

**A STUDY OF LANGUAGE ANXIETY, SELF-ESTEEM, AND
ACADEMIC ABILITY AMONG THAI EFL TEACHER TRAINEES
AT RAJABHAT UNIVERSITIES**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(APPLIED LINGUISTICS)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2013**

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Thesis
entitled

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ACKNOWLEDGEMENTS

The writing of this thesis has been one of the most significant academic challenges I have ever faced. Without the support of the following people, this study would not have been completed successfully. I would like to take this opportunity to express my sincerest and deepest gratitude to all those who are very meaningful to me.

Foremost, I would like to express my appreciation to my advisor, Assoc. Prof. Dr. Songsri Soranastaporn, for her kindness, sacrifice, enthusiasm, patience, motivation, and especially her professionalism. Her useful recommendations and advice have helped me to improve the quality of this thesis. Not only has she provided extensive support and assistance in this thesis, but she has also provided me with rich knowledge and invaluable experiences, beneficial in both my life and my future profession.

My thankfulness is extended to my co-advisors, Asst. Prof. Dr. Karansupamas Engchuan and Dr. Yuwadee Tirataradol for their valuable advice and insightful guidance in this research. Further thanks go to Lect. William Martin for his kind help in editing my work. I am also grateful to all the lecturers in the Faculty of Liberal Arts for instructing me during the coursework and all my friends in the Applied Linguistics Program for their help.

This thesis is dedicated to all the members of my beloved who have inspired me to pursue the Master's degree. Particularly, my generous grandfather, Mr. Manit Rattanaphonsan, my dearly beloved parents, Mrs. Rumpiang and Mr. Nikhom Kotmungkun, and my good younger brothers, Mr. Katathep and Mr. Khachen Kotmungkun motivated and encouraged me with their support, care, kind concern, and sincere love.

Last but not least, my special thanks go to my beloved special friend, Mr. Winyu Boonchu for his continued encouragement and great moral support. Thanks for always standing by my side and cheering me up whenever I ran into difficulties.

Siraprapa Kotmungkun

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ABSTRACT

The purposes of this study were: 1) to identify the level of language anxiety among teacher trainees with high and low academic ability, 2) to identify the level of self-esteem among teacher trainees with high and low academic ability, 3) to examine any significant differences in language anxiety between teacher trainees with high and low academic ability, 4) to examine any significant differences in self-esteem between teacher trainees with high and low academic ability, and 5) to find any relationships between language anxiety and self-esteem among teacher trainees with high and low academic ability.

The total population was 309 EFL teacher trainees, majoring in English from the Faculties of Education of four Rajabhat Universities in Thailand. The sample consisted of 186 fourth-year-teacher trainees. They were selected by simple random sampling. The teacher trainees were divided into two groups—high and low academic ability—by using their grade point averages (GPA) and the high-low-27-percent group method. The Foreign Language Classroom Anxiety Scale (FLCAS), and the Rosenberg Self-Esteem Scale (RSES) were used to collect quantitative data. The questionnaires were tested for validity and reliability. The reliability established by Cronbach's alpha coefficient was 0.83. The statistical devices used for quantitative data analysis were mean, standard deviation, the independent t-test, and Pearson's correlation.

The major results show: 1) Teacher trainees with high and low academic ability experienced high levels of language anxiety. 2) Teacher trainees with high and low academic ability had high self-esteem. 3) There was no statistically significant difference in language anxiety between teacher trainees with high and low academic ability. However, the teacher trainees in the low academic group reported a higher degree of language anxiety than those with high academic ability. 4) There was a statistically significant difference in self-esteem between the two groups of teacher trainees, that is, the high academic achievers had higher levels of self-esteem than those in the lower group. 5) Language anxiety was found to be negatively correlated with self-esteem ($r = -.233, p < .002$).

KEY WORDS: LANGUAGE ANXIETY/ SELF-ESTEEM/ TEACHER TRAINEES/
HIGH AND LOW ACADEMIC ABILITY/ RAJABHAT
UNIVERSITIES

110 pages

การศึกษาความวิตกกังวลในการเรียนภาษาอังกฤษ การเห็นคุณค่าในตนเอง และความสามารถทางวิชาการของ
นักศึกษาวิชาชีพครู มหาวิทยาลัยราชภัฏ

A STUDY OF LANGUAGE ANXIETY, SELF-ESTEEM, AND ACADEMIC ABILITY AMONG THAI EFL
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับความวิตกกังวลในการเรียนภาษาอังกฤษของ
นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูงและต่ำ 2) ศึกษาระดับการเห็นคุณค่าในตนเองของนักศึกษา
วิชาชีพครูที่มีความสามารถทางวิชาการสูงและต่ำ 3) เปรียบเทียบความแตกต่างของระดับความวิตกกังวลในการ
เรียนภาษาอังกฤษระหว่างนักศึกษาวิชาชีพครูทั้งสองกลุ่ม 4) เปรียบเทียบความแตกต่างของระดับการเห็นคุณค่าใน
ตนเองระหว่างนักศึกษาวิชาชีพครูทั้งสองกลุ่ม และ 5) ศึกษาความสัมพันธ์ระหว่างความวิตกกังวลในการเรียน
ภาษาอังกฤษกับการเห็นคุณค่าในตนเองของนักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูงและต่ำ

ประชากรคือนักศึกษาวิชาชีพครู สาขาวิชาภาษาอังกฤษ คณะศึกษาศาสตร์ ของมหาวิทยาลัยราชภัฏ
4 แห่ง จำนวน 309 คน กลุ่มตัวอย่างคือนักศึกษาวิชาชีพครูชั้นปีที่ 4 จำนวน 186 คนซึ่งได้มาโดยการสุ่มตัวอย่าง
อย่างง่าย เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถามความวิตกกังวลในการเรียนภาษาอังกฤษ และ
แบบสอบถามการเห็นคุณค่าในตนเอง สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน
Independent t-test และ ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า 1) นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูงและต่ำ มีระดับความวิตก
กังวลในการเรียนภาษาอังกฤษอยู่ในระดับสูงทั้งสองกลุ่ม 2) นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูง
และต่ำ มีระดับการเห็นคุณค่าในตนเองอยู่ในระดับสูงทั้งสองกลุ่ม 3) ความวิตกกังวลในการเรียนภาษาอังกฤษของ
นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูงและต่ำไม่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ แต่
นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการต่ำมีระดับความวิตกกังวลในการเรียนภาษาอังกฤษสูงกว่า
นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูง 4) นักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการสูงมีระดับ
การเห็นคุณค่าในตนเองสูงกว่านักศึกษาวิชาชีพครูที่มีความสามารถทางวิชาการต่ำอย่างมีนัยสำคัญทางสถิติ และ 5)
ความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาวิชาชีพครูมีความสัมพันธ์เชิงลบกับการเห็นคุณค่าในตนเอง
($r = -.233, p < .002$)

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CHAPTER I

INTRODUCTION

Teacher trainees are expected to learn to transfer sufficient English knowledge to language students. Along with worries about other future responsibilities they may have, language teacher trainees who are non-native speakers, may be worried about their inadequate English ability and finally lose confidence, which negatively influences their teaching performance (Tum, 2012). Concern with language performance, underestimation of one's own ability, and the genuine level of proficiency may be interrelated. For this reason, the present study is an attempt to investigate whether these variables—language anxiety, self-esteem, and academic proficiency—have any significant correlation. Before discussing the previous literature in this area, the introductory information is provided on the following topics: background, rationale, statement of the problem, objectives, research questions, significance, conceptual framework, limitations, and definitions of terms.

1.1 Background of the Study

Since the arrival of the age of communication, language teaching has been seen as an important channel in transferring knowledge for international communication (Wallace, 1991). The demand for language teachers has increased together with the need for professional development in training language teachers (Wallace, 1991). Thus, teacher education programs are expected to serve as an essential resource in producing effective language teachers (Richards, 1990; Richards & Nunan, 1990); however, there are complicated factors involved in being a successful language user (Brown, 1994). This section presents the role of teacher education programs, the nature of language learning and teaching, and two particular factors affecting language learning negatively or positively—language anxiety and self-esteem.

Teacher education programs attempt to prepare language teacher trainees for their future teaching as Richards (1990) states, “the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use” (p.15). The teacher education program is seen as a significant source of knowledge and experiences for language teacher trainees as it provides a knowledge base and has practical components such as linguistics and language learning theory, language teaching methodology, and the opportunity for practice teaching (Richards, 1990). Language teacher trainees are trained to use such resources to develop their own teaching approach (Richards & Nunan, 1990). Although teacher education programs train language teacher trainees to be effective in their future teaching, in reality, to be successful language users, the teacher trainees need to overcome many challenges, e.g. complicated teaching tasks (Richards & Nunan, 1990; Campbell & Kryszewska, 1995), and professional responsibilities (Horwitz, 1996; Tum, 2012).

Many variables are involved in achieving the goals of effective language learning and teaching. Individual differences, intelligence, aptitude, motivation, attitudes, and anxiety are factors affecting success in foreign language learning (Brown, 1994). Since the process of teaching a language is complicated, teacher trainees need to manage difficult tasks (Richards & Nunan, 1990; Campbell & Kryszewska, 1995). Richards and Nunan (1990) defined “good teaching” as “a complex, abstract phenomenon comprising clusters of skills such as those relating to classroom management and lesson structuring. These cannot readily be atomized into discrete skills to be mastered separately” (p.1). Similarly, Campbell and Kryszewska (1995) stated that “teaching is a highly skilled profession (p.1).” Though the teacher trainees receive lots of experience in the classroom, they perceive such situations as learners not as teachers. Therefore, entering the transitional stage of teaching practice is essential (Campbell & Kryszewska, 1995). In short, there are many variables impacting language learning and teaching which result in different outcomes. This present study focuses on two variables in two dimensions: one hinders success (language anxiety), while the other supports it (self-esteem).

Negative attitude, lack of motivation and self-confidence, tension and anxiety are obstacles probably affecting effective language learning (Krashen, 1981).

Anxiety, one of those variables, troubles the language teaching performance of teacher trainees (Horwitz, 1996; Tum, 2012). As the foreign language learning process is never completed, language teachers are still language learners no matter how highly proficient they are in the target language (Horwitz, 1996). In fact, second language teacher trainees are non-native speakers of the target language they are teaching; from time to time, they inevitably question their language ability (Tum, 2012). As can be seen from the studies of Horwitz (1996) and Tum (2012), the language teaching profession imposes considerable responsibilities and consists of continual challenges. Because of these concerns, teacher trainees feel overwhelmed, anxious, and worried about inadequate knowledge (Horwitz, 1996; Tum, 2012). The feeling of having insufficient language knowledge has a negative effect on their use of the target language, pedagogical performance, and overall emotional state (Tum, 2012). When such feelings occur frequently and repeatedly, they can develop into serious foreign language anxiety (Horwitz, 1996).

In contrast with language anxiety, another crucial psychological factor, self-esteem, positively affects language learning. Self-esteem seems to be significant in second language success (Brown, 1994), and affects both language learning and teaching (Horwitz, 2007; Lawrence, 1999; Lawrence, 1987). Curry and Johnson (1990) refer to the general usefulness of self-esteem, that is, possessing high self-esteem reflects a sense of security and provides the capability to perceive one's own efforts and accomplishments. Individuals with high self-esteem, having positive experiences of self, are confident, energetic and optimistic (Curry & Johnson, 1990). In terms of learning, Horwitz (2007) proposes that when learners are more aware of their language limitations—respecting their actual abilities—they became more competent. Teachers with high self-esteem have been found to have the following good qualities: having a willingness to be flexible, being empathetic, having the ability to personalize teaching, and being cheerful, optimistic and emotionally mature (Lawrence, 1999). Furthermore, there is evidence that a close relationship between teachers and students leads to more effective teaching; such warm relationships are more likely to have an effect on students' self-esteem (Lawrence, 1987). In short, self-esteem improves language learning from the perspective of both learners and teachers.

If the primary goal of teacher education programs is the preparation of effective language teachers, obstacles to success in foreign language learning and teaching should be removed or at least reduced. Learners should use the second language both inside and outside the classroom without anxiety (Krashen, 1986). Another aspect, self-esteem, is seen as helpful in facilitating language learning and teaching. Therefore, it is important to encourage teacher trainees to eliminate or reduce their language anxiety and simultaneously develop their self-esteem before they undertake a teaching career.

1.2 Rationale of the Study

Being successful, or at least achieving a satisfactory level of language proficiency, is the underlying goal of foreign language learning. Variables affecting foreign language learning both positively and negatively have been widely examined by previous researchers (Krashen, 1981; Brown, 1994). Brown (1994) has identified some factors influencing foreign language learning such as age, gender, language proficiency, motivation, attitudes and beliefs, and learning styles. Likewise, psychological factors play critical roles in language learning (Horwitz, Horwitz, & Cope, 1986; Zheng, 2008; Kunt & Tum, 2010; Tum, 2012; Bailey, 1983; Brown, 1994; Horwitz, 2007; Alpay, 2000; Zare & Riasati, 2012; Lawrence, 2000). Language anxiety and self-esteem with regard to academic performance will be given particular attention in this section.

Language anxiety has profound effects on many aspects of foreign language learning (Horwitz, Horwitz, & Cope 1986). Previous researchers have shown evidence of the negative impacts of anxiety on foreign language learning (Horwitz, Horwitz, & Cope, 1986; Zheng, 2008; Kunt & Tum, 2010; Tum, 2012). Horwitz, Horwitz, and Cope (1986) showed that anxious language learners experienced apprehension, worry, and even dread. The learners in Horwitz, Horwitz, and Cope's study had problems in concentrating on lessons, were forgetful, perspired, and trembled. These behavioral responses contributed to problems which interfered with language learning; the students avoided participation in class and postponed doing homework (Horwitz, Horwitz, & Cope, 1986). According to Zheng (2008), anxiety

can be an obstacle in all stages of language acquisition: input, process, and output. Kunt and Tum (2010) state that the non-native teacher trainees who participated in their study experienced the negative effects of foreign language anxiety in their teaching performance. Similarly, Tum (2012) revealed that even if some teacher trainees experienced low anxiety, the majority of the participants were highly anxious in using English. In contrast, Bailey (1983) argued for the positive effects of language anxiety. Bailey claims that one of the keys to success in her second language learning is facilitative anxiety. While sometimes competition hindered her progress, it sometimes motivated her to study harder. Brown (1994) concluded that the proper amount of language anxiety—not too much and not too little—is important in successful second language learning. The next variable, self-esteem, is described below.

Self-esteem is also considered to have a significant impact on successful language learning (Horwitz, 2007; Alpay, 2000). While language learning success is primarily associated with cognitive processes, the role of affective variables, such as learners' emotions, is recognized by language teaching experts (Horwitz, 2007). In considering learners' self-esteem in the language learning process, it is significant to determine the differences between learners' feelings regarding themselves and regarding language learning, which probably vary in several ways (Horwitz, 2007). The necessity for self-esteem, which is correlated with achievement and performance in language learning and teaching, has been proven (Alpay, 2000). Alpay (2000) concludes from a review of previous studies that improvement in students' self-esteem can lead to improvement in academic achievement and/or interpersonal behavior. In brief, self-esteem plays a beneficial role in language learning. Additionally, the two variables mentioned above—language anxiety and self-esteem—have been found to have a correlation with each other.

Language anxiety and self-esteem, the two significant psychological factors, are interrelated in the process of language learning and achievement (Horwitz, 2007; Horwitz, Horwitz, & Cope, 1986; Zare & Riasati, 2012; Lawrence, 2000). Horwitz (2007) found that emotions had an impact on the ability of language students. Many learners were anxious when they felt that they were not themselves in speaking an unfamiliar language; likewise, more advanced learners were possibly more

confused between their identity and their actual ability in communication (Horwitz, Horwitz, & Cope, 1986). The development of self-esteem makes language learning easier by decreasing language anxiety, as shown in Zare and Riasati (2012)'s study; learners who had a high degree of self-esteem experienced lower anxiety. In the same way, strong feelings of anxiety cause low self-esteem. As Lawrence (2000) demonstrated, when people are over-concerned about their goals but face potential failure, they begin to dislike themselves. Feelings of failure can negatively influence the whole personality. People with low self-esteem lack confidence both in themselves and in their skills. Therefore, they are likely to avoid situations which cause unpleasant emotions as they are aware of their inadequacies. Holding such beliefs, they may hesitate to take risks in learning new things. It can be said that language anxiety and self-esteem have a negative correlation in language learning.

Currently, though many previous studies have focused on students' language anxiety, they have paid little attention to the foreign language anxiety of teachers (Horwitz, 1996). In addition, very few studies deal with self-esteem in the foreign language classroom (Rubio, 2007). The present study, thus, is an attempt to explore the correlation between language anxiety and self-esteem, particularly in non-native teacher trainees with different levels of academic proficiency. This study is expected to provide information about teacher trainees' level of language anxiety and self-esteem in the language classroom. An understanding of language anxiety and self-esteem will help educational administrators to cope with anxious teacher trainees and will help to enhance their self-esteem.

1.3 Statement of the Problem

Unsuccessful foreign language acquisition is a serious problem for Thai students as shown by many reports of English proficiency scores (Prachatai, 2012; The Nation, 2013; EF, 2011-2012). In addition, the failure regarding Thai education is reported by Thairath (2013). This section provides evidence of unsatisfactory educational competence and English proficiency in both Thai students and the general population. In the present study, the English learning problems of Rajabhat University

students are also presented; in particular, the existence of Thai students' language anxiety, one factor causing language learning problems, is discussed.

The critical situation of Thai students' failure to achieve success in general education (Thairath, 2013), and in English at different academic levels has been found: primary, secondary (Prachatai, 2012), and university (The Nation, 2013). Thai students' educational competence was ranked 8th out of 10 countries in ASEAN community which reflects unsuccessful Thai Education (Thairath, 2013). For English proficiency, in primary and secondary education, Thai students obtain low English scores on the standardized national test (O-NET) (Prachatai, 2012). Moreover, their scores declined between 2009 and 2011. (See Table 1.1)

Table 1.1: Average English scores (2009-2011) in O-NET

Educational level	2009	2010	2011
Primary-level (Grade 6)	-	31.75	20.99
Lower secondary-level (Grade 9)	32.42	26.05	16.19
Upper secondary-level (Grade 12)	30.68	23.98	19.22

Note that the total of O-NET scores is 100. (Data from Prachatai, 2012)

At the university level, Thai students obtain the lowest English proficiency scores in the ASEAN community with an average TOEFL (Test of English as a Foreign Language) score of 450 (The Nation, 2013). The English Proficiency Index (EPI) showed that Thais were not successful in obtaining satisfactory overall levels of English proficiency in 2011 and 2012. In 2011, Thailand was ranked 42nd out of 44 countries (Education First, 2011). This means that Thais had one of the lowest levels in the world of English proficiency. In 2012, the English Proficiency Index ranked Thailand 53rd out of 54 countries (Education First, 2012). The evidence presented above clearly shows that Thai students' English proficiency is in a critical condition. The problems in learning English of Rajabhat University students are discussed below.

Thai students from different Rajabhat Universities have been found to have problems in learning English (Chongpensuklert, 2011; Laoarun, 2013; Somanawattana, 2012). Chongpensuklert (2011) conducted research with Suan Sunandha Rajabhat University students and found that although these students were

highly motivated to use English outside the classroom, they still faced some obstacles in speaking English such as limitations in knowledge of vocabulary and grammar and lack of ability to speak English spontaneously and fluently. The students in Laoarun's (2013) study also lacked knowledge of vocabulary and grammar. The majority of students in Nakhonpathom Rajabhat University were found to have negative attitudes and to lack confidence in reading English; they thought that English was difficult, hard to understand, and not important in daily life. Another study was carried out with Chandrakasem Rajabhat University students (Somanawattana, 2012). Somanawattana reports on the behavioral problems in learning English of Business English majors. These students did not make an effort to attend class or put any effort into learning English. They concentrated only on memorizing English words and sentences, not learning of understanding. In addition, the students lacked experience and had insufficient practice in speaking English with native speakers. In short, language learning problems have different causes. The present study focuses on one of those causes: the anxiety that occurs when learning English in the classroom.

Anxiety has been reported as a cause of language learning problems among Thai students (Tasee, 2009; Namsang, 2011; Kasemkosin & Rimkeeratikul, 2012; Lairat & Viriya, 2012; Udomkit, 2003). The existence of language anxiety has been shown in the research of Tasee (2009), Namsang (2011), Kasemkosin and Rimkeeratikul (2012), and Lairat and Viriya (2012) who all report that Thai students are anxious in learning English in the classroom. Many of these anxious students skipped English class (Udomkit, 2003). Surprisingly, not only Thai language learners, but also Thai English teachers experience anxiety in using English in the language classroom (Klanrit & Sroinam, 2012). Klanrit and Sroinam report language anxiety in Thai teachers in three provinces, namely Udon Thani, Nong Khai, and Nongbualampoo.

