mean score = 4.05) including *Items 1, 10, 20, and 30*, which will be discussed in details. *Item 1* – “*I never feel quite sure of myself when I am speaking in my foreign language class.*” illustrates that their identity of being an EFL speaker had never been assured, which requires the teacher's confirmation of their effort put into speaking practices. Consequently, the anxiety not only had an effect on their mental function, but it also influenced their physical performance as their heart rate went up when being called as shown in *Item 20* – “*I can feel my heart pounding when I'm going to be called on in language classes.*” This requires the teacher's attention to the students' mental and physical reactions toward English speaking activities in the classroom. *Item 30* – “*I feel overwhelmed by the number of rules you have to learn to speak a foreign language.*” reveals that the participants did not like to learn grammatical rules in order to speak English grammatically correct. As a result, they became worried when taking exams as they might not pass the course as illustrated in *Item 10* – “*I worry about the consequences of failing my foreign language class*”. These items display how anxiety towards speaking English in class played an important role in their classroom behaviors that need closer attention and more awareness from the teacher. However, even though the tendency of participants' anxiety mostly seem to be high, the participants still have positive motivation towards attending to English class as indicated in the *Item 17* – “*I often feel like not going to my language class.*” (mean score = 2.75) which means participants have low level of anxiety on this topic and they are not likely to withdraw themselves from English classroom.

Despite most FLCAS positive statement items seemed to show the high level of anxiety as presented in the previous section, this study also revealed the low mean scores for ten items with negative statement, *Items 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32*. These negative items suggested the high levels of English language classroom

anxiety as well because the score for these negative items was reversely computed and described as the lower score, the more anxiety the students have.

Table 4.2 Mean Score of FLCAS Items with Negative Statements

Items	FLCAS Questions	Mean
2	I don't worry about making a mistake in language class.	3.00
5	It wouldn't bother me at all to take more foreign language classes.	3.85
8	I am usually at ease during tests in my language class.	2.45
11	I don't understand why some people get so upset over foreign language classes.	3.10
14	I would not be nervous speaking the foreign language with native speakers.	2.15
18	I feel confident when I speak in foreign language class.	2.30
22	I don't feel pressure to prepare very well for language class.	3.05
24	I feel very self-conscious about speaking the foreign language in front of other students.	2.60
28	When I'm on my way to language class, I feel very sure and relaxed.	2.75
32	I would probably feel comfortable around native speakers of the foreign language.	2.60

The mean score of each FLCAS item with negative statements, *Items 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32*, was formulated as a graph presented below to clearly present the tendency of anxiety level.

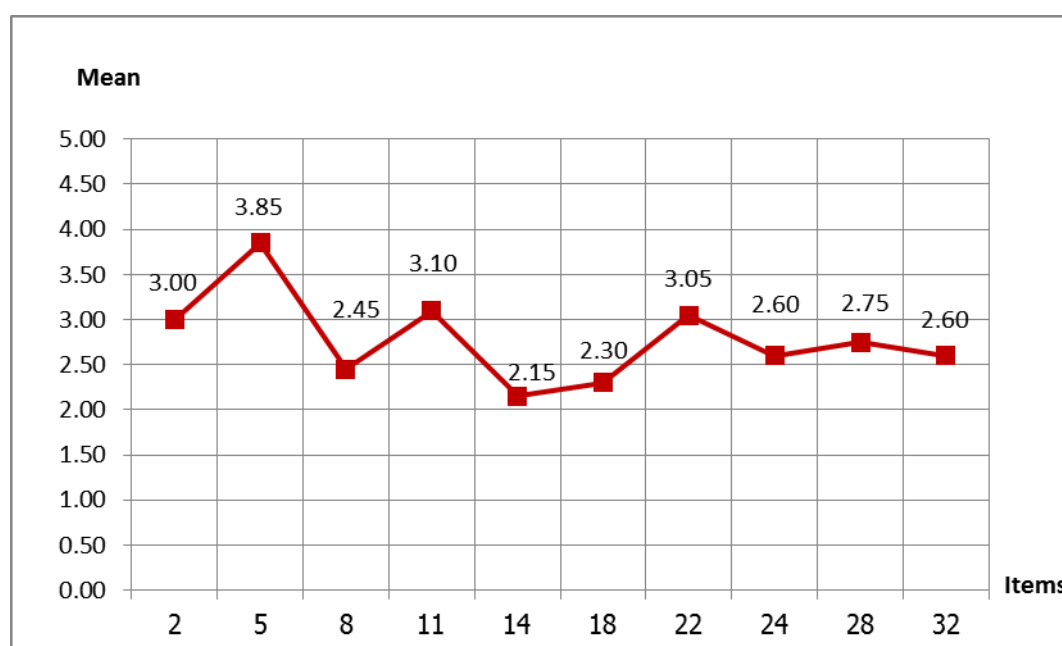


Figure 4.2 Levels of Visually Impaired Female Students' English Speaking Classroom Anxiety: FLCAS Items with Negative Statements

Item 14 – “*I would not be nervous speaking the foreign language with native speakers*”, which has the lowest means core (mean score = 2.15), suggests that the participants do not like to participate in classroom speaking if their teacher is a native speaker of English. Likewise, *Item 18* – “*I feel confident when I speak in foreign language class.*” (mean score = 2.30) also reveals the participants lack of self-confident to speak in class and *Item 8* – “*I am usually at ease during tests in my language class.*” (mean score = 2.45) expresses negative viewpoints of participants towards test taking, respectively.

There were, additionally, neutral levels of anxiety that indicates the participants’ indifferences toward certain speaking situations in the classroom as well. *Item 2* – “*I don't worry about making a mistake in language class.*” (mean score = 3.0) demonstrates that speaking mistakes were acceptable among the participants. Similarly, *Item 11* - “*I don't understand why some people get so upset over foreign language classes.*” (mean score = 3.10) suggests that they are not normally disappointed by anything in the class. It could be interpreted that language errors are natural and can happen with anyone at any time. As a result, they did not feel any pressure imposed upon them when they were not well-prepared for the lesson as indicated in *Item 22* – “*I don't feel pressure to prepare very well for language class.*” (mean score = 3.05).

In addition, the participants of this study mostly agreed with the *Item 5* – “*It wouldn't bother me at all to take more foreign language classes.*” as it showed the highest mean score in the negative statement section (mean score = 3.85). Since this item was categorized as a negative statement, its score was reversely computed as the higher score shows the less anxiety the students have. Therefore, this item could be described that even though the feelings of anxiety have existed in other speaking situations as already mentioned in the previous section, the participants still have positive attitude towards English class and they also intended to attend more English classes without the negative feeling.

In conclusion, the finding from FLCAS of both positive statements and negative statements is obvious that these visually impaired women in this study were highly anxious with classroom speaking, especially in the situation that they were required to perform public speaking without preparation. Moreover, the participants

not only lack of self-confidence to speak in class but also feel nervous of studying with native teachers as well as being called to answer in classroom by teachers.

The FLCAS's results indicate that the participants in this study encountered anxiety in classroom speaking no matter how the statements were rearranged. There were, however, contradictions with some responses which can be triangulated by the interview data presented in the following section. The following section discusses their perceptions of their English speaking anxiety that can be categorized into three main issues: communication apprehension, test anxiety, and fear of negative evaluation.

4.2 Perceptions of visually impaired female students towards speaking English in class

To study the perceptions of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women toward English language classroom anxiety, interview transcripts were obtained from 12 participants who voluntarily agreed to share their ideas and attitudes about different situations of English speaking activities. This section will firstly present the qualitative data from the FLCAS data based on Horwitz et al.'s (1986) categorization of causes of English speaking anxiety in the classroom as follows: 1) Communicative Comprehension, 2) Test Anxiety, and 3) Fear of Negative Evaluation. Then, the qualitative data based on the interviews' transcripts which are relevant to each component of English language classroom anxiety will be presented to verify the qualitative findings from the FLCAS in the section 4.1.

4.2.1 Communication Apprehension

The following descriptive statistics presented the mean scores of communication apprehension in English language classroom of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. There were totally 11 FLCAS items which categorized as communication apprehension items. Similar to the previous section, the FLCAS was also categorized

into two types: positive statements and negative statements. The FLCAS items with positive statements could be described as the higher score, the more anxiety the students have (*Items 1, 4, 9, 15, 27, 29, and 30*). In contrast, the mean score of each negative statement was reversely computed as the lower score, the more anxiety the students have (*Items 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32*).

Table 4.3 Mean Score of Communicative Apprehension: FLCAS Items with Positive Statements

Items	FLCAS Questions	Mean
1	I never feel quite sure of myself when I am speaking in my foreign language class.	4.05
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	3.85
9	I start to panic when I have to speak without preparation in language class.	3.75
15	I get upset when I don't understand what the teacher is correcting.	3.95
27	I get nervous and confused when I am speaking in my language class.	3.75
29	I get nervous when I don't understand every word the language teacher says.	3.90
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	4.05

The mean score of each FLCAS item with positive statements, *Items 1, 4, 9, 15, 27, 29, and 30*, was formulated as a graph to show the overall tendency of anxiety level regarding the first component of foreign language anxiety namely “communication apprehension.”

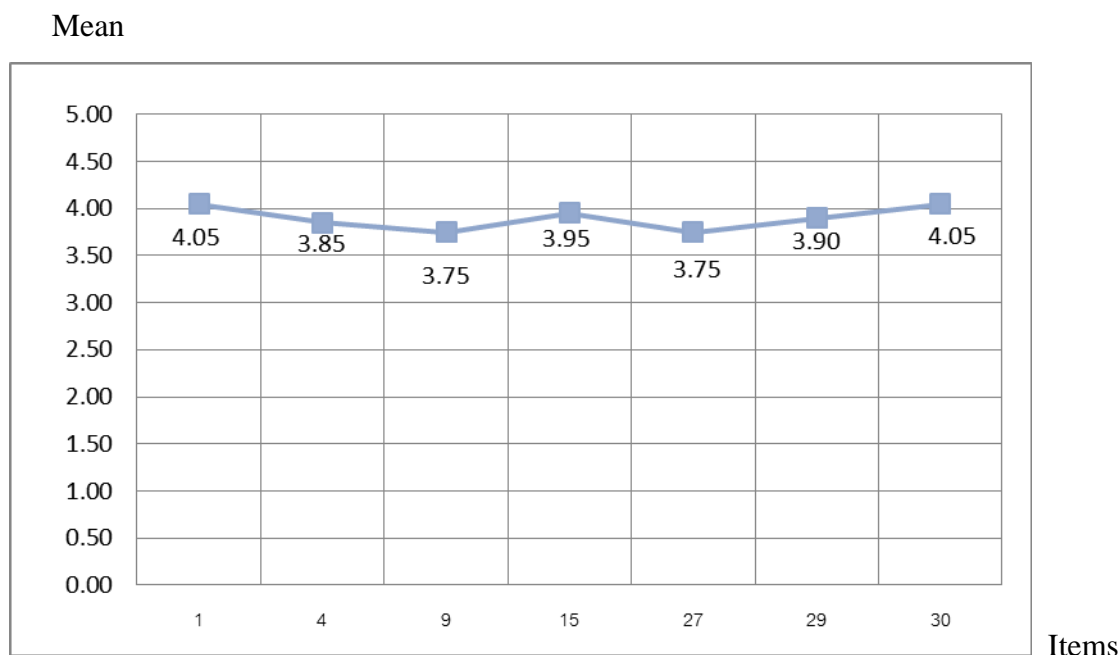


Figure 4.3 Communication Apprehension: FLCAS Items with Positive Statements

According to Table 4.3 and Figure 4.3, Communication Apprehension with positive statements items comprises of *Items 1, 4, 9, 15, 27, 29, and 30*. *Item 1* – “*I never feel quite sure of myself when I am speaking in my foreign language class.*” (mean score = 4.05) indicates that the participants lacked of self-confidence to speak English in classroom. Similarly, *Item 27* – “*I get nervous and confused when I am speaking in my language class.*” (mean score = 3.75) also confirms that anxiety has occurred to the participants during speaking in English classroom. *Item 30* – “*I feel overwhelmed by the number of rules you have to learn to speak a foreign language.*” (mean score = 4.05) further illustrates that the participants were uncomfortable and apprehensive about speaking English in the class as they had to learn a number of grammatical rules. It could be a daunting task if they could not see the grammatical structures on a board or in a book. The extracts from the interview will additionally illustrate how the participants felt about learning English grammar rules.

