

ABSTRACT

This study examines the language anxiety in English classrooms hindering the Thai student's proficiency. Not only the correlation between anxiety level and English final grade was examined by Foreign Language Classroom Anxiety Scale (E. Horwitz, M. Horwitz, & Cope, 1986), but also methods for reducing the anxiety and English learning preferences were sought out.

The study was accomplished by distributing questionnaires to 82 first-year students at vocational certificate level studying in the Hotel and Tourism program in the second semester of the academic year 2006, at Thai-Austrian Technical College. The findings of the study show 52.4% of the participants were high anxious learners. The negative effect of anxiety on the English proficiency is verified by the finding of this study with significantly negative correlation coefficient ($r = -.259$, $p = .019$).

The commonest anxiety that the participants feel was negative evaluation by friends and the teacher. The favourite method the participants agreed it could reduce their anxiety was to think that error is a natural part of foreign language learning. Moreover, the participants preferred to do class activities in a group, play language games and would like the English teacher to have a friendly relationship with them.