In brief, English language learning and teaching in Thailand have been in severe trouble as shown by students' lack of success in English. In particular, Thai Rajabhat University students appear to have various problems in learning English. In addition, a critical language problem like anxiety has been shown to be an obstacle to successful foreign language acquisition. Surprisingly, Thai EFL teachers who are responsible for transferring knowledge about English to their students also experience

language anxiety. Therefore, it is worth studying whether teacher trainees who are going to be language teachers experience language anxiety or not. Equipped with this knowledge, teacher education programs could find a way to eliminate teacher trainees' language anxiety and prepare them to be effective language teachers.

1.4 Objectives of the Study

The study has five main objectives:

1. To identify the level of language anxiety among Thai EFL teacher trainees with high and low academic ability.
2. To identify the level of self-esteem among Thai EFL teacher trainees with high and low academic ability.
3. To examine any significant differences in language anxiety between Thai EFL teacher trainees with high and low academic ability.
4. To examine any significant differences in self-esteem between Thai EFL teacher trainees with high and low academic ability.
5. To find any relationships between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability.

1.5 Research Questions

The following research questions were explored to achieve the research objectives:

1. What is the level of language anxiety among Thai EFL teacher trainees with high and low academic ability?
2. What is the level of self-esteem among Thai EFL teacher trainees with high and low academic ability?
3. Are there any significant differences in language anxiety between Thai EFL teacher trainees with high and low academic ability?
4. Are there any significant differences in self-esteem between Thai EFL teacher trainees with high and low academic ability?

5. What is the relationship between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability?

1.6 Significance of the Study

It is expected that the results of the present study can provide helpful information in the following ways:

1. The study will reveal levels of language anxiety and self-esteem among the teacher trainees. This data will be beneficial for administrators of teacher education programs in helping to reduce the anxiety of teacher trainees and in encouraging the development of their self-esteem before they enter the teaching profession.
2. The results of the study point out the existence of language anxiety, and the degree of self-esteem, especially in teacher trainees who are going to be responsible for language teaching in the future.
3. The implications of this study should lead to further studies, such as an investigation into the factors causing language anxiety, possible solutions which help eliminate teacher trainees' language anxiety, and the advantages of self-esteem in reducing language anxiety.

1.7 Conceptual Framework of the Study

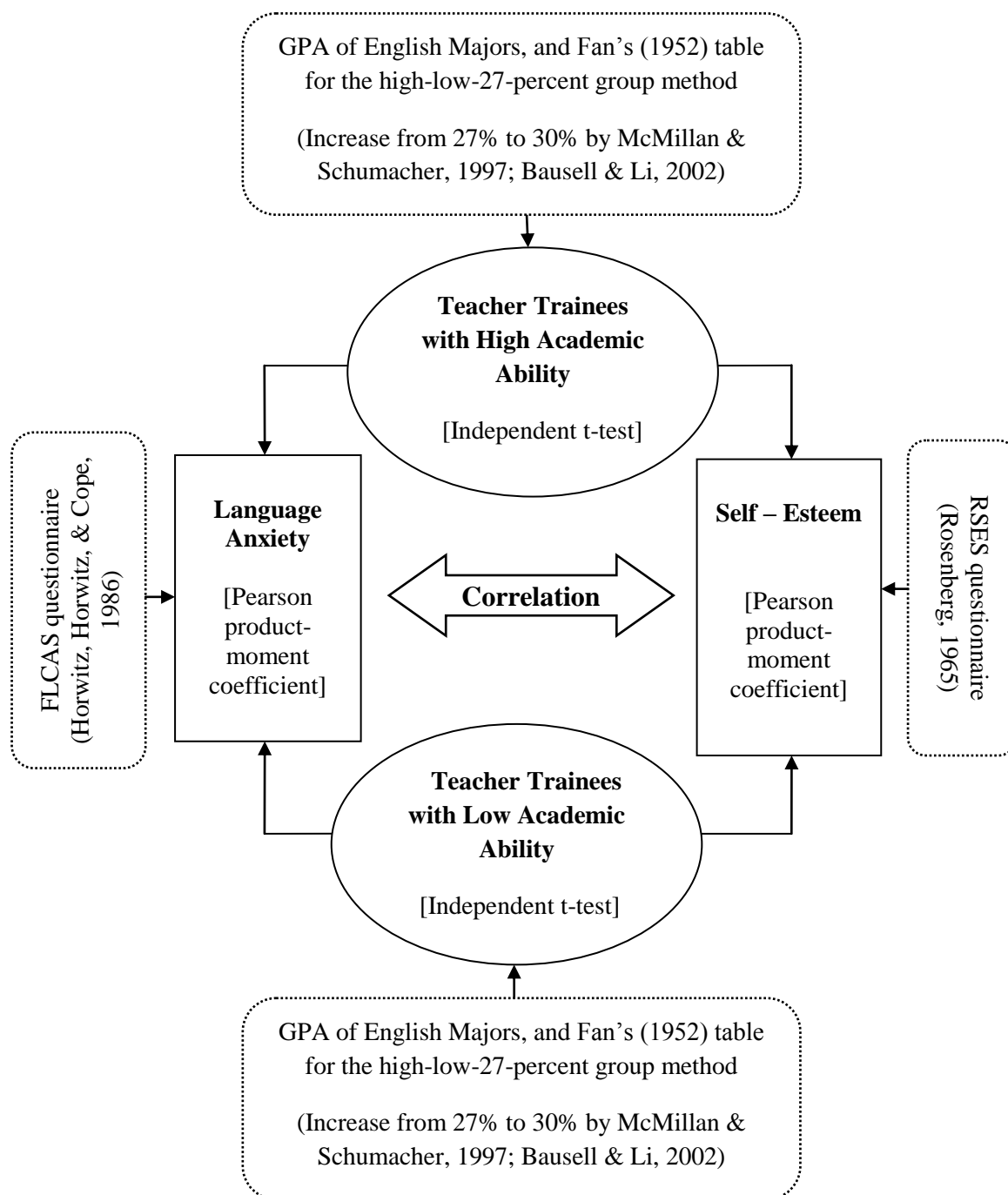


Figure 1.1: Diagram of Conceptual Framework

The model (Figure 1.1) shows the method the present study used to determine the correlation between the level of language anxiety and the level of self-esteem among Thai EFL teacher trainees with varying levels of academic achievement. This study was based on two main concepts: 1) language anxiety, as proposed by Horwitz, Horwitz, and Cope (1986) and 2) self-esteem, as proposed by Rosenberg (1965). Two questionnaires served as the major research instruments. One was the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, Horwitz, and Cope (1986). The FLCAS was used to determine the level of language anxiety. The other was the Rosenberg Self-Esteem Scale (RSES) questionnaire, developed by Rosenberg (1965). The RSES was used to identify the level of teacher trainees' self-esteem. In addition, the latest GPA of the English education majors was used as the criterion for dividing teacher trainees into different academic ability groups. Lastly, the Statistical Package for Social Sciences (SPSS) was employed to analyze data from the two questionnaires in order to indicate mean and standard deviation, and find the level of language anxiety and self-esteem. In addition, the independent t-test was used to compare the degree of language anxiety and self-esteem between teacher trainees with high and low academic ability, while the Pearson product-moment coefficient was used to find the correlation between the two main variables: language anxiety and self-esteem.

1.8 Limitations of the Study

The present study aimed to investigate the relationship between language anxiety, self-esteem, and academic proficiency among Thai EFL teacher trainees studying in Rajabhat Universities during the academic year of 2013. The study was limited to Thai EFL teacher trainees in their fourth year. The target population was chosen because they have had years of experience of learning English in the university classroom learning at the Faculty of Education. The present study did not include English teaching experiences of teacher trainees in their practicum course. Thus, in a further study, an investigation into fifth-year-teacher trainees might be interesting. Generalizations concerning this research study should be made only for other teacher trainees who are at the same level and share a similar academic background.

1.9 Definitions of Terms

Language Anxiety refers to the worry and negative emotional reaction aroused when the English major teacher trainees learn or use English.

Foreign Language Classroom Anxiety Scale (FLCAS) is a self-report questionnaire, developed by Horwitz, Horwitz, and Cope (1986), as an instrument for assessing the level of language anxiety among students learning a foreign language.

Self-Esteem is a psychological and social experience in which the English major teacher trainees evaluate their competence according to some values, which result in different emotional states or self-worth.

Rosenberg Self-Esteem Scale (RSES) is a self-report questionnaire, developed by Rosenberg (1965) as an instrument for assessing the level of people's self-esteem.

Teacher Trainees refer to students studying in the Faculty of Education at Rajabhat Universities.

Teacher Trainees with High Academic Ability refer to fourth-year teacher trainees of four Rajabhat Universities who have a GPA of English major in the top 30% of their class, based on Fan's (1952) table for the high-low-27-percent group method. However, the percentage for the high academic group was increased from 27% to 30% in order to achieve higher reliability (McMillan & Schumacher, 1997; Bausell & Li, 2002).

Teacher Trainees with Low Academic Ability refer to fourth-year teacher trainees of four Rajabhat Universities who have a GPA of English major in the low 30% of their class, based on Fan's (1952) table for the high-low-27-percent group method. However, the percentage for the low academic group was increased from 27% to 30% in order to achieve higher reliability (McMillan & Schumacher, 1997; Bausell & Li, 2002).

CHAPTER II

LITERATURE REVIEW

Language anxiety and self-esteem are significantly interrelated in students' language learning. Previous studies have taken these two variables into consideration. In the present study, the correlation between language anxiety and self-esteem among teacher trainees with high and low academic achievement is focused on. In this section, the general background about Rajabhat Universities, where the participants were chosen, is provided. The concepts of language anxiety and self-esteem are then explained. In addition, findings of previous studies regard the association between the two variables—language anxiety and self-esteem—are discussed.

2.1 Background of Rajabhat Universities

General information regarding Thai Rajabhat Universities and their English learning and teaching arrangements are discussed in this part. The information presented here is based on Rajabhat Council (2000), derived from Maha Sarakham Rajabhat University's student handbook (2004).

In 1992, His Majesty King Bhumibhol Adulayadej gave a new name to all Teachers' Colleges in Thailand: "Rajabhat Institutes." All Rajabhat Institutes shared the same curriculum, designed by the Rajabhat Council. At that time, one purpose of Teacher's Colleges was to train good teachers, in different educational disciplines, to serve the needs of society. Since society had been changing rapidly, teaching and learning were adjusted to focus on science and technology. However, some old purposes and policies remained.

In 2004, all Rajabhat Institutes were upgraded to university, known as Rajabhat Universities by the proclamation of the Rajabhat University Act. Presently, there are 40 Rajabhat Universities in total, located in different parts of Thailand. Under the Law of Budgetary Means, Rajabhat Universities are independent, but

regarded as a juristic person and as belonging to the government sector. They all report to the Office of the Board of Higher Education.

In line with the new act, all Rajabhat Universities can create their own curricula and policies based on their educational purposes in order to address current conditions in society, such as the economy, politics, and education, etc. To do so is time-consuming; therefore, many Rajabhat universities still use the old curriculum. Because of the various needs on the world market, not all students in Rajabhat Universities will become teachers as in the past. The students have a choice of a wider range disciplines to study. They can choose the majors they are interested in and later work in different areas such as business, science, and technology.

Both compulsory and elective courses in English as a foreign language are taught to Rajabhat University students. Both English major and non-English major students have the chance to study English. The Liberal Arts and English Education programs are designed for English majors. In some Rajabhat Universities, there are additional English programs, namely, the International Program and Business English. English majors have to study compulsory English courses, English general educational courses (GE), English electives, and English for Specific Purposes (ESP). Non-English majors, like English majors, have to study GE courses and English for Specific Purposes for their specialized areas. In addition, they can also enroll in English electives if they obtain high enough scores in their other subjects.

2.2 Language Anxiety

In addition to linguistics, psychology has been involved in foreign language teaching pedagogy since the mid-twentieth century, in which, it manifested clearer language learning (Young, 1999). Anxiety, a psychological variable, has a significant place in second language acquisition theory (Brown, 1994; Zheng, 2008). Language anxiety is also associated, in a complex manner, with other different variables, e.g. personality traits, emotion, and motivation (Zheng, 2008). Several studies report on the negative impacts of language anxiety on language learning and achievement (Chan & Wu, 2004; Horwitz, Horwitz, & Cope, 1986; Kunt & Tum, 2010; MacIntyre, 1998; Stephenson, 2006). This section describes the following

information about language anxiety: definitions, causes of anxiety, and impacts on language learning. Moreover, the relationship between language anxiety, academic performance, and other variables is reviewed through relevant research studies.

2.2.1 Definitions of Language Anxiety

Anxiety is defined both in general and specific ways. Generally, anxiety is described as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz, Horwitz, & Cope, 1986, p.125). In the foreign language context, many researchers have provided various definitions of anxiety, all somewhat similar. Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). More simply, language anxiety is an apprehension emerging among learners who are not skillful in the target language, but have to perform language tasks (Gardner & MacIntyre, 1993). Similarly, MacIntyre (1998) defined language anxiety as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27). In addition, Horwitz, Horwitz, and Cope (1986) proposed three primary forms of anxiety in order to give a clearer description of foreign language anxiety.

Communication apprehension is a fear or anxiety resulting in shyness in communication. It occurs when communicating with people, e.g. having difficulty in speaking in person, pairs, groups or public, etc.

Test-anxiety is a fear of failure regarding test performance. Students who experience test-anxiety normally set unrealistic standards for their achievement on tests. If they do not attain a perfect test result, they think it is a failure. Holding such beliefs, even good learners who are the brightest and most prepared are sometimes anxious and do not perform well on English tests because of their nervousness.

Fear of negative evaluation is the worry that other people would judge one badly. Anxious individuals tend to avoid any evaluative situations, such as interviewing for a job or speaking in the foreign language class, in which one is observed and evaluated by others.

However, these three types do not completely cover all possible types of language anxiety because anxiety is a complex behavior (Horwitz, Horwitz, & Cope, 1986). Several definitions have been provided for a better understanding of anxiety, particularly in foreign language context. Next, some sources of language anxiety also need to be described.

2.2.2 Causes of Language Anxiety

Many researchers have attempted to explain the possible causes of language anxiety (Price, 1991; Young, 1991; Zhang & Zhong, 2012). In a study by Price (1991), possible sources of language anxiety, such as the level of difficulty in foreign language classes, individual perceptions of language ability, certain character traits (e.g., perfectionism and fear of public speaking), and unpleasant previous experiences in stressful classrooms, were discussed.

Similar to Price (1991), Young (1991) describes six causes of language anxiety divided into three main categories: the learner, the teacher, and instructional practice. Young reviewed the previous literature and concluded that language anxiety is rooted in:

Personal and interpersonal anxiety: Low self-esteem and competitiveness are the two main causes in this category for anxious learners. Competitiveness contributes to anxiety when learners compare their own abilities to that of others or to an ideal performance. Learner anxiety is related to communication apprehension and social anxiety, e.g. shyness, stage fright, embarrassment, and social evaluation.

Learner beliefs about language learning: A range of practices learners believe that will lead to second language success can generate anxiety. For instance, if the learners believe that the most significant aspect of language learning is pronunciation, they will be over-concerned about the correctness of their utterances and want to have an excellent accent. Then, when their beliefs and reality do not match, anxiety occurs.

Instructor beliefs about language teaching: Social conditions that the teachers create in the classroom can influence learner anxiety. For example, if the teachers perceive that their role is more like that of a controller than a facilitator, the atmosphere created in the classroom may lead to learners' language anxiety.

Instructor-learner interactions: The way that the teacher corrects learners' errors can provoke anxiety. Learners express concern when being corrected in front of their peers and feel that they look "stupid". Learners themselves recognize the necessity of error correction, but they are concerned about the manner of their teachers' correction—how errors are corrected.

Classroom procedures: Anxiety is associated with activities learners have to take part in. Speaking activities are the leading cause of learner anxiety as learners have to speak in the target language in front of others. Examples of activities that provoke learner anxiety are oral presentations, oral quizzes, and being called on to give responses orally in the target language.

Language testing: Learners experience more anxiety when the situation is new to them, confusing, or highly evaluative. For example, if an instructor teaches in class using the communicative approach but gives grammar tests, this causes learners to experience anxiety and frustration.

Recently, Zhang and Zhong (2012) reviewed the literature about language anxiety and divided it into four categories.

Learner-induced anxiety results from learners' mistaken perceptions, e.g. impractical standards, poor language ability, self-perceived ineptitude, natural competitiveness and possible fear of negative evaluation.

Classroom-related anxiety is mainly related to variables occurring in the classroom, such as teachers, peers, or classroom practice.

Skill-specific anxiety is associated with skills needed in classroom language learning, such as speaking, which is the greatest concern for many anxious students (Horwitz, Horwitz, & Cope, 1986), listening and other related skills.

Society-imposed anxiety is considered as language anxiety caused by social processes such as identity formation, cultural association, and parental involvement.

As mentioned above, the possible causes of language anxiety vary according to the type of classification described by each researcher. As a whole, they agree that language anxiety is generated by both internal and external factors. While the internal factors, such as self-perceptions, insufficient language proficiency and beliefs, are directly related to the learners themselves, the external factors, such as

societal expectations, the classroom environment, and interaction with the teacher, are created by the surroundings. These anxiety factors result negative outcomes in language learning.

2.2.3. Impacts of Language Anxiety on Language Learning

Language anxiety is classified as an obstacle to language learning (Horwitz, Horwitz, & Cope, 1986; Young, 1999; MacIntyre, 1998). Anxiety is one factor affecting students' language learning and resulting in negative achievement by preventing students from performing productively in the foreign language class (Horwitz, Horwitz, & Cope, 1986). Even good language students with high motivation and positive thinking, have problems if a mental block serves as an obstacle to their foreign language learning (Horwitz, Horwitz, & Cope, 1986). For instance, a study by Young (1999) indicates that anxiety is one reason students drop out of class as they had unpleasant experiences in language learning. Young found that language anxiety was generated because of ineffective instructors, classroom interactions, participation in activities, unproductive instruction, and failed materials. Young's (1999) study corresponds with the investigation by Horwitz, Horwitz, and Cope (1986).

Horwitz, Horwitz, and Cope (1986) show evidence of several problems caused by anxiety through the report of university students studying in foreign language classes and at the Learning Skills Center (LSC) at the University of Texas. Anxious students were most concerned over speaking the foreign language in classes. At the LSC, students reported that they were comfortable with a drill or prepared speeches but tended to freeze when doing a role-play. One student rehearsed what to say in class the day before. Anxious students also complained about difficulties in discriminating among the sounds and structures in the target language. LSC clients revealed that they had little or no idea of what the teacher was saying. In addition, in testing situations, students reported that they sometimes knew the correct answers but, due to nervousness, wrote down wrong answers.

MacIntyre (1998) also describes five different ways in which language anxiety affects foreign language learning and performance.

First, in terms of academics, it seems clear that there is a negative association between language anxiety and academic achievement in foreign language learning. The higher the level of language anxiety, the lower the level of academic achievement would be.

Second, as concerns social relations, learners with greater anxiety tend to avoid taking part in interpersonal communication more frequently than is the case with less anxious learners.

Third, in the cognitive domain, anxiety can have an impact on all stages of language acquisition and prevent a learner's cognitive processing system from receiving certain information, for instance, negatively impacting speed and accuracy in language learning.

Fourth, the quality of communication output can be disturbed; when anxiety levels are raised, information retrieval may be interrupted as students freeze up.

Finally, in the personal domain, the language learning experience could become unpleasant for learners as they experience anxiety. Such anxiety may profoundly disturb learners' self-esteem or self-confidence in learning language.

Educators may need to take the impacts of anxiety into greater account if success in foreign language learning is not to be limited. While some experts have tried to describe signs of negativity described by learners, other researchers have tried to prove the impacts of language anxiety on foreign language learning in various contexts.

2.2.4 Previous Studies on Language Anxiety

Many research studies on the association between language anxiety and several variables have been carried out. Between 2010 and 2012, research on language anxiety received considerable attention in terms of the correlation between language anxiety and language learning achievement (Kunt & Tum, 2010; Chan & Wu, 2004; Agbalizu, 2007; Stephenson, 2006; Toth, 2012), the measurement of language anxiety levels (Namsang, 2011; Kasemkosin & Rimkeeratikul, 2012; Tasee, 2009), the relationship between language anxiety and other variables (Lairat & Viriya, 2012;

Tum, 2012; Wong, 2012), and the investigation of sources of language anxiety (Klanrit & Sroinam, 2012; Yoon, 2012).

Language Anxiety and Language Achievement and Performance

The correlation between anxiety and language achievement varies according to the context. Horwitz (2001) reports that anxiety is certainly a cause of unsuccessful language learning in some learners. Kunt and Tum (2010) point out the negative impacts of anxiety on language performance of teacher trainees. In North Cyprus, Kunt and Tum investigated the occurrence of language anxiety among non-native teacher trainees in a teacher education program. The results reveal that non-native teacher trainees experienced foreign language anxiety in various ways that negatively influenced their teaching performance.