Furthermore, *Item 15* – “*I get upset when I don't understand what the teacher is correcting.*” (mean score = 3.95), *Item 29* – “*I get nervous when I don't understand every word the language teacher says.*” (mean score = 3.90) and *Item 4* - “*It frightens me when I don't understand what the teacher is saying in the foreign language.*” (mean score = 3.85) similarly indicates that the participants felt anxious

whenever they did not understand English conversations, corrections, or lessons provided by teachers.

Table 4.4 Mean Score of Communicative Apprehension: FLCAS Items with Negative Statements

Items	FLCAS Questions	Mean
14	I would not be nervous speaking the foreign language with native speakers.	2.15
18	I feel confident when I speak in foreign language class.	2.30
24	I feel very self-conscious about speaking the foreign language in front of other students.	2.60
32	I would probably feel comfortable around native speakers of the foreign language.	2.60

The mean score of each FLCAS item with negative statements, *items 1, 4, 9, 15, 27, 29, and 30*, was formulated as a graph to show the overall tendency of anxiety level regarding the first component of foreign language anxiety namely “communication apprehension.”

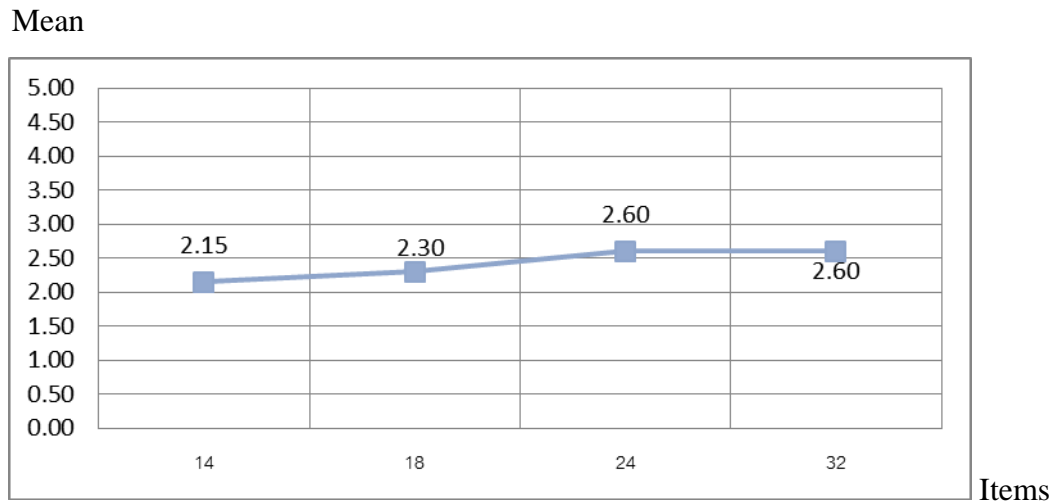


Figure 4.4 Communication Apprehension: FLCAS Items with Negative Statements

According to Table 4.4 and Figure 4.4, Communication Apprehension with negative statement item comprises of Items 14, 18, 24, and 32. To describe this section, the mean score of each negative statement item must be reversely computed as the lower score, the more anxiety the students have.

Item 14 – “I would not be nervous speaking the foreign language with native speakers.” (mean score = 2.15) and *Item 32 – “I would probably feel comfortable around native speakers of the foreign language.”* (mean score = 2.30) show similar finding that students in this study had negative feeling towards speaking in English with native speakers since it could cause anxiety nervous to the students.

Item 18 – “I feel confident when I speak in foreign language class.” (mean score = 2.30) and *Item 24 – “I feel very self-conscious about speaking the foreign language in front of other students.”* (mean score = 2.60) likewise indicate that the level of participants’ self-confidence towards public English speaking was quite low.

The following qualitative data based on the interviews’ transcripts which are relevant to communication apprehension will be parallel presented to verify the qualitative findings from the FLCAS as follows.

Extract 1

“I really dislike making English sentences because it is very complicated for me. There are many rules of grammar that I have to know.”

(Student F)

Student F found writing sentences in English was difficult due to a number of grammar rules she had to learn. Student G also shared the same thought:

Extract 2

“English grammar is very difficult to me because it is too complicated to remember all the rules. To solve this problem, I will ask my classmates for their help.”

(Student G)

Student G, however, sought advice from her classmates in order to overcome grammatical difficulties.

Item 1 - “I never feel quite sure of myself when I am speaking in my foreign language class.” (mean score = 4.05) and *Item 18 – “I feel confident when I speak in foreign language class.”* (mean score = 2.30) are similar in that they exhibit the consequences from such fears that discouraged the participants to speak up in class, which are demonstrated as the following extracts.

Extract 3

“... I like English but I am not confident to speak. I like listening and translation more than speaking skill because I am afraid to make a mistake while speaking. I do not feel sure whether my sentences are correct or not. I do not know how to speak correctly. I am also afraid to make my listeners misunderstood. I therefore love listening to conversations, learning the conversations and practicing my translations from TV or magazines.”

(Student A)

The extract reveals that although Student A liked English, she preferred to practice listening and reading skills as well as translation. She felt that she was more comfortable to spend her time listening and reading on her own than speaking up in the class. She was afraid that she could make other students confused from what she said due to her grammatical mistakes and pronunciation.

Similarly, Student D expressed her attitude toward English speaking anxiety due to her fear of making mistakes as she claimed:

Extract 4

“English conversations, pronunciation, vocabulary and accent are very difficult for me. These skills make me fear to speak English. I am afraid I will make a mistake when I speak.”

(Student D)

While Student D found English pronunciation, accent, and vocabulary difficult as they which could tentatively lead to speaking errors, Student E was more concerned with the grammar as she revealed:

Extract 5

“I like English but I do not know why I cannot speak very well. I am not confident to speak. I do not feel sure whether my sentences are correct or not. I do not know how to speak correctly.”

(Student E)

Consequently, their disappointment could be developed when teacher's corrections took place as demonstrated in *Item 15* – “*I get upset when I don't understand what the teacher is correcting.*” (mean score = 3.95). The following extracts indicate their underlying reasons regarding their discomfort and anxiety.

Extract 6

“I think teachers play a role in my feelings of learning. From my experiences, sometimes, teachers began to be angry when I still made the same mistakes.”

(Student B)

Student B felt that she had upset her teacher because she repeatedly made the mistakes no matter how hard she tried. Student A provided some suggestions:

Extract 7

“I think teachers play a role in my feelings. If they put too much pressure on students, it will be worse for us because we cannot do our best in that pressured situation. On the other hand, students will perform better if teachers provide us with their kind assistance, advice and help.”

(Student A)

It is evident that the sources of communication apprehension not only stem from the participants' fear of making mistakes in terms of English grammar and pronunciation, which can cause misunderstandings among their colleagues, but it also deals with the roles of teachers that have a significant impact on students' confidence.

Similar items such as *Item 14* – “*I would not be nervous speaking the foreign language with native speakers.*” (mean score = 2.15) and *Item 32* – “*I probably feel comfortable around native speakers of the foreign language.*” (mean score = 2.60) are evident in the following extracts.

Extract 8

“I like listening, speaking and reading skills. I also appreciated the classroom atmosphere because I used to learn English with foreign teachers, which inspired me to improve my listening and speaking skills. I found myself quite good in English at that time; however, my competence has decreased after I graduated from a primary school since I rarely had opportunities to use English in my daily life.”

(Student B)

Student B had a learning English experience with foreign teachers; as a result, she enjoyed learning English. However, she felt that her English competence had dropped since she hardly had an opportunity to use it in her daily life. Student H, in contrast, wished to speak English well as she expressed.

Extract 9

“I think I am not good at English. I also have a moderate level of self-confidence if I have to speak with native speakers. However, I wish I would be able to speak in English.”

(Student H)

Likewise, Student B always asked for help from her classmates when native-speaking teachers asked her.

Extract 10

“In the classroom with native teachers, I was always not confident to answer their questions. I would be nervous whenever I know that the teacher would call me. In this situation, I often tried to ask my classmates for the correct answers before the teacher could call me.”

(Student B)

Item 24 – “I feel very self-conscious about speaking the foreign language in front of other students.” (mean score = 2.60) can be best exemplified by the extract below.

Extract 11

“... I also feel anxious and fear of making mistakes in the classroom. I even do not dare to read out my answer to the class because I am very shy and fear to make mistakes. I really dislike speaking in front of the class, self-introduction and all kinds of public presentation. These kinds of activities make me feel fear and very nervous.”

(Student F)

Student F was highly self-conscious while speaking up in class; thus, she tried to avoid public speaking and presentation.

In conclusion, factors that contributed to the participants’ communication apprehension in English speaking activities include English grammar rules, native-speaking teachers, lack of self-confidence, fear of making mistakes, fear of public speaking, and also teachers’ roles.

The next section will discuss and present the findings of the second component of English speaking anxiety, which is test anxiety.

4.2.2 Test Anxiety

The following descriptive statistics presented the mean scores of test anxiety in English language classroom of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. There were totally 15 FLCAS items which categorized as test anxiety items. Similarly to the previous section, the FLCAS was also categorized into two types: positive statement and negative statements. The FLCAS items with positive statements could be described as the higher score, the more anxiety the students have (*Items 3, 6, 10, 12, 16, 17, 20, 21, 25, and 26*). In contrast, the mean score of each negative statement was reversely computed as the lower score, the more anxiety the students have (*Items 5, 8, 11, 22, and 28*).

Table 4.5 Mean Score of Test Anxiety: FLCAS Items with Positive Statements

Items	FLCAS Questions	Mean
3	I tremble when I know that I'm going to be called on in language class.	4.35
6	During language class, I find myself thinking about things that have nothing to do with the course.	3.65
10	I worry about the consequences of failing my foreign language class.	4.05
12	In language class, I can get so nervous I forget things I know.	3.45
16	Even if I'm well-prepared for language class, I feel anxious about it.	3.90
17	I often feel like not going to my language class.	2.75
20	I can feel my heart pounding when I'm going to be called on in language classes.	4.05
21	The more I study for a language test, the more confused I get.	3.25
25	Language class moves so quickly I worry about getting left behind.	3.80
26	I feel more tense and nervous in my language class than in my other classes.	4.00

The mean score of each FLCAS item with positive statements, *Items 3, 6, 10, 12, 16, 17, 20, 21, 25, and 26*, was formulated as a graph to show the overall tendency of anxiety level regarding the second component of foreign language anxiety namely "test anxiety". The FLCAS items with positive statements could be described as the higher score, the more anxiety the students have.

Mean

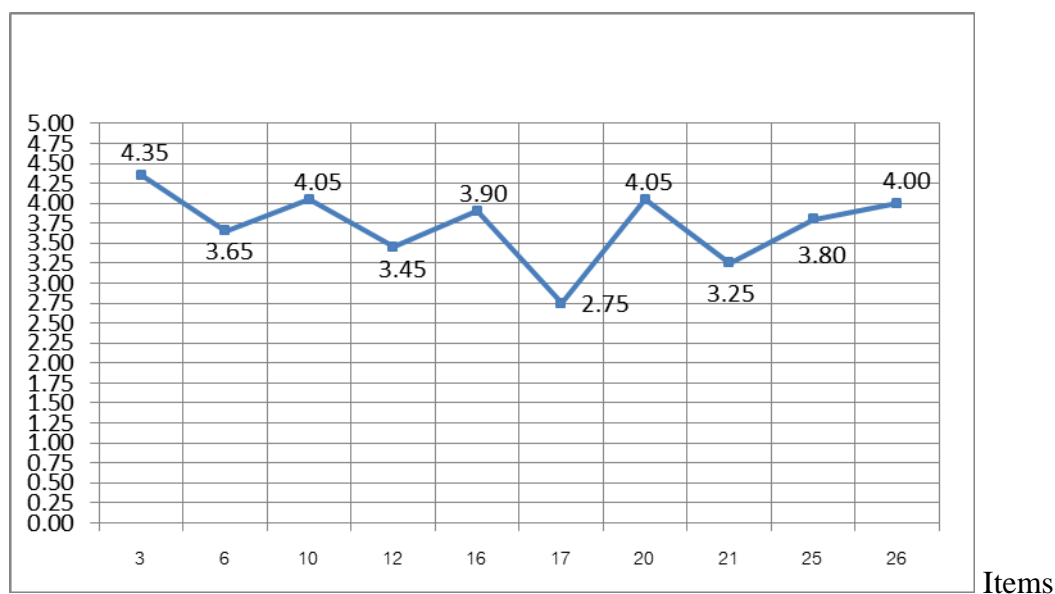


Figure 4.5 Test Anxiety: FLCAS Items with Positive Statements

According to Table 4.5 and Figure 4.5, test anxiety with positive statements comprise of *Items 3, 6, 10, 12, 16, 17, 20, 21, 25, and 26*. The high mean score of *Item 3* – “*I tremble when I know that I’m going to be called on in language class.*” (mean score = 4.35) and *Item 20* – “*I can feel my heart pounding when I’m going to be called on in language classes.*” (mean score = 4.05) reveal the participants’ physical reactions toward teachers’ questions which the participants might consider as a test situation. The interview’s extracts will further illustrate how the participants physically reacted in the test situation. *Item 10* – “*I worry about the consequences of failing my foreign language class.*” (mean score = 4.05) shows that the result of testing highly affected participants and made them feel anxious.