A negative relationship between language anxiety and learners' language proficiency was found in studies by Chan and Wu (2004), Agbalizu (2007), Stephenson (2006), and Toth (2012). In Taipei County, Chan and Wu (2004) found a negative correlation between the degree of language anxiety and the final scores of elementary school students. The higher the learners' anxiety level was, the lower the English learning achievement would be. Speaking and writing activities were the sources of learners' language anxiety in Agbalizu's (2007) study. Agbalizu interviewed 20 students from the United Arab Emirates to examine the effect of language anxiety on students' English performance. The results show that the arts students experienced high anxiety. In addition, the study reports that language anxiety correlates negatively with students' language performance. That is to say, students who experienced high language anxiety had low language achievement. Their anxiety emerged in speaking and writing activities, and was directly associated with instructors. The students found grammar was difficult to master in their writing and felt embarrassed when they gave incorrect answers while speaking.

Stephenson (2006) had findings similar to those of Toth (2012) in respect to oral performance. Stephenson (2006) reports that Spanish university students with a high level of anxiety performed more poorly on oral tests than those who had moderate or low levels of anxiety. Stephenson indicates that the higher the level of language anxiety the students experienced, the lower English language proficiency

they were likely to have. Similarly, a lower level of language anxiety predicted higher oral grades. Toth (2012) studied Hungarian students with high and low levels of anxiety in relation to oral performance. This study shows that language anxiety negatively correlates with language performance. In other words, highly anxious students perform more poorly on formal oral exams. Moreover, in face-to-face conversation outside the classroom, the students appeared to be less competent in terms of fluency and accuracy. Language anxiety is related not only to language achievement, but to other relevant variables to a considerable extent.

Language anxiety in relation to other variables

Some researchers, both Thai and foreign, (Lairat & Viriya, 2012; Tum, 2012; Wong, 2012) have studied the degree of language anxiety experienced by foreign language students. The relationship between levels of language anxiety and other variables, such as students' efforts to improve their language ability, pedagogical preferences, and students' willingness to communicate, have been investigated in the following studies. In the Thai context, Lairat and Viriya (2012) studied the level of language anxiety and the willingness to communicate in English of 90 members of the staff at Thammasat University, Thailand. All staff had had the experience of speaking in English with foreigners at least once in their work. The findings reveal that the levels of both the staff members' anxiety and his/her willingness to communicate were moderate. Their self-perception of their English proficiency was that they had a fair level. Lairat and Viriya describe the Thai cultural context in which the participants may hide their true feelings about their English proficiency by ranking themselves in the middle to prevent them from feeling different. In addition, most participants in this study agreed that they should practice vocabulary, grammar, speaking, listening, and writing more in order to reduce their anxiety.

In the context of countries other than Thailand, the findings of Tum (2012) and Wong (2012) show different numbers of highly anxious teacher trainees. Tum (2012) reports that the teacher trainees experienced varying levels of anxiety. Some teacher trainees experienced low language anxiety; however, the majorities were highly anxious in using English. Tum questioned 126 non-native teacher trainees from Northern Cyprus in order to examine whether these participants felt anxious or

inadequate in using English. In contrast with Tum's (2012) findings, Wong (2012) reveals that only 15% of pre-service teachers experienced high levels of anxiety in English. Sixty non-native pre-service teachers were questioned to find out the extent of their language anxiety and their efforts to improve their proficiency in English together with their pedagogical preferences in learning English. Besides the level of anxiety, the findings also indicated that pre-service teachers appeared to be more motivated to learn English as shown by their efforts to improve their mastery of the four basic skills of listening, reading, speaking and writing. Moreover, their pedagogical preferences showed that most of the pre-service teachers were satisfied with the number of opportunities to practice speaking English and were also interested in challenging, exciting or fun activities. A description of empirical studies reporting the levels of language anxiety based on measurements obtained from FLCAS measurement follows.

The Measurement of Language Anxiety Levels

Recently, there have been a number of studies examining the levels of language anxiety; they have found different degrees of anxiety among students in the Thai context. Namsang (2011) investigated the degree of language anxiety among 300 Thai undergraduate students at Dhonburi Rajabhat University. The second, third, and fourth year students were majoring in Business Administration. Namsang found that these students were highly anxious when using English in class. Moreover, assessment activities such as English tests had a strong impact on students' anxiety.

Two other studies, by Tasee (2009) and Kasemkosin and Rimkeeratikul (2012), found moderate language anxiety levels. Tasee (2009) found a moderate degree of language anxiety in speaking English among 963 Rajabhat University students. The students were majoring in three different fields: English Education, Humanities, and Business English. The findings show that being afraid of being evaluated had the largest negative impact on anxiety in oral English. In addition, the students who felt that they had a poor speaking ability were more highly anxious than those who felt they had a greater speaking ability. Similarly, Kasemkosin and Rimkeeratikul (2012) studied communication apprehension among 71 Thai cadets when communicating in English at the Royal Thai Air Force Language Center. The

cadets were found to have levels of apprehension in the moderate range, but approaching a high level of communication apprehension. Lastly, the sources of language anxiety have been investigated in both Thai and foreign studies.

Sources of Language Anxiety

Some recent studies have revealed the significant sources of foreign language anxiety, in both the Thai and foreign context. In Thailand, Klanrit and Sroinam (2012) studied the sources of teachers' anxiety in using English in the language classroom in three provinces, namely UdonThani, NongKhai, and Nongbualampoo. The study was based on the experience of 673 secondary English teachers. Klanrit and Sroinam found that there were four main sources of teachers' anxiety, which were: 1) teacher expectations about students' language limitations and low motivation, 2) students' attitudes towards studying English, 3) teachers' language proficiency, and 4) teaching and learning management.

In the foreign context, Yoon (2012) investigated 52 non-native pre-service ESL teachers in South Korea to explore the sources of their foreign language anxiety. The results show four major characteristics of language anxiety experienced by pre-service teachers in the classroom situation. These factors were: 1) language anxiety about using English in class, 2) language anxiety based on self-confidence, 3) language anxiety about class preparation, and 4) language anxiety overcome with efforts.

In short, the sources of language anxiety vary according to each researcher' classification and the context they were exploring. Having provided details about language anxiety, this literature review now turns to the other variable, self-esteem.

2.3 Self-Esteem

An understanding of the role played by emotional variables, particularly “self-esteem”, in language learning has been shared by many language researchers (Andrew, 1998; Alplay, 2000; Horwitz, 2007; Rubio, 2007). In the early years of language teaching, the cognitive process was conceived as the primary factor contributing to success in language learning; however, recently, the role of affective variables like learners’ emotional states has been accepted as an important part of the language teaching process (Horwitz, 2007). An explanation of significant terminology, definitions of self-esteem and its roles in language learning are provided below. In addition, the literature discussing the association between self-esteem and language performance using the different English skills is presented.

2.3.1 Terminology in the Area of Self-Esteem

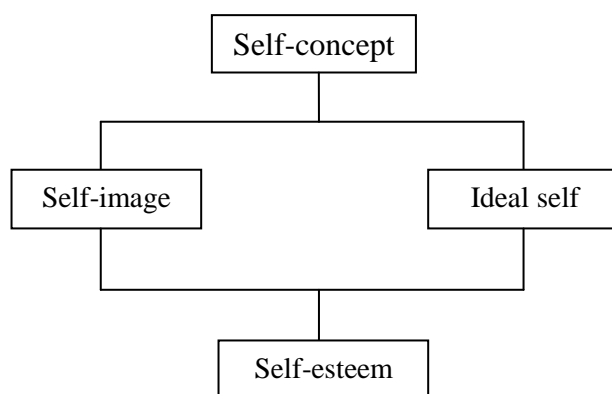


Figure 2.1: Self-concept as an umbrella term (Lawrence, 2006)

In the study of self-esteem, some other terms have been used with the same meaning as that of the word “self-esteem”; this has led to confusion and to dismiss the original concept of each word (Lawrence, 2006). Lawrence (2006) provides clearer definitions of the following terms regarding self-esteem.

Self-concept is the umbrella term covering the other three words: self-image, ideal self, and self-esteem. The self-concept is “the individual’s awareness of his/her own self. It is an awareness of one’s own identity” (p.2).

Self-image is “the individual’s awareness of his/her mental and physical characteristics” (p.3). Self-image originates in the family unit. Parents construct an

image of him/herself for their child, such as the image of being loved or not loved, of being clever or stupid, etc.

Ideal self develops from self-image, as when “the child is learning that there are ideal characteristics he/she should possess—that there are ideal standards of behaviour and particular skills which are valued” (p.4). For example, parents show their child that being clean and tidy is appreciated and being clever is important. The child would perceive the importance of studying hard as he/she wants to achieve the perceived goals set by the parents. In school, the child would learn that teachers also place value on behaving appropriately and achieving satisfactory learning as teachers give rewards and positive feedback when the child learns to read and to write.

Self-esteem is “the individual’s evaluation of the discrepancy between self-image and ideal self” (p.5). (See more details in 2.3.2 Definitions of Self-Esteem)

2.3.2 Definitions of Self-Esteem

Self-esteem has complicated meanings. Due to its complex construct, a brief definition of self-esteem cannot include all concept found within this single term (Rubio, 2007). Several researchers’ definitions of self-esteem have similar meanings while seeing different dimensions of self-esteem (Coopersmith, 1967; Lawrence, 2006; Rosenberg, 1965; Rubio, 2007). In summation, self-esteem can be conceived as one’s attitude towards oneself (Rosenberg, 1965). Coopersmith (1967) provided a more elaborate definition of self-esteem, that “self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds towards himself. It is subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior” (p.5). Similarly, Rubio (2007) defined “self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances” (p.5). Self-esteem in global terms refers to “an all round feeling of self-worth and confidence while specific self-esteem refers to a feeling of self-worth and confidence with regard to a specific activity or behaviour” (Lawrence, 2006, p.6). A discussion of the beneficial impacts of self-

esteem on language learning will demonstrate the need for students to enhance their self-esteem.

2.3.3 Self-Esteem in Language Learning

Self-esteem is considered as a necessary factor facilitating foreign language acquisition (Rubio, 2007; Brown, 1994; Horwitz, 2007). Rubio (2007) proposed that, “self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations” (p.7). Self-esteem is likely conceived as a determinant of a person’s life, influencing him/her for good or bad. If a person has very low self-esteem, he/she may even need medical treatment. In the context of language learning although students who have low self-esteem do not need clinical treatment, they have serious problems. Rubio (2007), moreover, gives examples of what students may experience, such as avoiding the risks needed to acquire communicative competence, feeling severely insecure and even dropping classes.

Belief in one’s own abilities—having self-esteem—leads to successful cognitive and affective processes (Brown, 1994). Many teachers realize the significant place of self-esteem in language learning and the necessity of developing their students’ self-esteem (Horwitz, 2007). Self-esteem is needed to improve the students’ own learning. Horwitz (2007) suggests that language teachers should help students to become more autonomous in language learning, since in the classroom the amount of language knowledge provided is limited. Thus, the development of autonomous learning may contribute to the improvements in learners’ self-esteem (Horwitz, 2007). Language researchers have conducted numerous studies investigating the impact of self-esteem in language learning contexts.

The Association between Self-Esteem and Students' Learning

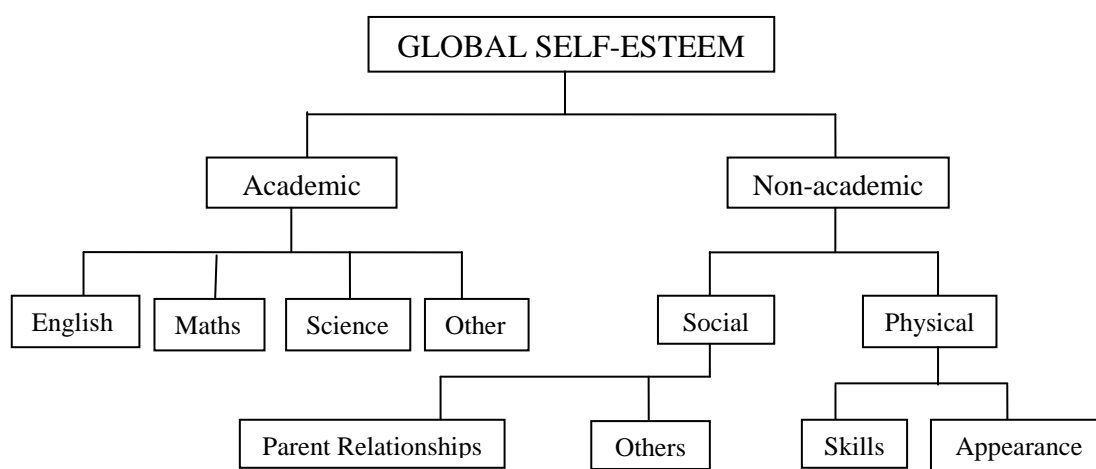


Figure 2.2: The self-esteem hierarchy (Lawrence, 1987)

Generally, people can feel worthy or unworthy depending on the particular situation (Lawrence, 1987). Lawrence (1987) describes the association of self-esteem with students' innate learning ability. When people feel inadequate in doing something, this means they are experiencing low self-esteem. That feeling does not affect their overall self-worth if they avoid such unpleasant situations. Conversely, if people cannot escape from the situations that make them feel inadequate or uneasy but have to take part in those situations repeatedly, in the final result is overall low self-esteem. In addition, interpersonal relationships are a factor that can influence people's self-esteem. For example, if children repeatedly fail in what their parents expect, then their self-esteem decreases. For children of school age, the main people who affect their self-esteem are their parents, teachers and peers.

In sum, because of its affective benefits, self-esteem needs to be developed to improve students' language learning. The teacher is seen as the person who has a direct impact on students' self-esteem in terms of academic achievements. Therefore, teachers should be aware of what they are doing when interacting with learners, as their interactions may negatively affect learners' self-worth and lead to "low self-esteem." Previous studies have described the relationship between self-esteem and English language skills, as shown in the following section.

2.3.4 Previous Studies on Self-Esteem

Recent researchers have carried out empirical research concerning the following variables in the area of self-esteem: the effects of second language accent on self-esteem (Bergman, 2012); the correlation between writing scores, English proficiency, and self-esteem (Fahim & Rad, 2012); the relationship between reading scores, English proficiency, and self-esteem (Soureshjani & Naseri, 2011), all in a foreign language context. In the Thai context, research on self-esteem in relation to language learning cannot be found in the ThaiLIS data base (2013) (Thai Library Integrated System). However, one study conducting investigated the differences in students' self-esteem according to variables such as gender, education, and faculty of study (Songserm, 2001).

Self-Esteem and Second Language Accent

One interesting case study was carried out to elicit the perceptions of non-native speakers, working in an English speaking country, on second language accent and their self-esteem. Bergman (2012) looked into the perceptions and experiences that adult L2 learners had with their second language accent; in addition, the effects of their accent on self-esteem and community involvement were explored. Four adult non-native speakers with a second language accent varied in age between 28 and 52 and varied in background (India, Bosnia, India, and Ethiopia). The participants had lived in the U.S. for six, nine, twelve and thirty-five years, respectively. Bergman found that L2 accent influenced a non-native speakers' self-esteem. The adult learners shared experiences about accent affecting their self-esteem and their participation in day-to-day activities, especially in the first years in the new culture. The feelings they mentioned were those such as embarrassment; annoyance; frustration; difference; dumbness; slowness; feelings of being demeaned, offended against, disheartened, dissatisfied, and not good enough. In short, the problems of having an unsatisfactory second language accent caused a decrease in self-esteem even in adult learners who had spoken English for many years. In addition, other basic skills of English are related to self-esteem.

Self-Esteem and Second Language Writing

To develop students' writing skills, teachers should help develop students' self-esteem (Fahim & Rad, 2012). After conducting research on writing, Fahim and Rad (2012) claim that an enhancement in self-esteem provides numerous benefits. The more students feel secure in class, the more they participate in writing activities. Fahim and Rad found a positive relationship between self-esteem, English language proficiency, and paragraph writing scores in their investigation of 80 Iranian EFL learners. Simply stated, students who had high self-esteem also had high English language proficiency and high paragraph writing scores. Additionally, Fahim and Rad suggest that if teachers were given more guidance regarding their own behavior and attitudes towards promoting students' self-esteem, at the same time this guidance would provide motivation for developing students' writing skills. In brief, this study claims that there are advantages in having high self-esteem when developing students' writing. Another significant skill, reading, has also been mentioned in research into self-esteem.

Self-Esteem and Second Language Reading

A positive correspondence among self-esteem, English proficiency, and reading skills has been demonstrated in a study by Soureshjani and Naseri (2011). Soureshjani and Naseri (2011) conducted research with 120 Iranian EFL learners to investigate whether self-esteem, English proficiency level, and reading scores have any relationship. Iranian language learners were separated into three levels according to their reading comprehension test scores: beginning, intermediate, and advanced. Statistical results show that students' self-esteem weakly correlated with reading performance. However, English proficiency levels strongly correlated with students' self-esteem. This means that if English proficiency level increased, students would be more confident in using the language. Additionally, the English proficiency level better predicted students' reading abilities than did self-esteem. In sum, this study raises the question of the significance of self-esteem in terms of being confident in using language; the best predictor for students' reading ability is apparently not self-esteem but English proficiency.

Self-Esteem in the Thai Context

Songserm (2001) investigated self-esteem in relation to gender, education, and faculty among 348 Surin Rajabhat Institute students. The results show a statistically significant difference between levels of self-esteem and the other three variables: gender, education, and faculty. In other words, female students have higher self-esteem than males. In terms of educational status, full-time students had higher self-esteem than part-time students. Moreover, students in the Faculty of Industrial Technology had the highest scores for self-esteem, while students in the Faculty of Science and Technology had the lowest self-esteem.

The interrelation between these two variables—language anxiety and self-esteem—is described in the following section.

2.4. Language Anxiety and Self-Esteem

These two variables—language anxiety and self-esteem—are interrelated, affecting foreign language acquisition. Brown (1994) claims a relationship between these two factors, that is, the construct of anxiety is associated in a complicated manner with that of self-esteem. This section describes the relationship between language anxiety and self-esteem through relevant empirical studies conducted in both foreign (Liu & Zhang, 2008; Ohata, 2005; Tanveer, 2007; Yamini & Tahriri, 2006; Park & Lee, 2005; Zare & Riasati, 2012) and Thai contexts (Udomkit, 2003).

2.4.1 Previous Studies on the Relationship between Language Anxiety and Self-Esteem

In the Thai Context

Udomkit's (2003) study shows the sources of students' anxiety in relation to self-confidence among Thai military officers based on an investigation of learners' confidence and communication anxiety in the English communication class. In her research, the important factors contributing to learners' confidence included self-esteem. "In practice, self-esteem can be defined as confidence" (Lawrence, 2000, p. 4). The majority of military students were anxious when they had to speak English in the classroom environment, felt scared of being the focus of attention, and thought

they might lose face if they answered incorrectly. Udomkit further reveals that students who had low levels of confidence tended to avoid participating in class because they recognized the inadequacy of their language and tried to protect their self-image.

In the Foreign Context

Liu and Zhang (2008) examined the degree of language anxiety and self-esteem among Chinese EFL learners in English class. The majority of students were anxious in speaking English and taking English tests, as they feared being evaluated negatively. In general, the students perceived themselves as worthy.

A study in Japan by Ohata (2005) found that language anxiety caused low self-esteem. Ohata (2005) describes Japanese learners' self-reflections regarding language anxiety and the emotional difficulties that those learners experienced in the U.S. Ohata found that the learners encountered cultural problems. Because of Japanese classroom norms, Japanese learners often hesitated to express their own ideas if they were different from those of others. When they had to perform L2 activities in front of other learners in the U.S. setting, these learners felt more anxious given the social expectations of the U.S. classroom. Although many tried to adapt to the setting, they were unsuccessful. Moreover, this inability seemed to make them more frustrated and anxious, which negatively affected their self-esteem.

Similar to Ohata (2005), Tanveer (2007) found that the learners who were highly anxious seemed to hold erroneous beliefs about themselves and felt low self-worth. Tanveer (2007) explored the factors causing language anxiety both within the classroom and outside in six learners, three experienced ESL/EFL teachers, and eleven ESL/EFL practitioners at the University of Glasgow. Tanveer reported that even though highly experienced language teachers employed modern communicative language teaching techniques, most of language learners showed high levels of language anxiety. One cause of language anxiety originated from learners' self-related cognitions, e.g. self-perceptions, self-esteem, etc.

Yamini and Tahriri (2006), and Park and Lee (2005) report a negative correlation between language anxiety and self-esteem. Yamini and Tahriri (2006) studied 123 students at Shiraz University to determine their language anxiety and self-esteem in relation to gender and educational level. Yamini and Tahriri found that

among male and female students, language anxiety correlated negatively with self-esteem. In addition, the results indicate that gender did not influence language anxiety. Similarly, gender and educational level did not predict self-esteem. In a study conducted in Korea, Park and Lee (2005) investigated 132 L2 Korean students to determine whether language anxiety, self-confidence, and oral performance had any correlation. The findings of Park and Lee reveal that language anxiety negatively correlated with students' oral performance, especially in vocabulary and grammar: the more highly anxious students had lower oral scores. In contrast, self-confidence positively correlated with oral performance: the more highly confident students performed better in oral tasks.