Item 12 – “*In language class, I can get so nervous I forget things I know.*” (mean score = 3.45). *Item 25* – “*Language class moves so quickly I worry about getting left behind.*” (mean score = 3.80). *Item 26* – “*I feel more tense and nervous in my language class than in my other classes.*” (mean score = 4.00) similarly indicate that the participants had negative feeling towards English class because of the following reasons: fear of being left behind other students and also fear of forgetting lessons they have learnt.

Item 16 – “Even if I’m well-prepared for language class, I feel anxious about it.” (mean score = 3.90) and *Item 21* – “The more I study for a language test, the more confused I get.” (mean score = 3.25) show that the feeling of anxiety still exist in participants’ mind even though they have early prepared or studied the lessons before testing.

In addition, the result of test anxiety made participants distract from classroom lesson as indicated in *Item 6* – “During language class, I find myself thinking about things that have nothing to do with the course.” (mean score = 3.65). However, the participants tended to have positive attitude towards English class as reflexed in *Item 17* – “I often feel like not going to my language class.” (mean score = 2.75).

Table 4.6 Mean Score of Test Anxiety: FLCAS Items with Negative Statements

Items	FLCAS Questions	Mean
5	It wouldn't bother me at all to take more foreign language classes.	3.85
8	I am usually at ease during tests in my language class.	2.45
11	I don't understand why some people get so upset over foreign language classes.	3.10
22	I don't feel pressure to prepare very well for language class.	3.05
28	When I'm on my way to language class, I feel very sure and relaxed.	2.75

The mean score of each test anxiety item with negative statement, *Item 5*, *8*, *11*, *22*, and *28*, was formulated as a graph to show the overall tendency of anxiety level regarding the second component of foreign language anxiety namely “communication apprehension”. The FLCAS items with negative statements could be described as the higher score, the more anxiety the students have.

Mean

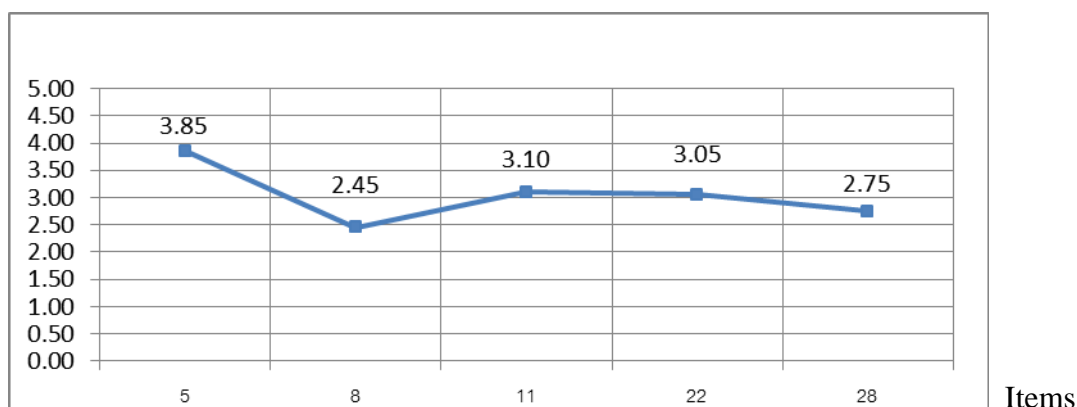


Figure 4.6 Test Anxiety: FLCAS Items with Negative Statements

According to Table 4.6 and Figure 4.6, test anxiety with negative statement comprises of *Items 5, 8, 11, 22, and 28*. The lowest mean score which reversely indicate high anxiety in *Item 8* – “*I am usually at ease during tests in my language class.*” (mean score = 2.45) reveals the negative perception of participants towards English test since they perceive English test was difficult for them. *Item 28* – “*When I’m on my way to language class, I feel very sure and relaxed.*” show that the participants tend to feel uncomfortable and also lack of self-confidence to study English.

In addition, the participants agree with the *Item 5* – “*It wouldn’t bother me at all to take more foreign language classes.*” (mean score = 3.85) which could be described that even though the feeling of anxiety has existed, but the participants still have positive attitude towards English class and they also intend to attend more English classes.

The following qualitative data based on the interviews’ transcripts which are relevant to test anxiety will be presented to verify the qualitative findings from the FLCAS as follows.

Extract 12

“I always feel excited whenever the teacher calls me to answer in English.”

(Student C)

Extract 13

“Random call by the teachers also disturbs me because I am afraid I will give an incorrect answer.”

(Student D)

Other responses toward testing were also provided as Student C and Student D shared the similar attitude toward teachers' calls as they were afraid of answering questions incorrectly. Consequently, their fears might lead to failure in an English course.

Extract 14

“I mostly feel anxious while doing the English tests because I do not want to fail the test. I am strongly afraid that I will be required to do the test again if I fail. From my experience, the biggest problem is I do not know the meanings and vocabulary appeared in the test questions. Moreover, the voice and also the pronunciation of our testing assistants who are responsible for reading aloud each question for us are sometimes not clear enough to understand and identify the words.”

(Student L)

Student L expressed her anxiety toward the test situation. She concerned of the negative result of the test. Knowledge of vocabulary limited her to success the test. Moreover, the ability of testing assistant also affected her testing ability.

Extract 15

“I strongly dislike the test situation at all because I have never felt confident in myself during the test. I think English tests are always more difficult than the lessons that I have prepared and learnt in class. My biggest problem regarding English test is vocabulary. I found that the vocabulary appeared in the test are

never familiar to me. I may be better doing the tests if I know the meaning of all vocabulary.”

(Student A)

Student A showed her negative attitude toward testing. She thought the tests were not correlated to their previous classroom lessons. Similar to student L, vocabulary was also her major problem for doing test.

Extract 16

“I strongly feel fear to do the test. I do not want to fail the test but I have no idea how to deal with it. When my teachers read each question to me, I have never understood the whole sentences. I think it may be better if I know the meaning of all vocabulary.”

(Student K)

Student K revealed her fear toward the test's result. She struggled to cope with it. She expected that vocabulary constrain made her feel uneasy during the test..

Extract 17

“I feel worried during the test because I am afraid that I will not get enough scores to pass the test. I often guess the answers when I do not know the correct answers. In my opinion, the most difficulty is my misunderstanding the questions in the test.”

(Student F)

Student F reported her feeling of anxiety and concerning of the test result. Guessing the answer was her strategic to overcome testing difficulties.

Extract 18

“My English is quite poor, so I never feel sure whether my answers are correct or not. In my view, English test is awful because you never know what kinds of question will be appeared in the test. I personally think that the difficulty level of English test should be reduced to reach our physical limitation.”

(Student L)

Student L showed her lack of confident during testing due to her language competence. In addition, she was also unsure about the types of test and questions that she had to take.

Extract 19

“I think nobody enjoys doing the test. For me, even though how well I have prepared to do the test, the feeling of anxious will still remain in my mind, especially when the test hour is coming closer. Most of my classmates including me are similarly not good in English, so we sometimes try to help each other by providing test tutoring before the actual test date. I think it can increase our confident to do the test.”

(Student J)

Student J expressed the feelings of anxiety on testing situation never disappear even though well-preparing was set before the test. This feeling could happen to anyone. Peers support such test tutoring was able to fade her anxiety.

Extract 20

“Doing the test makes me feel bored and anxious. I realize that I cannot do it since I am not good in English at all. I often feel relax and ease whenever the test finish”

(Student G)

Student G told her negative moods toward testing which was a result from her insufficient knowledge in English. In addition, she often expects for the end of testing situation since it made her feel more pleasure.

In conclusion, most participants obviously felt anxious toward English testing situation. They expressed negative perceptions and uncomfortable feelings towards English testing. The factors that contributed to the participants' test anxiety in English classroom include lack of fundamental vocabulary knowledge, an unexpected feature of test, fear of test's result, and also lack ability of testing assistants.

The next section will discuss the third component of English speaking anxiety, which is fear of negative evaluation.

4.2.3 Fear of Negative Evaluation

The descriptive statistics presented the mean scores for fear of negative anxiety in English language classroom of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. There were totally 6 FLCAS items which categorized as fear of negative anxiety items. Similarly to the previous section, the FLCAS was also categorized into two types: positive statements and negative statements. The FLCAS items with positive statements could be described as the higher score, the more anxiety the students have (*Items 7, 13, 19, 23, and 31*). In contrast, the mean score of each negative statement was reversely computed as the lower score, the more anxiety the students have (*Item 2*).

Table 4.7 Mean Score of Fear of Negative Evaluation: FLCAS Items with Positive Statements

Items	FLCAS Questions	Mean
7	I keep thinking that the other students are better at languages than I am.	3.55
13	It embarrasses me to volunteer answers in my language class.	4.40
19	I am afraid that my language teacher is ready to correct every mistake I make.	3.20
23	I always feel that the other students speak the foreign language better than I do.	3.45
31	I am afraid that the other students will laugh at me when I speak the foreign language.	3.40

The mean score of each item with positive statements to reflex fear of negative evaluation, *Items 7, 13, 19, 23, and 31*, was formulated as a graph to show the overall tendency of anxiety level regarding the third component of foreign language anxiety namely “fear of negative evaluation”. The FLCAS items with positive statements could be described as the higher score, the more anxiety the students have.