The development of self-esteem helps decrease language anxiety, as shown in a study by Zare and Riasati (2012). They found a correlation between language anxiety and self-esteem. As is the case with the present study, Zare and Riasati (2012) discovered an association among three variables: language anxiety, self-esteem and academic level (sophomore, junior, and senior). Iranian EFL learners enrolled in a Teaching English as a Foreign Language course participated in their study. Zare and Riasati found a negative correlation between language learning anxiety and the other variables: self-esteem and academic level. In other words, the learners who benefitted from a high degree of self-esteem experienced lower anxiety. Similarly, learners who were at higher academic levels had their anxiety level decreased. However, a positive correlation was shown between self-esteem and academic level. The higher the academic level students reached, the higher the degree of self-esteem they developed. Based on these above, it can be seen that language anxiety decreases when self-esteem increases.

In conclusion, while language anxiety has been shown to be an obstacle, self-esteem can be seen as a facilitator in language learning. Thus, a reduction in language anxiety and an enhancement in self-esteem should be encouraged.

CHAPTER III

METHODOLOGY

Quantitative research techniques have been used along with experimental, descriptive, and correlation designs as a way to summarize a large number of observations (McMillan & Schumacher, 2001). In the present study, the quantitative method was utilized for data collection and analysis. Quantitative analysis was used to compare the level of language anxiety and self-esteem in teacher trainees with high and low levels of academic achievement. In addition, the relationship between two main variables—language anxiety and self-esteem—experienced by teacher trainees with different levels of academic achievement is also described. This chapter presents the research methodology for this quantitative study. It describes the population, the research instruments, the data collection procedure, and the statistical devices used for data analysis.

3.1 Population

The population in the present study was Thai EFL teacher trainees, majoring in English in the Faculty of Education at Rajabhat Universities in the northern, northeastern, southern, and central parts of Thailand. Fourth-year-teacher trainees, studying in the first semester of the academic year 2013, were chosen for the study. The reason for selecting these teacher trainees was that, with four years at the university level, they had been trained to be English teachers and had had much experience in classroom language learning. Specifically, in the next year, they would have to do practice teaching in a real classroom environment in their teaching practicum course. Stress at being evaluated in terms of language teaching performance might occur. Therefore, it was reasonable to measure whether the fourth-year-teacher trainees experienced language anxiety. In addition, their perceived level of self-esteem was measured before took on the role of teacher in the following year (the fifth-year in

the Faculty of Education). In conducting this study, sampling techniques were employed to obtain a representative sample from the overall population.

3.1.1 Sampling

The sample was chosen based on the following sampling techniques, as shown in Figure 3.1.

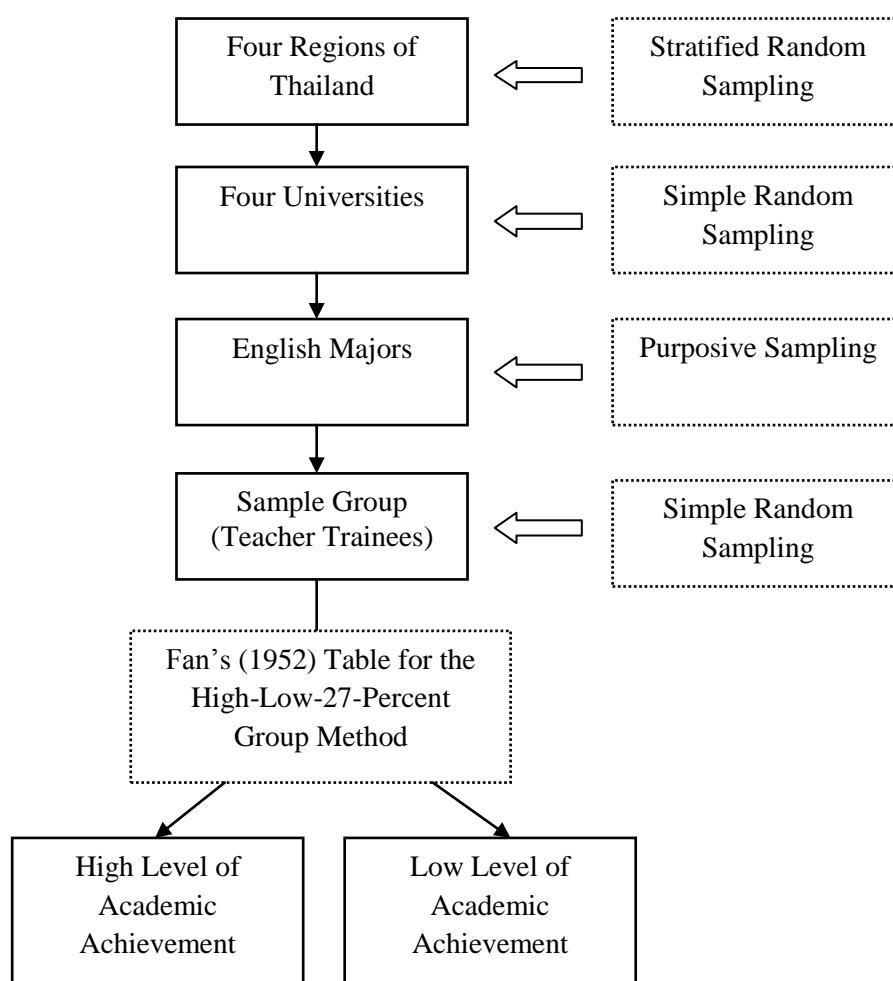


Figure 3.1: Diagram of the Sampling Process

The model (Figure 3.1) shows the process for selecting a representative sample from the overall population. There were five steps taken in turn.

Firstly, stratified random sampling was used to classify all Rajabhat Universities into four regional groups. The four regions were the northern,

northeastern, southern, and central parts of Thailand. According to McMillan and Schumacher (2001), in this technique, “the population is divided into subgroups on the basis of a variable chosen by the researcher such as gender, age, or level of education” (p.172).

Secondly, after the Rajabhat Universities were divided into four regional groups, one Rajabhat University was chosen from each group by simple random sampling. McMillan and Schumacher (2001) state that all members of the population have the same probability of being chosen if this technique is used. Nakhon Sawan Rajabhat University was the representative of all Rajabhat Universities in the northern, Nakhon Pathom Rajabhat University was randomly chosen for the central region, Maha Sarakham Rajabhat University was randomly chosen for the northeastern region, and Songkhla Rajabhat University was randomly chosen for the southern region.

Thirdly, after the four representative Rajabhat Universities were selected, fourth-year-teacher trainees majoring in English in the Faculty of Education, were identified as the best representatives for the needs of the present study, based on purposive sampling. McMillan and Schumacher (2001) describe this technique in the following way: “The researcher selects particular elements from the population that will be representative or informative about the topic of interest. The judgment is made about which subject should be selected to provide the best information to address the purpose of the research” (p.175).

Fourthly, simple random sampling was then used to select a sample from all fourth-year-teacher trainees majoring in English in the Faculty of Education at the four Rajabhat universities. Because the probability of being chosen is the same for the entire population, the selected sample can be considered a good representative of the entire population. The size of the sample group was based on Krejcie and Morgan’s (1970) table for sample size.

Lastly, the sample group was divided into two subgroups: teacher trainees with high and low academic ability by using participants’ grade point average and Fan’s (1952) table for the high-low-27-percent group. However, to increase reliability, the percentage for the two groups was increased from 27% to 30% (McMillan & Schumacher, 1997; Bausell & Li, 2002).

3.1.2 Sample size

The population and sample obtained by the methods described above are shown in Table 3.1.

Table 3.1 Population and sample size for the four selected Rajabhat Universities

Rajabhat Universities	Population	Sample
Nakhon Sawan	120	64
Nakhon Pathom	64	34
Maha Sarakham	89	48
Songkhla	36	20
Total	309	166

The total population for this study was 309 teacher trainees, so the representative sample was approximately 166 teacher trainees based on Krejcie and Morgan's (1970) table for sample size. The sample for each Rajabhat University, using the rule of three to calculate the ratio, was as follows: Nakhon Sawan (64), Nakhon Pathom (34), Maha Sarakham (48), and Songkhla (20).

The participants from each Rajabhat University were divided into high academic achievers and low academic achievers. (See Table 3.2)

Table 3.2 The division into high and low academic achievement teacher trainees

Rajabhat Universities	Population	Sample	27%		30%	
			High	Low	High	Low
Nakhon Sawan	120	64	32	32	36	36
Nakhon Pathom	64	34	17	17	19	19
Maha Sarakham	89	48	24	24	27	27
Songkhla	36	20	10	10	11	11
Total	309	166	83	83	93	93
			n = 166		n = 186	

The participants were divided into these two groups based on their academic achievement, using the criterion of grade point average (GPA). Their GPA was used to differentiate teacher trainees into high academic achievers and low

academic achievers based on Fan's (1952) table for the high-low-27-percent group. However, to increase reliability, the percentage for the two groups was increased from 27% to 30% (McMillan & Schumacher, 1997; Bausell & Li, 2002). The GPAs for the entire population of each Rajabhat University was displayed from the highest GPA to the lowest. Then, the teacher trainees who had a GPA in the top 30-percent group were randomly selected and put in the group of high academic achievers, while teacher trainees who had a GPA in the low-30-percent group were randomly selected and considered as low academic achievers. The two groups of participants were asked to complete two questionnaires, the Foreign Language Classroom Anxiety Scale (FLCAS) and the Rosenberg Self-Esteem Scale (RSES), in order to identify the degree of teacher trainees' language anxiety and self-esteem.

3.1.3 Human Subjects

The researcher received permission from the Mahidol University Institutional Review Board (MU-IRB) before conducting this survey with human subjects. The researcher prepared the research proposal agreed by the three thesis advisers and submitted it to the IRB committee. The IRB committee was asked to scrutinize the proposal to assure that: 1) the human subjects' rights were protected if they participated in the research; and 2) the research plan was appropriate. The proposal submitted consisted of reasons for conducting the study, the target population, the research instruments, the data collection procedures, and the methods to be used for data analysis. After obtaining approval from the IRB committee, the actual research was carried out. The researcher sent letters of consent to the lecturers in the target classes in order to explain the purpose of the present study. The purpose of the study was also told to all participants so that they could understand why the researcher needed the data concerning their experiences involving language anxiety and self-esteem. In addition, the researcher informed the participants that there were no right or wrong answers for the questions on the questionnaires. The researcher guaranteed that their participation would have no effect on their course grades. Only participants who agreed to take part in the research were given the questionnaires. To maintain anonymity, the data were not shown to the participants or their teachers; moreover, their personal information was kept anonymous in the study. The

participants did not have to provide their names or contact information; they only needed to fill in gender, age and G.P.A. After the present study was completed, the information on all returned questionnaires was destroyed.

3.2 Instruments

The research instruments employed in the present study were questionnaires. This section firstly presents the preparation of the data collection instruments, followed by the testing of the derived questionnaires in a pilot test, and ends with a description of the two questionnaires.

3.2.1 Questionnaire Preparation

To obtain the questionnaires in the present study, the researcher asked for permission from three questionnaire developers: Horwitz, Horwitz, and Cope (1986) for the FLCAS (original version), Kittawee (2013) for the FLCAS (Thai version), and Wongpakaran and Wongpakaran (2011) for the RSES (Thai version). The original version of the RSES developed by Rosenberg (1965) can be used without explicit permission.

3.2.2 Pilot Study

After obtaining the two questionnaires (Thai version), a pilot test was conducted to assess the reliability and validity of the research instruments and procedures before the questionnaires were used in the actual study. The Thai version of both the FLCAS and RSES questionnaires were piloted with 30 teacher trainees to assure their reliability and validity. Thirty teacher trainees had characteristics similar to those of the actual population were asked to volunteer for the pilot study. The teacher trainees were asked to express their opinions on each question to identify ambiguous items, and then the suggestions were made to revise the questionnaires. The researcher analyzed the returned questionnaires to establish the reliability by using Cronbach's alpha. Furthermore, to assure the validity of the questionnaires, the content validity was checked by experts.

3.2.3 Questionnaire Description

Two research instruments were used for data collection in this study. While the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) was employed to measure teacher trainees' language anxiety, the Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965) was used for the assessment the level of self-esteem. The two questionnaires used a self-report format, with a five-point Likert scale and a four-point Likert scale respectively. The questionnaires were divided into three parts: background information, the FLCAS, and the RSES.

Part 1: Background information

This part aimed to obtain demographic data from the participants including gender, age, and GPA.

Part 2: Foreign Language Classroom Anxiety Scale (FLCAS)

This part consisted of the self-report FLCAS questionnaire with 33 items. The Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz, and Cope (1986) was employed to investigate teacher trainees' language anxiety in terms of communication apprehension, test anxiety, and fear of negative evaluation. The FLCAS is divided into three parts as shown in Table 3.3.

Table 3.3 FLCAS

Areas	Items
Communication apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Test anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
Fear of negative evaluation	2, 7, 13, 19, 23, 31, 33

Development of the FLCAS

The Foreign Language Classroom Anxiety Scale, or the FLCAS, was developed by Horwitz, Horwitz, and Cope (1986). This self-report instrument is widely utilized in language education studies to measure the degree of anxiety specific to foreign language classroom settings. The measurement is based on the rating on 33

items and possible scores are in the range of 33 to 165. Higher scores indicate higher language anxiety. Horwitz, Horwitz, and Cope (1986) reported a Cronbach's alpha coefficient of 0.93, based on 108 participants enrolled in a Spanish class at the University of Texas. In an attempt to verify Horwitz, Horwitz, and Cope's (1986) construct of the FLCAS, Aida (1994) examined whether the structure of the FLCAS reflected communication apprehension, test anxiety, and fear of negative evaluation on 96 students of Japanese. Later, Aida (1994) found a Cronbach's alpha coefficient of 0.94; furthermore, the reliability, mean, and standard deviation in her study were parallel with those of Horwitz, Horwitz, and Cope (1986).

The 33-item-FLCAS questionnaire used a five-point Likert scale format to specify levels of language anxiety reported by the participants. According to Piniel's (2006) study, there are no exact rules for the analysis of FLCAS responses. However, previous literature suggests giving a value of 1 to the response "strongly disagree", a value of 2 to "disagree", a value of 3 to "neither agree nor disagree", a value of 4 to "agree", and a value of 5 to "strongly agree." (See Table 3.4)

Table 3.4 Description of the Rating Scale for the FLCAS

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

The FLCAS scores range from 33 (not anxious at all), which means the participant strongly disagrees with all items, to 165 (extremely anxious), which indicates that the participant strongly agrees with all items (Kunt & Tum, 2010). Piniel (2006) suggests interpreting the FLCAS scores as follows: scores lower than 99 indicate low anxiety, while scores higher than 99 signify high anxiety. A score of 99 was used as the cut-off line. (See Table 3.5)

Table 3.5 Piniel's (2006) criteria for evaluating FLCAS scores

Levels of Language Anxiety	Total Scores
High Anxiety	100 – 165
Cut-off line	99
Low Anxiety	33 – 98

Another interpretation of the FLCAS score comes from a study by Lugossy, Horvath, and Nikolov (2009). Lugossy et al. (2009) conducted research on language anxiety using the Hungarian language version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (HFLCAS), and classified scores into four levels of language anxiety: non-anxious, slightly anxious, considerably anxious, and very anxious. (See Table 3.6)

Table 3.6 Lugossy et al.'s (2009) criteria for evaluating FLCAS scores

Language Anxiety Description	FLA Total Scores	Item-rating
Non-anxious	33 – 66	1 – 2
Slightly anxious	67 – 99	2 – 3
Considerably anxious	100 – 132	3 – 4
Very anxious	133 – 165	4 – 5

After reviewing the previous studies, it was decided that the criteria for assessing levels of language anxiety in this study would be based on the ideas of Piniel (2006) and Lugossy, Horvath, and Nikolov (2009) and adapted as follows. (See Table 3.7)

Table 3.7 Criteria for Assessing the Levels of Language Anxiety in this Study

Levels	Language Anxiety Descriptions	Total Scores	Average Mean Scores
High	Considerably anxious - Very anxious	100 – 165	3.01 – 5.00
Low	Non-anxious - Slightly anxious	33 – 99	1.00 – 3.00

Reliability and Validity of the FLCAS

Horwitz, Horwitz, and Cope (1986) and Aida (1994) report that FLCAS is a valid and reliable instrument. Horwitz, Horwitz, and Cope (1986) state that Spielberger (1983) verified the construct validity; the correlation of FLCAS with the Trait scale of the State-Trait Anxiety Inventory was $r = .29$, $p = .002$. The internal reliability was also demonstrated as Cronbach's alpha coefficient was 0.93, with all items producing significant corrected item-total scale correlations, and test-retest reliability was $r = 0.83$, $p = .001$ (Horwitz, Horwitz, & Cope, 1986). Similarly, Aida (1994) reports establishing the reliability of the FLCAS, with Cronbach's alpha coefficient at 0.94 and the test-retest reliability at $r = 0.80$ ($p < .01$). These data were derived from a study of the level of language anxiety of 96 university students of Japanese as a foreign language. (See FLCAS full scale in Appendix A)

Part 3: Rosenberg Self-Esteem Scale (RSES)

This part consists 10 self-report RESE items on the questionnaire. The Rosenberg Self-Esteem Scale developed by Rosenberg (1965) was used to determine teacher trainees' degree of self-esteem.

Development of the RSES

The Rosenberg Self-Esteem Scale, or the RSES, was designed by Rosenberg (1965). This self-report instrument is employed to measure individuals' self-esteem as they are related to overall feelings of self-worth or self-acceptance. The questionnaire comprises 10 items and possible score range from 10 to 40. Higher scores denote higher self-esteem. Rosenberg (1965) reported a Cronbach's alpha coefficient ranging from 0.77 to 0.88 based on randomly selected 5,024 high school juniors and seniors studying in 10 schools in New York State.

The 10-item-RSES questionnaire uses a four-point Likert scale format to classify the levels of self-esteem reported by the participants. Rankings are evaluated as follows: 1 = strongly disagree, 2 = disagree, 3 = agree, to 4 = strongly agree. Note that items 2, 5, 6, 8, and 9 are reverse scores. (See Table 3.8)

Table 3.8 The Rating Scale Description in the RSES

Scale	Descriptions
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

In classifying the participants as to having high or low self-esteem, scores in the upper half indicate “high self-esteem” while scores in the lower half indicate “low self-esteem” (Rosenberg, 1965). The possible scores of the RSES range from a minimum of 10 to a maximum of 40. Rosenberg (1965) classified scores of 26 and higher in the high self-esteem group, and the scores of 25 and lower in the low self-esteem group. Since higher scores indicate higher self-esteem, the range for mean scores is presented in Table 3.9.

Table 3.9 Criteria for Assessing the Levels of Self-Esteem

Levels of Self-Esteem	Total Scores	Average Mean Scores
High Self-Esteem	26 – 40	2.51 – 4.00
Low Self-Esteem	10 – 25	1.00 – 2.50

Reliability and Validity of the RSES

Rosenberg (1965), and Wongpakaran and Wongpakaran (2011) report that the RSES is a valid and reliable instrument. A study by Robinson and Shaver (1973) reports that convergent validity was shown by Silber and Tippet (1965) to be from 0.56 to 0.83. Also, the instrument achieved high reliability; test-retest correlations were in the range of 0.82 to 0.88, and Cronbach's alpha coefficient for various samples was in the range of 0.77 to 0.88. Many studies have exhibited both a uni-dimensional and a two-factor (self-confidence and self-deprecation) structure for the scale (Rosenberg, 1989). Wongpakaran and Wongpakaran (2011) report similar findings for the RSES's reliability in an investigation of the structure of the Rosenberg Self-Esteem scale (RSES); their study used confirmatory factor analysis. Wongpakaran and

Wongpakaran developed a Thai version of RSES, using the translation and cultural adaptation method, and tested it with 664 university students in a northern Thai province. This Thai version shows good internal consistency as Cronbach's alpha coefficient was 0.86. (See full scale of RSES in Appendix B)

3.3 Data Collection Procedures

The procedures for questionnaire administration are presented step by step. The study was conducted during the first semester of the 2013 academic year.

First, before conducting the actual research, consent forms were sent to those responsible for the teacher education programs at the four chosen Rajabhat Universities. The researcher contacted them in order to inform them of the purposes of the present study and ask for permission to investigate their teacher trainees' level of language anxiety and self-esteem.

Second, after getting permission to conduct the research, a convenient date was selected to distribute the questionnaires. The researcher, oneself, went to collect the data from the four Rajabhat Universities in Nakhon Sawan, Nakorn Pathom, Maha Sarakham, and Songkhal.

Third, the researcher asked for cooperation from related lecturers, so that they could ask fourth-year teacher trainees to take part in this study. The questionnaires were distributed by hand to the participants after the end of class.

Fourth, the participants who agreed to participate were given the questionnaires. A set of questionnaires was provided to every participant. The purpose of the study was told to all participants so that they would understand why the researcher needed information concerning their experiences of language anxiety and self-esteem. In addition, they were informed that there was no right or wrong answer when completing the questionnaires. The researcher guaranteed that their participation would not have any effect on their course grades. The researcher gave participants 20 minutes to complete the questionnaires, and then collected the completed questionnaires.

Fifth, to maintain anonymity, the data were not shown to the participants or their teachers; moreover, anonymity of personal information was preserved in the

study. The participants did not have to provide their names or contact information; they only needed to provide gender, age, and G.P.A.

Finally, the data collected were analyzed. After the present study had been completed, the information from all returned questionnaires was destroyed.

3.4 Data Analysis

Raw data from returned questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to identify the central tendency for language anxiety and self-esteem; whereas inferential statistics were used to find the correlation between the two main variables: language anxiety and self-esteem of the different academic ability groups of teacher trainees. A comparison of the levels of language anxiety and self-esteem for the high academic ability and low academic ability groups was made. In the present study, the data were entered on the computer and coded for analysis using the following statistical methods.

3.4.1 Descriptive Statistics

Arithmetic Mean (M)

The mean was used to provide average scores for data analysis in the present study. In other words, the mean value was used to show the range of teacher trainees' opinions toward themselves concerning language anxiety and self-esteem. According to McMillan and Schumacher (2001), "the mean is the arithmetic average of all the scores. It is calculated by summing all the scores and then dividing the sum by the number of scores" (p. 215).

Standard Deviation (SD)

Standard deviation was used to specify the average variance of the teacher trainees' opinions from the mean value. The more spread apart the data, the higher the deviation. As stated by McMillan and Schumacher (2001), "the standard deviation is a numerical index that indicates the average variability of the scores. It tells about the distance, on the average, of the scores from the mean." (p. 221).

3.4.2 Inferential Statistics

Independent t-test

The independent t-test was used to compare the levels of language anxiety and self-esteem of high academic ability and low academic ability teacher trainees. According to McMillan and Schumacher (2001), “the t-test is used to determine the level of significance when two means are compared. The t-test is a formula that generates a number, and this number is used to determine the probability level (p level)” (p.369). The p -value was used to determine the significance of the present study’s results.

Pearson Product-Moment Coefficient

The Pearson product-moment coefficient was used to find the relationship between language anxiety and self-esteem of high academic ability and low academic ability teacher trainees. As stated by McMillan and Schumacher (2001), “the most common correlation technique is the Pearson product-moment coefficient (represented by r)” (p.231). It is used for evaluating the relationship between two variables.

CHAPTER IV

RESULTS

This chapter presents the findings of the present research. The data obtained from the returned questionnaires were analyzed by descriptive and inferential statistics. This section first presents a summary of the demographic data. The subsequent parts discuss the results in an attempt to answer the research questions proposed in Chapter One. The last section presents the overall findings.

The five research questions are:

Research Question One: What is the level of language anxiety among Thai EFL teacher trainees with high and low academic ability?

Research Question Two: What is the level of self-esteem among Thai EFL teacher trainees with high and low academic ability?

Research Question Three: Are there any significant differences in language anxiety between Thai EFL teacher trainees with high and low academic ability?

Research Question Four: Are there any significant differences in self-esteem between Thai EFL teacher trainees with high and low academic ability?

Research Question Five: What is the relationship between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability?

4.1 Demographic Data

Out of the total population of 309, 186 fourth-year-teacher trainees in four Rajabhat Universities were selected for the study; 15 teacher trainees were males while 171 teacher trainees were female. The participants' ages ranged from 20 to 27. The grade point averages (GPA) of the high academic achievers were between 3.00 and 3.97. The grade point averages (GPA) of the low academic achievers were between

1.63 and 2.99. The demographic data related to the participants is summarized in Table 4.1.

Table 4.1 Demographic Data

Rajabhat Universities	Gender		Age	GPA (30%)		N
	Male	Female		High	Low	
Nakhon Sawan	4	68	20-24	3.40-3.97	1.95-2.89	72
Nakhon Pathom	3	35	20-22	3.12-3.73	1.92-2.58	38
Maha Sarakham	4	50	21-22	3.45-3.85	1.90-2.99	54
Songkhla	4	18	21-27	3.00-3.50	1.63-2.46	22
Total	15	171	20-27	3.00-3.97	1.63-2.99	186
<i>n</i> = 186				<i>n</i> = 93	<i>n</i> = 93	

4.2 Finding One

Research Question 1: What is the level of language anxiety among Thai EFL teacher trainees with high and low academic ability?

This section describes the language anxiety levels experienced by teacher trainees with high and low academic ability. Descriptive statistics were used to analyze the data obtained from the 186 questionnaires. The participants' levels of language anxiety are presented in terms of 1) the language anxiety scale, 2) the sub-categories of language anxiety—communication apprehension, fear of negative evaluation and test anxiety, and 3) the sub-scales of language anxiety in each category. Moreover, the discrete items on the language anxiety scale were categorized by mean scores ranging from the highest to the lowest.

The criteria for classifying the language anxiety levels into high and low are based on Piniel (2006) and Lugossy, Horvath, and Nikolov (2009). Average mean scores ranging from 3.01 – 5.00 are considered as having a “high level of language anxiety”, which means the participants were very anxious or considerably anxious. Average mean scores ranging from 1.00 – 3.00 are considered as having a “low level of language anxiety”, which indicates that the participants were slightly anxious or not anxious at all.

4.2.1 Language Anxiety Levels Experienced by Teacher Trainees with High Academic Ability

The degree of language anxiety among teacher trainees with high academic ability is presented in Table 4.2 (the language anxiety scale), Table 4.3 (the sub-categories for language anxiety), Table 4.4 (the sub-scales for communication apprehension), Table 4.5 (the sub-scales for fear of negative evaluation) and Table 4.6 (the sub-scales for test anxiety).

Table 4.2 Levels of Language Anxiety among Teacher Trainees with High Academic Ability

Language Anxiety	<i>M</i>	<i>SD</i>	Degree
Language Anxiety	3.22	0.42	High

n = 93

Table 4.2 reports the average degree of language anxiety experienced by 93 Thai EFL teacher trainees with high academic ability. The results show that the high academic achievers were highly anxious in learning English in class with a mean score for language anxiety of 3.22.

Table 4.3 Sub-Categories for Language Anxiety among Teacher Trainees with High Academic Ability

Language Anxiety	<i>M</i>	<i>SD</i>	alpha	Degree
Communication Apprehension	3.32	0.44	0.809	High
Fear of Negative Evaluation	3.17	0.58	0.806	High
Test Anxiety	3.16	0.45	0.809	High

n = 93

Table 4.3 presents the degree of language anxiety in terms of three language anxiety categories: communication apprehension, fear of negative evaluation and test anxiety in that order based on the ranked mean scores. Teacher trainees with high academic ability experienced high levels of every type of language anxiety. The strongest anxiety in these teacher trainees was communication apprehension ($M = 3.32$). Fear of negative evaluation ($M = 3.17$) ranked second, while test anxiety ($M =$

3.16) was the least important cause of language anxiety in the teacher trainees. However, the mean scores for fear of negative evaluation and test anxiety differed only slightly.

Table 4.4 Sub-Scales for Communication Apprehension among Teacher Trainees with High Academic Ability

Communication Apprehension	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
9. I start to panic when I have to speak without preparation in language class.	3.72	1.00	0.813	High
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.56	0.87	0.811	High
29. I get nervous when I don't understand every word the language teacher says.	3.48	0.95	0.811	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.39	0.99	0.809	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.37	1.04	0.807	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.34	1.00	0.820	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.18	0.85	0.809	High
27. I get nervous and confused when I'm speaking in my language class.	3.16	0.90	0.809	High
15. I get upset when I don't understand what the teacher is correcting.	3.13	0.99	0.811	High
18. I feel confident when I speak in foreign language class.	3.06	0.88	0.821	High
14. I would not be nervous speaking the foreign language with native speakers.	2.98	1.01	0.823	Low

n = 93

Based on the results in Table 4.4, the teacher trainees with high academic ability reported that they were highly anxious about speaking English in class, as the average mean scores for these items indicated high levels for communication apprehension. The teacher trainees with high academic ability reported that they panicked most frequently when they had to speak English in class without preparation. They were not confident and tried to control themselves when speaking English in front of other students. They were nervous and confused about what they had to say. The participants also expressed concerns about speaking in the target language with

native speakers. These teacher trainees also felt overwhelmed by the number of rules they had to learn in order to speak. Moreover, they were nervous and frightened when they didn't understand every word the language teacher was saying. They also got upset when they didn't understand what the teacher was correcting.

Table 4.5 Sub-Scales for Fear of Negative Evaluation among Teacher Trainees with High Academic Ability

Fear of Negative Evaluation	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
23. I always feel that the other students speak the foreign language better than I do.	3.41	1.02	0.807	High
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	3.38	1.03	0.810	High
7. I keep thinking that the other students are better at language than I am.	3.24	1.10	0.810	High
13. It embarrasses me to volunteer answers in my language class.	3.12	0.99	0.808	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.09	1.12	0.809	High
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.94	1.00	0.812	Low
2. I don't worry about making mistakes in language class.	2.93	0.95	0.822	Low
<i>n</i> = 93				

The effect of fear of negative evaluation on the high academic achievers' language learning is shown in Table 4.5. Most teacher trainees with high academic ability reported that they thought that the other students were better at language than they were. They also got nervous when the language teacher asked questions they had not prepared in advance. They did not dare to volunteer to answers to teachers' questions in language class because they were afraid that other students would laugh at them when they were speaking the foreign language. While they expressed concern about making mistakes in language class, they still preferred that teachers corrected their mistakes.

Table 4.6 Sub-Scales for Test Anxiety among Teacher Trainees with High Academic Ability

Test Anxiety	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
5. It would not bother me at all to take more foreign language classes.	3.75	0.85	0.819	High
11. I don't understand why some people get so upset over foreign language classes.	3.55	1.12	0.819	High
10. I worry about the consequences of failing my foreign class.	3.48	1.10	0.809	High
22. I don't feel pressure to prepare very well for language class.	3.48	0.97	0.823	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.45	0.98	0.807	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.44	1.03	0.811	High
25. Language class moves so quickly I worry about getting left behind.	3.28	0.98	0.809	High
12. In language class, I can get so nervous I forget things I know.	3.26	0.96	0.808	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.25	0.83	0.821	High
26. I feel more tense and nervous in my language class than in my other classes.	3.24	1.17	0.807	High
8. I am usually at ease during tests in my language class.	3.20	0.81	0.823	High
21. The more I study for a language test, the more confused I get.	2.83	1.09	0.815	Low
3. I tremble when I know that I'm going to be called on in language class.	2.70	1.02	0.809	Low
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.48	0.96	0.814	Low
17. I often feel like not going to my language class.	1.97	1.05	0.815	Low

n = 93

As shown in Table 4.6, most teacher trainees recognized the importance of English as they wanted to take more foreign language classes, were willing to go to class, and concentrated on the lesson. However, the overall degree of anxiety about taking English tests among the high academic achievers was still high. They were most worried about failure in test performance. During language class, they felt their hearts pounding when they were going to be called on. These teacher trainees felt anxious about taking tests even if they were well prepared. They further reported that

language class moved so quickly that they worried about getting left behind. In language class, they could get so nervous that they forgot things they knew. Lastly, they reported that they felt more tense and nervous in language class than in other classes.

4.2.2 Language Anxiety Levels Experienced by Teacher Trainees with Low Academic Ability

The degree of language anxiety among teacher trainees with low academic ability is presented in Table 4.7 (language anxiety scale), Table 4.8 (sub-categories for language anxiety), Table 4.9 (sub-scales for communication apprehension), Table 4.10 (sub-scales for fear of negative evaluation), and Table 4.11 (sub-scales for test anxiety).

Table 4.7 Levels of Language Anxiety among Teacher Trainees with Low Academic Ability

Language Anxiety	<i>M</i>	<i>SD</i>	Degree
Language Anxiety	3.27	0.33	High

n = 93

Table 4.7 reports the average degree of language anxiety experienced by 93 Thai EFL teacher trainees with low academic ability. The results show that the low academic achievers experienced high levels of language anxiety with a mean scores of 3.27.

Table 4.8 Sub-Categories for Language Anxiety among Teacher Trainees with Low Academic Ability

Language Anxiety	<i>M</i>	<i>SD</i>	alpha	Degree
Communication Apprehension	3.30	0.38	0.809	High
Fear of Negative Evaluation	3.29	0.49	0.806	High
Test Anxiety	3.24	0.35	0.809	High

n = 93

Table 4.8 presents the degree of language anxiety in terms of three language anxiety categories. The teacher trainees with low academic ability experienced high levels of every type of language anxiety. While the strongest anxiety in this teacher trainee group was communication apprehension ($M = 3.30$), fear of negative evaluation ($M = 3.29$) ranked second. However, the mean scores for communication apprehension and fear of negative evaluation were not very different. The least important cause of language anxiety among these teacher trainees was test anxiety ($M = 3.24$).

Table 4.9 Sub-Scales for Communication Apprehension among Teacher Trainees with Low Academic Ability

Communication Apprehension	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
9. I start to panic when I have to speak without preparation in language class.	3.84	0.93	0.813	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.44	0.79	0.807	High
29. I get nervous when I don't understand every word the language teacher says.	3.40	0.77	0.811	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.37	0.95	0.809	High
27. I get nervous and confused when I'm speaking in my language class.	3.35	0.71	0.809	High
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.33	0.75	0.811	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.33	0.93	0.809	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.16	0.94	0.820	High
15. I get upset when I don't understand what the teacher is correcting.	3.12	0.82	0.811	High
18. I feel confident when I speak in foreign language class.	2.98	0.72	0.821	Low
14. I would not be nervous speaking the foreign language with native speakers.	2.98	0.97	0.823	Low
<i>n</i> = 93				

Table 4.9 presents the mean scores on individual sub-scales for communication apprehension experienced by the teacher trainees with low academic ability. The low academic achievers obtained high scores for anxiety caused by

speaking English in the classroom. These teacher trainees expressed the highest level of concern about speaking English, as they panicked when they had to speak without advanced preparation. Listening for comprehension was their second major concern, as they would get nervous when they did not understand every word the language teacher said. The number of rules the teacher trainees had to learn in order to speak seemed to be another serious burden. Moreover, the participants reported that they got nervous, confused, and never felt quite sure when speaking in language class. They felt very self-conscious about speaking in front of other students. In the case of speaking with native speakers, some felt comfortable while others were not very confident. Lastly, these teacher trainees reported getting upset when they did not understand what the teacher was correcting in their language class.

Table 4.10 Sub-Scales for Fear of Negative Evaluation among Teacher Trainees with Low Academic Ability

Fear of Negative Evaluation	<i>M</i>	<i>SD</i>	alpha	Degree
7. I keep thinking that the other students are better at language than I am.	3.72	0.90	0.810	High
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	3.44	0.89	0.810	High
23. I always feel that the other students speak the foreign language better than I do.	3.39	0.93	0.807	High
13. It embarrasses me to volunteer answers in my language class.	3.37	0.99	0.808	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.17	0.90	0.809	High
2. I don't worry about making mistakes in language class.	3.02	0.95	0.822	High
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.99	0.81	0.812	Low

n = 93

As can be seen in Table 4.10, fear of being negatively evaluated was rated as highly as the other categories. The teacher trainees with low academic ability felt strongly that other students had higher language proficiency than they did. Moreover, they were most nervous when the language teacher asked questions they had not prepared in advance. They were not confident about volunteering to answer questions in language class, as they were embarrassed and afraid that other students would laugh

at them when they spoke the foreign language. However, the low academic achievers were willing to be corrected by the language teachers and they were not very worried about making mistakes in language class.

Table 4.11 Sub-Scales for Test Anxiety among Teacher Trainees with Low Academic Ability

Test Anxiety	<i>M</i>	<i>SD</i>	alpha	Degree
10. I worry about the consequences of failing my foreign class.	3.73	0.89	0.809	High
5. It would not bother me at all to take more foreign language classes.	3.51	0.84	0.819	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.49	0.81	0.807	High
11. I don't understand why some people get so upset over foreign language classes.	3.43	0.98	0.819	High
25. Language class moves so quickly I worry about getting left behind.	3.43	0.79	0.809	High
26. I feel more tense and nervous in my language class than in my other classes.	3.39	0.83	0.807	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.35	0.82	0.811	High
12. In language class, I can get so nervous I forget things I know.	3.34	1.02	0.808	High
22. I don't feel pressure to prepare very well for language class.	3.18	0.71	0.823	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.17	0.72	0.821	High
21. The more I study for a language test, the more confused I get.	3.12	0.88	0.815	High
3. I tremble when I know that I'm going to be called on in language class.	3.10	0.98	0.809	High
8. I am usually at ease during tests in my language class.	2.94	0.87	0.823	Low
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.85	0.85	0.814	Low
17. I often feel like not going to my language class.	2.50	1.03	0.815	Low

n = 93

The teacher trainees with low academic ability were also test-anxious, as shown in Table 4.11. The participants reported they were most concerned about failing English tests. They had palpitations when they thought that they were going to be called on in language class. Another concern was that they would be left behind as the language class moved so quickly. They thought that language class caused more tension and nervousness than other classes. The low academic achievers felt pressure

to prepare well. Even if they were well prepared, they were still anxious. Last, they got very nervous and forgot things that they knew. They said that the more they studied for a language test, the more confused they got. In sum, this group of teacher trainees reported high levels of language anxiety caused by taking English tests; however, they said that they still participated in language class, were willing to take more foreign language classes, and concentrated on the lessons without thinking about other things during class.

4.3 Finding Two

Research Question 2: What is the level of self-esteem among Thai EFL teacher trainees with high and low academic ability?

This section presents self-esteem levels in the teacher trainees with high and low academic ability. The data obtained from the 186 questionnaires were analyzed using descriptive statistics. The participants' levels of self-esteem are presented in terms of 1) the self-esteem scale, and 2) the sub-scales for self-esteem. Additionally, discrete items on the self-esteem scale are classified by mean scores ranging from the highest to the lowest.

The manner of classifying participants' self-esteem scores into high and low levels is based on Rosenberg (1965). Average mean scores ranging from 2.51 – 4.00 indicate “high self-esteem” while average mean scores ranging from 1.00 – 2.50 indicate “low self-esteem”.

4.3.1 Self-Esteem Levels in Teacher Trainees with High Academic Ability

The degree of self-esteem in the teacher trainees who had high academic ability is presented in Table 4.12 (self-esteem scale), and Table 4.13 (sub-scales for self-esteem).

Table 4.12 Levels of Self-Esteem among Teacher Trainees with High Academic Ability

Self-Esteem	<i>M</i>	<i>SD</i>	Degree
Self-Esteem	3.05	0.41	High

n = 93

Table 4.12 presents the average degree of self-esteem in 93 Thai EFL teacher trainees with high academic ability. The results show that the high academic achievers had high levels of self-esteem with a mean score of 3.05. These high achievers perceived themselves as worthy.

Table 4.13 Sub-Scales for Self-Esteem among Teacher Trainees with High Academic Ability

Self-Esteem	<i>M</i>	<i>SD</i>	alpha	Degree
10. I take a positive attitude toward myself.	3.48	0.57	0.818	High
9. All in all, I am inclined to feel that I am a failure.	3.34	0.84	0.827	High
4. I am able to do things as well as most other people.	3.25	0.65	0.817	High
6. I certainly feel useless at times.	3.23	0.95	0.827	High
3. I feel that I have a number of good qualities.	3.20	0.55	0.818	High
1. On the whole, I am satisfied with myself.	3.19	0.67	0.820	High
5. I feel I do not have much to be proud of.	3.19	0.87	0.824	High
7. I feel that I'm a person of worth, at least on an equal plane with others.	2.97	0.77	0.819	High
2. At times I think I am no good at all.	2.93	0.90	0.825	High
8. I wish I could have more respect for myself.	1.66	0.60	0.824	Low

n = 93

As shown in Table 4.13, most teacher trainees with high academic ability obtained high scores on the individual self-esteem sub-scales, except for item 8. The high academic achievers were, on the whole, satisfied with themselves and had a positive attitude. They did not think that they were failures. They felt that they were able to do things as well as most other people. They thought that they were also useful and had a number of good qualities. These teacher trainees were quite proud of themselves; last, they felt they were equal in ability to others. However, they were not sure that they should have more respect for themselves.

4.3.2 Self-Esteem Levels in Teacher Trainees with Low Academic

Ability

The degree of self-esteem in the teacher trainees with low academic ability is presented in Table 4.14 (the self-esteem scale), and Table 4.15 (the sub-scales for self-esteem).