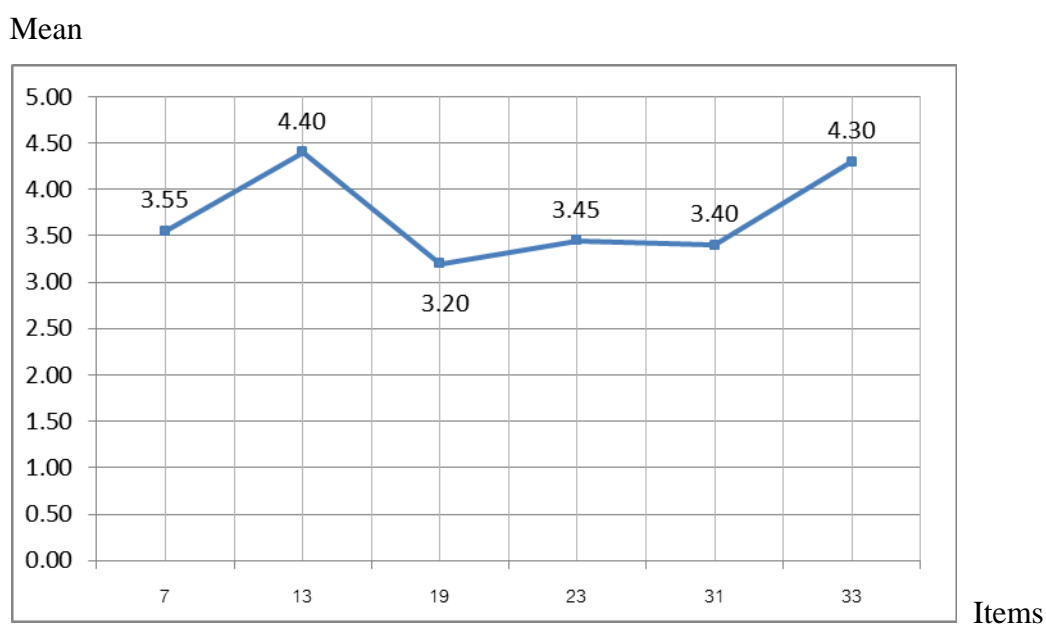


Figure 4.7 Fear of Negative Evaluation: FLCAS Items with Positive Statements

Item 13 – “*It embarrasses me to volunteer answers in my language class.*” (mean score = 4.40), which can be interpreted that answering questions in English voluntarily highly made all participants feel ashamed of themselves. *Item 7* – “*I keep thinking that the other students are better at languages than I am.*” (mean score = 3.55) indicated participants extremely had negative evaluation towards themselves and also lack of self-confidence as well as *Item 23* – “*I always feel that the other students speak the foreign language better than I do.*” (mean score = 3.45) which indicated the similar finding. Additionally, *Item 31* – “*I am afraid that the other students will laugh at me when I speak the foreign language.*” (mean score = 3.40) confirms that the participants’ confidence was quite low. They also concerned of getting negative reaction from their classmates during speaking in English as well as *Item 19* – “*I am afraid that my*

language teacher is ready to correct every mistake I make.” (mean score = 3.20) show the participants worried to receive correction and make mistake in the English class.

Table 4.8 Mean Score of Fear of Negative Evaluation: FLCAS Items with Negative Statement

Item	FLCAS Question	Mean
2	I don't worry about making a mistake in language class.	3.00

There was only one negative statement item for fear of negative evaluation which is *Item 2* – “*I don't worry about making a mistake in language class*”. The finding reveals that participants had a neutral level of anxiety towards making mistakes in English classroom.

The following qualitative data based on the interviews’ transcripts which are relevant to test anxiety will be presented to support the qualitative findings from the FLCAS as follows.

Extract 21

“Random call by the teachers also disturbs me because I am afraid I will give an incorrect answer.”

(Student D)

Student B shared her interfere of making mistakes in the class

Extract 22

“I do not like a kind of group activity. I personally prefer individual work. I am afraid that my friends will blame me because my English is not good enough to support the group.”

(Student C)

Student C preferred to work independently as she felt that her English was not adequate enough to assist them in a group; otherwise, she was afraid that she would not be accused by them.

This section is, however, interesting in that although Figure 4.7 reveals high levels of classroom anxiety regarding fear of negative evaluation, the results from the interview data provides a contrastive picture in that the participants received classmates' supports by helping each other in class without blaming or making serious comments. Student A, for example, viewed laughter as a friendly gesture for her classmates' funny accent.

Extract 23

"I think I may experience some laughs from other students because I also used to laugh at my friends when they made some minor funny mistakes such as their funny-strange accent. However, it was not a serious action."

(Student A)

Student B felt that mistakes were human nature, and they should not be evaluated in a harsh way.

Extract 24

"Friends' reactions may also cause some tiny disturbance to me because they sometimes laughed at me when I made funny mistakes. However, I also used to react to them in the same way (laughing at them) when they made some funny mistakes but it was just for fun because I think everyone can make mistake."

(Student B)

Similarly, Student K believed that classmates would support her whenever she made mistakes because everyone more or less shared a similar level of English proficiency. In addition, the teacher would also provide some helpful advice.

Extract 25

“I think my classmates will do nothing if I make mistakes. I am sure that they will support me because everyone in the class has the same level of English competence. My teachers will also advise me.”

(Student K)

Likewise, Student G also felt that her classmates and teachers were supportive; and, therefore, negative evaluation was none.

Extract 26

“I think it will be no negative reaction from my classmate and teachers because our ability is in the same level. There is no outstanding clever student in my class so everyone has to support to each other.”

(Student G)

Moreover, classmates and teachers’ supports also played a role in reducing the anxiety of Student J who always gained positive feedback.

Extract 27

“In my opinion, classmates also play a role to reduce my anxiety. I will consult my friends whenever I have a problem about English class; I always receive good feedback from them.”

(Student J)

In conclusion, it is evident that classmates and teachers play an important role in lowering the participants’ level of anxiety regarding English speaking in class and fear of negative evaluation because they shared the similar proficiency of English; and thus, they understood how supports would be much appreciated and needed when they made speaking mistakes.

The findings from this study reveal that the majority of participants experience high level of anxiety especially in the situation that they have to show their speaking performance in front of other persons or being assigned by the teacher to do so. Visually impaired female women in this study have highly anxious with classroom speaking situations that resulted in their mental and physical withdrawal from the classroom. Students who have communication apprehension do not feel comfortable during communicating in English language in front of others because of their limited knowledge of the language, especially in relation to speaking and listening skills. The causes of anxiety which mostly occurred to participants in this study could be summarized as lack of vocabulary, lack of self-confidence, and fear of making mistake.

The findings will be discussed in the Chapter V comprising roles of teachers and roles of peers since these findings were additionally found during the data collecting process and also seem to play important role toward English language anxiety of visually impaired female students.

CHAPTER V

DISCUSSION

This chapter presents discussion from the research findings mentioned in the Chapter IV. Moreover, the two additional sections to be discussed in terms of roles of teachers and roles of peers because these findings were additionally found during the data collecting process and also seem to play an important role towards English language anxiety of visually impaired female students.

This section critically discusses two main issues influencing to English language anxiety of visually impaired female students: roles of teachers and roles of peers. According to Ely (1986), students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, they are silent and withdrawn most of the time, and do not participate in language activities. The findings of Price's (1991) and Piniel's (2006) indicated the teacher's significant role in developing language learner's anxiety. The teachers' roles arose as one classroom factor from among the others such as fear of peers' negative evaluation, group size, number of previous teachers, and classroom management. Kondo & Yang (2004) stated whatever students reported regarding their anxiety; it may play an important role to reduce language anxiety of the students. The interview analysis also reveals some hidden factors that seem to be major sources of anxiety for visually impaired students; 1) roles of peers and 2) roles of teachers, because the researcher obviously found many participants often expressed their perceptions towards these mentioned factors during the interview which will be presented in the next sections. These findings are partially similar to Bekleyen (2001) who claimed FLCA may have different causes such as conspicuousness, lack of knowledge, lack of self-confidence, shyness or high expectations of others; however, the beliefs and behaviors of teachers and peers can also be direct causes of students' anxiety. Furthermore, the finding of Williams & Andrade (2008) also indicated that

language anxiety was not only often associated with the output and processing stages of the language learning process but also discovered that students anxieties caused by their teachers and classmates.

5.1 Roles of teachers

The participants in this study evaluated the teachers according to teachers' characteristics by stating some factors such as kindness, strictness, and giving feedback were important in providing a motivated classroom atmosphere. Most the participants thought that the main role of the teacher was to provide a comfortable and relax atmosphere in class since the participants would feel more comfortable if the English lesson was taught by relaxed teachers.

In terms of instruction, the results indicated that teachers had to make clear to students that making mistakes in class was normal and acceptable. Language exercises that were given in class should be appropriate to the levels of students' ability, so that they can be successful. Teachers are one of key people who mainly deal with classroom anxiety as they should not only recognize the presence of English language anxiety in visually impaired female students but also help them learn, cope with, and reduce their anxiety. The most important thing that teachers should concern is finding ways to improve their teaching skills and to handle challenges such as professional training, linguistic and sociolinguistic competence, and understanding the needs of their students. The following extracts reveal teacher's role towards the participants.

Extract 28

"I think learning with generous and relaxed teachers will make me feel better to improve my attitude toward English subject."

(Student J)

Student J believed that positive characteristic of teachers would enhance her willing to learn English.

Extract 29

“I think teachers play a role in my feeling. I love to learn with relaxed and friendly teachers.”

(Student G)

Extract 30

“I think nobody feels happy to learn with very strict teachers. On the other hand, students will perform better and love to learn the subject if teachers are friendly and help them in every situation.”

(Student K)

The opinion of Student G and K similarly supported that most learners wished to study with relaxed teachers because they believed that it could help them to increase positive feelings toward English learning.

Extract 31

“I think teachers play a role in my feeling. I prefer to learn with very kind and friendly teachers which can make me feel encouraged to speak in classroom.”

(Student H)

Student H further commented that generous teachers could increase students' confidence to communicate in the class.

Extract 32

“I like to learn English with teachers who are friendly. I will feel more anxiety if I learn with very strict teachers.”

(Student F)

Student F informed that she preferred learning with friendly teacher since strict teachers could make her feel anxious.

Some participants provide another view toward the teachers' roles. These participants appreciated positive attitudes and manners of the teachers towards the participants as the following extracts.

Extract 33

"I sometimes do not know how to do my assignments. To solve this problem, I always consult my friends and my teachers."

(Student L)

Extract 34

"Whenever I feel difficult in the classroom I will request some help from my friends and my teachers."

(Student I)

The information from Student L and student I similarly illustrated that students were able to ask for teacher assistant at all time.

The teachers' pronunciation and fluency in English was also a factor that influenced the students' opinions toward teachers. If the students believed that a teacher was proficient enough, they would studied more for the courses because they trust in the teacher as one of the participant reported in the following extract.

Extract 35

"I think teachers play a role in students' feeling. The performance and self-confidence of the learner depend on teachers' characteristics and their teaching methods."

(Student L)

In terms of instruction, teacher factors, judgmental teaching, attitude, and a manner of teaching are related to anxieties with the teacher. Palacios (1998) similarly stated that factors such as lack of teacher's support, unsympathetic personality of the teacher and lack of time for personal attention does not help learners to cope in their new language learning environment.

5.2 Roles of peers

The findings of this research revealed peers' role is an important factor that can affect anxiety to the participants. The participants felt most anxious when they have to speak in front of their classmates and teachers. Most of them felt uncomfortable whenever they required speaking in class. Similarly, Horwitz et al. (1986) explained the role of peers in language classrooms were threatening because students are required to communicate in front of their peers in an unfamiliar language and are always publicly evaluated while doing the task. However, in this study, the positive influence from peers was also often revealed. Participants reported that they believed their classmate would help and support them if they make mistake in class. This positive attitude towards classmates might occur within the participants' mind because most of them are well familiar spending most of their daily life to live and study together. Participants received feeling of support from their classmates not only in the form of friendship but also in ways of facilitating of learning. Peers factor should be considered essential for language students since all students spend most time together learning the language and encounter similar language learning challenges. Some extracts from the interview show the inside feelings of the students towards their peers as follows.

Extract 36

"I think teachers and my friends will feel disappoint at me if I make mistake."

(Student H)

Extract 37

"I afraid that teachers and my friends will feel disappoint at me if I still make the same mistake."

(Student I)

Both student H and I similarly expressed their negative perceiving toward their teacher and classmates' role. They similarly felt that teachers and friends will judge them in the negative way.

Extract 38

“I think other persons will blame me if I make mistakes because I am kind of introvert person.”

(Student F)

Student F expected to experience negative response from others. She believed that it was due to her different personality from others.

On the other hand, the findings also showed positive influence of peers on the participant of this study. Most participants believed that their classmate would support them instead of increasing anxiety. The following extracts reveal the findings.

Extract 39

“If I have a problem, I will ask my friends or consult my teachers. They always can help me to reduce my anxiety.”

(Student L)

Student L expressed their strongly trust in their peers. She confirmed that her anxiousness can reduce by peers' support.

Extract 40

“I think it will be no negative reaction from my classmates and teachers because our ability is at the same level. There is no outstanding and clever student in my class so everyone has to support to each other”

(Student G)

Student G revealed classmates would not make negative response to her because most participants realized that they had equal English ability.

Extract 31

“From my experiences, some people will laugh at me while most people, on the other hand, they will try to help me.”

(Student B)

Student B gave further information that both positive and negative feedback from classmates could be expected in the classroom.

The discussion results of this study offer several implications for language teaching. The roles of teachers and peers towards language learning anxiety were noticeable. English language teachers should sustain a good relationship with students in order to lower students' anxiety and facilitate their language learning. The characteristics of teachers can affect students' anxiety and attitude towards English subject. This study revealed teachers and peers have both positive and negative influence towards students' anxiety. As revealed in the interview, positive characteristics and teaching styles of teachers such as generosity, kindness, and friendliness can enhance students' positive feelings towards the classroom. On the other hand, some negative characteristic and personality of teachers such as strictness and unfriendliness can increase the anxiety levels of participants. Teachers have a role to support students to recognize their fears and anxiety. Tallon (2009) suggested that language teachers need to acknowledge the existence of foreign language anxiety and realize that language class can be threatening for some students. Therefore, language teachers should make the learning environment less stressful. As Abu-Rabia (2004) stated that because of the important role of teacher personality and attitude on student learning, teachers should be formally trained in proper ways to show support for their students. In addition, teachers should help language learners acknowledge and cope with anxiety. Teachers should try to help students to properly interpret such situations in realistic ways that it is a normal feeling which can occur to everybody, and may choose to approach and cope with this negative feeling instead of avoiding themselves from the class. Students should be able to offer the kinds of activities that seem to help them, and evaluate suitable tasks for their learning, while teachers should investigate students' individual learning purposes, personal needs, and limitation of each student, appropriate content, and beliefs about preferred ways of working in classroom.

After creating appropriate activity criteria, teachers can encourage students to work together to design and develop new activities for themselves and for each other with a view to meeting students' individually identified learning needs. Teachers' support and understanding are particularly important. Teachers can help students who are experiencing anxiety to recognize their fears. Teacher may encourage students to share their anxieties within a supportive group or foreign language class to assure that anxious students are not alone in their fears. Teachers can also help students to approach and cope with the anxiety situation in a more realistic way instead of avoiding the situation. Similarly, Horwitz (1988) suggested language teachers to make discussion of reasonable commitments with students in order to create successful language learning. Therefore, the teachers need to be sensitive to their students' needs and fears. Teachers should allow students to make mistakes in the class and make it clear that the classroom is a place for learning and communication; mistakes are normal and acceptable.

The current study showed that anxiety is an important issue within the context of English language learning of visually impaired female students. The results indicated that the participants' English language anxiety affected their English performance. It showed that English language speaking anxiety occurred in the classroom, and could become a learning obstacle for the participants. As a result, they were not be able to learn efficiently and were likely to avoid from learning. Therefore, they should not let this anxiety hold them back from participating in English learning activities in class. Furthermore, it should not also prevent them from their English learning.

To fulfill the study on this issue, the next chapter will provide the conclusion of the study, pedagogical implications, limitations of the study, and also some recommendations for further study which will be useful for all relevant persons to handle with English language classroom anxiety especially for students with disability.

CHAPTER VI

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This chapter will present the summarizing of the study towards English language classroom speaking anxiety of Thai visually impaired female students at a Rehabilitation and Vocational Training Center for Blind Women. The presentation in this chapter will also include summary of the study, pedagogical implications, limitations of the study, and recommendations for further study.

6.1 Conclusion

This research investigated the English language classroom speaking anxiety of 20 Thai visually impaired female students at a Rehabilitation and Vocational Training Center for Blind Women. All participants were studying in the secondary level. The aims of this study were 1) to find out the levels of English language speaking anxiety of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women, and 2) to explore Thai visually impaired female students' perceptions toward speaking English in class in terms of communication apprehension, test anxiety, and fear of negative evaluation.

The findings of the study revealed anxiety atmosphere in English classroom for Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. The level of participants' anxiety was found at high level especially in situation that students are required to publicly expressing their English competence without preparation in advance. The situations that highly cause an anxiety to the participants in this study consist of the following situations respectively: 1) being volunteer to answers in language class (mean score = 4.40), 2) realizing to be called in language class (mean score = 4.35), and 3) being asking questions which they have not prepared in advance (mean score= 4.30). Participants who have communication apprehension do not feel comfortable during

communicating in English language in front of others because of their limited knowledge of the language, especially in relation to speaking and listening skills. The symptoms of anxiety which mostly occurred to the participants in this study could be summarized as lack of vocabulary, and fear of making mistake. The interviews also indicated visually impaired female students perceived both positive and negative influence from teachers and peers which affect to participants' anxiety in English classroom. Academic and personal support from both teachers and peers were positively related with students' anxiety and attitude towards English learning. Since the results indicated teachers and peers play an important role in English language learning, therefore, it is necessary for both teachers and students to extremely concern anxiety as a classroom phenomenon. More importantly, teachers and involved parties should design appropriate strategies to help visually impaired female students to reduce or eliminate anxiety in English classroom.

6.2 Pedagogical implications

From the findings of this study, the researcher would like to offer some pedagogical implications to reduce English language classroom anxiety of female students with visual impairment. The pedagogies presented in this section were designed based on the findings of this study within the particular context of visual impaired female students at a Rehabilitation and Vocational Training Center for Blind Women.

- 1) Students' needs analysis should be initially conducted before the first hour of the course begins. This technique is very helpful for teachers to understand their students' needs. The results can be used for designing a proper classroom management and classroom activities. In addition, providing an opportunity of students' participation by sharing their opinion toward the classroom activities will also reduce students' anxiety because the students can predict in advance what lesson or activity they will learn in the next hour is.

2) Lack of vocabulary knowledge of the students is obviously one major causes of students' anxiety in classroom and test situation. Teachers should pay attention to create proper language tasks which effective to increase students' vocabulary knowledge.

3) English pronunciation and reading should be taught in classroom as well since these fundamental skills are crucial to fulfill basic knowledge and enhance students' self-confidence to speak.

4) Teachers and involved persons should realize that students with visual impairment need special teaching methods to support. Some conventional materials or normal learning instruments are useless for this kind of disability persons. Preparing proper materials and instruments can provide comfort to students and also reduce the possibility of anxiety, both in classroom situation and testing situation.

5) Teachers should create a relaxed atmosphere in the language classroom since it seems to be an influential factor on speaking anxiety. In the state of positive moods, the learners are less likely to experience anxiety when they feel safe to speak or express their views. Similarly, von Wörde (2003) claimed that relaxed classroom atmosphere or environment is significant in reducing anxiety.

6) Teachers should encourage students to concentrate on communicative success rather than formal accuracy in order to reduce students' anxiety. Moreover, using gentle or non-threatening methods of error correction and offer words of encouragement are also helpful to increase a relaxed atmosphere.

7) Teachers should provide students with sufficient opportunities for authentic speaking environment since lack of speaking opportunity were often claimed to cause anxiety for most participants. However, this strategy is more suitable for advance students; for anxious students, start practice with their classmate may be better to make them feel familiar and confidence with speaking skill.

8) Considering from the finding of this study and the learning characteristics of the participants, the Community Language Learning (CLL) offered by Curran (1976) tend to be a suitable learning approach in order to reduce students' anxiety since CLL was especially designed for adult learners who might fear to appear foolish in classroom situation. This language teaching approach mainly focuses on English communication and also enhances learners' interaction and cooperation

between classmates which enable them to be positively familiar with English classroom atmosphere. Moreover, according to Community Language Learning, the teacher becomes a language counselor instead of commanded teacher; this friendly role of teachers can result in an increasing of the relationship between teachers and students. In addition, Horwitz et al. (1986) also suggested that the Community Language Learning is directed to reduce students' anxiety.

6.3 Limitations of the study

There were several limitations recognized in this study. The researcher has summarized them for best fulfillment of further studies, especially in this field of study.

1) The participants of this study only cover a small population of the visually impaired female students within the NFE educational context. It may be difficult to generalize the findings to all visually impaired students.

2) The Thai version of the FLCAS is a self-reported questionnaire. However, there is a limitation of self-reported data because some students might not be fully willing to express themselves due to individual reasons.

3) The study was conducted almost two months after the end of the semester; therefore, it is possible to find different results if the research was early set during the semester or immediately at the end of the semester.

4) The Braille skill of visually impaired female participants in this study is individually huge difference. Most participants have excellent skill of using Braille; on the other hand, some participants cannot use it at all. This is one major limitation of this study since the researcher could not directly transform all 33 items of FLCAS questions to Braille since some participants must spend longer time to finish each item of the test; due to their unfamiliar with Braille. The researcher, therefore, had to read aloud each question to them instead of allowing them read with their fingers and response themselves. This improvised procedure may provide some effect to the result of this study.

6.4 Recommendations for further study

1) The researcher kindly recommends further in-depth investigation toward each anxiety factor such as teachers, peers, test, classroom atmosphere etc. The findings may not only reveal how each factor of classroom anxiety manifests to disability students but also useful for teachers to diagnose the language anxiety in their classroom settings so that they can make the classroom environment less anxiety.

2) This research was specifically conducted to explain visually impaired female students' anxiety; however, gender of participants may also play a role for classroom anxiety. Further research with visually impaired male students may provide different interesting findings towards this topic.

3) Culture and individual experience in the past may also play a role towards students' anxiety. Further study in different cultures and contexts may provide different results.

4) Expanding the study foreign language anxiety to other groups of Thai disability people may be valuable to be done since these groups of people seem to be left behind.

5) Moreover, future study towards the strategies that disability students use to cope with their anxiety they experience in English language classrooms is also interesting to conduct because the results will fulfill our knowledge in the fields of English language educational management for disabled people.

Considering that high levels of anxiety can discourage students from participating in English classroom activities and may cause them to lose their self-confidence and motivation towards learning English, therefore, the findings of this study and pedagogical implementations are important for researchers, teachers, and the students themselves. It is hoped that increasing and extensive knowledge about English language anxiety will guide English language educators and researchers. Thus, these people will be in a better position to reduce anxiety in the English classroom, especially for visually impaired students. Moreover, limitations of this study and recommendations for further study are also useful to fulfill future studies in this field.

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APPENDICES

APPENDIX A
CERTIFICATE OF ENROLLMENT FOR THE ETHICS
IN HUMAN RESEARCH PROGRAM

	
บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล	
ขอมอบประกาศนียบัตรนี้ เพื่อแสดงว่า	
ปวิศ เพชรจันทร์	
ได้เข้าอบรมเรื่อง จริยธรรมการวิจัยในคน	
วันศุกร์ที่ ๓๑ กรกฎาคม พ.ศ. ๒๕๕๒	
ณ อาคารภาษาและวัฒนธรรมสยามบรมราชกุมารี มหาวิทยาลัยมหิดล ศาลายา	
ขอให้นำความรู้และประสบการณ์ที่ได้รับไปใช้เป็นหลักในการปฏิบัติเพื่อให้เกิดประโยชน์สูงสุด	
 รองศาสตราจารย์ ทพญ.อารยา พงษ์ชาญยุทธ รองคณบดีบัณฑิตวิทยาลัยฝ่ายวิจัย	 ศาสตราจารย์ นพ.บรรจง มไหสวริยะ คณบดีบัณฑิตวิทยาลัย

APPENDIX B
REQUESTING LETTER TO CONDUCT THE STUDY AT THE
REHABILITATION AND VOCATIONAL TRAINING CENTER
FOR BLIND WOMEN



สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย
มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย ๔
ศาลาา พุทธมณฑล นครปฐม ๗๓๑๗๐
โทร.๐๒-๘๐๐-๒๓๐๘-๑๔ ต่อ ๓๑๐๑,๓๑๓๓
โทรสาร ๐๒-๘๐๐-๒๓๓๒