Table 4.14 Levels of Self-Esteem among Teacher Trainees with Low Academic Ability

Self-Esteem	<i>M</i>	<i>SD</i>	Degree
Self-Esteem	2.82	0.39	High
<i>n</i> = 93			

Table 4.14 reports the average degree of self-esteem in 93 Thai EFL teacher trainees who had low academic ability. The results show that the low academic achievers had high self-esteem with a mean score of 2.82. Simply stated, the low achievers perceived themselves as worthy.

Table 4.15 Sub-Scales for Self-Esteem among Teacher Trainees with Low Academic Ability

Self-Esteem	<i>M</i>	<i>SD</i>	alpha	Degree
10. I take a positive attitude toward myself.	3.32	0.67	0.818	High
4. I am able to do things as well as most other people.	3.13	0.64	0.817	High
3. I feel that I have a number of good qualities.	3.06	0.71	0.818	High
1. On the whole, I am satisfied with myself.	3.02	0.59	0.820	High
6. I certainly feel useless at times.	2.91	0.91	0.827	High
9. All in all, I am inclined to feel that I am a failure.	2.76	0.92	0.827	High
5. I feel I do not have much to be proud of.	2.73	0.80	0.824	High
7. I feel that I'm a person of worth, at least on an equal plane with others.	2.67	0.88	0.819	High
2. At times I think I am no good at all.	2.60	0.83	0.825	High
8. I wish I could have more respect for myself.	1.94	0.71	0.824	Low
<i>n</i> = 93				

Similar to the high academic achievers, the teacher trainees who had low academic ability rated themselves as having high self-esteem (See Table 4.15). In general, the low academic achievers had a positive attitude toward themselves. They thought that they had the ability to do things as well as most other people. On the

whole, they were satisfied with themselves and felt that they also had a number of good qualities. They did not think that they were useless or failures. These teacher trainees were generally proud of themselves and felt themselves equal to others. In contrast, they did not feel they need to respect themselves more.

4.4 Finding Three

Research Question 3: Are there any significant differences in language anxiety between Thai EFL teacher trainees with high and low academic ability?

This section presents a comparison of language anxiety levels in 186 Thai EFL teacher trainees with high and low academic ability. Inferential statistics were employed to find if there was a significant difference between the mean scores for language anxiety between the high and low academic achievers. The comparisons are presented in Table 4.16 (the language anxiety scale), Table 4.17 (the sub-categories for language anxiety), and Table 4.18 (the sub-scales for language anxiety).

Table 4.16 Comparison of Levels of Language Anxiety between Teacher Trainees with High and Low Academic Ability

Language Anxiety	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Language Anxiety	3.22	0.42	3.27	0.33	-0.765	167	.446
	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

As shown in Table 4.16, no statistically significant difference in language anxiety between the teacher trainees with high and low academic ability was found. However, the teacher trainees in the low academic group reported a higher degree of language anxiety than those in the higher academic group.

Table 4.17 Comparison of Sub-Categories of Language Anxiety between Teacher Trainees with High and Low Academic Ability

Language Anxiety	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Communication Apprehension	3.32	0.44	3.30	0.38	0.303	178	.762
Test Anxiety	3.16	0.45	3.24	0.35	-1.334	180	.184
Fear of Negative Evaluation	3.17	0.58	3.29	0.49	-1.544	174	.124
	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

Table 4.17 shows that there was no statistically significant difference for the sub-categories of language anxiety between teacher trainees with high and low academic ability. However, the degree of anxiety for the three categories—communication apprehension, test anxiety, and fear of negative evaluation—in the two groups was found to be different. The high academic achievers were slightly more anxious in speaking English than the teacher trainees in the lower academic group. On the other hand, the teacher trainees with low academic ability were more anxious about taking English tests and had a greater fear of being negatively evaluated than those in the higher group.

Table 4.18 Comparison of Levels for Sub-Scales of Language Anxiety between Teacher Trainees with High and Low Academic Ability

Language Anxiety	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Communication Apprehension	3.32	0.44	3.30	0.38	0.303	178	.762
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.18	0.85	3.33	0.93	-1.104	183	.271
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.37	1.04	3.44	0.79	-0.522	182.596	.602
9. I start to panic when I have to speak without preparation in language class.	3.72	1.00	3.84	0.93	-0.840	180	.402
14. I would not be nervous speaking the foreign language with native speakers.	2.98	1.01	2.98	0.97	0.037	183	.970
15. I get upset when I don't understand what the teacher is correcting.	3.13	0.99	3.12	0.82	0.093	184	.926

(continued)

Table 4.18 Comparison of Levels for Sub-Scales of Language Anxiety between Teacher Trainees with High and Low Academic Ability (continued)

Language Anxiety	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
18. I feel confident when I speak in foreign language class.	3.06	0.88	2.98	0.72	0.684	184	.495
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.56	0.87	3.33	0.75	1.886	184	.061
27. I get nervous and confused when I'm speaking in my language class.	3.16	0.90	3.35	0.71	-1.575	184	.117
29. I get nervous when I don't understand every word the language teacher says.	3.48	0.95	3.40	0.77	0.624	183.824	.534
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.39	0.98	3.37	0.95	0.199	184	.843
32. I would probably feel comfortable around native speakers of the foreign language.	3.34	1.00	3.16	0.94	1.239	184	.217
Test Anxiety	3.16	0.45	3.24	0.35	-1.334	180	.184
3. I tremble when I know that I'm going to be called on in language class.	2.70	1.02	3.10	0.98	-2.664	183	.008
5. It would not bother me at all to take more foreign language classes.	3.75	0.85	3.51	0.84	1.916	184	.057
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.48	0.96	2.85	0.85	-2.785	179.541	.006
8. I am usually at ease during tests in my language class.	3.20	0.81	2.94	0.87	2.139	184	.034
10. I worry about the consequences of failing my foreign class.	3.48	1.10	3.73	0.89	-1.749	182.955	.082
11. I don't understand why some people get so upset over foreign language classes.	3.55	1.12	3.43	0.98	0.773	184	.441
12. In language class, I can get so nervous I forget things I know.	3.26	0.96	3.34	1.02	-0.543	183	.588
16. Even if I am well prepared for language class, I feel anxious about it.	3.44	1.03	3.35	0.82	0.652	183.975	.515
17. I often feel like not going to my language class.	1.97	1.05	2.50	1.03	-3.440	184	.001
20. I can feel my heart pounding when I'm going to be called on in language class.	3.45	0.98	3.49	0.81	-0.308	183	.759
21. The more I study for a language test, the more confused I get.	2.83	1.09	3.12	0.88	-1.989	184	.048

(continued)

Table 4.18 Comparison of Levels for Sub-Scales of Language Anxiety between Teacher Trainees with High and Low Academic Ability (continued)

Language Anxiety	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
22. I don't feel pressure to prepare very well for language class.	3.48	0.97	3.18	0.71	2.430	183.001	.016
25. Language class moves so quickly I worry about getting left behind.	3.28	0.98	3.43	0.79	-1.114	184	.267
26. I feel more tense and nervous in my language class than in my other classes.	3.24	1.17	3.39	0.83	-1.022	182.015	.308
28. When I'm on my way to language class, I feel very sure and relaxed.	3.25	0.83	3.17	0.72	0.685	184	.494
Fear of Negative Evaluation	3.17	0.58	3.29	0.49	-1.544	174	.124
2. I don't worry about making mistakes in language class.	2.93	0.95	3.02	0.95	-0.656	182	.512
7. I keep thinking that the other students are better at language than I am.	3.24	1.10	3.72	0.90	-3.217	181.706	.002
13. It embarrasses me to volunteer answers in my language class.	3.12	0.99	3.37	0.99	-1.716	184	.088
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.94	1.00	2.99	0.81	-0.344	181.748	.732
23. I always feel that the other students speak the foreign language better than I do.	3.41	1.02	3.39	0.93	0.106	184	.873
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.09	1.12	3.17	0.90	-0.547	183	.585
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	3.38	1.03	3.44	0.89	-0.428	181	.669
	<i>n = 93</i>		<i>n = 93</i>		<i>n = 186</i>		

Based on Table 4.18, there was a statistically significant difference between certain sub-scales for language anxiety as rated by teacher trainees in the two groups—high and low academic ability. The teacher trainees in the high academic group were usually more at ease during English tests than those in the lower group. Additionally, they did not feel pressure to prepare well for language class as compared with the teacher trainees with low academic ability. On the other hand, the low academic ability teacher trainees were significantly more anxious than the teacher trainees in the higher group in the following situations: trembling when being called on in language class, thinking that other students were better at language than they

were, being confused when studying for a language test, thinking about other things not related to the lessons, and tending to avoid participating in language class.

4.5 Finding Four

Research Question 4: Are there any significant differences in self-esteem between Thai EFL teacher trainees with high and low academic ability?

This section presents a comparison of self-esteem levels in 186 Thai EFL teacher trainees with high and low academic ability. Inferential statistics were employed to find a significant difference between the mean scores for self-esteem among the high and low academic achievers. The comparisons are presented in Table 4.19 (self-esteem scale), and Table 4.20 (sub-scales for self-esteem).

Table 4.19 Comparison of Levels of Self-Esteem Scale between Teacher Trainees with High and Low Academic Ability

Self-Esteem	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Self-esteem	3.05	0.41	2.82	0.39	3.807	183	.000
	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

As can be seen in Table 4.19, there was a statistically significant difference in self-esteem between the teacher trainees with high and low academic ability, that is, the high academic achievers had higher levels of self-esteem than the teacher trainees in the lower academic group.

Table 4.20 Comparison of Sub-Scales for Self-Esteem between Teacher Trainees with High and Low Academic Ability

Self-Esteem	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. On the whole, I am satisfied with myself.	3.19	0.67	3.02	0.59	1.820	181.857	.070
2. At times I think I am no good at all.	2.93	0.90	2.60	0.83	2.618	184	.010
3. I feel that I have a number of good qualities.	3.20	0.55	3.06	0.71	1.532	184	.127
4. I am able to do things as well as most other people.	3.25	0.65	3.13	0.64	1.212	184	.227
5. I feel I do not have much to be proud of.	3.19	0.87	2.73	0.80	3.707	184	.000
6. I certainly feel useless at times.	3.23	0.95	2.91	0.91	2.304	184	.022
7. I feel that I'm a person of worth, at least on an equal plane with others.	2.97	0.77	2.67	0.88	2.450	162.276	.015
8. I wish I could have more respect for myself.	1.66	0.60	1.94	0.71	-2.867	184	.005
9. All in all, I am inclined to feel that I am a failure.	3.34	0.84	2.76	0.92	4.469	184	.000
10. I take a positive attitude toward myself.	3.48	0.57	3.32	0.67	1.748	183	.082
	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

In Table 4.20, some sub-scales for self-esteem show a significant difference between the two groups of teacher trainees. The high academic achievers perceived themselves more worthy than the low academic achievers in the following items: “2. At times I think I am no good at all”, “5. I feel I do not have much to be proud of”, “6. I certainly feel useless at times”, “7. I feel that I'm a person of worth, at least on an equal plane with others”, and “9. All in all, I am inclined to feel that I am a failure”. On the other hand, teacher trainees with low academic ability thought that they should have respect for themselves than teacher trainees in the higher academic group (Item 8).

4.6 Finding Five

Research Question 5: What is the relationship between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability?

This section presents the relationship between language anxiety and self-esteem in teacher trainees with high and low academic ability. Inferential statistics were used to find the correlation between these two variables.

4.4.1 Correlations between Language Anxiety and Self-Esteem among Teacher Trainees with High and Low Academic Ability

The findings for the correlation between the two variables—language anxiety and self-esteem—are reported in Table 4.21, and Table 4.22.

Table 4.21 Correlations between Language Anxiety and Self-Esteem among Teacher Trainees with High and Low Academic Ability

Correlations	Self-Esteem	<i>p</i>
Language Anxiety	-.233**	.002
- Communication Apprehension	-.096	.203
- Test Anxiety	-.304**	.000
- Fear of Negative Evaluation	-.233**	.002

** Correlation is significant at the 0.01 level (2-tailed)

The findings in Table 4.21 show that, on the whole, language anxiety correlated negatively with self-esteem ($r = -.233$, $p = .002$). In a comparison of the language anxiety categories, self-esteem was found to be negatively correlated with both test anxiety ($r = -.304$, $p = .000$) and fear of negative evaluation ($r = -.233$, $p = .002$).

Table 4.22 Correlations between Sub-Scales for Language Anxiety and Self-Esteem among Teacher Trainees with High and Low Academic Ability

Language Anxiety	Self-Esteem	<i>p</i>
Communication Apprehension	-.096	.203
1. I never feel quite sure of myself when I am speaking in my foreign language class.	-.194**	.008
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	.000	.994
9. I start to panic when I have to speak without preparation in language class.	-.123	.098
14. I would not be nervous speaking the foreign language with native speakers.	.114	.122
15. I get upset when I don't understand what the teacher is correcting.	-.087	.236
18. I feel confident when I speak in foreign language class.	.097	.191
24. I feel very self-conscious about speaking the foreign language in front of other students.	-.020	.789
27. I get nervous and confused when I'm speaking in my language class.	-.287**	.000
29. I get nervous when I don't understand every word the language teacher says.	.047	.526
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	-.080	.278
32. I would probably feel comfortable around native speakers of the foreign language.	.020	.790
Test Anxiety	-.304**	.000
3. I tremble when I know that I'm going to be called on in language class.	-.074	.316
5. It would not bother me at all to take more foreign language classes.	.044	.555
6. During language class, I find myself thinking about things that have nothing to do with the course.	-.181*	.014
8. I am usually at ease during tests in my language class.	.158*	.031
10. I worry about the consequences of failing my foreign class.	-.232**	.002
11. I don't understand why some people get so upset over foreign language classes.	-.035	.637
12. In language class, I can get so nervous I forget things I know.	-.213**	.004
16. Even if I am well prepared for language class, I feel anxious about it.	-.188*	.010
17. I often feel like not going to my language class.	-.382**	.000
20. I can feel my heart pounding when I'm going to be called on in language class.	-.033	.661

(continued)

Table 4.22 Correlations between Sub-Scales for Language Anxiety and Self-Esteem among Teacher Trainees with High and Low Academic Ability (continued)

Language Anxiety	Self-Esteem	<i>p</i>
21. The more I study for a language test, the more confused I get.	-.236**	.001
22. I don't feel pressure to prepare very well for language class.	.128	.084
25. Language class moves so quickly I worry about getting left behind.	-.296**	.000
26. I feel more tense and nervous in my language class than in my other classes.	-.230**	.002
28. When I'm on my way to language class, I feel very sure and relaxed.	.038	.604
Fear of Negative Evaluation	-.233**	.002
2. I don't worry about making mistakes in language class.	-.058	.435
7. I keep thinking that the other students are better at language than I am.	-.328**	.000
13. It embarrasses me to volunteer answers in my language class.	-.119	.107
19. I am afraid that my language teacher is ready to correct every mistake I make.	-.141	.057
23. I always feel that the other students speak the foreign language better than I do.	-.213**	.004
31. I am afraid that the other students will laugh at me when I speak the foreign language.	-.108	.145
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	-.046	.540

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Correlations between self-esteem and the sub-scales for language anxiety are shown in Table 4.22. Among the language anxiety items, the self-esteem scale correlated significantly with the following questions: "1. I never feel quite sure of myself when I am speaking in my foreign language class," "27. I get nervous and confused when I'm speaking in my language class," "6. During language class, I find myself thinking about things that have nothing to do with the course," "8. I am usually at ease during tests in my language class," "10. I worry about the consequences of failing my foreign class," "12. In language class, I can get so nervous I forget things I know," "16. Even if I am well prepared for language class, I feel anxious about it," "17. I often feel like not going to my language class," "21. The more I study for a language test, the more confused I get," "25. Language class moves so quickly I worry

about getting left behind,” “26. I feel more tense and nervous in my language class than in my other classes,” “7. I keep thinking that the other students are better at language than I am,” and “23. I always feel that the other students speak the foreign language better than I do.”

4.7 Summary of the findings

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

1. The 186 Thai EFL teacher trainees in the two groups—high and low academic ability—experienced high levels of language anxiety in language class ($M = 3.22$, and $M = 3.27$, respectively). In addition, the teacher trainees in both groups were in the same range for sub-categories of language anxiety. The strongest anxiety in these teacher trainees was communication apprehension. Fear of negative evaluation ranked second, while test anxiety was the least important cause of language anxiety in the teacher trainees with high and low academic ability.

2. The 93 Thai EFL teacher trainees with high academic ability had high levels of self-esteem ($M = 3.05$). Similarly, the 93 Thai EFL teacher trainees who were in the lower academic group also had high self-esteem ($M = 2.82$). In other words, the teacher trainees with high and low academic ability perceived themselves as worthy.

3. A statistically significant difference in language anxiety between teacher trainees with high and low academic ability was not found. However, the teacher trainees in the lower academic group reported a higher degree of language anxiety than those with high academic ability. There was also no statistically significant difference for the sub-categories of language anxiety in the high and low academic achievers, but the degree of anxiety for the three categories was different for the two groups. The high academic achievers were slightly more anxious in speaking English than the teacher trainees in the lower academic group. In contrast, the teacher trainees with low academic ability were more anxious about taking English tests and had a greater fear of being negatively evaluated than those in the higher academic group.

4. A statistically significant difference in self-esteem between teacher trainees with high and low academic ability was found, that is, the high academic achievers had higher levels of self-esteem than the teacher trainees in the lower academic group.

5. Language anxiety was found to be negatively correlated with self-esteem ($r = -.233$, $p = .002$). It can be said that the higher the level of language anxiety, the lower the level of the teacher trainees' self-esteem is. In comparison with sub-categories of language anxiety, self-esteem negatively correlated with both test anxiety ($r = -.304$, $p = .000$) and fear of negative evaluation ($r = -.233$, $p = .002$).

The following chapter provides a discussion of the present findings. The discussion is arranged based on research questions one to five. There are explanations of the present investigation as well as a discussion of the previous literature in relation to the findings of this study. In the last part, implications for language teaching and learning are given.

CHAPTER V

DISCUSSION

This chapter discusses the findings shown in the previous chapter. The discussion is presented based on the five proposed research questions as follows: 1) a discussion of finding one dealing with teacher trainees' language anxiety levels, 2) a discussion of finding two dealing with teacher trainees' self-esteem levels, 3) a discussion of finding three dealing with a comparison of language anxiety in teacher trainees with high and low academic ability, 4) a discussion of finding four dealing with a comparison of self-esteem in teacher trainees with high and low academic ability, and 5) the relationship between language anxiety and self-esteem in the teacher trainees. Lastly, implications for language learning and teaching are suggested.

5.1 Discussion of Finding One

Research Question 1: What is the level of language anxiety among Thai EFL teacher trainees with high and low academic ability?

This part discusses the level of language anxiety and the levels for the sub-categories of language anxiety as reported by 186 Thai EFL teacher trainees with high and low academic ability, and analyzes the reasons why those teacher trainees experienced such language anxiety levels.

The Language Anxiety Scale

The findings show that teacher trainees with high and low academic ability had high levels of language anxiety. It can be said that both high and low academic achievers were highly anxious about learning English in the classroom. The present findings parallel the findings of the following studies: Agbalizu (2007) found that the Arts students from the United Arab Emirates experienced high anxiety. Namsang (2011) found that Thai undergraduate students at Dhonburi Rajabhat University were highly anxious when using English in class. Tum (2012) reports the

majority of non-native teacher trainees from Northern Cyprus were highly anxious in using English. Tanveer (2007) reveals that most language learners at the University of Glasgow showed high levels of language anxiety. In addition, Liu and Zhang (2008) found that the majority of Chinese EFL learners were highly anxious in speaking English.

In contrast, the results of the present investigation do not correspond with the following results: those of Lairat and Viriya (2012), who found that the levels of anxiety among the staff members at Thammasat University, Thailand were moderate; those of Tasee (2009), who found a moderate degree of language anxiety in speaking English among Rajabhat University students; and those of Kasemkosin and Rimkeeratikul (2012), who found that Thai cadets at the Royal Thai Air Force Language Center had levels of apprehension in the moderate range. In addition, the findings of Wong (2012) reveal low levels of language anxiety experienced by non-native pre-service teachers.

The reason that the teacher trainees experienced high levels of language anxiety may be that these teacher trainees were training to be English teachers and needed to be highly competent in transmitting knowledge about English. The burdens of their future profession, therefore, may create stress about achieving language proficiency. The worry about actual language ability may cause anxiety in learning the target language among these teacher trainees. Moreover, as shown in the results, the teacher trainees with high academic ability were also anxious in learning language. This finding supports that of Horwitz, Horwitz, and Cope (1986), who indicated that even good language students have problems with anxiety which presents an obstacle in their foreign language learning.

Sub-Categories of Language Anxiety

The teacher trainees in both groups—high and low academic ability—perceived communication apprehension as their strongest anxiety. The second was fear of negative evaluation, and the last was test anxiety. Simply said, the teacher trainees with high and low academic ability were most anxious in communicating in English, feared that their language performance would be negatively evaluated, and had apprehensions about taking English tests, in that order. The results of the present study support the findings of the following previous researchers: Horwitz, Horwitz,

and Cope (1986), who reported that speaking English in class was the biggest concern among anxious students at the University of Texas; Liu and Zhang (2008), who found that Chinese EFL learners were strongly anxious in speaking English; and Kasemkosin and Rimkeeratikul (2012), who revealed that the Thai cadets were found to have a high level of communication apprehension.