ที่ ศธ ๐๕๑๗.๒๐/ ๗๘๔
วันที่ ๑๒ มีนาคม ๒๕๕๕
เรื่อง ขออนุญาตเก็บข้อมูล

เรียน ผู้อำนวยการศูนย์ฝึกอาชีพหญิงตาบอด สามพราน

เนื่องด้วย นายปวิศ เพชรจันทร์ รหัสประจำตัวนักศึกษา ๕๐๓๖๔๒๐ LCCD/M หลักสูตร
ศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาและวัฒนธรรมเพื่อการสื่อสารและการพัฒนา วิชาเอก
การสอนภาษา สถาบันวิจัยภาษาและวัฒนธรรมเอเชีย มหาวิทยาลัยมหิดล ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง
“ความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียนของนักเรียนหญิงผู้บกพร่องทางการมองเห็น ณ ศูนย์ฝึก
อาชีพหญิงตาบอด” ในการนี้ นักศึกษามีความประสงค์จะขออนุญาตสัมภาษณ์ท่านเกี่ยวกับความวิตกกังวล
ในการพูดภาษาอังกฤษในชั้นเรียน พร้อมทั้งขออนุญาตแจกแบบสอบถามแก่นักเรียนระดับมัธยมศึกษา
ตอนต้นและมัธยมศึกษาตอนปลาย เพื่อนำข้อมูลมาประกอบการทำวิทยานิพนธ์เรื่องดังกล่าว อนึ่งวันและ
เวลา นักศึกษาจะเป็นผู้นัดหมายภายหลัง ทั้งนี้หากประสงค์จะทราบรายละเอียดเพิ่มเติม โปรดติดต่อ
นักศึกษามหาวิทยาลัยโทรศัพท ๐๘๗-๒๕๑๑๔๕๘

จึงเรียนมาเพื่อโปรดอนุญาตให้นักศึกษาเก็บข้อมูลด้วย จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(รองศาสตราจารย์ดวงพร คำคุณวัฒน์)

ผู้อำนวยการสถาบันฯ

APPENDIX C

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

(Horwitz, Horwitz, & Cope, 1986)

แบบสอบถามเรื่องความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียน

คำชี้แจง : โปรดเลือกคำตอบที่ตรงกับความรู้สึกที่เกิดขึ้นมากที่สุดในขณะที่ต้องพูดภาษาอังกฤษในชั้นเรียน แบบสอบถามเป็นแบบเลือกตอบประกอบด้วยคำถาม 33 ข้อ
คำตอบจะเรียงจาก 5>4>3>2>1 ตามระดับความรู้สึก(มากที่สุด>น้อยที่สุด)

- | | | |
|---|---|--------------------------------------|
| 5 | = | เห็นด้วยเป็นอย่างยิ่ง/มากที่สุด |
| 4 | = | เห็นด้วย/ มาก |
| 3 | = | รู้สึกเฉยๆ/ ปานกลาง |
| 2 | = | ไม่เห็นด้วย/ น้อย |
| 1 | = | ไม่เห็นด้วยเป็นอย่างยิ่ง/ น้อยที่สุด |
-

1. I never feel quite sure of myself when I am speaking in my English language class.

ฉันรู้สึกไม่มั่นใจในตัวเองเลยเมื่อต้องพูดภาษาอังกฤษในชั้นเรียน

2. I don't worry about making mistakes in English language class.

ฉันไม่กังวลว่าจะใช้ภาษาอังกฤษไม่ถูกต้องในชั้นเรียน

3. I tremble when I know that I'm going to be called on in English language class.

ฉันรู้สึกสั่นกลัวทันทีเมื่อรู้ตัวว่าจะถูกเรียกให้ตอบคำถามในชั้นเรียนเป็นภาษาอังกฤษ

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

ฉันรู้สึกกลัวเมื่อไม่เข้าใจสิ่งที่ครูพูดเป็นภาษาอังกฤษ

5. It wouldn't bother me at all to take more foreign language classes.

หากต้องเรียนวิชาภาษาอังกฤษเพิ่มเติมอีกฉันก็ไม่รู้สึกเบื่อ

6. During language class, I find myself thinking about things that have nothing to do with the course.

ระหว่างเรียนฉันมักจะใจลอยและชอบคิดเรื่องอื่นที่ไม่เกี่ยวกับวิชาภาษาอังกฤษ

7. I keep thinking that the other students are better at languages than I am.

ฉันคิดว่าคนอื่นเก่งภาษาอังกฤษกว่าตัวเอง

8. I am usually at ease during tests in my language class.

ฉันรู้สึกว่าการสอบวิชาภาษาอังกฤษเป็นเรื่องง่าย

9. I start to panic when I have to speak without preparation in language class.

ฉันรู้สึกกลัวทุกครั้งที่ต้องพูดภาษาอังกฤษในชั้นเรียน

10. I worry about the consequences of failing my foreign language class.

ฉันรู้สึกกังวลถึงผลที่จะตามมาถ้าไม่ผ่านหรือสอบตกวิชาภาษาอังกฤษ

11. I don't understand why some people get so upset over foreign language classes.

ฉันไม่เข้าใจว่าทำไมบางคนถึงไม่ชอบวิชาภาษาอังกฤษ

12. In language class, I can get so nervous I forget things I know.

ระหว่างเรียนภาษาอังกฤษฉันรู้สึกกระวนกระวายใจกังวลมากจนถึงขนาดลืมสิ่งที่ฉันรู้อยู่แล้วไปหมด

13. It embarrasses me to volunteer answers in my language class.

ฉันไม่อยากเป็นตัวเด่นตอบคำถามภาษาอังกฤษในชั้นเรียนเลย

14. I would *not* be nervous speaking the foreign language with native speakers.

ฉันไม่รู้สึกกลัวหากจะต้องพูดภาษาอังกฤษกับเจ้าของภาษาหรือชาวต่างชาติ

15. I get upset when I don't understand what the teacher is correcting.

ฉันจะรู้สึกผิดหากไม่เข้าใจในสิ่งที่อาจารย์แก้ไขและแนะนำข้อผิดพลาดของฉัน

16. Even If I am well prepared for language class, I feel anxious about it.

แม้ฉันจะเตรียมตัวก่อนเข้าเรียนมาเป็นอย่างดีแต่ก็ฉันก็ยังกังวลใจอยู่ดี

17. I often feel like not going to my language class.

ฉันรู้สึกไม่อยากเข้าชั้นเรียนภาษาอังกฤษเลย

18. I feel confident when I speak in foreign language class.

ฉันรู้สึกมั่นใจแม้จะต้องพูดภาษาอังกฤษในชั้นเรียนต่อหน้าเพื่อนๆและอาจารย์

19. I am afraid that my language teacher is ready to correct every mistake I make.

ฉันกลัวว่าอาจารย์จะตักเตือนตามแก้ไขข้อผิดพลาดของฉัน

20. I can feel my heart pounding when I'm going to be called on in language class.

ฉันรู้สึกเหมือนหัวใจเต้นแรงกว่าปกติตอนที่รู้ว่าจะต้องโดนเรียกให้ตอบหรือพูดภาษาอังกฤษ

21. The more I study for a language test, the more confused I get.

ยิ่งเรียนภาษาอังกฤษฉันก็ยิ่งสับสน

22. I don't feel pressure to prepare very well for language class.

ฉันไม่รู้สึกกดดันเลยหากจำเป็นต้องเตรียมตัวให้ดีมาก ๆ ก่อนเข้าเรียนภาษาอังกฤษ

23. I always feel that the other students speak the foreign language better than I do.

ฉันรู้สึกว่าคนอื่น ๆ ในชั้นเรียนพูดภาษาอังกฤษได้ดีกว่าฉันมาก

24. I feel very self-conscious about speaking the foreign language in front of other students.

ฉันรู้สึกมั่นใจที่จะพูดภาษาอังกฤษต่อหน้านักเรียนคนอื่น ๆ

25. Language class moves so quickly I worry about getting left behind.

ในชั้นเรียนฉันรู้สึกว่า การสอนภาษาอังกฤษเร็วมากจนฉันกังวลใจว่าจะเรียนไม่ทันเพื่อนคนอื่น ๆ

26. I feel more tense and nervous in my language class than in my other classes.

ฉันรู้สึกว่าตัวเองเครียดและกระวนกระวายใจเรื่องเรียนภาษาอังกฤษมากกว่าการเรียนวิชาอื่น ๆ

27. I get nervous and confused when I am speaking in my language class.

ขณะกำลังพูดภาษาอังกฤษในชั้นเรียนฉันจะมีความรู้สึกกังวลใจและสับสนเกิดขึ้น

28. When I'm on my way to language class, I feel very sure and relaxed.

ก่อนเข้าชั้นเรียนภาษาอังกฤษฉันรู้สึกมั่นใจไร้กังวลเสมอ

29. I get nervous when I don't understand every word the language teacher says.

ฉันรู้สึกประหม่าเมื่อไม่เข้าใจภาษาอังกฤษทุกคำที่อาจารย์พูด

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

ฉันรู้สึกกังวลกับไวยากรณ์ไวยากรณ์ที่ต้องเรียนในวิชาภาษาอังกฤษ

31. I am afraid that the other students will laugh at me when I speak the foreign language.

ฉันรู้สึกกลัวว่าจะถูกเพื่อนคนอื่นหัวเราะเยาะเมื่อฉันพูดภาษาอังกฤษ

32. I would probably feel comfortable around native speakers of the foreign language.

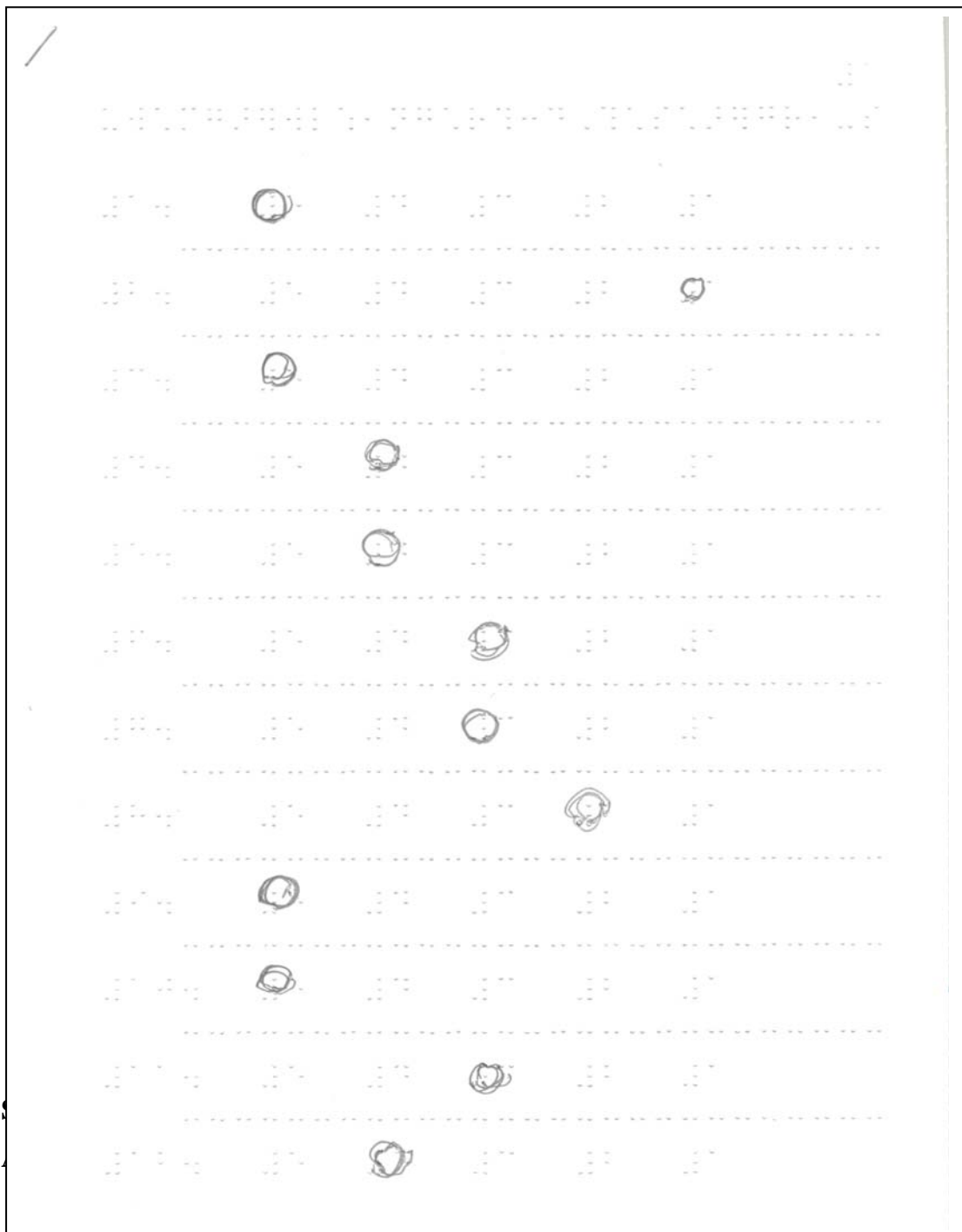
ฉันรู้สึกสบายใจและชอบใจเมื่ออยู่ท่ามกลางฝรั่งเจ้าของภาษาหรือชาวต่างชาติ

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

ฉันรู้สึกกังวลใจเมื่ออาจารย์ถามคำถามภาษาอังกฤษที่ฉันไม่ได้เตรียมมาล่วงหน้า

APPENDIX D

BRAILLE ANSWER SHEET FOR FLCAS



APPENDIX E

INTERVIEW QUESTIONS

1) Please describe your feelings about your foreign language class.

นักเรียนคิดอย่างไรกับวิชาภาษาอังกฤษและนักเรียนมีความรู้สึกต่อการเรียนภาษาอังกฤษอย่างไร

2) Please tell me what you like best about your foreign language class.

นักเรียนชอบอะไรมากที่สุดในการเรียนภาษาอังกฤษ

3) Please tell me what disturbs you the most in your foreign language class.

ในขณะที่กำลังเรียนภาษาอังกฤษปัญหาใหญ่ที่สุด/หรือสิ่งที่นักเรียนไม่ชอบมากที่สุดคืออะไรเพราะอะไร

4) Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

มีปัญหาอื่นอีกไหมเกิดขึ้นในชั้นเรียนวิชาภาษาอังกฤษที่นักเรียนอยากบอก/ถ้าเจอปัญหานั้นนักเรียนจะจัดการอย่างไร

5) Do you believe that you are good in your language study (that is, are you confident of your ability)?

นักเรียนคิดว่าตัวเองเก่งภาษาอังกฤษหรือไม่เก่งขนาดไหนและรู้สึกมั่นใจแค่ไหนหากจะต้องพูดภาษาอังกฤษ

6) How do you think people in your classroom will react if you make mistakes?

ในความคิดของนักเรียนคิดว่าคนอื่นๆเช่นอาจารย์และเพื่อนๆจะแสดงอาการอย่างไรบ้างถ้าหากเราทำผิดในการเรียนภาษาอังกฤษเช่นพูดผิดออกเสียงผิดตอบคำถามไม่ได้ ฯลฯ

7) Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

ครูผู้สอนมีส่วนในการทำให้นักเรียนรู้สึกดีหรือไม่ดีต่อการเรียนภาษาอังกฤษอย่างไรบ้าง (โปรดอธิบาย)

8) Please describe your feelings when you have to do the English test?

ช่วยอธิบายความรู้สึกเมื่อนักเรียนต้องทำข้อสอบหรือแบบทดสอบในวิชาภาษาอังกฤษ

9) Do you have any ideas of ways to make the foreign language class less stressful?

ช่วยบอกวิธีที่จะทำให้ความกังวลหรือความเครียดในขณะที่เรียนภาษาอังกฤษของตัวนักเรียนลดน้อยลง

APPENDIX F

INTERVIEW TRANSCRIPTS

Student A

Age: 21

Condition of visual impairment: Blind

Duration of experiencing English in classroom: 8 years

Q1: Please describe your feelings about your foreign language class

In fact, I like English but I do not confident to speak. I like listening, translating than speaking because I am afraid to make a mistake while speaking. I do not feel sure whether my sentences are correct or not. I do not know how to speak correctly. I am also afraid to make my listeners misunderstand. I therefore love to sit for listening conversation, learning conversations and practice my translations from TV or magazines.

Q2: What do you like best about your foreign language class?

I like listening to the conversation of the foreigners. I like their vocabularies. I love to remember and take a note of their interesting words so that I can later learn and practice my translation of those words by myself.

Q3: What disturbs you the most in your foreign language class?

English conversations sometimes move too fast for me to be able to follow. The vocabularies and the native accent of native speakers are also difficult for me to understand their words. However, for Thai speakers, it is more possible for me to easily understand the conversation.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

In the classroom, my problem that disturbs me is my poor listening skill because I sometimes cannot understand the entire speaking conversation.

Moreover, English's grammar and sentences making are also very difficult to me; I strongly dislike sentences making because I am not good in this skill.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I considered myself at an intermediate level because I am able to understand some speaking conversations. If there is a scale of 10, I think I should be at 6. I also have moderate level of self-confident if I have to speak with native speakers.

Q6: How do you think people in your classroom will react if you make mistakes?

I think I may experience some laughing from other students because I also used to laugh at my friends when they made some minor funny mistakes such as their funny-strange accent. However, it was not a serious action.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feeling. If they put too much pressure to students, it will be worse for us because we cannot do our best in that pressure situation. In the other hand, Students will perform better if teachers provide us with their kindly assistance, advice and help.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, more self-practice toward listening, vocabularies and pronunciation will help me to improve my English and it also can reduce my anxiety about the class.

Q8: Please describe your feelings when you have to do the English test?

I strongly dislike the test situation at all because I have never felt confident in myself during the test. I think English tests are always more difficult than the lessons that I have prepared and learnt in class. My biggest problem regarding English test is vocabularies; I found that the vocabularies appeared in the test are never familiar to me. I may be better doing the tests if I know the meaning of all vocabularies.

Student B**Age:** 22**Condition of visual impairment:** Low vision**Duration of experiencing English in classroom:** 15 years**Q1: Please describe your feelings about your foreign language class**

Actually, I like to learn English but I sometimes cannot understand what people said in English. In the classroom situation, I am poor at speaking and listening skills. Moreover, when I was around 11-12 years old, I found my visual condition was getting worse. I hardly saw anything clearly and my writing ability was also starting to be a big problem. At that moment, I tried to ask for any assistant from my classmates but there was just only few people intended to help me. These constraints reduce my passion to attend the English class. However, I am still love English, I wish to be able to speak, listen and write in English.

Q2: What do you like best about your foreign language class?

I like listening, speaking and reading skills. I also appreciated the classroom atmosphere because I used to learn English with foreign teachers; it inspired me to improve my listening and speaking skills. I found myself quite good in English at that time; however, my competence has decreased after I graduated from a primary school since I rarely had opportunities to use English in my daily life.

Q3: What disturbs you the most in your foreign language class?

Listening, speaking and translation are my big problems. I do not know how to speak correctly and how to improve my skills. My reading skill is also the same; I used to be able to do it well, but today I do not understand why I lost this competence. I also forget some vocabularies that I have ever known. For my vocabulary knowledge, I evaluated myself at about 2 or 3 score from the full score of 10. Friends' reaction may also cause some tiny disturb to me because they sometimes laugh at me when I made funny mistakes. However, I also used to react to them in the same way (laughing at them) when they made some funny mistakes but it was just for kidding because I think everyone can make mistake.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

I do not have other problems. However, to react with my problems mentioned in the previous questions, I try to practice myself. I am currently improving my vocabulary skill; however, I do not have enough time to do it frequently. In addition, it is also quite difficult to find someone to consult my problem because they are very busy. By the way, I still love English very much because I wish to be able to speak and listen to English as other persons do. I believe that I can because I used to have these competences in the past.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I considered myself at a poor level. If there is a scale of 10, I think I only should be at the position of 4 or 5. I also have some anxiety if I have to speak with native speakers because I am afraid that my speaking will be wrong and my listeners will not understand what I say. Even though I have already known some familiar vocabularies, I still do not dare to use it in the real life situation because I am afraid that it will be wrong. In the classroom with native teachers, I was always not confident to answer their questions. I would be nervous whenever I know that the teacher would call me. In this situation, I often tried to ask my classmates for the correct answers before the teacher could call me.

Q6: How do you think people in your classroom will react if you make mistakes?

From my experiences, some people will laugh at me while some people, on the other hand, will try to help me.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feelings of learning. From my experiences, sometimes, teachers began to be angry when I still made the same mistakes. Some teachers helped me with their kindly assistance and warm advice; these actions could enhance my willingness to attend the class.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, self-practice is the best way to increase my self-confident which is a very crucial factor of my using English. I personally feel confident to do everything, except speaking English. In addition, teaching method is also play a role in my study. However, I still appreciated with the classroom activities that I have ever experienced since in the past.

Q9: Please describe your feelings when you have to do the English test?

I hate it. I often feel bored whenever I know that I have to do the test because I know that I may fail again. From my previous experience, I have never got a good score from English tests. I think some questions in the tests were not properly desired for blind learners since there were some pictures or abstract things appeared in the tests.

Student C**Age:** 21**Condition of visual impairment:** Low vision**Duration of experiencing English in classroom:** 2 years**Q1: Please describe your feelings about your foreign language class**

I think English is very difficult. I do not like this subject because vocabulary skill is very difficult for me. Moreover, I have just experienced English for only 2 years, so I still feel unfamiliar with this subject.

Q2: What do you like best about your foreign language class?

I like some activities such as making sentences, writing a short story; even though I am not good in English but I appreciate these kinds of activity. However, as I am a new student for English class, I still have to ask my classmates for their kind assistance.

Q3: What disturbs you the most in your foreign language class?

Spelling and vocabulary were my big problem for me because I did not know how to match English consonants with my familiar Thai consonants. However, my English is now developing, I am currently able to remember and spell many of routine vocabularies.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

If I have problems regarding English, I will consult my friends and my teachers. They will try to help me even though they are very busy at that time.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am not good in English skills. I estimated myself at an intermediate level student at 4 score from 10. I also have very low level of self-confident if I have to speak with native speakers. I think I get only 4 from a full scale of 10 for my speaking confidence. I always feel excited whenever the teacher called me to answer in English.

Q6: How do you think people in your classroom will react if you make mistakes?

I think it will be no negative reaction from my classmates because everyone in the class is similarly not good in English, so we understand the situation. There is no anxiety for me about this.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feeling to increase my anxiety. They sometimes assigned too much lessons in classroom and also a lot of homework. Most teachers always speak too fast; it was very difficult to me since I have never experienced English in classroom.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, more self-practice will help me to improve my English and also reduce my anxiety. I bought some textbooks to practice my skill. I also wish teachers to speak more slowly and clearly because it is very difficult to me to follow the lesson, especially, English is a new experience for me. Moreover, I do not like a kind of “group activity”. I personally much prefer individual work. I am afraid that my friends will blame me because I am not good in English enough to support the group.

Q9: Please describe your feelings when you have to do the English test?

I have only once experience with the English test situation since I am still a new student for English class and my total experience with English is just around two years. At that time, while I was listening to each question, I realized that I did not know at all. I did not know what my teacher was taking about. The only one thing that I could do at that time was randomly guessing the answers. If possible, I wish to avoid from that situation (test situation).

Student D**Age:** 23**Condition of visual impairment:** Low vision**Duration of experiencing English in classroom:** 11 years**Q1: Please describe your feelings about your foreign language class**

I like to learn English but I cannot speak very well. I personally think that some parts of English are quite difficult to me. However, some parts are still easy enough to understand.

Q2: What do you like best about your foreign language class?

I prefer English essay writing because I like to write a story. I personally think that it is similar to Thai essay. However, I sometimes also experienced problems about vocabulary.

Q3: What disturbs you the most in your foreign language class?

English conversations, pronunciation, vocabularies and accent are very difficult for me; these skills make me fear to speak English. I afraid I will make a mistake when I speak.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

In the classroom, I absolutely dislike to speak in front of the class. Random call by the teachers is also disturb me because I afraid I will give an incorrect answer.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am not clever but I can develop myself. If there is a scale of 10, I think I should be at 4. I also lack of self-confident especially if I have to speak in English. I often feel nervous whenever my teachers call me to speak in the class.

Q6: How do you think people in your classroom will react if you make mistakes?

I think it may be some actions of kidding from my friends. However, I know that all of my friends will understand and support to each other because

everyone is similarly not good in English. For the teachers, I think they will help me and guide me with their kindness.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I personally think teachers play a role in my feeling. If teachers put too much pressure and strictness to students, it will be worse for us because we cannot do our best in that pressure situation. In the other hand, students will perform better if teachers provide us with their kindly advice and help.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, I will practice hardly to improve my English. It will increase my confidence to speak and learn English.