On the other hand, the results of the present study do not match the findings of Tasee (2009), who found that fear of negative evaluation was the main cause of language anxiety among Rajabhat University students majoring in English Education, Humanities, or Business English; and Namsang (2011), who found that assessment activities, such as English tests, had a strong impact on anxiety in Thai undergraduate students at Dhonburi Rajabhat University.

The main reason underlying these results may be that teacher trainees may not be confident in communicating in a target language they do not master. In their responses to the self-report questionnaires, most teacher trainees reported that they panicked when they had to speak English in class without preparation. They were not confident and tried to control themselves when speaking English in front of other students. They were nervous and confused about what they had to say. The participants also expressed concerns about speaking in the target language with native speakers. This over-concern with self-image may be another factor reducing the teacher trainees' self-confidence since the fear of negative evaluation is reported as the second most important cause of language anxiety. The teacher trainees reported that they were afraid of being monitored by others and evaluated negatively.

5.2 Discussion of Finding Two

Research Question Two: What is the level of self-esteem among Thai EFL teacher trainees with high and low academic ability?

This part discusses the level of self-esteem of 186 Thai EFL teacher trainees with high and low academic ability, and analyzes the reasons why the teacher trainees had such self-esteem levels.

In general, the teacher trainees with high and low academic ability had high self-esteem. In other words, the teacher trainees in those two groups perceived

themselves as worthy. This finding is consistent with the finding of Liu and Zhang (2008), who reported that the degree of self-esteem among Chinese EFL learners in English class was high. The students perceived themselves as worthy. In the Thai context, this finding is in partial agreement with the results of Songserm (2001), who found that among 348 Surin Rajabhat Institute students, female students, full-time students, and the students in the Faculty of Industrial Technology had high self-esteem.

The reasons that the teacher trainees with high and low academic ability rated themselves as worthy may be related to the well-preparation. When these teacher trainees had to perform teaching tasks, the teacher trainees in both groups always prepare and practice their teaching beforehand such as teaching contents, and activity arrangement. Well-preparation helps the teacher trainees reduce their stress and have much confidence. When they have greater confidence, they believe in themselves and in their skills which lead to a positive thinking. Therefore, it is possible that the teacher trainees perceived themselves as more worthy or at least equal to other people, even some of them have low academic competence.

It is good to know that these groups of teacher trainees had high general self-esteem and it would be beneficial to study whether or not these teacher trainees also had high self-esteem specifically in terms of language learning. That is because self-esteem is considered as a necessary factor in facilitating foreign language acquisition (Rubio, 2007; Brown, 1994; Horwitz, 2007). If one believes in his or her own abilities—having self-esteem—it will lead one to be successful in the cognitive and affective processes of language learning (Brown, 1994). Self-esteem is conceived as a likely determinant of a person's life, influencing him/her for good or bad; in short, it is one of the central drives in human beings (Rubio, 2007).

5.3 Discussion of Finding Three

Research Question 3: Are there any significant differences in language anxiety between Thai EFL teacher trainees with high and low academic ability?

This part presents a comparison of the degree of language anxiety among Thai EFL teacher trainees with high and low academic ability, and analyzes the reasons for those results.

Although teacher trainees in the two groups were not significantly different in language anxiety, the teacher trainees in the lower academic group reported a higher degree of language anxiety than those with high academic ability. The degree of language anxiety for the sub-three categories of language anxiety differed as follows: The high academic achievers were slightly more anxious in speaking English than the teacher trainees in the lower academic group. On the other hand, the teacher trainees with low academic ability were more anxious about taking English tests and had a greater fear of being negatively evaluated than those in the higher academic group.

According to Horwitz, Horwitz, and Cope (1986), anxiety affects students' language learning and results in negative achievement by preventing students from performing productively in the foreign language class. The present result is mostly consistent with that of Zare and Riasati (2012), who found that Iranian EFL learners who were at higher academic levels had decreased anxiety levels. In addition, the present results are in partial accord with those of the following previous studies which reported a negative relationship between language anxiety and students' ability. In terms of English achievement, Agbalizu (2007) reported students from the United Arab Emirates who experienced high language anxiety had low language achievement. Similarly, in Taipei County, Chan and Wu (2004) found that the higher the learners' anxiety level was, the lower the English learning achievement the learners had. In the case of anxiety in oral performance, Park and Lee (2005) reveal that language anxiety negatively correlated with Korean students' oral performance: the more highly anxious students had lower oral scores. Stephenson (2006) reports that Spanish university students with a high level of anxiety performed more poorly on oral tests than those who had moderate or low levels of anxiety. Lastly, Toth's (2012) study shows that highly anxious Hungarian students perform more poorly on formal oral exams.

The reason for this result may be that the teacher trainees with low academic ability may perceive the inadequacy of their language ability more often than those with higher academic ability, so they expressed greater concern about learning English language in class. This can be seen from certain sub-scales for language anxiety that show a statistically significant difference between the teacher trainees in the two groups. The teacher trainees in the high academic group were usually more at ease during English tests than those in the lower group. Additionally, they did not feel pressure to prepare well for language class compared with the teacher trainees with low academic ability. Moreover, the low academic ability teacher trainees were significantly more anxious than the teacher trainees in the higher group in the following situations: trembling when being called on in language class, thinking that other students were better at language than they were, being confused when studying for a language test, thinking about other things not related to the lessons, and tending to avoid participating in language class.

5.4 Discussion of Finding Four

Research Question 4: Are there any significant differences in self-esteem between Thai EFL teacher trainees with high and low academic ability?

This part presents a comparison of the degree of self-esteem among Thai EFL teacher trainees with high and low academic ability, and analyzes the reasons for this result.

The teacher trainees in the two groups were found to have a statistically significant difference in levels of self-esteem, that is, the high academic achievers had higher levels of self-esteem than the teacher trainees in the lower academic group. The results of the present investigation are mostly in agreement with those of Zare and Riasati (2012), who found that the higher the academic level Iranian EFL reached, the higher the degree of self-esteem they developed. Additionally, the results of the present study are in partial agreement with those of the following researchers who show similar findings for a positive relationship between self-esteem and students' ability: Fahim and Rad (2012) found that Iranian EFL learners who had high self-esteem also achieved high English language proficiency and high paragraph writing

scores. Soureshjani and Naseri (2011) also found that English proficiency levels strongly correlated with Iranian EFL learners' self-esteem. If English proficiency levels increased, learners would be more confident in using the language. Finally, Park and Lee (2005) show that self-confidence positively correlates with oral performance; the Korean students who were more highly confident performed better in oral tasks.

The explanation regarding the result that the teacher trainees who had higher academic ability achieved higher levels of self-esteem may be related to confidence in one's own ability. As the teacher trainees in the higher group achieved high academic competence, these learners may think that they have greater capacity in performing tasks or doing learning activities than those in the lower group. The more the teacher trainees believed in their ability, the better the performance they had. According to Brown (1994), belief in one's own abilities—having self-esteem—leads to successful cognitive and affective processes. On the other hand, when the teacher trainees lacked confidence or did not much believe in their competence, they may experience concerns about their inadequate ability. As the teacher trainees in the lower group attained low academic achievement, from time to time, these learners may question their ability. This worry possibly affects their thinking of self-worth and result in worse negative emotional states.

5.5 Discussion of Finding Five

Research Question 5: What is the relationship between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability?

This part discusses the relationship between language anxiety and self-esteem among Thai EFL teacher trainees with high and low academic ability, and analyzes the reasons for these results.

In this study, language anxiety negatively correlated with self-esteem ($r = -.233, p < .002$). Self-esteem negatively correlated with both test anxiety ($r = -.304, p < .000$) and fear of negative evaluation ($r = -.233, p < .002$). In other words, it can be concluded that language anxiety decreases when self-esteem increases.

The findings of this study support the findings of the following previous investigations: Yamini and Tahriri (2006) found that among students at Shiraz University, language anxiety correlated negatively with self-esteem. Zare and Riasati (2012) found that Iranian EFL learners who benefitted from a high degree of self-esteem experienced lower anxiety. Tasee (2009) reported that Rajabhat University students who felt that they had a poor speaking ability were more highly anxious than those who felt they had a greater speaking ability. In addition, Ohata (2005) indicated that the feeling of inability made Japanese learners more frustrated and anxious, which negatively affected their self-esteem. Moreover, Tanveer (2007) found that the learners at the University of Glasgow who were highly anxious seemed to hold erroneous beliefs about themselves and felt a low level of self-worth. Lastly, Bergman (2012) revealed that anxious feelings such as embarrassment; annoyance; frustration; difference; dumbness; slowness; and feelings of being demeaned, offended against, disheartened, dissatisfied, and not good enough caused a decrease in self-esteem even in adult learners who had spoken English for many years.

The reason underlying this correlation may be that when the teacher trainees believed in their ability, they could reduce anxious feelings about language learning. In contrast, if the teacher trainees do not believe in their own ability, then anxious feelings emerge, especially when they have to perform tasks in a target language they have not yet mastered. All concerns about lack of ability seem to create anxiety. The negative correlation between self-esteem and language anxiety can be seen in the responses to the questionnaires. When the teacher trainees had decreased self-esteem, they experienced the following sensations: not feeling sure, getting nervous and being confused when speaking in the foreign language class, thinking about things that had nothing to do with the lesson during class, being concerned about taking English tests, worrying about the consequences of failing a test, forgetting things they knew, feeling anxious even when well prepared, feeling like not going to the language class, getting more confused when studying for a language test, worrying about getting left behind as the language class moved so quickly, feeling more tense and nervous in the language class than in other classes, and thinking that others were better at language than they were.

5.6 Implications of the Study

The results of the present study provide information regarding the situation of language anxiety and self-esteem in Thai EFL fourth-year-teacher trainees who had high and low academic ability. This study was in the context of four Rajabhat Universities located in different regions of Thailand. Based on the results of the present investigation, suggestions are given about the significant negative impact of language anxiety and the benefits of self-esteem in language learning. The following implications for language teaching and learning should be taken into consideration.

5.6.1 Implications for Language Teaching

The present study offers certain useful implications for teacher education programs. As this study reveals that the fourth-year teacher trainees experienced high anxiety in language learning within the classroom, the language learning situation of the teacher trainees is now in jeopardy. For example, the teacher trainees were not confident, panicked, and got nervous and confused when they had to speak English in class. They lost self-confidence as they were greatly worried about their self-image and being evaluated negatively. If these teacher trainees hold such beliefs, their opportunities to practice English may be limited. They are likely to avoid situations which cause unpleasant emotions as they are aware of their inadequacies; moreover, they may hesitate to take risks in learning new things (Lawrence, 2000). If they do not practice using English, how can they be successful in foreign language acquisition?

With regard to the negative impacts of language anxiety shown in the present study, it is apparent that the relevant instructors should be concerned about the teacher trainees' language apprehensions and try to reduce them to avoid terrible consequences. The instructors should create a lively classroom environment, provide fun activities, and reduce stressful competition between learners with high and low academic ability. An informal classroom setting should be established and helpful collaboration among the instructor, the high ability learners and the low ability learners should be encouraged.

Another significant suggestion is to develop self-esteem in the teacher trainees, especially self-esteem in regard to language learning. Based on the results of previous studies, self-esteem seems to be significant in second language success

(Brown, 1994; Horwitz, 2007; Alpay, 2000). Moreover, it also helps reduce language anxiety (Zare & Riasati, 2012). An enhancement in self-esteem provides numerous benefits. For example, Fahim and Rad (2012) suggest that to develop students' writing skills, teachers should help develop students' self-esteem. The more students feel secure in class, the more they participate in writing activities. Additionally, if teachers were given more guidance regarding their own behavior and attitudes towards promoting students' self-esteem, at the same time this guidance would provide motivation for developing students' writing skills.

Due to its affective benefits, self-esteem needs to be developed to improve students' language learning. The teacher is seen as the person who has a direct impact on students' self-esteem in terms of academic achievements (Lawrence, 1987). Therefore, teachers should be aware of what they are doing when interacting with learners, as their interactions may negatively affect learners' self-worth and lead to low self-esteem (Lawrence, 1987). The teacher should create a close relationship with teacher trainees because such a warm relationship can lead to more effective teaching, and is more likely to have an effect on students' self-esteem (Lawrence, 1987). Next, the implications of this study for language learning are provided.

5.6.2 Implications for Language Learning

No one can better help language learners succeed in foreign language acquisition than the learners themselves. The instructor is the person who supports learners and transmits knowledge to them; however, if the learners are not willing to collaborate in the process of learning, that teaching attempt is not completed successfully. Therefore, the teacher trainees should recognize the negative effects of language anxiety and try to get rid of them. The more the teacher trainees reduce their language anxiety, the better their chance to be successful in English language.

The most significant thing that the teacher trainees should take into consideration is the development of self-esteem. Self-esteem is significant for language learning, since when learners are more aware of their language limitations—respecting their actual abilities—they became more competent (Horwitz, 2007). In contrast, if the learners have low self-esteem, they may experience the situations such as avoiding the risks needed to acquire communicative competence, feeling severely

insecure and even dropping classes (Rubio, 2007). Significantly for teacher trainees who are going to be English teachers in the future, teachers with high self-esteem have been found to have the following personal qualities: having a willingness to be flexible; being empathetic; having the ability to personalize teaching; and being cheerful, optimistic and emotionally mature (Lawrence, 1999).

In short, administrators in teacher education programs should collaborate with the relevant instructors to find ways to cope with the teacher trainees' language anxiety as well as to support the development of self-esteem before these teacher trainees undertake the teaching profession. Moreover, the teacher trainees themselves should attempt to decrease their language anxiety, think positively in exchanging knowledge in the language classroom, and constantly practice all English skills in order to be competent in the target language and become effective English teachers.

CHAPTER VI

CONCLUSIONS

The last chapter provides a brief conclusion to the study, a summary of the findings for the five research questions, and recommendations for further studies. It aims to summarize all previous chapters and to make helpful suggestions for those researchers who are going to follow up on this research topic.

6.1 Conclusions to the Study

Teacher trainees in English Education are trained to be effective language teachers; however, to be competent in English, the teacher trainees need to overcome many challenges, e.g. complicated teaching tasks (Richard & Nunan, 1990; Campbell & Kryszewska, 1995) and professional responsibilities (Horwitz, 1996; Tum, 2012). Anxiety is one problem affecting teacher trainees' language learning and teaching performance (Horwitz, 1996; Tum, 2012). Thai Rajabhat University students were found to have problems in learning English (Chongpensuklert, 2011; Laoarun, 2013; Somanawattana, 2012), and some Thai learners faced certain difficulties influenced by language anxiety (Tasee, 2009; Namsang, 2011; Kasemkosin & Rimkeeratikul, 2012; Lairat & Viriya, 2012; Udomkit, 2003). Surprisingly, even Thai EFL teachers who are responsible for transferring knowledge about English to their students also experience language anxiety (Klanrit & Sroinam, 2012).

In contrast, self-esteem is a factor that helps reduce language anxiety (Zare & Riasati, 2012). Self-esteem is considered as having a significant impact on successful language learning (Horwitz, 2007; Alpay, 2000). It improves language learning from the perspective of both learners and teachers. Self-esteem positively correlates with achievement and performance in language learning and teaching (Alpay, 2000). The development of self-esteem makes language learning easier by decreasing language anxiety; learners who had a high degree of self-esteem experience

lower anxiety (Zare & Riasati, 2012). Similarly, strong feelings of anxiety can cause low self-esteem. Teachers with high self-esteem have been found to have certain personal qualities, e.g. having the willingness to be flexible; being empathetic; having the ability to personalize teaching; and being cheerful, optimistic and emotionally mature (Lawrence, 1999).

While anxiety has been shown to be an obstacle to successful foreign language acquisition for both learners and teachers, self-esteem seems to be benefit in decreasing it. Therefore, it is worth studying whether teacher trainees who are going to be language teachers experience language anxiety or not. Equipped with this knowledge, teacher education programs could find a way to eliminate teacher trainees' language anxiety and prepare them to be effective language teachers.

The purposes of this study were: 1) to identify the level of language anxiety among teacher trainees with high and low academic ability, 2) to identify the level of self-esteem among teacher trainees with high and low academic ability, 3) to examine a significant difference in language anxiety between teacher trainees with high and low academic ability, 4) to examine a significant difference in self-esteem between teacher trainees with high and low academic ability, and 5) to find a relationship between language anxiety and self-esteem among teacher trainees with high and low academic ability.

The total population was 309 EFL teacher trainees, majoring in English in the Faculties of Education of four Rajabhat Universities, Thailand. The sample consisted of 186 fourth-year-teacher trainees. They were selected using four sequential sampling techniques: 1) stratified random sampling, 2) simple random sampling, 3) purposive sampling, and 4) simple random sampling. The teacher trainees were then divided into two groups—high and low academic ability—by using their grade point averages (GPA) and Fan's method(1952) for determining the high-low-27-percent group. However, to increase reliability, the percentage for the two groups was increased from 27% to 30%.

The research instruments used in this study were: 1) the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, and Cope (1986), which was employed to investigate teacher trainees' language anxiety in terms of communication apprehension, test anxiety, and fear of negative evaluation; 2) the

Rosenberg Self-Esteem Scale (RSES), developed by Rosenberg (1965), which was used to determine teacher trainees' degree of self-esteem. The questionnaires were tested for validity and reliability. The reliability established by Cronbach's alpha coefficient was 0.83. To assure the validity, content validity was checked by experts.

The statistical devices used for quantitative data analysis were mean, standard deviation, the independent t-test, and Pearson's correlation. Descriptive statistics were used to identify the central tendency for language anxiety and self-esteem; inferential statistics were used to find the correlation between the two main variables: language anxiety and self-esteem for the different academic ability groups of teacher trainees. A comparison of the levels of language anxiety and self-esteem for the high academic ability and low academic ability groups was also made. After analysis of the data, the following results were found.

6.1.1 Conclusions for Research Purpose One

The teacher trainees with high and low academic ability experienced high anxiety in language learning in the classroom. In terms of the sub-categories of language anxiety, the teacher trainees in the two groups were most anxious in communicating in English, feared that their language performance would be negatively evaluated, and had apprehensions about taking English tests, in that order. The present findings parallel the results of some previous studies while contrasting with others. The reason may be the teacher trainees were worried about their actual language ability as they were training to be English teachers and needed to be highly competent in transmitting knowledge about English. The burdens of their future profession, therefore, may create stress about achieving language proficiency and lead to language anxiety. Communication apprehension was the main cause of their language anxiety; the reason may be that teacher trainees may not be confident in communicating in a target language they do not master.

6.1.2 Conclusions for Research Purpose Two

In general, the teacher trainees with high and low academic ability had high self-esteem. They perceived themselves worthy. On the whole, the high and low academic achievers were satisfied with themselves and had a positive attitude. They

did not think that they were failures. They felt that they were able to do things as well as most other peoples. They thought that they themselves were also useful and had a number of good qualities. These teacher trainees were quite proud of themselves, and felt as worthy as others. This finding is consistent with those of some previous studies. Based on the assessment of general self-esteem, therefore, it is possible for the teacher trainees in both groups to evaluate themselves as valuable or worthy and equal as ordinary people. Further investigation into self-esteem specifically related to language learning may be interesting, since self-esteem is considered as a necessary factor in facilitating foreign language acquisition.

6.1.3 Conclusions for Research Purpose Three

The teacher trainees in the lower academic group reported a higher degree of language anxiety than those with high academic ability, although there was no statistically significant difference. The degree of anxiety reported for the three sub-categories of language anxiety differed for the two groups. The high academic achievers were slightly more anxious in speaking English than the teacher trainees in the lower academic group. On the other hand, the teacher trainees with low academic ability were more anxious about taking English tests and had a greater fear of being negatively evaluated than those in the higher academic group. These results correspond with those of other studies. The reason may be that the teacher trainees with low academic ability may perceive the inadequacy of their language ability more often than those with higher academic ability, so they express greater concern about learning English language in class.

6.1.4 Conclusions for Research Purpose Four

The teacher trainees in the two groups were found to have a statistically significant difference in levels of self-esteem, that is, the high academic achievers had higher levels of self-esteem than the teacher trainees in the lower academic group. The findings of the present investigation are consistent with those from previous studies. The reason may be related to the confidence in one's own ability. The more the teacher trainees believed in their ability, the better performance they had. As shown by responses to the questionnaires, the high academic achievers perceived themselves

as more worthy than the low academic achievers in the following situations: thinking that they were good, being proud of themselves, feeling useful, feeling that they were persons of worth at least equal to others, and not thinking that they were failures.