Q9: Please describe your feelings when you have to do the English test?

Whenever I know I have to do the test, I always expect that the test must be difficult for me. I do not know how to prepare myself for the test.

Student E**Age:** 23**Condition of visual impairment:** Low vision**Duration of experiencing English in classroom:** 10 years**Q1: Please describe your feelings about your foreign language class**

I like English but I do not know why I cannot speak very well. I am not confident to speak. I do not feel sure whether my sentences are correct or not. I do not know how to speak correctly.

Q2: What do you like best about your foreign language class?

I like English activities such as “language game” because I feel this kind of activity can enhance the class more interesting.

Q3: What disturbs you the most in your foreign language class?

Some activity such as “writing a story in English” is too difficult for me to do. Sometimes I do not understand the teachers’ want because their instruction is not clear enough for me.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

In the classroom, my problem that disturbs me is my poor listening and speaking skills. I always forget some routine vocabularies which require for speaking skill and I also cannot understand the meaning of some listening lessons.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

If there is a scale of 10 score, I think I should receive a score of 4. In addition, I also have some anxiety if I have to speak in English.

Q6: How do you think people in your classroom will react if you make mistakes?

I think I may experience some laughing from other students; however, it was not a serious action because everyone is my friends and we know mistake is normal.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

Teachers absolutely have an important role for students' feelings. In my opinion, teachers who are friendly, relax and understand physical constraints of blind students will enhance my motivation to attend the class.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

I think self-practice will help me less stressful when I have to speak English. I am currently learning English through internet, music and movies. I wish these activities can improve my English.

Q9: Please describe your feelings when you have to do the English test?

It is very difficult because I do not know the meaning of each vocabulary in the test. Some questions in the test are not familiar to me.

Student F**Age:** 20**Condition of visual impairment:** Blind**Duration of experiencing English in classroom:** 7 years**Q1: Please describe your feelings about your foreign language class**

I like to learn English because I think I am familiar with English. I am familiar with English because I always hear English in my daily life and in the classroom. I think English will be our daily language. I do not confident to speak because I am very afraid to make a mistake while speaking.

Q2: What do you like best about your foreign language class?

I like learning vocabularies because I think it is easy to learn while learning about sentences is very difficult for me. I prefer to learn vocabularies because I want to know how we call things in English.

Q3: What disturbs you the most in your foreign language class?

I very dislike making English sentence because it is very complicated for me. There are many rules of grammar that I have to know. I also feel anxiety and fear of making mistakes in classroom. I even do not dare to readout my answer to the class because I am very shy and fear to make mistake. I really dislike speaking in front of the class, self- introduction and all kind of public presentation. These kinds of activity make me feel fear and very nervous.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

Reading skill is also my problem. Even though I really do not prefer this kind of activity but I cannot avoid it because I have to follow the teacher's instructions.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am not good in English. I evaluate myself at 3 from 10 score. I very do not confident enough to speak. I am afraid to make mistake while speaking. I am not sure whether my sentences are correct or not. I do not know how to speak correctly. I am also afraid to make my listeners misunderstand.

Q6: How do you think people in your classroom will react if you make mistakes?

I think other persons will blame me if I make mistake because I am a kind of introvert person.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feeling to learn English. I like to learn English with teachers who are friendly. I will feel more anxiety if I learn with very strict teachers.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, self-practice regarding pronunciation and speaking will help me to gain more confidence. Moreover, preparing myself for the class improve my English and also reduce my anxiety about the class.

Q9: Please describe your feelings when you have to do the English test?

I feel worried during the test because I am afraid that I will not get enough scores to pass the test. I often guess the answers when I do not know the correct answers. In my opinion, the most difficulty is my misunderstanding the questions in the test.

Student G**Age:** 24**Condition of visual impairment:** Low vision**Duration of experiencing English in classroom:** 15 years**Q1: Please describe your feelings about your foreign language class**

English is a difficult subject. It is very difficult to me to understand. I strongly dislike English. I think I am not good in English. For me, it is not a fun subject.

Q2: What do you like best about your foreign language class?

I like some language activity such as “learning through games”.

Q3: What disturbs you the most in your foreign language class?

Speaking and translation are my problems. I absolutely cannot speak in English. I do not know why, even though I can remember some necessary vocabularies.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

English grammar is very difficult to me because it is too complicate to remember all the rules. To solve this problem, I will ask my classmates for their help.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I considered myself at a very poor level because I am not good in English. If there is a scale of 10, I think I should receive 3.

Q6: How do you think people in your classroom will react if you make mistakes?

I think it will be no negative reaction from my classmate and teachers because our ability is in the same level. There is no outstanding clever student in my class so everyone has to support to each other.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feeling. I love to learn with relax and friendly teachers.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, if I understand English, I may love English. I think it can reduce my anxiety in the class. I will also practice hard in order to improve my confidence of learning English.

Q9: Please describe your feelings when you have to do the English test?

Doing the test makes me feel bored and anxious. I realize that I cannot do it since I am not good in English at all. I often feel relax and ease whenever the test finish.

Student H**Age:** 24**Condition of visual impairment:** Blind**Duration of experiencing English in classroom:** 1 year**Q1: Please describe your feelings about your foreign language class**

It is quite difficult. I very fear to make mistake when studying in the class.

Q2: What do you like best about your foreign language class?

I like listening to the English conversation in the class. I enjoy learning English because I want to apply the knowledge to my career.

Q3: What disturbs you the most in your foreign language class?

English conversation is very difficult to me. In addition, I also fear to make mistake.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

I afraid that teachers and my friends will feel disappoint at me if I still make the same mistake.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am not good in English. I also have moderate level of self-confident if I have to speak with native speakers. However, I wish I will be able to speak in English.

Q6: How do you think people in your classroom will react if you make mistakes?

I think teachers and my friends will feel disappoint at me if I make mistake.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in my feeling. I prefer to learn with very kind and friendly teachers because it can make me feel encourage to speak in classroom.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

I normally prepare the lessons in advance before the class. I think it can really help me to enjoy with the classroom activities.

Q9: Please describe your feelings when you have to do the English test?

Doing English test is one of the most difficult and stressful tasks for me. I have learnt English for only one year, so I do not have enough knowledge to do the test very well. There is no choice for me to solve the problem, except guessing the answers and finally hope that my decision will be correct.

Student I**Age:** 20**Condition of visual impairment:** Blind**Duration of experiencing English in classroom:** 8 years**Q1: Please describe your feelings about your foreign language class**

I do not like learning English. I think it is very difficult to me. I do not understand the English lessons such as making sentence.

Q2: What do you like best about your foreign language class?

I do not like everything about English because I do not understand the lessons.

Q3: What disturbs you the most in your foreign language class?

I cannot remember English vocabularies. I think it may be a result of my lack interesting toward English subject.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

I strongly do not want to learn English but I have to do it because it is a core subject. I cannot avoid it.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I am not good in English because I do not understand all English lessons. If there is a scale of 10, I estimate myself at 3. I also never feel confident to speak with others.

Q6: How do you think people in your classroom will react if you make mistakes?

I think teachers and my friends may wonder why I make mistake because they imagine that I am good in English.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

Teachers may play a role in my feeling to increase my willing to join the class. I do not like to learn with strict teachers. However, since I personally dislike English for a long time, the role of teachers does not give any impact to me.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

Whenever I feel difficult in the classroom I will request some help from my friends and my teachers.

Q9: Please describe your feelings when you have to do the English test?

I mostly feel anxious while doing the English tests because I do not want to fail the test. I am strongly afraid that I will be required to do the test again if I fail. From my experience, the biggest problem is I do not know the meanings and vocabularies appeared in the test questions. Moreover, the voice and also pronunciation of our testing assistants who responsible to read aloud each question for us are sometimes not clear enough to understand and identify the words.

Student J**Age:** 20**Condition of visual impairment:** Blind**Duration of experiencing English in classroom:** 6 years**Q1: Please describe your feelings about your foreign language class**

English is very difficult for me to understand the lessons. Listening skill is also complicated for me.

Q2: What do you like best about your foreign language class?

I like listening to the conversation of the foreigners. I like their vocabularies. I love to remember and take a note of their interesting words so that I can later learn and practice my translation of those words by myself.

Q3: What disturbs you the most in your foreign language class?

Listening is my big problem because I cannot understand what people said.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

I think I do not prefer to learn English.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am not good in English. I also never feel confidence to speak English to others.

Q6: How do you think people in your classroom will react if you make mistakes?

If I make mistake, I think my friends will laugh at me while the teachers may blame me.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think learning with generous and relax teachers will make me feel better to improve my attitude toward English subject.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

In my opinion, classmates also play a role to reduce my anxiety. I will consult my friends whenever I have a problem about English class; I always receive good feedback from them.

Q9: Please describe your feelings when you have to do the English test?

I think nobody enjoys doing the test. For me, even though how well I have prepared to do the test, the feeling of anxious will still remain in my mind, especially when the test hour is coming closer. Most of my classmates including me are similarly not good in English, so we sometimes try to help each other by providing test tutoring before the actual test date. I think it can increase our confident to do the test.

Student K**Age:** 20**Condition of visual impairment:** Blind**Duration of experiencing English in classroom:** 6 years**Q1: Please describe your feelings about your foreign language class**

When I was young, I initially enjoyed learning English because I really loved learning English through music. However, I later found that English became difficult for me, therefore, it makes me feel bored sometimes.

Q2: What do you like best about your foreign language class?

I like music; therefore I very prefer and enjoy learning through music.

Q3: What disturbs you the most in your foreign language class?

I very dislike reading activity. For me, it is a very difficult skill.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

Reading is also very difficult for me as I have already mentioned in the previous question.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I think I am poor in English skill. I never feel confident if I have to speak English. I also fear to make mistakes in class room.

Q6: How do you think people in your classroom will react if you make mistakes?

I think my classmates will do nothing if I make mistakes. I am sure that they will support me because everyone in the class has the same level of English competence. My teachers will also advise me.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

In my opinion, I think teachers play a role in my feeling. I think nobody feels happy to learn with very strict teachers. In the other hand, students will perform better and love to learn the subject if teachers are friendly and help them in every situation.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

If I feel anxiety about the lessons I will ask my friends and my teachers. This way can reduce my anxiety and make me feel confident to use English.

Q9: Please describe your feelings when you have to do the English test?

I strongly feel fear to do the test. I do not want to fail the test but I have no idea how to deal with it. When my teachers read each question to me, I have never understood the whole sentences. I think it may be better if I know the meaning of all vocabularies.

Student L**Age:** 21**Condition of visual impairment:** Low Vision**Duration of experiencing English in classroom:** 12 years**Q1: Please describe your feelings about your foreign language class**

I enjoy learning English. However, some lessons are difficult for me such as conversation and writing.

Q2: What do you like best about your foreign language class?

I really enjoy learning vocabularies. I always feel good to learn new vocabularies because I wish to know its meaning and how to use each vocabulary properly in different situations.

Q3: What disturbs you the most in your foreign language class?

I am sometimes worried about my assignment because I have no idea how to do. In this situation, I have to ask other persons to help me and I feel embarrass to ask them at all time.

Q4: Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

I sometimes do not know how to do my assignment. To solve this problem, I always consult my friends and my teacher. In addition, I found that doing meditation or keep silence for a while will also helpful to reduce my anxiety.

Q5: Do you believe that you are good in your language study (that is, are you confident of your ability)?

I can use my English skills but I think I am not good in English. I think if I have enough opportunity to use English, I will get more confidence.

Q6: How do you think people in your classroom will react if you make mistakes?

I think everyone will support and help me even though I make mistakes. All my classmates have the similar ability so they kindly understand the situation.

Q7: Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

I think teachers play a role in students' feeling. The performance and self-confident of the learner depend on teacher characteristics and their teaching methods.

Q8: Do you have any ideas of ways to make the foreign language class less stressful?

If I have a problem, I will ask my friends or consult my teachers. They always can help me to reduce my anxiety.

Q9: Please describe your feelings when you have to do the English test?

My English is quite poor, so I never feel sure whether my answers are correct or not. In my view, English test is awful because you never know what kinds of question will be appeared in the test. I personally think that the difficulty level of English test should be reduced to reach our physical limitation.

BIOGRAPHY

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