6.1.5 Conclusions for Research Purpose Five

Language anxiety negatively correlated with self-esteem ($r = -.233$, $p < .002$). Self-esteem negatively correlated with both test anxiety ($r = -.304$, $p < .000$) and fear of negative evaluation ($r = -.233$, $p < .002$). In other words, it can be concluded that language anxiety decreases when self-esteem increases. The findings of this study support those of some previous studies. The reason underlying this correlation may be that when teacher trainees believe in their ability they can reduce anxious feelings about language learning. In contrast, if the teacher trainees do not believe in their own ability, then anxious feelings emerge, especially when they have to perform tasks in a target language they have not yet mastered. All concerns about the lack of ability seem to create anxiety.

6.2 Recommendations for Further Studies

This study indicates the existence of anxiety about language learning among Thai EFL fourth-year-teacher trainees and the current condition of their self-esteem. The findings reflect the lack of successful English learning and teaching in Thai teacher education programs. Moreover, a significant difference between the degrees of language anxiety and self-esteem in the two groups—high and low academic ability—of the teacher trainees was found. A negative correlation between language anxiety and self-esteem in these teacher trainees was also discovered. More importantly, the data obtained will be useful for teacher education programs in reducing the negative impacts of language anxiety which cause emotional problems for teacher trainees and in enhancing self-esteem among the teacher trainees. The following suggestions are given for future studies.

1. The study was limited to Thai EFL teacher trainees in their fourth year. They were studying in the English Education program at four Rajabhat Universities located in different regions of Thailand. The present study did not include the English

teaching experiences of the teacher trainees in their practicum course. Thus, in a further study, an investigation into fifth-year-teacher trainees might be interesting. Generalizations concerning this research study should be made only for teacher trainees who are at the same level and share a similar academic background.

2. Because of limitations imposed by time and budget, the present research used only quantitative methods to investigate teacher trainees' degrees of language anxiety and self-esteem. In future studies, the qualitative method, such as gathering information from observations and interviews, should be added in order to obtain in-depth data. For example, interviews should be used to explore reasons underlying the present investigation that shows even high academic ability students had high level of language anxiety.

3. Although the present research studied the teacher trainees' self-esteem, it was limited to general self-esteem. The investigation of the teacher trainees' self-esteem in regards to language learning should be focused on in a later study, since no such study can be found in the Thai context, according to information obtained from the ThaiLIS (2013) data base (Thai Library Integrated System).

4. The implications of this study should lead to further studies, such as an investigation into the factors causing language anxiety, possible solutions which would help eliminate teacher trainees' language anxiety, and the advantages of self-esteem in reducing language anxiety.

5. In comparison of language anxiety and self-esteem, this study focused on academic ability differences among fourth-year-teacher trainees. Another variable, such as, gender might be an influential factor causing the differences of language anxiety and self-esteem in those teacher trainees, as the demographic data in this study shows numbers of males (15) and females (171) were very much different. Therefore, the gender factor should be further investigated.

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APPENDICES

APPENDIX A

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). The FLCAS is used to identify levels of language anxiety. There are 33 statements in this questionnaire. The criteria for the response are as follows:

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

Foreign Language Classroom Anxiety Scale (FLCAS)

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It would not bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at language than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.

15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I'm speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I have not prepared in advance.

APPENDIX B

ROSENBERG SELF-ESTEEM SCALE (RSES)

The Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965). The RSES is used to identify levels of self-esteem. There are 10 statements in the questionnaire. The criteria for the response are as follows:

1	=	Strongly disagree
2	=	Disagree
3	=	Agree
4	=	Strongly agree

Rosenberg Self-Esteem Scale

1. On the whole, I am satisfied with myself.
2. At times I think I am no good at all.
3. I feel that I have a number of good qualities.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I certainly feel useless at times.
7. I feel that I'm a person of worth, at least on an equal plane with others.
8. I wish I could have more respect for myself.
9. All in all, I am inclined to feel that I am a failure.
10. I take a positive attitude toward myself.

APPENDIX C

QUESTIONNAIR (THAI VERSION)

เรียน ผู้ตอบแบบสอบถามทุกท่าน

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการเก็บรวบรวมข้อมูลงานวิจัยเรื่อง ความวิตกกังวลในการเรียนภาษาอังกฤษ การเห็นคุณค่าในตนเอง และ ความสามารถเชิงวิชาการ โดยมีวัตถุประสงค์เพื่อรวบรวมความคิดเห็นในด้านบทบาทของผู้เรียน ต่อ ความวิตกกังวลในการเรียนภาษาอังกฤษ การเห็นคุณค่าในตนเอง และความสามารถเชิงวิชาการ ผู้วิจัยหวังเป็นอย่างยิ่งว่า ความคิดเห็นของท่านสามารถนำไปเป็นข้อมูลประกอบในการประเมินผลเพื่อหาความสัมพันธ์ระหว่างความวิตกกังวลในการเรียน ภาษาอังกฤษ การเห็นคุณค่าในตนเอง และความสามารถเชิงวิชาการ เพื่อสามารถนำไปใช้ประโยชน์ในทางวิชาการ ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่ผลใดๆ ทั้งสิ้นต่อตัวท่านและข้อมูลนี้จะถูกเก็บเป็นความลับระหว่างผู้วิจัยและผู้ทำแบบสอบถาม เท่านั้น

ผู้วิจัยจึงใคร่ขอความกรุณาจากท่านในการตอบแบบสอบถามอย่างครบถ้วนที่ตรงกับความคิดเห็นและทัศนคติของท่าน ให้มากที่สุด และหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือด้วยดีจากท่าน

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวศิริประภา โคตรมุงคุณ
ผู้วิจัย

แบบสอบถาม

โปรดทำเครื่องหมายกากบาท (x) ลงใน O ที่ตรงกับสภาพความเป็นจริงของท่านในปัจจุบัน

ส่วนที่ 1 ข้อมูลส่วนบุคคล อายุ _____ ปี เพศ _____ เกรดเฉลี่ย _____

ส่วนที่ 2 ความวิตกกังวลในการเรียนภาษาอังกฤษ

ระดับความคิดเห็น: ⑤ = เห็นด้วยเป็นอย่างยิ่ง ④ = เห็นด้วย ③ = ปานกลาง ② = ไม่เห็นด้วย ① = ไม่เห็นด้วย เป็นอย่างยิ่ง

ท่านมีความวิตกกังวลในการเรียนภาษาอังกฤษมากน้อยเพียงใด	ระดับความคิดเห็น
1.ฉันรู้สึกไม่ค่อยมั่นใจเวลาพูดในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
2.ฉันไม่รู้สึกกังวลว่าจะพูดผิดในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
3.ฉันตกใจกลัวจนตัวสั่นที่รู้ว่าจะถูกเรียกให้ตอบคำถามในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
4.ฉันรู้สึกกังวลมากเมื่อฉัน ไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษกำลังพูด	⑤ ④ ③ ② ①
5.ฉันชอบเข้าเรียนภาษาอังกฤษเพิ่มเติม	⑤ ④ ③ ② ①
6.ฉันนึกถึงเรื่องอื่นในขณะที่เรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
7.ฉันคิดอยู่เสมอว่านักเรียนคนอื่นเรียนภาษาได้ดีกว่าฉัน	⑤ ④ ③ ② ①
8.ฉันมักจะรู้สึกมั่นใจขณะทำข้อสอบวิชาภาษาอังกฤษ	⑤ ④ ③ ② ①
9.ฉันรู้สึกประหม่าเมื่อต้องพูดในห้องเรียนภาษาอังกฤษโดยไม่ได้เตรียมตัวล่วงหน้า	⑤ ④ ③ ② ①
10.ฉันกังวลว่าจะสอบวิชาภาษาอังกฤษไม่ผ่าน	⑤ ④ ③ ② ①
11.ฉันไม่เข้าใจว่าทำไมคนอื่นถึงไม่ชอบวิชาภาษาอังกฤษ	⑤ ④ ③ ② ①
12.ฉันรู้สึกประหม่าจนลืมในสิ่งที่ฉันรู้	⑤ ④ ③ ② ①
13.ฉันรู้สึกเขินอายที่จะอาสาตอบคำถามในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
14.ฉันไม่รู้สึกประหม่าเมื่อพูดภาษาอังกฤษกับเจ้าของภาษา	⑤ ④ ③ ② ①
15.ฉันรู้สึกหงุดหงิดเวลาที่ ไม่เข้าใจคำตอบที่ครูแก้ไข	⑤ ④ ③ ② ①
16.ฉันรู้สึกกังวลทั้งๆที่เตรียมตัวมาอย่างดี	⑤ ④ ③ ② ①
17.ฉันมักจะ ไม่อยากเข้าเรียนวิชาภาษาอังกฤษ	⑤ ④ ③ ② ①
18.ฉันรู้สึกมั่นใจเวลาพูดในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①
19.ฉันรู้สึกกลัวที่ครูตั้งท่าจะแก้คำตอบของฉันทุกครั้งทีตอบผิด	⑤ ④ ③ ② ①
20.ฉันรู้สึกใจเต้นเมื่อกำลังจะถูกเรียกตอบในห้องเรียนภาษาอังกฤษ	⑤ ④ ③ ② ①

21. ยิ่งฉันเตรียมตัวสอบมาก ฉันก็ยิ่งสับสนมากขึ้น	๕ ๔ ๓ ๒ ๑
22. ฉัน ไม่รู้สึกกดดันที่ต้องเตรียมตัวอย่างดีในการเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
23. ฉันมักจะคิดว่านักเรียนคนอื่นพูดภาษาอังกฤษได้ดีกว่าฉัน	๕ ๔ ๓ ๒ ๑
24. ฉันพยายามควบคุมตัวเองเวลาพูดภาษาอังกฤษต่อหน้านักเรียนคนอื่น	๕ ๔ ๓ ๒ ๑
25. ฉันกังวลว่าจะเรียนวิชาภาษาอังกฤษตาม ไม่ทัน	๕ ๔ ๓ ๒ ๑
26. ฉันรู้สึกเครียดและกังวลกับการเรียนภาษาอังกฤษมากกว่าวิชาอื่น	๕ ๔ ๓ ๒ ๑
27. ฉันรู้สึกประหม่าและสับสนเมื่อพูดในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
28. ฉันรู้สึกมั่นใจและผ่อนคลายก่อนที่จะเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
29. ฉันกังวลเมื่อไม่เข้าใจคำพูดของครูสอนภาษาอังกฤษ ได้ทุกคำ	๕ ๔ ๓ ๒ ๑
30. ฉันรู้สึกกังวลมากกับกฎจำนวนมากมายที่ต้องเรียนสำหรับการพูดภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
31. ฉันกลัวนักเรียนคนอื่นหัวเราะเยาะเวลาที่ฉันพูดภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
32. ฉันรู้สึกสบายใจเมื่อพูดกับเจ้าของภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
33. ฉันรู้สึกประหม่าเมื่อครูสอนภาษาอังกฤษถามคำถามโดยที่ฉัน ไม่ได้เตรียมตัวมาล่วงหน้า	๕ ๔ ๓ ๒ ๑

นอกเหนือจากความคิดเห็นข้างต้นหากนักศึกษามีข้อคิดเห็นและข้อเสนอแนะอื่นๆเกี่ยวกับความวิตกกังวลในการเรียนภาษาอังกฤษ โปรดระบุ

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ส่วนที่ 3 การเห็นคุณค่าในตนเอง

ระดับความคิดเห็น: ๔ = เห็นด้วยเป็นอย่างยิ่ง ๓ = เห็นด้วย ๒ = ไม่เห็นด้วย ๑ = ไม่เห็นด้วยเป็นอย่างยิ่ง

ท่านเห็นคุณค่าในตนเองมากน้อยเพียงใด	ระดับความคิดเห็น
1. โดยทั่วไปฉันรู้สึกพอใจตนเอง	๔ ๓ ๒ ๑
2. บ่อยครั้งที่ฉันคิดว่าตัวเองไม่มีอะไรดีเลย	๔ ๓ ๒ ๑
3. ฉันรู้สึกว่าตัวฉันเองก็มีอะไรดีๆ เหมือนกัน	๔ ๓ ๒ ๑
4. ฉันสามารถทำอะไรได้ดีเหมือนๆ กับคนอื่น	๔ ๓ ๒ ๑
5. ฉันรู้สึกว่าตนเองไม่มีอะไรน่าภาคภูมิใจมากนัก	๔ ๓ ๒ ๑
6. ฉันรู้สึกบ่อยๆว่าตนเองไร้ค่า	๔ ๓ ๒ ๑
7. ฉันรู้สึกว่าตนเองก็มีคุณค่าอย่างน้อยที่สุดก็เท่าๆ กับคนอื่น	๔ ๓ ๒ ๑
8. ฉันเชื่อว่าฉันสามารถให้ความนับถือตนเองได้มากกว่านี้	๔ ๓ ๒ ๑
9. โดยรวมแล้วฉันมีแนวโน้มจะรู้สึกว่าตนเองล้มเหลว	๔ ๓ ๒ ๑
10. ฉันมีความรู้สึกที่ดีกับตนเอง	๔ ๓ ๒ ๑

นอกเหนือจากความคิดเห็นข้างต้นหากนักศึกษามีข้อคิดเห็นและข้อเสนอแนะอื่นๆเกี่ยวกับการเห็นคุณค่าในตนเองโปรดระบุ

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APPENDIX D

LIST OF RAJABHAT UNIVERSITIES

Name of All 40 Rajabhat Universities in Thailand

Central Thailand

No.	Name of Rajabhat University
1.	1. Phranakhon Si Ayutthaya Rajabhat University
2.	2. Muban Chom Bung Rajabhat University
3.	3. Kanchanaburi Rajabhat University
4.	4. Nakhon Pathom Rajabhat University
5.	5. Phetchaburi Rajabhat University
6.	6. Rajanagarindra Rajabhat University
7.	7. Rambhaibarni Rajabhat University
8.	8. Thepsatri Rajabhat University
9.	9. Valaya-Alongkorn Rajabhat University
10.	10. Nakhon Sawan Rajabhat University
11.	11. Chandrakasem Rajabhat University
12.	12. Dhonburi Rajabhat University
13.	13. Bansomdejchaopraya Rajabhat University
14.	14. Phranakhon Rajabhat University
15.	15. Suan Dusit Rajabhat University
16.	16. Suan Sunandha Rajabhat University

Southern Thailand

No.	Name of Rajabhat University
17.	1. Nakhon Si Thammarat Rajabhat University
18.	2. Phuket Rajabhat University
19.	3. Songkhla Rajabhat University
20.	4. Surat Thani Rajabhat University
21.	5. Yala Rajabhat University

Northeastern Thailand

No.	Name of Rajabhat University
22.	1. Chaiyaphum Rajabhat University
23.	2. Kalasin Rajabhat University
24.	3. Loei Rajabhat University
25.	4. Maha Sarakham Rajabhat University
26.	5. Nakhon Ratchasima Rajabhat University
27.	6. Roi Et Rajabhat University
28.	7. Sakon Nakhon Rajabhat University
29.	8. Sisaket Rajabhat University
30.	9. Surin Rajabhat University
31.	10. Ubon Ratchathani Rajabhat University
32.	11. Udon Thani Rajabhat University
33.	12. Buriram Rajabhat University

Northern Thailand

No.	Name of Rajabhat University
34.	1. Chiang Mai Rajabhat University
35.	2. Chiang Rai Rajabhat University
36.	3. Kamphaeng Phet Rajabhat University
37.	4. Lampang Rajabhat University
38.	5. Phetchabun Rajabhat University
39.	6. Pibulsongkram Rajabhat University (Phitsanulok)
40.	7. Uttaradit Rajabhat University

APPENDIX E

LETTERS OF CONCENT

Letter of Consent for FLCAS Questionnaire

Title: Letter of Consent for using FLCAS Questionnaire
From: Siraprapa Kotmungkun (luzifer_darkhunter.pk@hotmail.com)
To: Horwitz, Elaine K (horwitz@austin.utexas.edu)
On Jun 16, 2013, at 3:35 AM

Dear Professor Elaine K. Horwitz,

I am a Master's degree student in the Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "The Relationship between Language Learning Anxiety, Self-Esteem and Academic Proficiency Level among Thai Pre-Service teachers." This research study aims to 1) examine the level of language learning anxiety among high and low academic proficiency pre-service teachers, 2) examine the level of self-esteem among high and low academic proficiency pre-service teachers and 3) find the relationship between language learning anxiety, self-esteem and academic proficiency level of pre-service teachers. Therefore, I would like to use the FLCAS questionnaire (Horwitz, Horwitz, & Cope, 1986) as the research instrument. I wrote this letter to ask for your permission to use this questionnaire in my intended research.

Look forward to receiving your confirmation.
Thank you very much for your kindness.

Yours faithfully,

Siraprapa Kotmungkun

Title: Re: Letter of Consent for using FLCAS Questionnaire

From: Horwitz, Elaine K (horwitz@austin.utexas.edu)

Sent: Monday, June 17, 2013 8:30:53 PM

To: Siraprapa Kotmongkun (luzifer_darkhunter.pk@hotmail.com)

Thank you for your interest in my work. Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, 2nd edition, Pearson, 2013. Best wishes on your project.

Best wishes,

Elaine Horwitz

Letter of Consent for FLCAS Questionnaire (Thai Version)

From: luzifer_darkhunter.pk@hotmail.com
To: da_papangkorn@hotmail.com
Subject: Letter of Consent for using FLCAS Questionnaire (Thai Version)
Date: Fri, 14 Jun 2013 18:06:30 +0700

Dear Khun Papangkorn Kittawee

I am a Master's degree student in the Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "The Relationship between Language Learning Anxiety, Self-Esteem and Academic Proficiency Level among Thai Pre-Service teachers." This research study aims to 1) examine the level of language learning anxiety among high and low academic proficiency pre-service teachers, 2) examine the level of self-esteem among high and low academic proficiency pre-service teachers and 3) find the relationship between language learning anxiety, self-esteem and academic proficiency level of pre-service teachers. Therefore, I would like to use your FLCAS questionnaire in Thai version as the research instrument. I wrote this letter to ask for your permission to use this questionnaire in my intended research.

Look forward to receiving your confirmation.
Thank you very much for your kindness.

Yours faithfully,

Siraprapa Kotmongkun

Title: RE: Letter of Consent for using FLCAS Questionnaire (Thai Version)

From: Da Papangkorn (da_papangkorn@hotmail.com)

Sent: Friday, June 14, 2013 11:24:42 PM

To: Siraprapa Kotmungkun (luzifer_darkhunter.pk@hotmail.com)

Dear Khun Siraprapa,

Thank you for interesting my translation. You can use it.

Best regards,
Papangkorn

Letter of Consent for RSES Questionnaire (Thai Version)

From: Siraprapa Kotmongkun [luzifer_darkhunter.pk@hotmail.com]
Sent: Friday, June 14, 2013 6:08 PM
To: Tinakon Wongpakaran
Subject: Letter of Consent for using Rosenberg (1965)'s SES questionnaire in Thai version

Dear Dr. Tinakon Wongpakaran,

I am a Master's degree student in the Applied Linguistics Program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "The Relationship between Language Learning Anxiety, Self-Esteem and Academic Proficiency Level among Thai Pre-Service teachers." This research study aims to 1) examine the level of language learning anxiety among high and low academic proficiency pre-service teachers, 2) examine the level of self-esteem among high and low academic proficiency pre-service teachers and 3) find the relationship between language learning anxiety, self-esteem and academic proficiency level of pre-service teachers. Therefore, I would like to use your RSES questionnaire (Rosenberg, 1965) in Thai version as the research instrument. I wrote this letter to ask for your permission to use this questionnaire in my intended research.

Look forward to receiving your confirmation.
Thank you very much for your kindness.

Yours faithfully,

Siraprapa Kotmongkun

Title: RE: Letter of Consent for using Rosenberg (1965)'s SES questionnaire in Thai version

From: Tinakon Wongpakaran (tchanob@med.cmu.ac.th)

Sent: Saturday, June 15, 2013 12:04:38 AM

To: Siraprapa Kotmongkun (luzifer_darkhunter.pk@hotmail.com)

Dear Ms. Siraprapa Kotmongkun,

Attached please find the Thai version questionnaire. The fulltext article can be reached at <http://www.ncbi.nlm.nih.gov/pubmed/22396685>. Good luck with your research.

Regards,

Tinakon Wongpakaran, M.D.

Associate Professor

Psychotherapy Unit, Department of Psychiatry,

Faculty of Medicine, Chiang Mai University,

Chiang Mai, Kingdom of Thailand. 50200

tinakon@gmail.com, tchanob@yahoo.com,

Tel: 66-53-945422, 66-53-945422 FREE to 4 ext 117, Fax: 66-53-289219

BIOGRAPHY

NAME	Siraprapa Kotmongkun
DATE OF BIRTH	April 28, 1989
PLACE OF BIRTH	Maha Sarakham, Thailand
INSTITUTIONS ATTENDED	Mahidol University, 2011-2013 Master degree of Arts (Applied Linguistics) Mahasarakham University, 2007-2011 Bachelor of Arts (English, Second Class Honor)
CONTACT	Email: siraprapa.winu@gmail.com Mobile: 089-7151576